
Landing Trail Intermediate School

Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2018



Landing Trail Intermediate School Grade 4 to 6

<ul style="list-style-type: none">• 345 Students• 1 Principal• 1 Assistant Principal• 16 Teachers• 9 Support Staff• 1 Inclusive Education Coordinator (part-time)• 1.25 Administrative Secretaries• 1 Business Manager• 1 School Therapist (part-time)• 1 School Counsellor (part-time)• 2 part-time FNMI Liaisons• 2.5 Custodians	<ul style="list-style-type: none">• Landing Trail Intermediate School is a grade 4-6 dual track school, a regular stream English program and French Immersion.• We are located in a unique area nestled beside the Muskeg Creek Trails well known for hiking, running, skiing, and nature exploration. Students make use of these trails every day.• LTIS has a Comprehensive School Health (CSH) plan. This means that we encourage healthy choices through daily physical activity, a nutrition policy that applies to what food the school may serve, and mental health through citizenship and resilience. All students are encouraged to actively participate in the classroom lessons and in the many extra-curricular activities offered at LTIS.• Students have the opportunity to participate in a variety of activities: archery, inclusive sports program, soccer, orienteering, basketball, badminton, track and field, cross country running, cross country skiing, cheerleading, and our 1k club are some of the activities students may become involved in.• Each class participates in a citizenship project to assist the greater school community and to promote selflessness and community service. Some examples of these projects include: cleaning and organizing the PE equipment and looking after the paper/juice recycling.• The overarching goal of the school is to create the optimum learning environment. For this to happen, the school environment needs to be safe, caring, welcoming and respectful. Our inclusive environment provides opportunities in which each student can grow academically, socially and emotionally.
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LTIS Highlights 2018

- PAT success in all academic core subjects
- Baseline math assessments built by teachers in each grade to chart basic fact progress
- LTIS chess club was a huge success.
- The LTIS science fair had over 100 participants that showcased projects, studies and experiments based on the scientific method.
- Reading supports were successful: Levelled Literacy Intervention, Precision Reading Program, Morning Reading Program and Volunteer Reading Program
- Grab and Go Breakfast Program ran all year, 4 days per week, offering students a healthy morning snack
- The Christmas Concert brought families and community into the school to enjoy singing and drama performances from all classes in both English and French.
- The LTIS talent show was held in April.
- Grade 6 students visited the Legislature and took part in a mock assembly learning politics in action first hand.
- All math teachers participated in PD learning about various math practices.
- A staff wellness committee met once a month to plan wellness components on staff work days and other staff functions.
- The Grade 4 community mentorship program enabled 16 students to build a special relationship with a community member who visited them once a week to eat lunch and participate in fun activities.
- The student mentorship program enabled 60 students from grade 4 and 7 to spend one lunch recess per week together participating in a wide range of activities such as board games and crafts
- The class buddy program supported reading and math, each month partner classes participated in a math game or read in partners
- Track and Field day allowed students to compete in a variety of sports events such as javelin and high jump
- The grade 7 trip to Jasper for 4 days was a success, students enjoyed the ice fields, hot springs, many hikes and riding the tram and hiking a mountain summit
- The Grade 4's enjoyed the Agricultural presentation enabling them to learn where their food comes from
- The Grade 4's travelled to the Hutterite colony where agricultural and farm tours were given, also all classes met at the Agricultural grounds where various stations were set up pertaining to science and social studies curriculum topics
- The Grade 5 classes travelled to Baptiste Lake, participating in a pond study pertaining to the science curriculum.
- Landing Trail hosted the cross country run race in September and cross country ski race in March for all Aspen view students and surrounding area, both were very successful and offered students a great opportunity to participate
- Monthly assemblies recognized students for academic achievement and for kind, caring, welcoming and respectful choices. Students performed Fine arts presentations at each assembly.

