



# GEORGE FREEMAN SCHOOL

**“Building Everyday Heroes!”**

## Three Year Education Plan

2020-2021; 2021-2022; 2022-2023

Wayne Funk – November 2020



# 3-Year Education Plan for George Freeman School

## Message from the Principal

George Freeman School is in our third year of existence in Strathmore, Alberta, and we are committed to being dedicated to the students, staff, parents and greater community that we serve. With everything that we do; our focus is on making George Freeman School a great place for our students to learn.

We understand that we have an amazing opportunity to engage with our stakeholders to form and shape our school's beliefs, ideals and culture from the very beginning of the school's opening. This document will serve as our three year education plan for the 2020/2021, 2021/2022, 2022/2023 school years.

Wayne Funk  
Principal  
George Freeman School  
November 2020

## School Profile

George Freeman School has grown to a Kindergarten to Grade 9 school that has a current student population of 380 students. As we move into future years of our existence, we will continue to expand our population to around 450 - 500 students. Our current programs include 1 full time kindergarten class (with part time students added in on alternating days), two grade 1, one and a half grade 5, two grade 6, 7 and 8 classes. All of the other grades (grade 2, 3, 4 and 9) are single classes. Additionally, we have a Physical Education program taught by a PE specialist. Our Kindergarten to grade 5 classrooms are taught by elementary generalist teachers while grade 6, 7, 8 and 9 are taught by subject specialists.

## Mission and Vision

As our new school staff was being hired in the spring of 2018, we consciously developed our motto and three pillars that our school would grow into. It is our desired goal for these words to surround us in all we do at George Freeman School.

- Slogan
  - Building Everyday Heroes
- Pillars
  - Action in Character
  - Action in our World
  - Action in Life

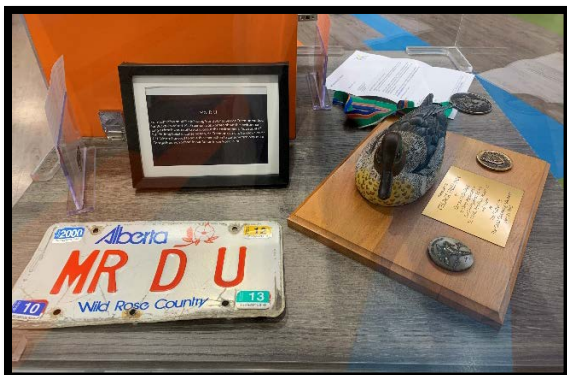
As we move further into the 2020/2021 school year, we will be working with our parents, students and staff to further develop these pillars and put our ideas into meaningful practice.



### **George Freeman School – Honoring George Freeman**

When the family of George Freeman was approached about our school honoring their patriarch with the name of our school, they were overjoyed and very appreciative. As a result, we have a cache of artifacts that have been loaned to George Freeman School that tell a bit of the life story of Mr. Freeman. Last year we commissioned a local cabinet maker to create some creative display pillars for us to display these artifacts of Mr. Freeman's life. Each display pillar follows one of our ideological pillars listed above.

Mr. Freeman was born and raised in Strathmore and lived a long illustrious life here. He was a decorated World War II veteran and spent many years working as a conservationist for Ducks Unlimited. Mr. Freeman was a life-long volunteer and connected to the community in a wide variety of ways. We are proud to consider our school to be a continuation of the works that Mr. Freeman dedicated his life to.



### **Powerful Learning**

Golden Hills School Division continues to be a driving force in the development of teachers who work together with their students to form and create powerful learning opportunities in their classrooms. At George Freeman School, we intend to fulfill those expectations with a variety of student learning opportunities at all grades. Our teachers will build a culture where they can create opportunities for:

- Students to explore topics of interest
- Students to connect with experts both locally and further afield
- Students to demonstrate their understanding in a variety of ways
- Students to discover their passions

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### **Career and Technology Foundations**

As we began to plan for our school, one of the many things that our older students were excited about was the variety of course options that we would be providing to our grade 6, 7, 8 and 9 students. After much research and discussion, the following courses are being offered at GFS for the 2020/2021 school year. Courses in bold are new to the school this year.

