

School Education Plan and Results Report
2018-22
Year 2



RESPECT • RESPONSIBILITY • INTEGRITY • COMPASSION



Salisbury, "Home of the Sabres", is the school of choice for the 21st Century Learner. We provide diversity in programs and excellent opportunities that prepare and develop students for the future. "Sabre Pride" is demonstrated through our positive learning environment in which the members of the school community work together to promote the attitudes, skills, and knowledge that enable individuals to live caring, productive, and fulfilled lives.

Salisbury Composite High School has a proud tradition of excellence, which began in 1953. In June of 1954, 10 teachers organized the first Grad for 27 students. In the fall of 1969, "Salisbury" became Salisbury Composite High School with a move to the present location in Sherwood Park and the opening of the vocational department.

Salisbury Composite High School has a diverse culture that encompasses all levels of learning. Students can choose from a wide selection of courses in Fine Arts, Career and Technology Studies and Physical Education. Our students have the opportunity to participate in a robust athletics program, student leadership and school clubs.

SECTION ONE: School and Division Goals

Salisbury Composite High School Goals:

GOAL 1: Students demonstrate accountability, compassion, integrity, and respect, and have a sense of belonging at Salisbury. (EIPS Priority 2, Goal 1)

GOAL 2: Staff use evidence-based practices to enhance student learning. (EIPS Priority 2, Goal 4)

GOAL 3: Students are equipped to make informed decisions regarding their advancement through high school and beyond. (EIPS Priority 1, Goal 3)

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: Sunny Sandhu

Assistant Principals: Darby Hanson, Brandon Salyzyn and Liane Schultz

Counselors: Jeremy Cooper, Adriana Footz

Salisbury Quick Facts:

- Salisbury Composite High (SAL) has an enrollment of 1150 students.
- 217 students are enrolled in 1 or more International Baccalaureate courses
- SAL student learning is supported by 56 certificated staff and 25 classified staff
- The total school budget is \$7,322,197. Staffing costs account for 95% of the budget.
- SAL offers three specialized programs: STEPS (Steps to Enhance Personal Success) Transitions and The International Baccalaureate program.
- New programming 2019-2020: Aviation and Sk8trepreneur.

Programming highlights:

- SAL is committed to helping students achieve their goals in a safe and caring learning environment.
- The International Baccalaureate (IB) program is a two-year course of study offering academically motivated students a comprehensive and rigorous approach to learning in grades 11 and 12.
- SAL is home to Next Step – Continuing Education.
- SAL student athletes compete in the Edmonton Metro High School league. Students have the opportunity to participate in badminton, basketball, cheer team, cross country, curling, football, golf, rugby, indoor co-ed soccer, ninja warriors, outdoor soccer, swimming, team handball, track and field and volleyball.
- The school sponsored activities include Archery, Aviation, Cooking Club, Culinary Challenge, Debate Club, E-Sport, Encounters Canada, Gay Straight Alliance, Germany Exchange, Grad Committees, Linking Generations, Model UN, Peer Tutoring, Reading Buddies with Brentwood Students, Sabre's Edge, Skills Canada, Sk8trepreneurs, Video Games Club, Welding Club and Yearbook Club.
- The Principal's Advisory group is comprised of a cross section of students in grades 10, 11 and 12
- The SAL Wellness Centre is equipped with a wide range of weight training and cardio equipment. An on-site athletic therapist assists students in their training and supports SAL student athletes.
- The SAL library is located on two floors. It contains an extensive book and periodical collection in addition to the collection of digital and online resources.
- SAL has 8 hard-wired computer labs in addition to laptops and chrome books that are portable and can be moved between classrooms.

SECTION THREE: School Education Results Report (2017-18)

Challenges

- Parental involvement, while maintained in Accountability Pillar, continues to be an area of focus.
- Diploma results, in the acceptable category, has been maintained but is still a focus for improvement moving forward. Also, standards of excellence, in certain academic disciplines is an area for growth.