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- Students and staff enjoyed theme days monthly (western day, crazy hair day) and two dances at Halloween and Valentine's Day.
 - LTIS partnered with the U of A engineering program to have lessons delivered by engineering students based on curricular outcomes.
 - EPC work experience students partnered with LTIS to assist students in their learning.
 - A learning commons plan for our library was planned and some changes to the furniture in this area were ordered.
 - A plan to modernize our front foyer to create a learning common space was created.
 - A wellness room was planned and the organization began, treadmills and a spin bike were ordered.
 - A new FI bookroom was planned and ordering of resources was carried out, the intent being to assist students in a FI leveled literacy intervention program.
 - Flying High was a huge hit, our student conference where various community members and staff provide students with sessions where skills are introduced and practiced (examples: Archery, RCMP, fly fishing, Fish and Wildlife)
 - Citizenship projects were carried out, where various classes provide a service to the school such as recycle club, 1k club team and art room organizers
 - Terry Fox run a thon and our community Terry Fox celebrations were successful and drew community and family out to participate in this event.
 - Our choir sang a song composed by our music teacher, Mr. Tkach, at the Remembrance Day ceremony where the local Legion Branch were part of the celebration.
 - On the last day of school our teacher rock band provided students with a surprise roof top concert sending students home for the summer!
 - Break a Rule Day at LTIS raises money for school projects in Africa.
 - *Fill the Foyer with Food* is a food bank effort in which our students participate in conjunction with The Athabasca Good Samaritan Association.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Landing Trail Intermediate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.9	88.3	87.2	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	84.8	83.7	78.8	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	93.3	88.2	87.6	90.0	90.1	89.9	Very High	Improved Significantly	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.3	85.5	79.3	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	26.0	15.4	16.7	19.9	19.5	19.2	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	76.1	80.6	76.9	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	86.7	82.7	80.3	83.0	83.7	83.7	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	77.1	78.8	76.9	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	91.5	78.0	76.4	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.2	74.1	78.1	85.5	84.3		High	Maintained	Good	85.0		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.0	15.8	19.0	15.4	26.0		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)-

- Grade 6 students achieving in the acceptable standard can be attributed to the reading intervention program: Morning Reading Program-where students reading below grade level meet twice a week from 8:00am to 8:45am and receive reading supports from a group of teachers. Areas focused on were reading fluency/accuracy and comprehension.
- The *Precision Reading Program* was another intervention to assist low readers with reading fluency.
- Targeted interventions such as the volunteer reading program in grade 5 (where community members read with students below grade level) were in place with this group thus improving overall reading levels of the cohort of students entering grade 6
- A school wide focus on PATs and academic achievement in general.
- The number of students who attained the standard of excellence in the Math PAT was low.

Strategies

- Incorporated into the school literacy and numeracy plan is a focus on moving student performance from the acceptable to the excellence range in reading, writing and math. Specific strategies listed are:
- 1. standardizing writing assessment from grade 4 to 6 with the same assessment rubrics used in PAT assessments aligning with grade level curriculum outcome expectations
- 2. Professional development sessions will focus on providing quality feedback to students. Research articles from Hattie and Marzano will be used to facilitate learning of how, when and what feedback to give students.
- A math action plan component will focus on using the MIPI (Math Instrument Programming Intervention) to screen all students on the previous grade math outcomes. The intent of this tool will assist teachers in targeted math programming. The MIPI will be implemented in early September.
- Two digital math support resources will be used to aid to math fact fluency and math concept practice. These tools are Reflex math and IXL, both tools are diagnostic and track student data. These supports will be emphasised for students to use at home.
- Parent/caregiver communication will focus on the importance of memory work and how this can improve student learning. Strategies such as using the two digital math resources will be suggestions for parents to help their children.
- A math action plan component will focus on teachers learning how to use math pre-screens, diagnostic assessments and intervention pathways for remedial math purposes. The *Leaps and Bounds* program will be implemented for remedial math intervention.
- A buddy class program to target math basic fact improvement and reading fluency improvement will be implemented.
- Math curriculum support will be used timetabled to allow teacher's time to focus on remedial or enrichment support for students in a small group or individual format.
- We are hoping to set up a partnership with the Athabasca University science department to enhance experiential and theoretical science learning at LTIS.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	74.4	78.8	79.6	82.7	86.7		Very High	Improved Significantly	Excellent	87.0		
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	72.8	77.7	72.5	80.6	76.1		Intermediate	Maintained	Acceptable	78.0		

Comment on Results

(an assessment of progress toward achieving the target)

- Continued implementation of our class citizenship projects: each class has a role within the school where they take active ownership and provide a support to ensure the school runs smoothly or provides a service for students to participate in
- For science instruction, the engineering students form the U of A taught science outcomes in a hands on and very engaging format. Students interacted and were able to observe students in university teaching them and thus reflect on future careers and interests.
- EPC work experience students completed a full session in various classrooms assisting students and teachers. LTIS students were able to observe students in action making choices to learn more about possible future careers.

