



GEORGE FREEMAN SCHOOL

“Building Everyday Heroes!”

Three Year Education Plan Assurance Measure Report

2021-2022; 2022-2023; 2023-2024

Wayne Funk – November 2021



3-Year Education Plan for George Freeman School

Message from the Principal

George Freeman School is in our fourth 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 2021/2022, 2022/2023; 2023/2024 school years.

Wayne Funk
Principal
George Freeman School
November 2021

School Profile

George Freeman School has grown to a Kindergarten to Grade 9 school that has a current student population of 436 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 2 full time kindergarten classes (with part time students added in on alternating days), two grade 1 and grade 2 classes. For grade 3 and 4 we have one standalone class of each grade along with a combined grade 3/4 class. For all other grades we have two 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.

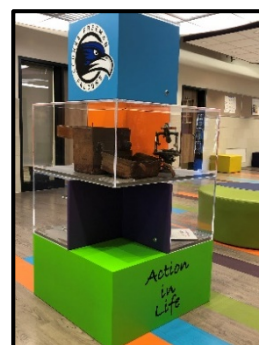
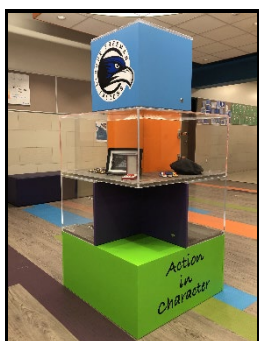


Mission and Vision

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 2021/2022 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 cachet of artifacts that have been loaned to George Freeman School that tell a bit of the life story of Mr. Freeman. A few years ago 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

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 2021/2022 school year.

- Grade 6
 - Fine Arts
 - Robotics
- Grade 7
 - Robotics
 - French
 - Fine Arts
 - Foods
- Grade 8
 - Entrepreneurship
 - French
 - Outdoor Education
 - Foods
 - Film Studies
 - Fine Arts
- Grade 9
 - Photo/Video
 - Entrepreneurship
 - Fine Arts
 - Outdoor Education
 - Community Recreation
 - Foods

We believe this wide offering of courses is second to none in a school with a total of 200 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 fourth year of operation, in 2021-2022 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
- Boys Volleyball – 3 teams
- Girls Volleyball – 3 teams
- Boys Basketball – 3 teams
- Girls Basketball – 3 teams
- Badminton
- Track and Field



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 fourth 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 and early spring months. This year we have over 200 athletes registered into at least one of the academies.

George Freeman School Music Academy

In an effort to broaden our extra-curricular offerings, we have implemented a Music Academy to allow for our students who are interested in learning more about piano and music theory to be a part of our Music Academy. For a nominal fee, students get a 30 minute weekly lesson for ten weeks with a certified piano instructor. Over time we would like to see the Music Academy expand to include other Fine Arts disciplines.



Trends and Issues

As we readied ourselves for the fourth 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 to begin the 2020-2021 school year. To begin the 2021-2022 school year our enrollment has increased by a further 58 students. We predict that we will see another year of substantial growth before the start of school in September 2022.

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 2021-2022		
Allocation (includes prior year carry-over)	\$2,608,137	%
Certificated Staffing (Substitutes & Certificated Staffing)	\$2,369,072	90.8%
Non-Certificated (Support & Other Staffing)	\$133,169	5.1%
Supplies & Services	\$105,896	4.1%

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	86.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	85.5	83.1	86.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	93.9	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.5	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.8	92.6	93.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.4	82.0	80.6	79.5	81.8	81.4	n/a	n/a	n/a

Measure Evaluation Reference (Required AEAMs)

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Goal One: Teacher Collaboration will Improve Student Engagement and Learning Opportunities

Collaborative Teacher Opportunities

With the design of our new building, allowing for teacher collaboration opportunities is an obvious administrative requirement. Each of our elementary 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. With the support of Golden Hills School Division and the Powerful Learning Project we were able to develop a plan that allowed for teachers to have paid sub days to work on a teacher collaboration project. Through our monthly staff meetings, we are using the book, "Best Practices in Co-Teaching and Collaboration" by Susan Gingras Fitzell as a book study to discuss and develop best practices for teacher collaboration.

Each teacher is in a partnership with at least one other teacher to develop a project or series of lessons. Teacher groups are freed up from their classes to meet with a GHSD Instructional Coach to help facilitate the planning process. As the year progresses, these teachers will be working together to implement their plan.