Successes:

- Strong school culture that embodies Sabre Pride: respect, responsibility, integrity, compassion and accountability
- Excellent fine arts programs in art, music, drama and musical theatre, as well SAL hosted 2 Art Shows that featured student work
- Salisbury Social media accounts: Instagram, Twitter, Facebook, showcasing student achievement, learning and activities
- Students, Teachers and Parents believe that we have a safe and caring school
- Students, Teachers and Parents believe that students model the characteristics of active citizenship
- Students, Teachers and Parents believe that our school is improving
- Students, Teachers and Parents believe that students have the opportunity to receive a broad program of studies
- Increased number of First Nations, Métis, and Inuit students who achieved the acceptable standard on the diploma exams.
- Very low dropout rate for self-identified First Nations, Métis, and Inuit students
- Increase in Biology 30, Chemistry 30, Physics 30 and Science 30 Diploma results
- Dropout rate is 1.1 %
- High School Completion rate is 81.7%
- Increase in the high school to post-secondary transition rate
- Increased number of SAL teams in the Edmonton Metro Athletics Association
- Monthly meetings and collaboration with the principals of the schools in the Salisbury Feeder Framework
- Salisbury School Council sponsored parent-student information evenings: Funding post-secondary education, Apprenticeships and Trades, Adolescent Mental Wellness, Drug Awareness in Sherwood Park
- Grade 10 Welcome morning on the first day of school
- Opportunities for students who need minor accommodations and interventions to work with educational assistants in designated study rooms.
- Accountability Pillar: dropout rate is excellent
- Safe and caring data is good to excellent which is a reflection of how staff are taking care of students
- Continuous improvement of the school is in the excellent category.

How, and to what degree, did these successes and challenges impact planning for 2019-2020?

- Continued involvement of parents in conversation regarding their student's attendance patterns
- Opportunities for teachers to work collaboratively on instructional practice and assessment plans

- Coaching Conversation with teachers and admin to strengthen instructional practices and improve student achievement
- Work with EIPS literacy, numeracy, technology and FMNI consultants.
- Include learning strategies as an intentional component to grade 10 ELA, Mathematics, Science and Social Studies courses
- Use of data from the STAR assessment to inform teachers practice in response to students who are reading significantly below grade level
- Training for staff at SAL at monthly staff meetings on identifying and responding to student mental health issues
- Monthly staff meetings will focus on professional learning and data informed best practices.
- Designated lead teacher to support our self-identified First Nations, Métis, and Inuit students

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: Students demonstrate accountability, compassion, integrity, and respect, and have a sense of belonging at Salisbury. (EIPS Priority 2, Goal 1)

Division Outcome: 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.

Strategies:

- Student voice opportunities with teachers, administrators, counselors, classified staff
- Opportunities for student participation in SAL clubs, activities and teams.
- Principal Advisory Group composed of a wide range of students
- Restorative circles will be offered to students to resolve conflicts
- Students are encouraged by their teachers to try their best
- Students are encouraged to help each other at SAL
- Students and staff at SAL show mutual respect to each other

Performance Measures:

- Fewer students miss more than 10% of classes each month
- SAL surveys for grade 10, 11 and 12 students
- Increase in the number of students who 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. (Accountability Pillar)
- Maintain a 1.1% annual dropout rate of students aged 14 to 18. (Accountability Pillar)
- Increase in the percentage of teachers, parents and students who are satisfied with students model the characteristics of active citizenship. (Accountability Pillar)
- 86% of students are proud of their school. (Accountability Pillar)

School Goal 2: Staff use evidence-based practices to enhance student learning.

Division Outcome: GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

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

Strategies:

- Professional learning opportunities will be made available to teachers to better understand diploma exam results
- Professional learning will take place at monthly staff meetings and division Professional Learning days
- Teachers will analyze student achievement data (STAR reading assessment, Math Intervention Programming Instrument (MIPI), in class assessments) to inform their instructional practices
- Collaborative department work will identify research-based instructional practices
- Teachers will be supported and encouraged to include innovative strategies in their instructional practice.
- Teachers will work with the EIPS High School Literacy and Numeracy consultants to strengthen their instructional practices
- Access to research and discussion regarding the research
- Formative assessments are embedded in each teachers' instructional practice

Performance Measures:

- Meet the 2018-2019 diploma exam targets
- Increase the diploma examination participation rate (Accountability Pillar)
- Diploma Results, specifically an increase in Acceptable and Standards of Excellence

School Goal 3: Students are equipped to make informed decisions regarding their advancement through high school and beyond.