Strategies

Strategies for active citizenship:

- Each class has a citizenship project which provides a service to our school community. Some examples of citizenship projects:
 - 1k club
 - Recycle club
 - Art Room organization
 - *Grab and Go* morning assistance
- The aim of our citizenship programming is for students to have the opportunity to serve their school and community by performing selfless acts that benefit their immediate surroundings and gain meaning in their lives.
- Highlighting citizenship projects to students, parents and community will continue to illustrate awareness to all stakeholders of value of these projects. We highlight projects on our website/Facebook and at monthly assemblies providing positive reinforcement to each class.
- Continue to communicate how these projects assist our school community.

Strategies for success in the workplace:

- Staff training for mental health literacy and programming will continue, this training specifically targets students in their growth mindset in relation to how they deal with stress.
- Strategies within the framework of this training provide excellent foundational skills to provide students success in the workplace and other environments as they mature and grow.
- Mental health literacy training will be provided by our school therapist.
- An increased emphasis on study skills will be targeted in each grade. Teachers will create consistent study guides to ensure students know what they need to study. Teachers will teach study habits to improve study skills. Students will be learning the benefits of positive stress to improve their performance which is a real world skill.
- Partnering with an EPC teacher who teaches a mentorship complimentary course, a class of high school students will provide assistance in classrooms thus modelling workplace skills to the younger age student s where they will see firsthand workplace skills in action.
- Partnering with the Athabasca University to provide students with the opportunity to see higher learning facilities and adults modeling career choices and teachings in action. This is in the science subject area.
- LTIS will plan to invite the U of A Engineering students. They will teach science outcomes and model higher level university learning as a career choice.
- LTIS will plan for our annual Flying High student conference. Various community members and staff members provide students with opportunities to participate in 4 sessions where skills are introduced and taught to students. Student see first hand many career choices and are able to participate in many different career areas. EX: RCMP and Fish and Wildlife

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.0	72.0	68.8	83.7	65.4		Very Low	Maintained	Concern	68.0		
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.8	8.0	12.5	15.2	17.9		Intermediate	Maintained	Acceptable	19.0		
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

- Some FNMI families are not identifying their children as FNMI for various reasons. This negatively affected our academic results.
- Exemptions for PATs negatively affected our academic results.
- Attendance is emphasized and tracked. Steps are taken to address attendance concerns.
- Academic and social supports are put in place where required: morning reading program, precision reading program, volunteer reading program as well as community and school mentorship programs.
- Infusion of FNMI reading materials into Language Arts and other subject areas.
- An emphasis on all programming decisions are made in an inclusive fashion, all students are tracked and programming decisions are strategically made based on student need.

Strategies

- Regular attendance will continue to be monitored closely.
- Academic and social support programs will continue.
- Social supports such as the community and student mentorship programs will be offered.
- Maintaining strong ties with the Athabasca Native friendship Centre.
- Coordination with our FNMI liaison will provide teacher support and will provide students to lead two clubs (FNMI storytelling and crafting)
- Professional development for staff will focus on debunking negative myths and stereotypes regarding FNMI culture, thus improving staff understanding of FNMI challenges.
- Grab and Go breakfast program and Snack Program (fridge in foyer open to students) will be available to all students.
- Drumming or other cultural components will be brought in to celebrate FNMI culture to the school.
- FNMI coordinators will continue to work with teachers and administration to support students and families.

Notes:

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.7	85.3	87.8	88.3	89.9		Very High	Improved	Excellent	91.0		

Comment on Results

(an assessment of progress toward achieving the target)

- Increased improvement can be attributed to emphasis on citizenship projects and highlighting these projects for parents, teachers and students.
- Using common language by staff to describe action taken to keep the environment safe, caring, respectful and welcoming
- Increased communication about the steps we take to make the school safe, caring, welcoming and respectful.
- Continued implementation of community reading and mentorship programs.
- Continued emphasis on top-notch professional behaviour of staff.
- Continued emphasis on student behaviour accountability.
- Continued implementation of clubs open to all students (clubs include sports themed, fine arts themed and academic themed). Clubs are open to students during the school day thus creating a fair opportunity for all students to access.
- Positive Behaviour program (Green slip program): focus on recognizing and rewarding students for demonstrating safe, caring, kind and respectful choices.
- Highlighting and rewarding students demonstrating safe, caring, kind and respectful choices and academic efforts at each monthly assembly.