- Entrepreneurship
- Leadership
- **Introductory French**
- **Film Studies**
- Sports Performance
- Art and Design
- **Indigenous Art**
- Robotics and Coding
- Outdoor Education
- Drama
- **Drafting and Design**
- **Environmental Studies**

We believe this wide offering of courses is second to none in a school with a total of 180 grade 6, 7, 8 and 9 students.





### **Intramural Program**

During the course of the 2018/2019 school year, every George Freeman student was welcomed to George Freeman School with a new blue Falcons t-shirt. We purposefully spent the 2018-2019 school year creating a culture of togetherness. During our third year of operation, in 2020-2021 we are continuing to develop an intramural program that will create three distinct intramural houses based on the colors of our school design. The Purple, Green and Orange teams will all show team spirit by competing against the other houses in athletic events, spirit days and a variety of other activities. Our goal is to create opportunities for competition that also allow for team building and school spirit.

### **George Freeman School Athletics**

Our school intends to sponsor the following Athletic Teams for our students:

- Cross Country (suspended due to the pandemic)
- Boys Volleyball – 3 teams
- Girls Volleyball – 3 teams
- Boys Basketball – 3 teams
- Girls Basketball – 3 teams
- Badminton
- Track and Field



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### **Student Leadership**

One of our greatest strengths is the students that we have in our school. As a result we are in the process of implementing a student government. During our second semester of the 2020-2021 school year we are beginning a “Falcon Council” that will enable our student leaders to have a regular impact on the daily operation of George Freeman School.

### **George Freeman School Athletic Academies**

GFS has a tremendous advantage in that the facility that we share with the Town of Strathmore and the County of Wheatland, we have an incredible amount of athletic fields and spaces within our building. For the third consecutive year we will be holding baseball, soccer and fastball academies for our students to grow in skill development during the course of the school day. We have hired teachers to fulfill the coaching duties of these academies and our students are excited to grow in skill development in their sport of choice.

Students are welcome to sign up for two academies during the school year. Soccer runs in the late fall and early winter months while fastball and baseball run during the late winter early spring months. This year we have over 175 athletes registered into at least one of the academies.



### **Trends and Issues**

As we readied ourselves for the third year of enrolled students, it became apparent that we were the school of choice for many current Strathmore families. Additionally, many families that were new to Strathmore chose to bring their children to become Falcons at George Freeman School. Our school grew by 130 students when you compare September 2018 to September 2019. Despite the pandemic, our school grew by a further 31 students. We predict that we will see another year of substantial growth before the start of school in September 2021.

As students were enrolling this summer, we realized that we may have some capacity issues in some of our grades. Many of the graduating grade 6 students within Strathmore are recognizing an additional option for junior high within Golden Hills School Division in Strathmore. The junior high grades now essentially become full as we move into this new school year. It will be important in future years to continue to monitor growth within our community so that certain grades do not become overfull.

## Facility and Capital

We feel incredibly fortunate to be the staff and students that get to come school in this wonderful building! With GFS sharing the Strathmore Motor Products Sports Center with the Town of Strathmore, we have some amazing advantages and exciting opportunities ahead.

Our School Council has been an integral partner in getting our playground built on the south side of the school. The playground was designed by parents, for students and is easily the top playground in our community. We are excited to announce that our playground is fully paid for through the tremendous fundraising efforts of our George Freeman School Council.

## Revenues and Expenditures

Budgeted Operating Expense 2020-2021		
<b>Allocation</b> (includes prior year carry-over)	<b>\$2,202,755.00</b>	<b>%</b>
<b>Certificated Staffing</b> (Substitutes & Certificated Staffing)	<b>\$1,915,490.00</b>	<b>87%</b>
<b>Non-Certificated</b> (Support & Other Staffing)	<b>\$150,919.00</b>	<b>7%</b>
<b>Supplies &amp; Services</b>	<b>\$136,346.00</b>	<b>6%</b>

## Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	George Freeman School			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	87.3	92.7	92.7	89.4	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	73.6	68.3	68.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	92.6	95.1	95.1	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	93.9	93.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	20.5	20.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	92.3	83.3	83.3	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	83.1	89.5	89.5	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	82.0	79.2	79.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	79.9	68.6	68.6	81.5	81.0	80.9	High	Improved	Good

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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.