Division Outcome: GOAL 3: SUCCESS BEYOND HIGH SCHOOL

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

Strategies:

- Grade 10, 11 and 12 students will register with Alberta Education–My Pass and use the graduation-planning tool.
- Post-secondary institutions and the Alberta Apprenticeship board will be invited to the school for presentations to Grade 12 students.
- Administrators and Counselors will refer to the Alberta Education Detailed Academic Report when meeting with students to review student progress
- Students will be encouraged to set academic goals each semester for each course that they are registered in.
- Students will receive recommendations from their teachers regarding their course selections that they make during the April registration for 2019-2020
- Our First Nations, Métis, and Inuit lead teacher will support our self-identified First Nations,

Métis, and Inuit students in their academic progress

- Students will be supported in their learning by peer tutors.
- Students will learn study strategies.
- Community partnerships will be developed to set up mentorship programs for students.
- SAL parents will be encouraged to speak about their careers and mentor students interested in those careers.
- Teachers will identify careers related to their areas of instructional and the courses they teach
- Identification of the attitudes and behaviors that will make students successful at work when they finish school.

Performance Measures:

- Achievement of goals set by students
- Increase in the number of students eligible for a Rutherford Scholarship. (Accountability Pillar)
- Increase in students who completed high school within three, four and five years of entering Grade 10. (Accountability Pillar)
- Increase in the high school to post-secondary transition rate of students within four and six years of entering Grade 10. (Accountability Pillar)
- Increase in the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. (Accountability Pillar)

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SAL	86.0	6.5	90.3	7.8	93.3	8.3	87.0	7.4	89.7	10.3	95.0	15.0
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	SAL	90.0	7.0	91.8	9.1	95.1	12.7	90.8	8.2	93.2	8.7	92.0	8.2
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
Mathematics 30-1	SAL	75.6	24.4	63.6	16.4	72.6	23.9	69.3	30.1	77.2	24.7	80.0	30.0
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	SAL	68.8	9.1	71.9	9.0	65.3	11.6	71.0	7.5	76.3	10.0	81.0	10.0
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	SAL	88.4	15.6	91.4	17.2	79.8	10.4	76.6	8.6	80.5	10.9	83.0	12.0

	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	SAL	80.2	5.0	79.7	2.8	80.7	6.1	76.1	5.1	73.3	2.9	80.0	6.0
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	SAL	88.9	35.8	88.2	34.7	89.4	39.7	94.0	34.4	88.4	40.9	95.0	45.0
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	SAL	82.0	30.6	81.5	29.2	76.2	28.6	80.2	35.6	80.1	29.8	80.5	35.0
	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	SAL	83.9	37.5	90.5	41.9	88.9	50.8	89.2	53.8	90.4	41.1	90.0	55.0
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	SAL	86.8	20.8	80.9	25.0	87.1	28.6	86.3	32.5	96.2	45.7	96.0	45.0
	EIPS	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
3 Year Completion	SAL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
	79.3	78.9	83.7	86.7	81.7	79.8	82.1	81.2	84.6	83.3	76.5	76.5	77.9	78.0	79.1
4 Year Completion	87.1	84.8	84.6	88.0	90.1	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	85.8	87.7	87.8	86.0	89.4	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	SAL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	2.6	2.3	2.2	0.2	1.1	2.5	2.2	1.9	1.1	1.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	41.2	23.3	18.9	59.9	18.5	34.1	21.0	19.8	32.5	21.5	20.9	18.2	18.9	19.9	22.7

