

**School Education Plan and Results Report**  
**2015-2018**  
**Year 3**



**Our Mission**

To assist families by providing students with a Christ-centered, biblically directed education which instills the vision and practice of excellence in academics, moral character and service to others.

**Christian Distinctive**

The Christian distinctive that FSCS (Fort Saskatchewan Christian School) offers to its students and their families includes, but is not limited to:

- CHREDA (Christian Education Association of Alberta) executive members who govern the affairs of the school are elected by the parent body for their strong Christian testimony. We desire that FSCS' critical decisions be Christ-centered.
- All teaching staff have a strong Christian testimony and evidence a meaningful relationship with Christ.
- Staff commit to conduct themselves according to FSCS' theological and ethical standards.
- Staff participate in an annual Association of Christian Schools International Convention.
- Regular morning devotional times enable staff to stay focused on God's abundance for the task of Christian education.
- Starting each day with a class devotional time focuses students' attention on God.
- Students learn what God's Word teaches about His love and His plan for their lives.
- Regularly scheduled chapels provide spiritual growth and worship opportunities for both students and staff.
- The FSCS community is prayed for daily by parents, students and staff.
- In classes, purposeful discussion of Christian morals, beliefs and worldview are incorporated into each subject. Teaching for Transformation is one tool that has been incorporated into FSCS to aid staff in accomplishing this mandate.

- Parents and staff work together to reinforce Christian values shared between the home, church and school.
- We desire that the FSCS community fulfill the greatest commandment “Love the Lord your God with all your heart and with all your soul and with all your mind.” Matthew 22:37

### **The Three Pillars of Fort Christian**

**PRAYER**

**EDUCATION**

**OUTREACH**

### **CHREDA Board**

CHREDA is a group of elected parents within the Fort Saskatchewan Christian School community. CHREDA meets monthly throughout the school year to assist with staff selection (if needed), establish policy and procedures, construct the future vision of the school (growth and development), oversee financial dealings, provide council to the Principal and ensure that high moral, educational and safety standards are maintained.

### **CHREDA Mission**

To provide a Christ-centered, biblically directed educational alternative that fosters the development of Christian character in the staff, students and their families so that God’s truth is proclaimed and His kingdom is furthered in our community.



## **SECTION ONE – School and Division Goals**

### ***School Goals:***

**GOAL 1:** Improve student achievement in mathematics.

*(EIPS Priority 1, Goal 2)*

**GOAL 2:** Improve student achievement in literacy.

*(EIPS Priority 1, Goal 2)*

**GOAL 3:** More students are actively involved in school outreach initiatives.

*(EIPS Priority 2, Goal 1)*

### ***Elk Island Public Schools Goals:***

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

##### **GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

##### **GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

#### **GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

#### **Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

##### **GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

##### **GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

##### **GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.

#### **SECTION TWO: School Profile and Foundation Statements**

**Principal:** Dave Armbruster

**Assistant Principal:** Jon Alstad

**Counsellor:** Naomi Arzate

#### **Fort Christian Quick Facts**

- Fort Christian serves students in kindergarten – grade 9.
- Fort Christian is an alternative Christian school in Elk Island Public Schools with a student enrolment of 377.
- Fort Christian students are served by 25 teachers and 12 support staff.
- Fort Christian opened in 1979.
- The total school budget: \$2 702 093 which includes 95% of total budget dedicated to staffing.

#### **Programming Highlights:**

- Daily Bible reading and prayer (devotions).
- Structured chapel program.
- Bible class for all grades.
- Strong academic emphasis taught from a Biblical worldview.
- Options include: food, fashion, drama, art, physical education option, construction, communication technology, outdoor education, leadership, culinary tourism, and innovative learning.
- Junior high students have two flex periods each week where they can choose programming and classes best suited for their learning needs.
- Service projects (each class has a local missions project).

- Missions trip to Vancouver (grade 9).
- Ottawa National House of Prayer trip (grades 7 and 8, alternating years).
- Extracurricular (volleyball, basketball, badminton, cross country, golf, track and field, drama production).
- Extracurricular music program (worship band, grade 4-6 choir).
- Intramural program.
- Student Leadership conference (grade 8 and 9 student council members).
- Spiritual Emphasis retreat (grade 5 and 6 students go for three days to Camp Nakamun).

### **SECTION THREE: School Education Results Report (2016-2017)**

What were the greatest challenges faced in 2016-2017?

