

# Senator Joyce Fairbairn



## 2022/23 Assurance Plan

### **School Vision Statement**

To serve our community by inspiring our students to extend Joyce Fairbairn's trail in becoming hard working, determined, strategic, and strong.

### **School Mission Statement**

To provide exceptional, rigorous instruction and opportunities targeting the needs of our students.



[sjf.lethsd.ab.ca](http://sjf.lethsd.ab.ca)



# ASSURANCE PLANNING

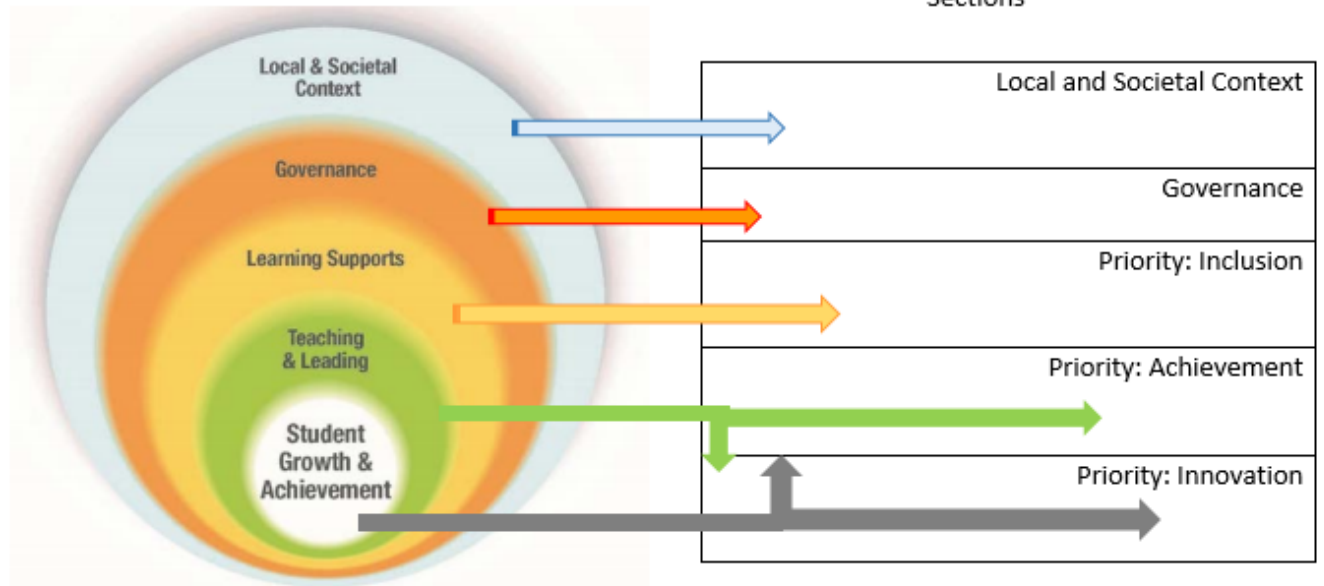
Assurance Planning is a balanced approach to accountability with the goal of continual improvement and enhanced public assurance.

Lethbridge School Division still has three priorities: Achievement, Inclusion, Innovation

The three priorities are threaded through the provincial Assurance Domains.

Provincial Assurance Domains

Lethbridge School Division Assurance Plan Sections



## SCHOOL CONTEXT

Senator Joyce Fairbairn Middle School was established in 2018 and has seen continuous growth over the last four years. We serve approximately 640 students in grades six, seven, and eight and are the home of the Middle School E-Learning program for Lethbridge School Division. 600 students are in-class learners and 40 students are E-Learners. Our school is one of two Middle Schools that serve diverse learners in West Lethbridge.

At Senator Joyce Fairbairn, we have a 1:1 student laptop initiative. Through the use of technology and laptops, we provide exceptional and rigorous learning experiences for all students. When students leave our school, they are prepared to use technology in future educational contexts as well as in the world of work.