	Achievement				
Improvement	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

### Strategies

#### Powerful Learning

Teachers at George Freeman School focus on strategic instruction strategies and utilize numerous high-yield teaching techniques. Staff regularly seek out professional development opportunities through GHSD and other organizations in order to hone their knowledge and skill. We are proud of the creativity that our teachers display in their planning and we have seen teacher collaboration develop as teachers seek to expand unique initiatives to other grade levels. For example, Junior High students spend a portion of their weekly Language Arts time researching and presenting topics of interest to their peers during Genius Hour. This opportunity for authentic engagement has been seen as valuable and effective by other educators and younger grades have also started a modified version of Genius Hour. Another specific example of authentically engaging students and providing opportunities for cross-curricular learning and building connections with others is the Language Arts 6 and 7 Town program where student writing tasks are all related to developing a fictional town with social and economic capital. Students write authentic business proposals, newspaper articles, press releases, and even present court cases as part of this powerful learning experience.

#### Early Literacy and Early Numeracy Initiatives

Golden Hills School Division provides itinerant teachers to support learners in grades one and two as a way to boost those students up to grade level expectations. Without this district level support some of our younger learners would have trouble getting to grade level expectations by the time Provincial Achievement Tests are a reality in grade 6 and 9.

#### Levelled Literacy

This program allows for more individualized instruction for our young struggling learners. This program boasts smaller class sizes that reinforce basic literacy strategies. In addition, the leader of these programs connects regularly with the homeroom teacher to maximize effectiveness of the instructional time.

#### Collaborative Teacher Opportunities

With the design of our new building, allowing for teacher collaboration opportunities is an obvious administrative requirement. Each of our grade partner teachers is allotted three common non-assigned duties periods in a 4 day week. These times naturally allow for the grade partner teachers to plan and discuss high quality learning opportunities for their students. Each pair of classrooms is outfitted with a barn door to allow for students to migrate back and forth between the two classrooms. Professional collaboration is an expectation of all of our teaching staff and our building supports that through the design and construction.

Collaboration is happening between teachers that have similar teaching assignments, as well as across grade/subject levels. Social studies 7, 8, and 9 teachers have been working together to focus on developing the essential skills students require to be successful in class. They plan and team teach the skill (ex. Inferencing), then embed the skill in their course content. Teachers have also collaborated numerous times to provide students opportunities to teach younger grades, as we know that one strategic instruction strategy is "Teach It!" and our unique grade configuration provides many opportunities for this.



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

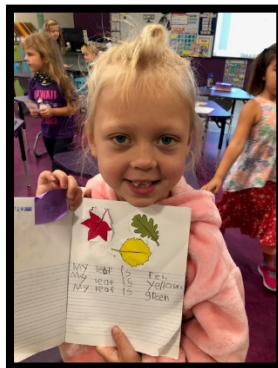
[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

As we are a kindergarten to grade 9 school for the current year, this set of measures does not apply to our school.

**Strategies**



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	89.5	83.1	90.0	Very High	Declined	n/a	90.0	92.0	94.0

**Comment on Results**

This is another strong result for our school. We feel that our continued work with our student population on our three pillars has enabled us to put the characteristics of active citizenship at the forefront of our work with students. As our school culture continues to grow and develop, we feel that this measure should continue to be a strong one for George Freeman School.

**Strategies**George Freeman

Our namesake was a lifelong resident of Strathmore who gave his life to volunteerism in our community. When Mr. Freeman returned to Strathmore as a decorated veteran following the conclusion of World War II he began to work for Ducks Unlimited while raising his young family. Throughout the years he volunteered for the Strathmore Volunteer Fire Department, was an integral member in planning the Strathmore Rodeo weekend and was always a loyal and involved member of the Strathmore Legion. Anybody growing up in Strathmore will have memories of Mr. Freeman speaking at their annual school Remembrance Day Ceremony. As a result of all of this volunteering, Mr. Freeman was twice voted as Strathmore's citizen of the year. We are proud to have George Freeman as our namesake as we strive to "Build Everyday Heroes".