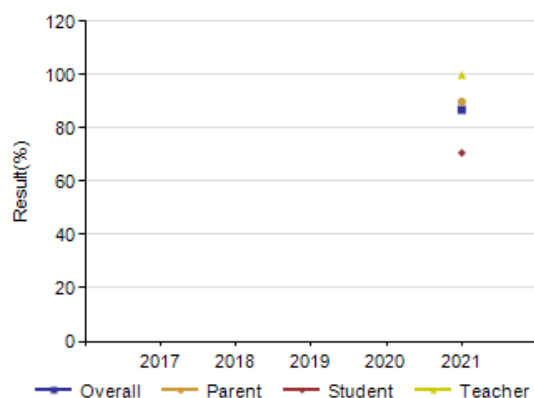
Powerful Learning

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.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overa ll	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	114	86.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,684	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Paren t	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Stude nt	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73	70.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,122	70.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teach er	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results

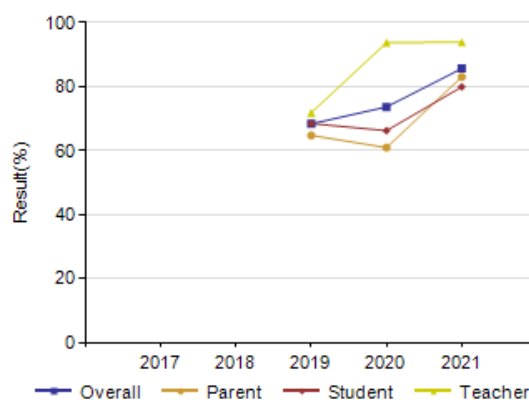


Program of Studies – Measure Details

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	5	68.3	8	73.6	8	85.6	n/a	n/a	n/a	1,521	81.1	1,581	79.0	1,525	81.0	1,589	81.2	1,339	82.1	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	n/a	n/a	n/a	n/a	1	64.7	1	60.9	2	83.0	n/a	n/a	n/a	266	77.7	312	76.0	314	79.2	268	75.4	274	78.4	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	n/a	n/a	3	68.0	4	66.2	4	79.9	n/a	n/a	n/a	900	77.7	936	73.1	880	78.2	1,015	78.4	781	79.1	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	n/a	n/a	n/a	n/a	1	71.8	1	93.7	1	93.9	n/a	n/a	n/a	355	87.8	333	88.0	331	85.7	306	89.7	284	88.7	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of School Results

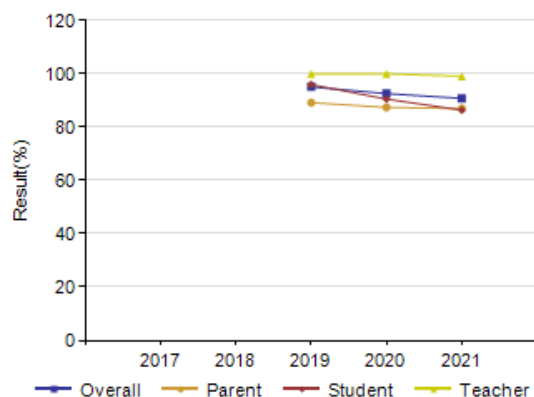


Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	85	95.1	110	92.6	113	90.8	n/a	n/a	n/a	2,091	92.4	2,104	92.0	2,066	92.1	2,228	91.4	1,684	89.9	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	n/a	n/a	n/a	n/a	14	89.2	16	87.4	23	87.0	n/a	n/a	n/a	266	88.4	312	87.8	314	88.7	268	86.6	278	86.8	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	n/a	n/a	n/a	n/a	60	96.0	76	90.5	72	86.4	n/a	n/a	n/a	1,470	90.5	1,459	90.3	1,421	89.6	1,654	89.8	1,122	86.3	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	n/a	n/a	n/a	n/a	11	100.0	18	100.0	18	99.1	n/a	n/a	n/a	355	98.3	333	97.8	331	98.1	306	97.8	284	97.4	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Goal Two: To Annually Highlight one of our Foundational Pillars to Create a Stellar Learning Environment

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.

2021-2022 Focus Action in Life

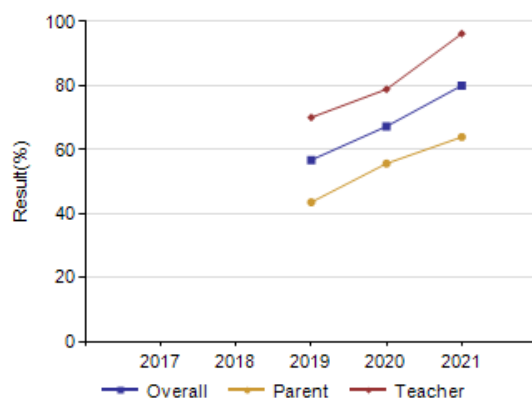
For the 2021-2022 school year, we have chosen to focus the staff, students and parents of George Freeman School on the Action in Life Pillar. Throughout the year, our staff and students will be exploring ways to highlight how they live an Action in Life lifestyle. For September, all teaching staff used a pedometer to count their steps and work together in their Intramural House League teams to see how many steps each team could walk in a month. This was used as a lead-up to our annual participation in the Terry Fox School Run in early October. For the month of October, students were encouraged to have a healthy variety in their lunch and prizes were handed out while our Instagram pages highlighted the variety of good healthy lunches. For November and December we are appreciating the Arts and using that as a way to highlight the Action in Life pillar. We are looking forward to future months for this pillar and highlighting the other two pillars in future years.