Currently, our school continues to create growth in students by closing learning gaps that are the result of various environmental factors including the pandemic, attendance challenges, and learners new Lethbridge School Division. Working as a collective team to identify where students are at, interventions and creative structures are utilized to promote student growth and success. Some of the identified benchmarking assessments and intervention literacy and numeracy resources include Fountas and Pinnell, Levelled Literacy Intervention, Heggerty—Bridge the Gap, Rime Magic, Words Their Way, Math Intervention/Programming Instrument, Foundational Skills Interview, and Building Fact Fluency Toolkits for Addition and Subtraction as well as Multiplication and Division. Staff learning in these areas is a target of our professional learning for 2022-23.

Outside of the classroom, an abundance of extra-curricular opportunities include athletics, fine arts, and various other groups and clubs based on student interest. These programs will be available for all of the 2022-23 school year with no foreseeable disruptions. These programs are very valuable in developing the all aspects of life-long learning and well-being.

## DIVISION PRIORITIES

### Achievement Innovation

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Student Growth and Achievement

### OUTCOMES:

1. Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
2. Student apply knowledge, understanding and skills in real life contexts and situations.
3. Students advance reconciliation by acquiring and applying foundational knowledge of Indigenous experiences. The school applies the resources needed to support Indigenous student achievement.
4. Students are active, healthy and well.
5. Students demonstrate understanding and respect for the uniqueness of all learners.
6. Students use ongoing assessment feedback to reflect continuously on their progress and set new learning goals.

## Assurance Measures

Students achieve student learning outcomes and demonstrate proficiency in literacy and numeracy (local and provincial assessment)  
 Alberta Education Assurance Measures (provincial assessment) relative to achievement of all students and growth in Indigenous outcomes  
 Provincial Assurance Survey measure of citizenship  
 Provincial Assurance Survey measure of learning engagement  
 High School Completion

Goal	Study/Resources	Strategies	Measures
Promote numeracy practices that foster mathematical thinking and a deep understanding of numbers.	<ul style="list-style-type: none"> <li>• Building Fact Fluency Toolkits for +/÷ and x/÷</li> <li>• Numeracy Lead Teacher</li> <li>• Division Numeracy Plan</li> <li>• School-based Numeracy Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Using MIPI and Foundational Skills Interview data to inform instruction &amp; programming</li> <li>• Daily numeracy class with intervention support</li> <li>• Providing numeracy professional learning for interventionists and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• MIPI data</li> <li>• Foundational Skills Interview data</li> <li>• PAT data</li> <li>• Interventionist data tracking</li> </ul>
Promote and utilize comprehensive literacy practices that foster literacy development in all subjects.	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark Assessment</li> <li>• Leveled Literacy Intervention</li> <li>• Literacy Lead Teacher</li> <li>• SORA</li> <li>• Comprehensive Literacy Framework</li> <li>• School-based Literacy Plan</li> <li>• Division Literacy Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build levelled classroom libraries</li> <li>• New resources to support developing readers A through N and EAL students</li> <li>• Reading collections—literacy beyond books</li> <li>• Daily literacy class</li> <li>• Providing literacy professional learning for interventionists and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark Assessment data</li> <li>• SORA data</li> <li>• Monitor student LLI progress</li> <li>• Evidence of reading, writing, speaking, listening in all subject areas</li> <li>• PAT data</li> <li>• Interventionist data tracking</li> </ul>
Build staff capacity and support practices that engage in Indigenous Ways of Knowing.	<ul style="list-style-type: none"> <li>• Middle School Indigenous Educator</li> <li>• Coordinator of Indigenous Education</li> <li>• Local and Provincial Indigenous guests</li> </ul>	<ul style="list-style-type: none"> <li>• Support inquiry questions with resources</li> <li>• Staff professional learning focusing on TQS #5—Applying Foundational Knowledge about First Nations, Metis and Inuit</li> <li>• Indigenous cross-curricular integration (ie: traditional games and storytelling)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback and surveys</li> <li>• Generative dialogue</li> <li>• Classroom observations and conversations</li> </ul>
Promote citizenship and empower students as leaders in the school and community.	<ul style="list-style-type: none"> <li>• School Wellness Team</li> <li>• Community organizations</li> <li>• Division Student Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteering and leadership opportunities with the school and community</li> <li>• Promote critical thinking and perspective taking learning opportunities</li> <li>• Indigenous Student Leadership group</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data</li> </ul>