Motto and Pillars

Modelling our school after Mr. Freeman, we have chosen "Building Everyday Heroes" as our motto for the school. Using the life of Mr. Freeman we have decided to build our school philosophy around the following three pillars.

- Action in Life
  - Fitness and Sport
  - Health and Wellness
- Action in Character
  - Acceptance
  - Support of Others
  - Teamwork
- Action in our World
  - Environmental Stewardship
  - Volunteering
  - Citizenship
  - Impacting our Local and Global Community

We strive as a staff to use this language in the majority of our student interactions both individually and in our classes.

Active Citizenship

This is developed through projects that allow students to recognize that there are problems within our community and world and to work towards helping to resolve these problems. Organizing activities that bring community members into the school and having students going out to work with community members also develops a sense of community and commitment to our town. Some of these opportunities include:

- Students participate in the Terry Fox run to raise funds for cancer research,
- Grades 6 - 9 students raise money through "Entrepreneurship" to donate to a charity of their choice (e.g., Strathmore Crisis Shelter and Ronald McDonald House).
- Our Grade 2 class organizes and participates in a weekly Walk and Read club with local seniors. Students and Seniors take turns reading and walking on the track.
- To learn the importance of "giving back" to one's community and to develop a sense of gratitude for all the support volunteers provide to the school, students perform at a thank you tea put on for parents and school volunteers.
- Junior High CTF Course – Connecting and Contributing to the Community – provides students the opportunity to learn more about their community and develop and implement their ideas to make it an even better place.

Roots of Empathy

Every year our grade 5 students are given the opportunity to participate in the Roots of Empathy program. In this program, a new baby and mother are part of a classroom for the year. Monthly visits with the baby highlight many factors that affect the baby during the months of most extreme development. Additionally, the instructor of the Roots of Empathy program holds weekly classes that include conversations and dialogue about the growth and development of a helpless baby into a toddler.





## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*	90.0	*	*	*	85.0	85.0	85.0
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).	n/a	n/a	n/a	n/a	*	20.0	*	*	*	20.0	20.0	20.0
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	NA	n/a	n/a	n/a	NA	NA	NA
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	NA	n/a	n/a	n/a	NA	NA	NA

### Comment on Results

As our student population has very few First Nations/Metis/Inuit students who self-identify, we have no PAT data to support our goals. As a Kindergarten to grade 9 school we have no students who are writing diploma exams.

### Strategies

The same strategies that are mentioned earlier in this report (Outcome 1; page 7) are evident on a daily basis for all of our students. Any student that self-identifies as First Nations/Metis/Inuit will have easy access to any of the programs and initiatives that would support greater academic growth and achievement.

Staff members have made an effort to seek out opportunities to develop their understanding of indigenous history and culture, as well as engage with indigenous community members and provide indigenous educational opportunities to all students.



*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

As we are a Kindergarten to grade 9 school currently, this set of measures does not apply to our school.



### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target 2020	Evaluation			Targets		
	2016	2017	2018	2019	2020		Achievement	Improvement	Overall	2021	2022	2023
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.	n/a	n/a	n/a	68.3	73.6	90.0	Intermediate	Improved	n/a	90.0	90.0	90.0

#### Comment on Results

As our school continues to grow into our third year, this is an area of growth that we have identified. We are not happy or satisfied with this result and we will continue to strive to offer a variety of programming options to our students.

#### Strategies

##### Grade 6 – 9

- For our older students we do offer a variety of CTF courses for our students to choose from.
  - All grade 6 students take French, Indigenous Art, Outdoor Education and Robotics
  - Grade 7 students all take Sports Performance, French, Drama, Art, Robotics, Entrepreneurship, Music History and Outdoor Education
  - Grade 8 students all take Indigenous Art, Film Studies, Robotics, Sports Performance, Travel and Communication Studies.
  - Grade 9 students all take Leadership, Sports Performance, Fitness, Entrepreneurship, Indigenous Art, Drafting and Design and Environmental Studies
- As well, all students take part in our regular Physical Education classes which are taught by a PE specialist.
- We also run three different sports skills academies. These academies are skill based and offer skill sessions with similarly skilled peers during the course of the school day for a 16 one hour sessions. These skill session are taught by a certified teacher who has a singular level of expertise regarding the specific sport.
  - Soccer – grade 2 to grade 9 students are eligible. Sessions runs every Tuesday and Thursday from early October through early December.
  - Baseball – grade 4 to grade 9 students are eligible. Sessions run every Tuesday and Thursday from early February through mid April.
  - Fastball – grade 4 to grade 9 students are eligible. Sessions run every Monday and Wednesday from early February through mid April