Strategies

- Implementation of mental health literacy, teacher PD and follow-up session. Focussing on resilience and how to overcome obstacles.
- Implementation of behaviour regulation practices for students (a tool to unify language which encourages students and adults to use strategies when required in various situations). This tool also encourages students and adults to be cognizant of how others perceive themselves in various situations.
- Continue to highlight and implement citizenship projects.
- Continue partnering with FCSS to provide students with services on an individual or group basis.
- Consistent team meetings with administration, inclusive education coordinator, school counsellor and school therapist in order to provide strategies for students requiring supports.
- Provide supports for at-risk students such as partnering with local fitness trainer and the local fine arts society.
- Continue to communicate programming at LTIS by website, alerts, Facebook
- Continue to implement clubs which encompass wide range of interests, ensuring they run before, during and after school hours.
- Green slip program: focus on recognizing and rewarding students for demonstrating safe, caring, kind and respectful behaviour choices.
- Highlighting and rewarding students demonstrating safe, caring, kind and respectful choices and academic efforts at each monthly assembly.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.7	71.4	81.4	83.7	84.8		Very High	Improved	Excellent	85.5		

Comment on Results

(an assessment of progress toward achieving the target)

- There is a school-wide commitment to offer a balanced educational program at LTIS (academic, sports and health, fine arts and technology), with academics at the forefront.

Strategies

- Continued emphasis on offering fine arts courses and daily physical education.
- Continued partnership with the division wellness coordinator to ensure wellness programming opportunities.
- Clubs and activities are created to encompass a wide range of interests such as academic, sports and fine arts (science fair, student mentorship club, school sport teams, archery club, music clubs, ski club, 1 Km club are a few examples).
- Technology infused daily to enhance student learning: Chromebook implementation, google classroom, etc.
- School wide implementation of the zones of regulation which is a tool to provide teachers and students information about emotional and behavioural self-regulation.
- Continued emphasis on Comprehensive School Health committing to a school culture where physical, social and emotional health is a priority.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.3	73.1	78.1	78.0	91.5		Very High	Improved Significantly	Excellent	92.5		
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.9	74.5	77.3	78.8	77.1		Intermediate	Maintained	Acceptable	78.0		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.9	86.6	87.9	88.2	93.3		Very High	Improved Significantly	Excellent	94.0		

Comment on Results

(an assessment of progress toward achieving the target)

- Progress can be attribute to increased communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, Swift K-12 communication system and teacher communication systems such as weekly emails.
- Emphasis placed on academic programming that provide supports such as morning reading program, community volunteer reading program, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Adding discussion items to the agenda at parent council meetings to increase parent engagement.

Strategies

- Continued discussion items on agendas at school council meetings.
- Continued implementation of literacy and math action plan outlining specific strategies to target improvement.
- In-house professional development opportunities such as specific learning and work sessions organized to target best teaching practices.
- Increased focus on regular student attendance.
- Implementation of teacher feedback model by administration- targeting best practices in teacher instruction. Feedback will be based on classroom observations and based on evidence research from Hattie and Marzano aligning with the Teacher Quality Standard.
- Continued communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, alert communication system and teacher communication systems.
- Continued implementation of class citizenship projects which highlight how students can first-hand contribute to the well-being of their school and gain a sense of meaning in their lives.
- Continued emphasis placed on academic programming, providing supports such as morning reading program, community volunteer reading program, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Timetable organization to allow for curriculum enhancement sessions provided to students targeting remedial or enrichment opportunities for students in math.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Landing Trail Intermediate Sch						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	117	91.5	105	90.2	51,540	83.5	48,248	82.7		
	Standard of Excellence	High	Improved	Good	117	22.2	105	13.9	51,540	17.9	48,248	19.6		
French Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	24	87.5	24	82.1	3,326	85.2	3,007	86.8		
	Standard of Excellence	Very High	Maintained	Excellent	24	25.0	24	16.1	3,326	12.3	3,007	13.7		
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0		
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	117	73.5	105	70.9	51,486	72.9	48,172	71.6		
	Standard of Excellence	Very Low	Maintained	Concern	117	6.8	105	7.3	51,486	14.0	48,172	13.6		
Science 6	Acceptable Standard	High	Maintained	Good	117	87.2	105	83.8	51,517	78.8	48,180	77.1		
	Standard of Excellence	Very High	Improved	Excellent	117	41.9	105	29.8	51,517	30.5	48,180	27.1		
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	117	84.6	105	71.3	51,525	75.1	48,170	71.4		
	Standard of Excellence	Very High	Improved Significantly	Excellent	117	33.3	105	16.2	51,525	23.2	48,170	20.6		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9		
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6		
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7		
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1		
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2		
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4		
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

