

BARRHEAD COMPOSITE HIGH SCHOOL

Three Year Education Plan

2017-2018

July, 2017

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OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

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OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

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OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

The jurisdiction planning process involves school council representatives from each school as well as community stakeholders. These groups are encouraged to contribute to education plan development by responding to a series of questions during a stakeholder meeting, held semi-annually. Stakeholder input is sought in various ways as we consider priorities for the next school year. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

At our school, the School Advisory Council (SAC) engages with and advises School Administration on several operational and education plan items in a couple of ways. SAC and their chairperson regularly communicate with Administration in the development of SAC meeting agendas and any questions the council may have. When necessary, surveys have been implemented to gather data. When appropriate, SAC executive have attended Education Plan staff meetings and participated in discussions. Additionally, SAC has a regular line on meeting agendas to provide input. Input, decisions, and follow-up are established at the time. SAC is satisfied with their opportunities for input at the school..

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

Mission Statement: We immerse students in a diverse and engaging learning environment. We strive to inspire the passion for discovery, the confidence to embrace challenges, and the skills to pursue success.

Values: Believing that a better school helps build better communities, it is the goal of Barrhead Composite High School to help each student to develop to the maximum of his/her whole potential: intellectually, social-emotionally physically and spiritually. Equally important is the responsibility for personal action, a respect for the rights of others, and a willingness to contribute meaningfully and positively to the community in one lives. We place a priority on the following values;

1. Welcoming, Caring, Respectful, and Safe
2. Opportunity for Education for All
3. Diversity of High Quality Programs and Extracurricular Activities
4. Developing responsibility for self

Vision: The staff of BCHS has the following vision for our school:

- **STAFF:** We would like to see staff work more collaboratively to improve learning and achievement.
- **/TEACHING AND LEARNING:** We would like to see the diversity and quality of teaching and learning opportunities be to be as high as quality as possible.
- **STUDENT LEARNING AND ACHIEVEMENT:** We would like to see our students engage in school and take more responsibility for their learning and performance.
- **SCHOOL CLIMATE:** We would like to see staff visibly support a Welcoming, Caring, Respectful, and Safe Learning Environment through healthy and positive relationships in the class and around the school.
- **PARENTS AND COMMUNITY:** We would like to see parents and the community support a Welcoming, Caring, Respectful, and Safe school by being more involved with it.

Purpose: Building Confidence, Honing Skills

Historical Background

Barrhead Composite High School is proud of its continued academic successes and of the fact that it is recognized by parents and the public as a secondary school that implements an Inclusive environment. Over the years the students of our school have honored us by winning provincial, national and international recognition through music competitions, Skills Canada, Reach for the Top and various academic and athletic competitions.

Barrhead Composite High School is an academic –vocational school that serves students grades seven to twelve. Prior to becoming a High School, students in the area attended one room schools known as Cottage schools. During the early years, student numbers grew so fast that the school district had to use the community hall and United Church hall to accommodate different grade levels. It was reported that classes of 40 to 60 were not uncommon.

In 1929, the Board of Education passed a motion to create an independent High School that would provide direct instruction to students in grades eight to twelve. In 1930, the independent High School began when Mr. Hugh MacLachlan became the first Principal. The High School was located in a four

room building which was located along Highway #33, where the current Administrative Complex is now located.

During this time it was difficult to find teachers who would teach all grades in one room schools in the country, so the Board of Education started a school bus run from Campsie to Barrhead to encourage teenagers to complete their education. This proved successful but because school buses were hard to acquire, grain trucks were converted into school buses. In an effort to encourage high school completion, the Board of Education of the day also establish a dormitory for High School students. For various reasons the dormitory idea did not work but this turned out to be the one room building that then served as the High School from 1930-1939.