##### Kindergarten to Grade 5

- Students in kindergarten through grade 5 have regular Physical Education classes taught by our PE expert.
- Classroom teachers work collaboratively to teach the Fine Arts with a teaching partner or through grade buddies.
- Students in grade 2 through grade 5 are eligible to participate in our sports skills academies. Please see the notes directly above.

##### Areas for Growth

- We are using our George Freeman School Council as a sounding board for further improvements to our program offerings. So far the parents have identified two areas they would like to see us working to include in our school programming for the 2020-2021 school year.
  - Second Language
  - Fine Arts
- We will also petition our student population regarding alternate programming options to include in future years.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	n/a	n/a	n/a	92.7	87.3	90.0	High	Maintained	n/a	90.0	92.0	94.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	95.1	92.6	92.0	Very High	Maintained	n/a	92.0	93.0	94.0
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.	n/a	n/a	n/a	83.3	92.3	90.0	Very High	Improved	n/a	90.0	92.0	94.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	n/a	n/a	56.7	67.2	80.0	n/a	n/a	n/a	80.0	85.0	88.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	79.2	82.0	85.0	High	Improved	n/a	85.0	87.0	89.0
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.	n/a	n/a	n/a	68.6	79.9	90.0	High	Improved Significantly	n/a	90.0	92.0	94.0

### Comment on Results

Once again, we are very pleased with this set of results. It is clear to us that our students, parents and staff believe we are working to "Build Everyday Heroes" here at George Freeman School. While we will continue to strive to get better each and every year, our school is already a great school to be a part of.

### Strategies

#### Parent Engagement

To make sure that our parents are engaged and involved at the school, we provide multiple opportunities for them to give input and hear directly from the administrative and teaching staff at George Freeman School. Some of our strategies are listed below:

- Continue asking parents for input in regards to their own children's Individual Program Plan and Individual Support Plan.
- Continue the very effective relationship we have with our School Council. We hold monthly evening meetings each year and ask for guidance and support in building planning documents, determining budgets and making effective programming decisions.
- Continue to communicate regularly with parents through a variety of Social Media (Instagram, Facebook and Twitter) while still providing regular classroom emails. Every six weeks, a message from the office comes home to parents through School Messenger and relays many opportunities for connection with the school administration.
- To provide for our students and families a hard cover yearbook that will capture the highlights of the school year.
- Each year through our school council and during staff meetings parents and staff are strongly encouraged to communicate with the administration to reflect on possible improvements that our school can make.
- Work on developing a Student Government that meets regularly and has a direct line of communication to the school administration.



- George Freeman School Council is asked many times a year to reflect on educational practices happening at George Freeman School. This process allows for parents to question practices and praise positives which provides for an overall positive feeling of the educational practices at George Freeman School.
- Teaching staff are always able to make decisions regarding the programs and options available at George Freeman School. These decisions take place during monthly staff meetings, and at our yearly planning session in May.

#### School Growth and Change

As our school continues through the first few years of existence, it is important to remember that even though we have a fabulous building, our main goal is to provide the best possible education to our students. We will continue to work hard to have our school grow and change with advice and input from parents, students and Golden Hills School Division staff.