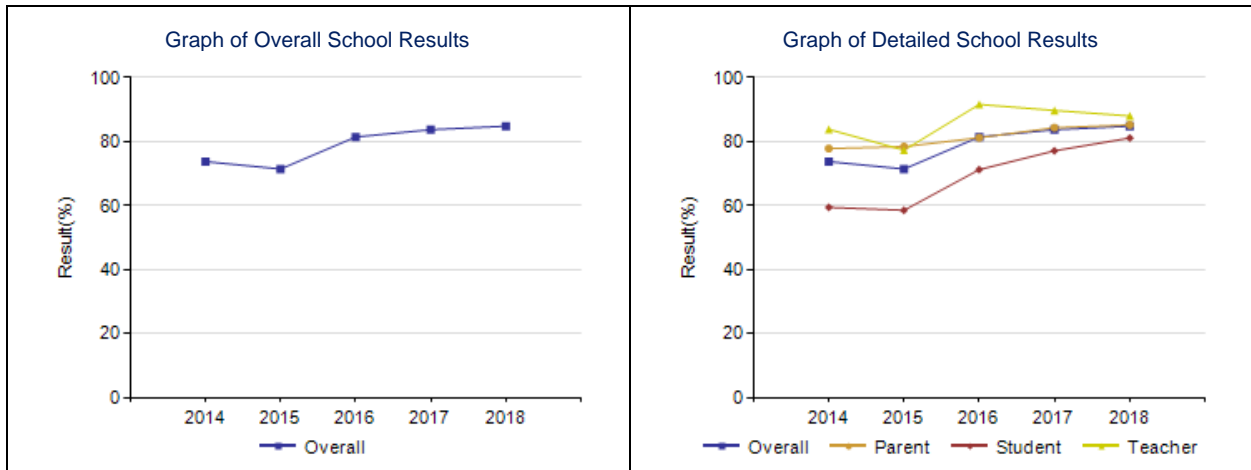
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	73.7	71.4	81.4	83.7	84.8	69.7	73.3	73.0	76.6	75.2	81.3	81.3	81.9	81.9	81.8
Teacher	83.8	77.3	91.6	89.7	88.0	80.4	81.7	81.8	86.3	86.1	87.5	87.2	88.1	88.0	88.4
Parent	77.8	78.4	81.2	84.3	85.2	69.5	75.8	73.6	74.7	69.9	79.9	79.9	80.1	80.1	79.9
Student	59.4	58.5	71.2	77.1	81.1	59.1	62.3	63.6	68.8	69.5	76.6	76.9	77.5	77.7	77.2



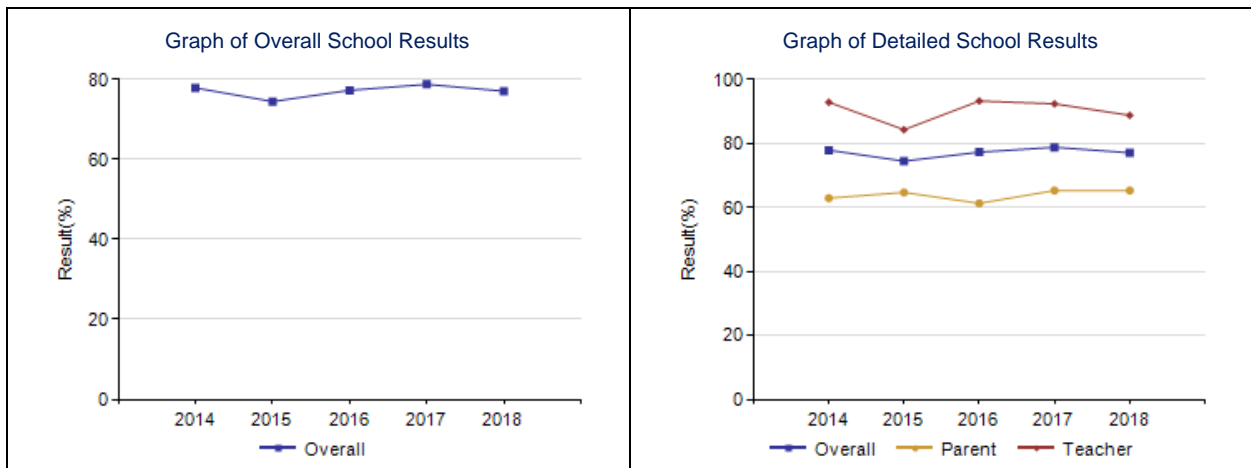
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.9	74.5	77.3	78.8	77.1	77.1	76.9	77.0	81.3	78.5	80.6	80.7	80.9	81.2	81.2
Teacher	92.9	84.3	93.3	92.4	88.8	83.8	83.3	86.6	91.0	89.0	88.0	88.1	88.4	88.5	88.9
Parent	62.9	64.7	61.3	65.3	65.3	70.3	70.5	67.5	71.7	68.0	73.1	73.4	73.5	73.9	73.4