- 1) Administration Change: There was a change and transition of Administration during the school year. We had a new Assistant Principal to start the year and then at the end of October the Principal moved to a different school and an Acting Principal was placed for the remainder of the school year. In early spring, the Acting Principal indicated that she would not continue in that position for the following year, thus creating another transition period.
- 2) New Initiatives: A variety of new district programs and initiatives such as Absence Management, Apply to Education and performance assessments (classified staff). In addition, the implementation, delivery and subsequent analysis of the STAR (literacy assessment) and MIPI (math intervention/programming instrument).
- 3) Enrolment Growth: We continue to grow in enrolment by adding a class every year. Increasing the number of students in a building poses some new challenges, including a lack of space.
- 4) Technology: Managing and maintaining our Chromebooks in Division II & III with our one-to-one device program for grades 4-9.
- 5) First Nations, Metis and Inuit Awareness: With our continued focus across the province on deepening our understanding of First Nations, Metis and Inuit history and culture, and the requirement to incorporate this perspective in the classroom, there is still a level of anxiety among staff members in how to accomplish this.

What were the greatest successes in 2016-2017?

- 1) Created a Professional Learning Community that focused on reviewing current best practices, identifying areas for improvement, and creating a plan for improvement, with a specific focus on grades 4-6 literacy. Differentiated novel studies, classroom libraries as well as one literacy place strategy kit, based on the identified needs, were purchased for each grade level.

- 2) As part of our annual School Auction, we were able to raise \$ 23,000; half of which was given to a local charity and half of which was used to enhance literacy resources and technology.
- 3) As part of an increased First Nations, Metis and Inuit focus, all staff, School Council and junior high students participated in the blanket exercise.
- 4) Introduced and implemented a “spiraling” strategy to teach numeracy at the grade 2 level.
- 5) Finalized the planning, purchase and installation of a new school playground.
- 6) Leveled Literacy Intervention (LLI) program: We had a resource room teacher as well as two staff members run a leveled literacy intervention program for students in grades 1-3 who were struggling with reading. Throughout the year they saw significant gains in reading abilities among the students they worked with.
- 7) Due to our school’s focus on attendance, and being more proactive with students who are chronically absent, we saw an overall decrease in percentage of students who are chronically absent from 21% in 2014/15 to 14% in 2015/16 and remaining at 14% in 2016/17.

How, and to what degree, did those successes and challenges impact planning for 2017-2018?

Fort Christian is committed to student learning, growth and success. Based on our successes and challenges we have made the following plan for the new school year:

- 1) We continue to maintain our focus on outreach in the community but have been intentional to streamline these classroom initiatives so as to maintain consistency from year to year.
- 2) We will continue to focus on literacy and numeracy in our school and the impact of assessment on teaching and learning. Our main focus is on literacy and we have put our Classroom Improvement Fund (CIF) money towards our LLI program and assisting our struggling readers to achieve growth.
- 3) We applied for funding to help with First Nations, Metis and Inuit projects in our school. Through this funding we have hired a lead teacher to work with our staff and students on First Nations, Metis and Inuit initiatives during the year with a particular focus on ‘Project of Heart’. A staff member will also be working with First Nations, Metis and Inuit students to decrease the achievement gap.

#### **SECTION FOUR – School Goals, Strategies and Performance Measures**

##### **School Goal 1:**

Improve student achievement in mathematics.

*(EIPS Priority 1, Goal 2)*

##### **Division Outcome:**

More students achieve a minimum one year’s growth in literacy and numeracy.

**Strategies:**

- Teachers participate in the Numeracy cohort for first and second year teachers.
- Build capacity throughout the school regarding the understanding of teaching and learning mathematics with a specific focus on the use of common language.
- Targeted professional learning in the area of numeracy.
- Provide flexible learning time for junior high students.
- Both grade 2 classes will be using the 'spiraling' strategy (teaching all math strands, all the time instead of the traditional teaching of one unit at a time).
- Analyze the MIPI benchmark assessment for students in grades 2-9 and look for patterns to improve and inform instruction.
- Throughout the year we will maintain contact with family members, and other stakeholders (family school liaison workers) to elicit their support to encourage daily attendance of all students.

**Performance Measures:**

- Increase in students reaching acceptable standard on grade 6 and 9 Math PAT (Provincial achievement test).
- Increase in students reaching excellent standard on grade 6 and 9 Math PAT.
- MIPI benchmark assessment completed by students in grades 2-9.
- Decrease in the number of students who are chronically absent.

**School Goal 2**

Improve student achievement in literacy.