## DIVISION PRIORITIES

### Inclusion

## PROVINCIAL GOALS

- Alberta's students are successful.
- First Nations, Métis and Inuit students in Alberta are successful.

## Domain: Learning Supports

### OUTCOMES:

1. Learning environments are welcoming, caring, respectful and safe.
2. Learning environments are adapted to meet learner needs.
3. There is a shared understanding of an inclusive school.
4. Students and families work in collaboration with the school to support learning.
5. Schools access services when possible to enhance conditions required for optimal learning.

## Performance Measures

Provincial Assurance Survey measure of welcoming, caring, respectful and safe learning environment.

Provincial survey measure of student inclusion.

Provincial survey measure of access to supports and services

Goal	Study/Resources	Strategies	Measures
Continue to support and implement Universal Design for Learning strategies including: <ul style="list-style-type: none"> <li>• Multiple means of engagement, representation, and action/ expression</li> <li>• Trauma-informed practice</li> <li>• Self-Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• LST</li> <li>• Teacher Counsellor</li> <li>• Innovate Inside the Box</li> <li>• UDL and Blended Learning</li> <li>• Admin Team</li> <li>• Katie Novak</li> <li>• Director of Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms through building capacity teachers and support staff</li> <li>• Teacher Counsellor—universal and targeted supports for students and providing information and support to teachers</li> <li>• Purchase of resources (ie: books and classroom materials)</li> <li>• Provide Tier 2 and 3 supports in addition to universal strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated and focused classrooms</li> <li>• Common language</li> <li>• Generative dialogue</li> <li>• Evidence of universal, targeted, and individual strategies</li> </ul>
Promote and establish multiple entry points for students to access wellness opportunities. Maintain a safe and caring school community that is welcoming of all cultures and individuals and honours diversity.	<ul style="list-style-type: none"> <li>• Community agencies</li> <li>• The Loop</li> <li>• Counselling Coordinator</li> <li>• Middle School Indigenous Educator</li> <li>• Extra-curricular opportunities</li> <li>• Improved access to fitness center</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of fitness center</li> <li>• Increased universal programs from Wellness Centre</li> <li>• Indigenous Leadership &amp; Allies Club</li> <li>• Collaboration with community agencies</li> <li>• School-wide health symposiums</li> <li>• GSA club and corresponding activities</li> <li>• Maintain student centered school where all members feel supported and included</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Bar Survey</li> <li>• Evidence of increased student self-regulation</li> <li>• Self-advocacy</li> <li>• Engagement in diverse and cultural activities</li> <li>• APORI results</li> <li>• Staff feedback and surveys</li> </ul>
Increased use of universal practices in the classroom as well as increased support for targeted small groups of students in literacy and numeracy.	<ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Benchmark Assessment</li> <li>• MIPI</li> <li>• Foundational Skills Interview</li> <li>• Levelled Literacy Intervention</li> <li>• Building Fact Fluency Toolkits for Addition &amp; Subtraction/Multiplication &amp; Division</li> <li>• Rime Magic</li> <li>• Bridge The Gap by Heggerty</li> <li>• Words Their Way</li> <li>• LST</li> <li>• Literacy, Numeracy, &amp; ELL Lead Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LST—support within classrooms through building capacity teachers and support staff</li> <li>• Teacher Counsellor—universal and targeted supports for students and providing information and support to teachers</li> <li>• Purchase of resources (ie: books and classroom materials)</li> <li>• 3 Tiers of support— grade levels with scheduled common literacy and numeracy with literacy and numeracy interventionists</li> <li>• Professional learning for interventionists and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Regulated and focused classrooms</li> <li>• Common language</li> <li>• Generative dialogue</li> <li>• Evidence of universal, targeted, and individual strategies</li> <li>• PAT data</li> <li>• Interventionist data tracking</li> <li>• MIPI data</li> <li>• Foundational Skills Interview data</li> </ul>