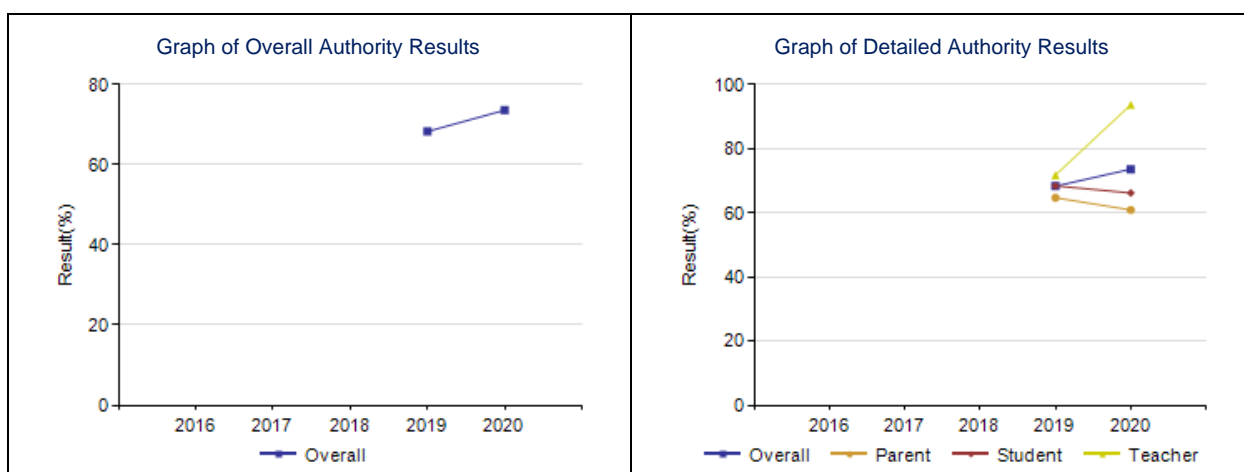
## APPENDIX – Measure Details (OPTIONAL)

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.

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	68.3	73.6	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	n/a	n/a	71.8	93.7	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	n/a	n/a	n/a	64.7	60.9	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	68.4	66.2	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8



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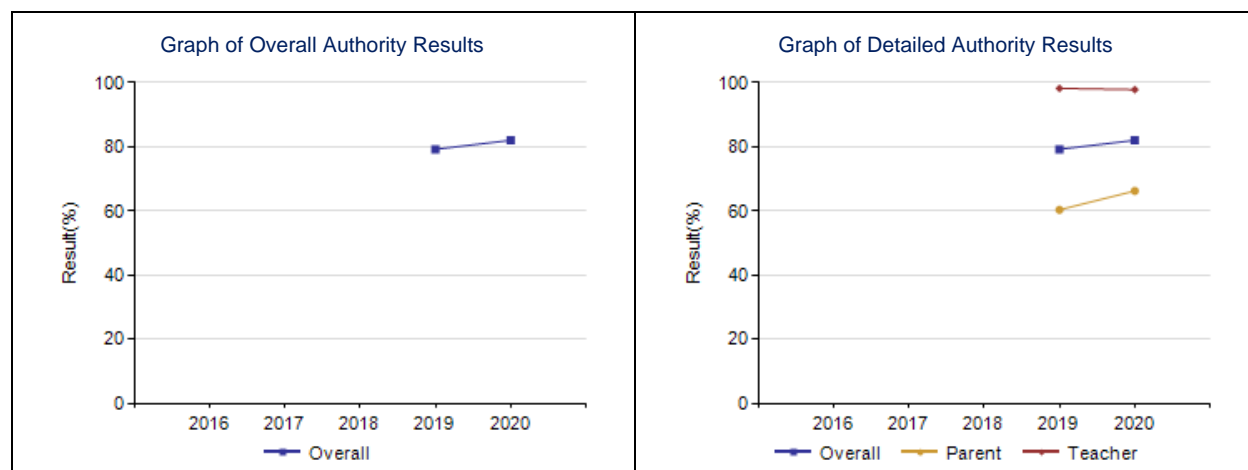
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me)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



### Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	79.2	82.0	80.3	84.4	81.6	82.5	80.5	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	n/a	n/a	98.2	97.8	87.8	91.5	90.0	92.1	90.2	88.4	88.5	88.9	89.0	89.6
Parent	n/a	n/a	n/a	60.3	66.2	72.8	77.3	73.1	72.8	70.7	73.5	73.9	73.4	73.6	73.9