*(EIPS Priority 1, Goal 2)*

**Division Outcome:**

More students achieve a minimum one year's growth in literacy and numeracy

**Strategies:**

- Teachers in grades 1-6 focus on the Reader's Workshop program as part of the Fort Literacy cohort supported by 5 half days of inservicing throughout the school year. There will be interaction with our EIPS literacy consultant as well as grade and interschool collaboration as a result of this initiative throughout the year.
- Teachers participate in the Literacy cohort for first and second year teachers.
- Lead Literacy teacher participating in and learning from the Early Learning Committee.
- Use of a variety of literacy supports such as Daily 5, Literacy Café, Fountas & Pinell, Guided Reading and Leveled Literacy Intervention.
- Implementation of the Jolly Phonics Program in grade 1.
- Continuation of the Literacy Night for grade 1 parents.
- Build capacity throughout the school regarding the understanding of teaching and learning in literacy, the cross-curricular implications and strategies (Read Aloud – Think Aloud).

- Continue to build on the literacy resources in grades 1-3 as well as grades 4-6 with a particular focus on increasing our grades 7-9 resources (High interest – Low vocabulary).
- Addition of grade 5 and 6 to the Battle of the Books program to now encompass grades 4-6; providing students the opportunity to increase their love for reading and expand their knowledge of novels.
- Analyze the STAR literacy assessment for students in grades 2 - 9 and look for patterns to improve and inform instruction.
- Targeted professional learning in the area of literacy.
- Provide flexible learning time for junior high students.
- Throughout the year we will maintain contact with family members, and other stakeholders (family school liaison workers) to elicit their support to encourage daily attendance of all students.

**Performance Measures:**

- Increase in students reaching acceptable standard on grade 6 and 9 ELA PAT.
- Increase in students reaching excellent standard on grade 6 and 9 ELA PAT.
- STAR literacy assessment completed by students in grades 2-9, 3 times throughout the year.
- Decrease in the number of students who are chronically absent.

**School Goal 3**

More students are actively involved in school outreach initiatives.  
(EIPS Priority 2, Goal 1)

**Division Outcome:**

Our learning and working environments are welcoming, caring, respectful, and safe.

**Strategies**

- Refine scope and sequence of outreach activities happening within Fort Christian to ensure all students have the opportunity to be a part of the activities.
- Raise awareness of the importance of service, through Teaching for Transformation (Formational Learning Activities), Chapels, Bible Class and school activities.
- Grade 6 classes will be involved in the SYNC (Seniors and Youth Networking Community) program with Turner Lodge; with grade 5 classes also being included.
- Grade 7 and 8 students will have the opportunity to go on a trip to Ottawa to spend time at the National House of Prayer (alternating years).
- Grade 9 students will have the opportunity to go on a missions/service trip to Vancouver.
- Identify a global outreach initiative to partner with over the next five years.
- Identify a First Nations, Metis and Inuit outreach initiative to partner with over the next five years.
- Introduce the global and First Nations, Metis and Inuit outreach initiatives to student and parent community.



- Raise money for the two initiatives through student created auction items for our annual school auction.

### Performance Measures

- Increase in student satisfaction on Active Citizenship Accountability Pillar Measure, while maintaining the overall level of satisfaction.
- 80% of grade 9 students attend the Vancouver Missions Trip.
- All students are actively involved in a classroom outreach initiative.
- First Nations, Metis and Inuit and global outreach initiatives identified.
- \$12,500 raised in support of First Nations, Metis and Inuit and global outreach initiative.

## SECTION FIVE: Summary of Performance Measures

### Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	FSC	89.3	10.7	100.0	20.8	100.0	36.4	96.9	25.0	93.1	17.2	95	25
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	91.8	24.0		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	FSC	96.4	21.4	83.3	12.5	93.9	15.2	84.4	9.4	89.7	17.2	91	20
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.4	18.1		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	68.4	12.3		
Science 6	FSC	92.9	32.1	95.8	33.3	100.0	51.5	96.9	37.5	96.6	48.3	97	49
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.6	43.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.6	29.5		
Social Studies 6	FSC	89.3	10.7	79.2	12.5	84.8	21.2	84.4	31.3	86.2	17.2	90	20
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.8	34.2		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.6	22.4		
English Language Arts 9	FSC	85.7	28.6	95.7	34.8	88.9	22.2	100.0	31.6	95.8	29.2	97	30
	EIPS	86.3	18.4	86.4	19.5	85.7	17.9	84.5	18.9	86.1	17.6		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	FSC	85.7	32.1	82.6	34.8	92.6	22.2	89.5	15.8	87.5	20.8	90	22
	EIPS	73.8	20.6	76.3	21.6	74.2	19.9	75.0	18.1	76.7	19.8		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	66.2	18.7		
Science 9	FSC	89.3	39.3	95.7	56.5	100.0	51.9	100.0	36.8	91.7	33.3	93	35
	EIPS	83.7	26.4	82.2	29.4	84.5	29.3	82.1	28.0	81.7	25.9		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	73.2	21.3		
Social Studies 9	FSC	78.6	32.1	78.3	30.4	85.2	18.5	94.7	15.8	83.3	12.5	88	25
	EIPS	72.8	22.6	74.1	25.1	76.1	25.4	72.7	21.8	75.9	24.6		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	66.3	20.2		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