## DIVISION PRIORITIES

**Achievement  
Innovation**

## PROVINCIAL GOALS

- Alberta has excellent teachers  
and school leaders

## Domain: Teaching and Leading

### OUTCOMES:

- Staff respond with skill and competence to the unique learning needs, interests, and cultural, social and economic circumstances of all.
- Staff improve their professional practice through collaborative engagement
- Professional learning programs prepare staff to meet the standards for professional practice
- Teachers and leaders use a range of data arising from their practice to inform continuous learning.

## Performance Measures

Provincial Assurance Survey measure of educational quality

Goal	Study/Resources	Strategies	Measures
Staff engagement in inquiry based professional learning as part of growth planning.	<ul style="list-style-type: none"><li>• Inquiry templates</li></ul>	<ul style="list-style-type: none"><li>• Scheduled meetings to engage in generative dialogue</li></ul>	<ul style="list-style-type: none"><li>• Staff engagement</li><li>• Observable change in instructional practice</li></ul>
School professional learning plan will center on the development of: <ul style="list-style-type: none"><li>• UDL</li><li>• Literacy &amp; numeracy practices</li><li>• Wellness</li><li>• Indigenous ways of knowing</li></ul>	<ul style="list-style-type: none"><li>• Middle School Indigenous Educator</li><li>• School-based professional learning committee</li></ul>	<ul style="list-style-type: none"><li>• Continue using common language and the work of George Couros &amp; Katie Novak's three part professional learning series from last school year</li><li>• New literacy resource professional learning for interventionists</li><li>• Building Fact Fluency Toolkits professional learning for interventionists</li><li>• Admin will facilitate through conversation and dialogue the uncovering of connections between UDL, inclusion, and innovation.</li></ul>	<ul style="list-style-type: none"><li>• Observable change in instructional practice</li><li>• Staff feedback and surveys</li><li>• Generative dialogue</li><li>• Classroom observations and conversations</li></ul>
Use data to inform classroom practices as well as school goals.	<ul style="list-style-type: none"><li>• MIPI data</li><li>• Foundational Skills Interview</li><li>• PAT data</li><li>• APORI data</li><li>• Learning Bar Survey</li><li>• Fountas &amp; Pinnell data</li></ul>	<ul style="list-style-type: none"><li>• Use data from formative and summative assessments to inform classroom planning and school-based decisions.</li><li>• Use data from surveys to inform school decisions and planning.</li></ul>	<ul style="list-style-type: none"><li>• Observable positive changes in trends and data from assessments and surveys.</li></ul>

**School Goal or Inquiry**

*In what ways can we use Universal Design for Learning to impact student engagement and learning for all students?*

**Possible Resources:**

**Strategies**

**Timeline**

**Indicators of Success**

## School Reserves

**Total estimated reserves available for use in 2022-23:**

Planned use of reserves		
1.	One Teaching Position to Support E-Learning	\$ 102,325
2.	Support staff increase-Admin Support	\$ 5000
3.	One to one Laptop Initiative	\$ 30,000
4.	Fitness Center/Outdoor Education	\$ 35372.55
Total		\$ 172,697.55

## School Generated Funds

**Fund balance estimate for the 2022-23 school year:**

[illegible]

# Senator Joyce Fairbairn



## 2021 /2022 Annual Education Results Report

### **School Vision Statement**

To serve our community by inspiring our students to extend Joyce Fairbairn's train in becoming hard working, determined, strategic and strong.

### **School Mission Statement**

To provide exceptional, rigorous instruction and opportunities targeting the needs of our students.