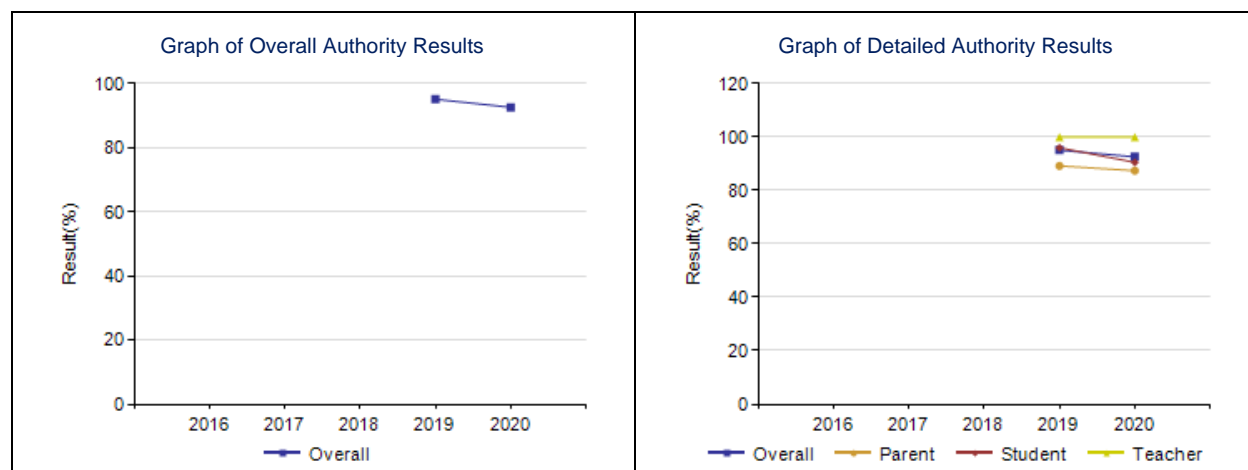
Notes:

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	95.1	92.6	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	n/a	n/a	100.0	100.0	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	n/a	n/a	n/a	89.2	87.4	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	n/a	n/a	n/a	96.0	90.5	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



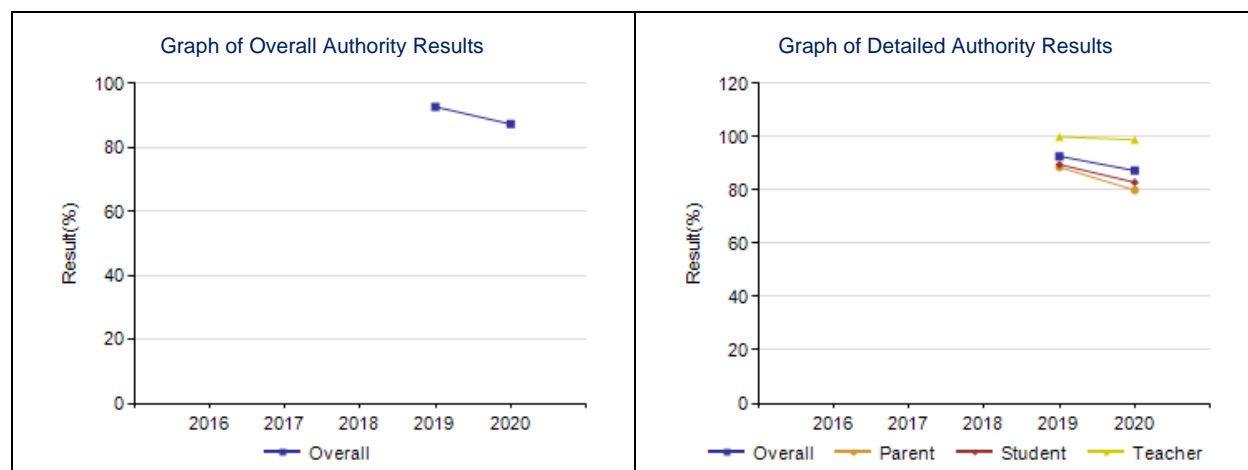
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### Safe and Caring – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	92.7	87.3	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	n/a	n/a	100.0	98.9	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	n/a	n/a	n/a	88.6	80.0	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	n/a	n/a	n/a	89.6	82.9	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6