## Student Engagement Measures

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.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	95.2	93.2	90.6	92.6	93.9	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
<b>Teacher</b>	98.8	98.5	98.9	100.0	100.0	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
<b>Parent</b>	95.7	100.0	92.0	92.3	95.7	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
<b>Student</b>	91.2	81.0	81.0	85.6	86.0	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	91.1	92.6	86.9	89.9	89.6	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
<b>Teacher</b>	100.0	100.0	98.9	100.0	100.0	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
<b>Parent</b>	90.4	100.0	88.0	91.4	92.0	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
<b>Student</b>	82.9	77.9	73.7	78.4	76.8	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

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.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	92.5	88.9	72.4	88.7	96.0	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	94.1	100.0	94.7	95.0	100.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	90.9	77.8	50.0	82.4	92.0	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Tell Them From Me		2014	2015	2016	2017
<b>Survey Results</b>					
<b>Intellectual Engagement Composite</b>	FSC	N/A	66	79	84
Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	EIPS	N/A	61	64	67
	Canada	N/A	56	56	56
<b>Effort</b>	FSC	68	73	80	72
Percentage of students who report they try hard to succeed in their learning.	EIPS*	69	70	70	72
	Canada	73	73	73	73
<b>Students who are interested and motivated</b>	FSC	45	30	51	47
Percentage of students who report they are interested and motivated in their learning	EIPS*	36	38	40	42
	Canada	34	34	34	34
<b>Student that value school outcomes</b>	FSC	69	80	89	87
Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	EIPS*	63	64	65	67
	Canada	80	80	80	80
<b>Relevance</b>	FSC	6.3	6.4	7.1	7.2
Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	EIPS*	6	6.1	6.2	6.3
	Canada	6.3	6.3	6.3	6.3

<b>Advocacy at School</b> Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	FSC	3	2.6	2.6	3.2
	EIPS*	2.6	2.6	2.7	2.7
	Canada	2.9	2.9	2.9	2.9

\*EIPS data is for Grades through 12

## Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	92.4	91.4	92.7	93.3	94.6	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	99.0	98.7	98.2	100.0	100.0	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	85.5	87.0	88.3	88.9	93.5	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	92.8	88.4	91.5	90.9	90.4	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

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.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	67.5	78.8	78.2	87.2	89.7	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	80.9	84.7	88.7	95.0	98.4	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	80.6	88.6	83.8	85.9	88.5	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	41.1	63.3	62.1	80.7	82.4	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

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.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	87.4	87.9	83.8	89.5	91.1	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	88.2	83.3	94.4	100.0	95.7	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	82.6	100.0	80.0	85.7	89.3	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	91.3	80.2	77.0	82.9	88.5	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FSC					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	91.0	93.3	82.8	88.6	92.5	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	98.8	100.0	93.7	100.0	100.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	83.2	86.7	72.0	77.1	85.0	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

Parental input on school goals was sought throughout the second half of September (2015) through a Google form. The School Education Plan (SEP) was discussed at the September and October School Council meetings. During this time, parents were given the opportunity to offer their suggestions and comments in the creation of the three year plan.

Parents appreciated the opportunity to be involved in the development of the plan. They appreciate that we want and need their input in the process.

The Year 2 SEP, with modifications, was presented to our School Council at the October 2016 meeting, where they were again asked to provide feedback and suggestions.

The Year 3 SEP, with modifications, was presented to our School Council at the October 2017 meeting, where they were again asked to provide feedback and suggestions.

The SEP will be communicated via our website and copies can be e-mailed or sent to parents at their request. A message indicating the SEP's availability will be sent out to all parents via email, and individual goals will also be communicated to parents.

Our parents are always encouraged to make suggestions about school policies and directions both at the formal School Council meetings, through emails and through formal/informal meetings with staff.