[www.sjf.lethsd.ab.ca](http://www.sjf.lethsd.ab.ca)





## Alberta Education Assurance Measures Overall Summary

School: 2198 Senator Joyce Fairbairn Middle School

### Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Senator Joyce Fairbairn Middle			Alberta			Measure Evaluation		
		Current Result	Prev. Year Result	Prev. 3 Year Average	Current Result	Prev. Year Result	Prev. 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.2	71.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	73.7	72.0	77.5	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	76.0	n/a	81.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	18.1	n/a	20.4	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.2	81.0	87.8	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.8	79.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.2	74.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.0	52.9	80.9	78.8	79.5	81.5	Low	Declined	Issue

### Highlights

- Increased parental involvement to 72% from previous years result of 52.9%
- Increased education quality to 86.2% from previous years result of 81%
- Increased student learning engagement to 87.2% from previous result of 71.4%

### Challenges to Address

- Create meaningful ways to involve parents in school activities and school decision making.
- Continue to increase education quality by implementing Universal Design for Learning practices and professional learning opportunities.
- Continue to develop citizenship within our student body.
- Continue to create opportunities for literacy and numeracy intervention to address learning gaps from the pandemic

# DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Assurance Measure: PAT Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

		Senator Joyce Fairbairn Middle							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	198	76.8	200	87.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	198	15.2	200	7.5	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	198	74.2	200	75.5	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	198	9.6	200	13.0	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	198	78.3	200	83.0	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	198	26.8	200	33.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	198	74.7	200	81.0	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	198	20.7	200	28.0	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

### Evaluation:

- Strong performance by students in Science 6, exceeding both the provincial average in Standard of Excellence and Acceptable standard.
- Strong performance by students in Social 6, exceeding both the provincial average in Standard of Excellence and Acceptable standard.
- Strong performance by students in Math 6 in the area of Acceptable Standard. A growth area for our students is to increase the number of students who achieve Standard of Excellence in this subject.
- Satisfactory performance by students in Language Arts 6, with comparable achievement in the Acceptable Standard range with the provincial average. Growth potential in the area of students in the Acceptable Standard category. Significant growth in the Part A Standard of Excellence from 2019.
- Professional development has been arranged for the 2022-23 school year to work on thinking routines, and methodology of how to develop higher order thinking skills. This strategy will benefit all students, but will have a positive impact in increasing students who are able to achieve in the Standard of Excellence category.
- Item analysis and a review of all PAT data will take place in order to reflect and prepare for the 2022-23 PATs.

## Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	157	77.3	240	77.6	154	72.0	237	73.7	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	18	65.6	25	79.7	24	74.8	35	63.8	Low	Maintained	Issue
Student	n/a	n/a	121	68.7	191	64.8	130	69.2	178	72.5	Very High	Improved	Excellent
Teacher	n/a	n/a	18	97.8	24	88.3	n/a	n/a	24	85.0	Low	Maintained	Issue

### Evaluation

- Continue to grow and promote exemplary qualities of Senator Joyce Fairbairn (ie: leadership, empathy, care for others, advocacy for students in need)
- Reengagement in school-wide activities that promote citizenship and diversity (ie: Nate Webb)
- Continue to participate in division student advisory group with a vision to expand student leadership opportunities within the school
- Introduction of required course called Falcon Academy 6 that develops positive traits through character education.
- Although there is an overall improvement of this measure, this would be identified as a growth area for Senator Joyce Fairbairn.

## DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	154	71.4	237	87.2	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	24	81.7	35	93.3	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	130	81.1	178	72.5	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	95.8	n/a	n/a	n/a

#### Evaluation

- Increased measure of students who are engaged in their learning at school from 61.1% to 72.5%
- Increased measure of parents who believe students are engaged in their learning from 81.7% to 93.3%
- Increased overall measure from 71.4% to 87.2%

## DOMAIN: TEACHING AND LEADING

### Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	157	90.8	240	84.9	154	81.0	238	88.2	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	18	91.8	25	79.1	24	83.9	35	88.5	Very High	Maintained	Excellent
Student	n/a	n/a	121	84.0	191	80.8	130	78.1	179	78.5	Very Low	Maintained	Concern
Teacher	n/a	n/a	18	98.3	24	95.1	n/a	n/a	24	93.7	Intermediate	Maintained	Acceptable

#### Evaluation

- Address the discrepancy between the measure of overall quality of basic education between parents and student perceptions.
- Parental perception of the education quality at our school is very high (86.2%).
- Increase the perception of education quality with students through developing an understanding of the measures.



## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment

Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	154	79.0	237	82.8	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	24	84.2	35	79.8	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	130	73.7	178	78.9	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	89.8	n/a	n/a	n/a

#### Evaluation

- Percentage of students that agree 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 is excellent, increasing from 73.7% to 78.9%
- Examine the source of the parental perception that led to a decrease from 84.2% to 79.8%
- The teacher are in agreement that learning environments are welcoming, caring, respectful and safe.

## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Access to Supports and Services

Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	n/a	n/a	n/a	n/a	154	74.8	237	76.2	n/a	n/a	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	24	77.4	35	66.5	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	n/a	n/a	130	72.3	178	80.9	n/a	n/a	n/a
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	81.4	n/a	n/a	n/a

#### Evaluation

- Students agree that they have appropriate access to supports and services at school, measures increased 72.3% to 80.9%
- Parents believe that student access to appropriate access to supports and services have decreased, with the measure decreasing 77.4% to 66.5%. A goal to improve parental perception of appropriate supports available at the school has been made.

## DOMAIN: LEARNING SUPPORTS

### Assurance Measure: Parental Involvement

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

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	38	79.9	49	81.9	24	52.9	59	72.0	Low	Declined	Issue
Parent	n/a	n/a	18	70.0	25	76.4	24	52.9	35	68.2	High	Maintained	Good
Teacher	n/a	n/a	18	88.8	24	87.3	n/a	n/a	24	75.8	Very Low	Declined	Concern

#### Evaluation

- Overall parent perception of parental involvement is improving, but there is still room for growth.
- Overall perception of parental involvement is also increasing.
- Strategies to welcome and engage parents into the school community are ongoing.
- Post-covid measures will allow for parents to more easily engage within the school building and serve a larger role within the Fairbairn learning community (e.g. Volunteer, welcoming atmosphere upon entry, return to in-person school council meetings).

## SUPPLEMENTAL MEASURE: Program of Studies

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												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	157	87.5	240	88.0	153	74.9	235	86.4	Very High	Maintained	Excellent
Parent	n/a	n/a	18	89.9	25	87.6	24	80.7	34	87.6	Very High	Maintained	Excellent
Student	n/a	n/a	121	78.3	191	82.6	129	69.1	177	83.7	Very High	Maintained	Excellent
Teacher	n/a	n/a	18	94.4	24	93.8	n/a	n/a	24	88.0	High	Maintained	Good

### Evaluation

Senator Joyce Fairbairn continues to develop programming opportunities for students. As a new school with a growing student population, opportunities in options continue to develop. For 2022-23, a comprehensive Outdoor Education program was developed and is now offered for Grade 6-8 students. Our Fine Arts team has also broadened the offering of different classes in order to fully develop students in a comprehensive manner, allowing for greater specialization within an area of Fine Arts as well as enhancing student engagement.

## SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School												
	2018		2019		2020		2021		2022		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	n/a	n/a	36	84.0	49	89.5	23	65.0	57	81.3	High	Improved	Good
Parent	n/a	n/a	18	81.3	25	84.8	23	65.0	33	78.8	Very High	Improved	Excellent
Teacher	n/a	n/a	18	88.7	24	74.5	n/a	n/a	24	83.8	Intermediate	Improved	Good

### Evaluation

Senator Joyce Fairbairn strives to create curious and inquisitive learners who develop skills that will serve them as a life-long learner. Through the projects and learning activities our students engage in, students can develop processes and a value in knowledge acquisition that will help scaffold future learning inside and outside of the classroom.