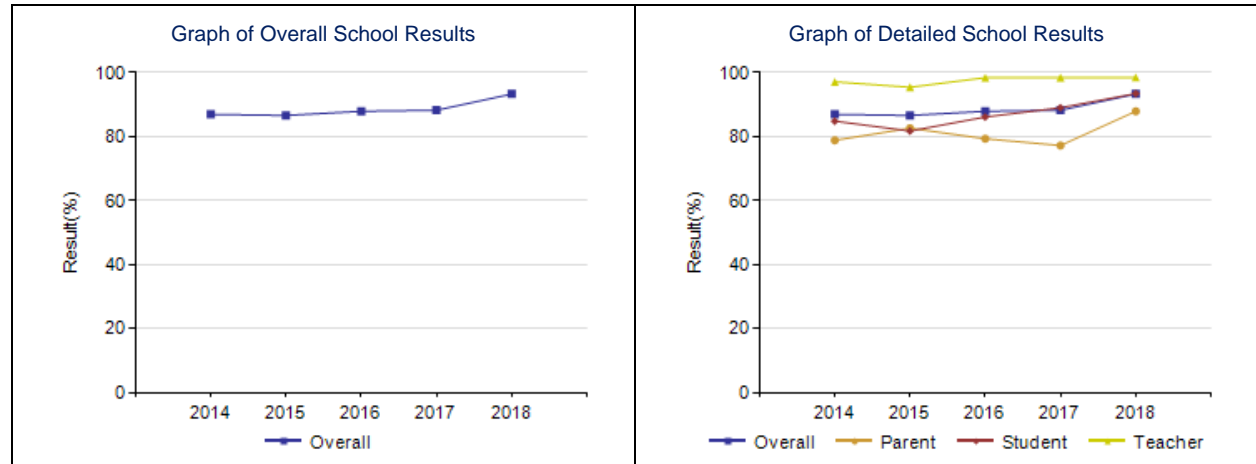
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.9	86.6	87.9	88.2	93.3	83.3	86.0	84.4	87.0	88.7	89.2	89.5	90.1	90.1	90.0
Teacher	97.1	95.4	98.4	98.4	98.5	93.4	93.6	94.7	96.3	97.6	95.5	95.9	96.0	95.9	95.8
Parent	78.8	82.6	79.3	77.2	87.9	75.3	82.1	75.5	77.2	80.2	84.7	85.4	86.1	86.4	86.0
Student	84.8	81.7	86.1	89.0	93.4	81.3	82.2	83.0	87.4	88.2	87.3	87.4	88.0	88.1	88.2