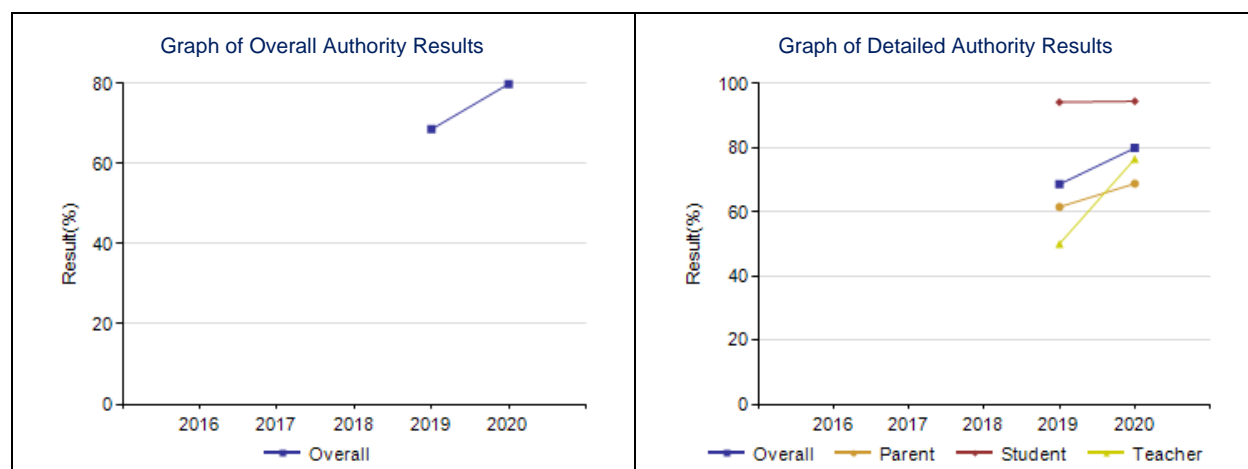
Notes:

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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/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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	68.6	79.9	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	n/a	n/a	50.0	76.5	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	n/a	n/a	n/a	61.5	68.8	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	94.2	94.5	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



Notes:

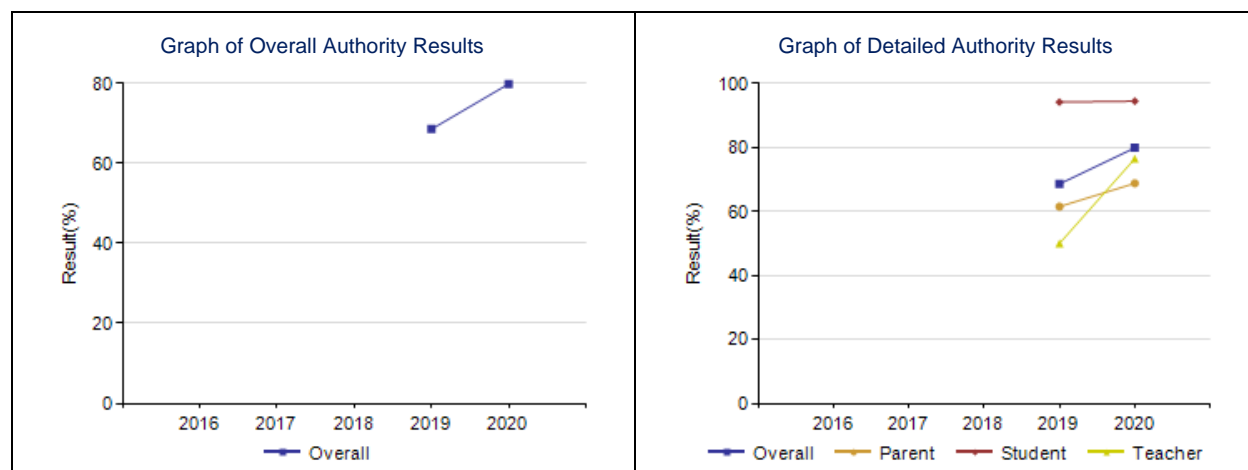
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### School Improvement – Measure Details

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	n/a	n/a	n/a	68.6	79.9	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	n/a	n/a	50.0	76.5	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	n/a	n/a	n/a	61.5	68.8	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	n/a	n/a	n/a	94.2	94.5	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



**Notes:**

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- 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.