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	SAL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	37.2	35.7	34.4	40.1	38.3	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	39.2
6 Year Rate	56.7	58.7	59.6	63.7	60.1	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	62.6

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
Rutherford Scholarship Eligibility Rate	SAL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
	n/a	57.1	63.4	61.1	64.3	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	SAL					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2016	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	8.2	8.0	9.6	6.3	9.8	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	9.8
% Writing 1+ Exams	91.8	92.0	90.4	93.7	90.2	87.9	90.4	88.4	90.4	90.7	83.4	84.3	84.3	85.0	90.2
% Writing 2+ Exams	88.5	87.9	88.2	92.3	88.0	85.9	87.4	85.8	88.3	88.3	80.3	81.4	81.2	81.9	88.0

% Writing 3+ Exams	70.5	68.3	66.9	72.4	68.8	67.7	69.3	67.5	68.9	68.8	66.5	64.7	65.2	66.1	68.8
% Writing 4+ Exams	59.2	58.0	55.0	59.8	53.5	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	54.4
% Writing 5+ Exams	38.2	35.3	36.8	39.2	35.1	36.8	36.8	36.1	36.1	39.1	36.3	37.1	37.5	37.8	35.1
% Writing 6+ Exams	9.6	11.9	17.4	15.0	11.2	10.9	10.9	14.0	14.0	14.5	13.1	13.8	13.6	13.9	11.2

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.

	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.7	82.0	85.9	87.9	85.5	88.0	87.7	88.1	88.1	86.2	89.2	89.5	89.5	89.0	89.0
Teacher	94.8	89.0	94.1	95.5	94.0	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	89.7
Parent	87.5	76.1	81.8	86.0	82.6	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	82.3
Student	83.7	81.0	81.8	82.3	79.9	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	95.1

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	74.4	66.1	70.7	74.3	72.5	79.8	79.8	80.1	80.5	80.0	83.5	83.5	83.7	83.0	82.9
Teacher	89.6	83.2	89.8	91.8	91.8	94.1	94.1	94.1	94.1	93.0	94.2	94.2	94.0	93.4	93.2
Parent	69.8	55.1	62.0	69.1	69.1	76.5	75.0	75.4	75.4	75.1	82.1	82.1	82.7	81.7	81.9
Student	63.8	60.0	60.2	62.2	62.2	68.8	70.3	70.3	72.0	71.7	74.2	74.2	74.4	73.9	73.5

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.

	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.7	65.1	73.3	70.2	76.0	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	72.0	73.1	85.5	81.1	80.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	79.5	57.1	61.1	59.3	72.1	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

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

	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.8	81.0	85.0	85.7	85.9	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	92.3	86.1	93.0	91.7	90.3	96.3	95.9	96.4	96.2	96.4	95.5	96.0	95.9	95.8	96.1
Parent	86.4	76.0	80.9	81.5	85.4	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	81.7	80.9	81.2	83.7	82.1	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	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.

	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.1	80.4	77.6	79.6	81.1	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	91.5	91.0	87.9	90.1	96.0	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	68.0	72.8	68.0	70.2	86.0	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	80.9	77.3	76.8	78.4	73.1	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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.															
	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.0	73.3	79.6	79.9	81.8	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	86.4	76.9	83.6	88.7	87.8	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	70.0	66.7	80.0	66.1	75.0	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	80.8	76.3	75.1	85.1	82.6	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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.															
	SAL					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	64.8	67.8	72.0	69.0	68.0	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	71.3	66.9	74.5	79.0	65.6	88.0	88.2	89.2	89.7	86.7	88.1	88.4	88.5	88.9	89.0
Parent	65.5	68.7	69.5	59.0	70.4	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Communication of Plan:

The School Education Plan is presented and discussed at the October and November Salisbury School Council meetings. Parents/Guardians are given the opportunity to ask questions and seek clarification on the information contained in the document. Our parents/guardians are always encouraged to make suggestions about school policies and procedures.

The School Education Plan is posted on the Salisbury website. The school goals are posted in the school in a variety of public viewing areas.