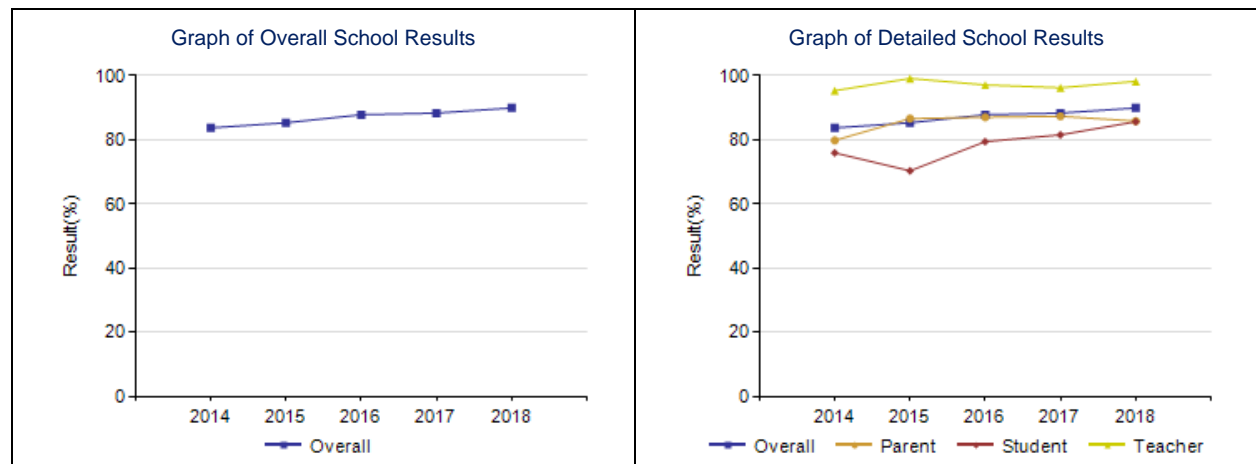


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.7	85.3	87.8	88.3	89.9	82.7	86.4	85.0	86.6	87.5	89.1	89.2	89.5	89.5	89.0
Teacher	95.3	99.1	97.1	96.2	98.2	93.7	96.4	94.6	96.2	97.3	95.3	95.4	95.4	95.3	95.0
Parent	79.8	86.6	87.0	87.3	85.8	80.3	87.4	83.3	83.1	83.4	88.9	89.3	89.8	89.9	89.4
Student	75.9	70.3	79.4	81.5	85.6	74.1	75.5	77.0	80.6	81.7	83.1	83.0	83.4	83.3	82.5

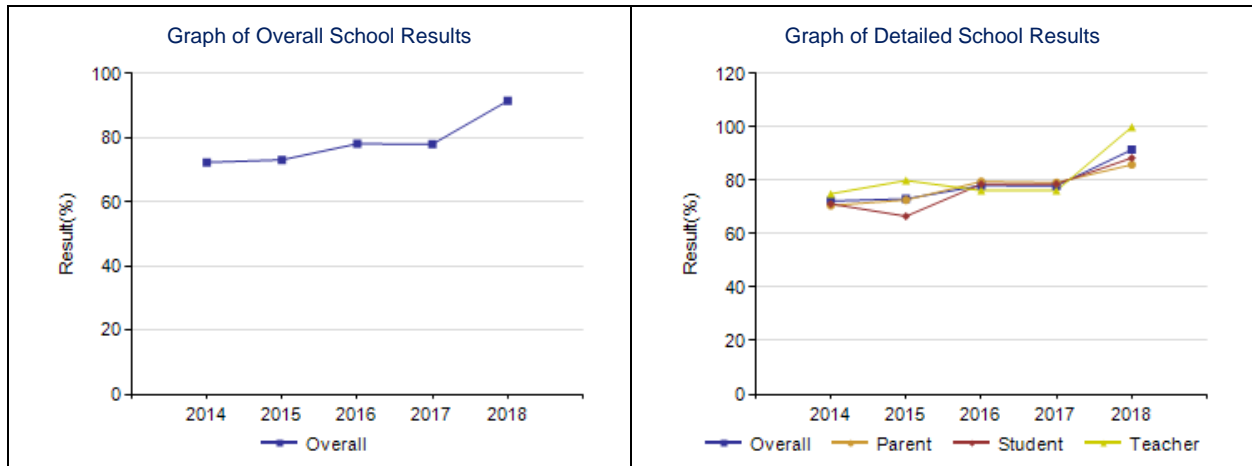


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	72.3	73.1	78.1	78.0	91.5	69.0	75.7	76.8	81.2	78.8	79.8	79.6	81.2	81.4	80.3
Teacher	75.0	80.0	76.2	76.2	100.0	77.5	80.2	82.6	91.5	86.9	81.3	79.8	82.3	82.2	81.5
Parent	70.6	72.7	79.6	79.2	85.9	62.1	78.4	77.9	75.4	73.8	77.0	78.5	79.7	80.8	79.3
Student	71.2	66.6	78.6	78.7	88.4	67.4	68.5	69.8	76.6	75.6	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.