Lifelong Learning – Measure Details

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

	School													Authority										Province															
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	n/a	n/a	n/a	n/a	2	56.7	3	67.3	4	80.0	n/a	n/a	n/a	60	75.8	75	63.1	63	73.6	73	62.9	74	55.8	74	55.0	55	82.1	82	62.5	71	66.1	70	66.9	71	69.1	72	59.4	82	78.1
Parent	n/a	n/a	n/a	n/a	1	43.2	1	55.6	2	63.9	n/a	n/a	n/a	25	68.5	68	29.8	64	30.1	64	25.3	63	27.5	73	31.3	64	33.7	64	33.8	64	35.4	64	54.6	29	64.9	75	75.3		
Teacher	n/a	n/a	n/a	n/a	1	70.1	1	78.8	1	96.2	n/a	n/a	n/a	35	81.3	81	33.6	83	32.2	84	30.7	84	28.5	28	92.0	92	31.2	77	32.4	77	33.0	78	33.7	80	29.7	88	88.9		

Graph of School Results

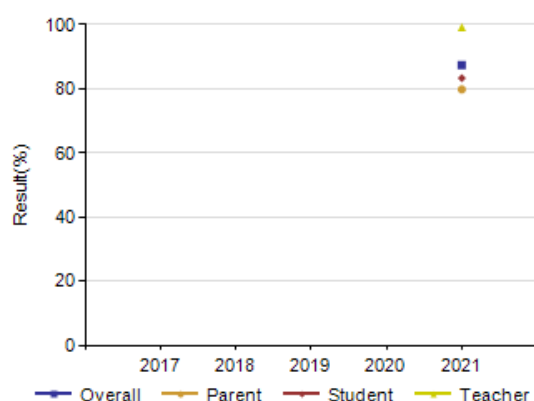


Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	114	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,682	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23	79.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	88.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	99.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Graph of School Results



Goal Three: To Increase Student Empowerment by Establishing a Falcon Council Student Government

Falcon Council

It was a strong desire from the beginning of the existence of George Freeman School to have a student council of some sort. After a few different versions of the student government model, we feel like we have established a working model to move forward with over time. In the spring of 2021, we asked all students in grade 4 – 8 to apply if they were interested in becoming a part of the newly formed Falcon Council for the 2021-2022 school year. We received more than 30 responses and from that pool of 30 students interested in our vision of student government, we accepted 15 of the student applications. These 15 students are from a variety of grades between grade 5 and 9.

The students involved in Falcon Council act as the conduit between school administration and the remainder of the student body. Through regular meetings, our Falcon Council members help to set the tone for our building by selecting and actively participating in School Spirit Days, providing leadership skills for school wide events like Terry Fox Run and the Christmas Hamper donation drive and by bringing student ideas to the Falcon Council members and school administration.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																		
	School										Measure Evaluation			Authority										Province										
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021				2017	2018	2019	2020	2021	2017	2018	2019	2020	2021											
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	85	89.5	110	83.1	114	85.5	n/a	n/a	n/a	2,091	86.0	2,102	85.6	2,068	84.8	2,227	83.3	1,679	83.0	2,997	83.7	2,537	83.0	2,656	82.9	2,644	83.3	2,308	83.2	
Parent	n/a	n/a	n/a	n/a	14	85.5	16	73.8	23	76.5	n/a	n/a	n/a	266	82.8	312	82.1	314	82.9	268	79.0	275	80.2	328	82.7	354	81.7	352	81.9	368	82.4	309	81.4	
Student	n/a	n/a	n/a	n/a	60	83.1	76	75.6	73	80.0	n/a	n/a	n/a	1,470	78.9	1,457	77.9	1,423	75.9	1,653	76.1	1,120	74.0	2,356	74.4	1,856	73.9	1,970	73.5	1,935	73.8	1,697	74.1	
Teacher	n/a	n/a	n/a	n/a	11	100.0	18	100.0	18	100.0	n/a	n/a	n/a	355	96.3	333	96.7	331	95.6	306	94.9	284	94.4	314	94.0	326	93.4	332	93.2	339	93.6	301	94.1	

Graph of School Results