With large numbers of students coming to Barrhead to complete junior and senior high school the Board of Education and the town joined together to acquire a building. In 1949 the "Stehlin" Building was moved into an area where the Barrhead Elementary now stands. The E.C.Stehlin School was named after the School Superintendent that had served a long period of time. The building was an airplane hangar that was brought in from Penhold Air Force Base at the end of the war. In 1959 a school was built to house junior high students in the area. This building was named the following year to honor J.(John) R (Richard) Harris who was a pioneer teacher who had served students in the area for fifty years. Then in 1962 a major building project relocated the high school to its current location. A library, home economics and a woodworking area were added in 1970. The school was renamed in 1971 to honor Mr. Lorne Jenken who had been the longest serving principal in the area. Welding, mechanics, carpentry, cosmetology, health services, music and the cafeteria area were added in 1980. A larger gymnasium and office area were added to the East side of the school in 1988. This completed our conversion to a Composite High School; a school that promotes academic excellence and vocational skills. Finally in 1999, the junior and senior high schools that had independent administrative system were amalgamated under the Barrhead Composite High School Logo to enable continued excellence and innovative curriculum opportunities.

* Point of interest - since 1941 the school colors have been Navy Blue and Gold.

Principal

Hugh MacLachlan	(7-12)	1930		
Tom Robinson	(7-12)	1930-1932		
M.J.V. Downey	(7-12)	1932-1939		
R.C.(Cam) Ritchie	(7-12)	1939-1944		
Lorne Jenken	(7-12 & 10-12)	1944-1970*		
Lorne Jenken	(10-12)	1957-1964	Bob Collins	(7-9) 1957-1964
Lorne Jenken	(10-12)	1965-1970	John Hohol	(7-9) 1965-1975
Richard Martin	(10-12)	1970-1979	Gary Kiernan	(7-9) 1975-1976
Randy Rudd	(10-12)	1979-1988	John Waddell	(7-9) 1975-1982
Stephen Jupe	(10-12)	1988-1989	Parm Bashati	(7-9) 1982-1988
David Bouyea	(10-12)	1989-1996	Kerry McElroy	(7-9) 1989-1996
Kerry McElroy	(10-12)	1996-2000	Keith Van De Keere	(7-9) 1996-1999
Kerry McElroy	(10-12)	1996-2000	Carl McColl	(7-9) 1999-2000
Kerry McElroy	(7-12)	2000-2009		
Pauletta Renkema	(7-12)	2009-2011		
David Garbutt	(7-12)	2011-2014		
Steven Kaplan	(7-12)	2014-Present		

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

2016-2017 (May, 2016 Update)

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FIVE: The education system is well governed and managed.

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Barrhead Composite High School PROFESSIONAL LEARNING COMMUNITY FOCUS

Bridging from Provincial and Jurisdiction Outcomes to School Priorities (2017-2018)

Specifically Related Provincial Outcomes	School Priority (2017-2018)
OUTCOME ONE: Alberta’s students are successful OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders	1. Inspiring Education / High School Redesign
OUTCOME THREE: Alberta’s education system is inclusive	2. Inclusive Education
	3. Safe and Caring School

Priority 1: Inspiring Education / High School Redesign				
<p>Strategies to Impact School Priorities Include: Inspiring Education / High School Redesign - We will:</p> <ul style="list-style-type: none"> ● Continue to Improve staff and stakeholder engagement through stakeholder information and engagement activities ● Continue to refine the Teaching Advisory Model <ul style="list-style-type: none"> ○ We will combine a school determined focus with opportunities for teachers to build TA relationships with students ● Continue to refine our approach to Flexible Learning Environments 				
Measure	Recent Data			Target 2018
	2015	2016	2017	
Number of stakeholder information sessions hosted	New	2		5
Aggregate satisfaction levels of staff, students and community	New	86.1		87
Staffing FTE:, counselor FTE (certificated/ contract)	0.6/1.7	0.6/1.7		1.2/1.0

Priority 2: Inclusive Education

Strategies to Impact School Priorities Include:

Inclusive Education - We will:

- Continue to refine Students Services department structures and processes
- Develop strategies to increase home engagement and support for collaboratively developed strategies to support student learning (home and school);
- Provide professional development and training for Support staff to develop knowledge on diversity and the benefits of inclusive coaching support;
- Create structures for PLC work on Inclusive Education (diversity).

Measure	Recent Data			Target 2018
	2015	2016	2017	
Staff meetings/ PLC/ PD on Inclusive Education training	<20%	~33%		>50%
Staff reports on number of times inclusive education is subject of staff meeting, PLC, or other informal meetings	New	No Data		>75%

Priority 3: Safe and Caring School

Strategies to Impact School Priorities Include:

Safe and Caring School - We will:

- Support PLC work focused on Instructional Leadership for areas of Literacy and Numeracy Competencies, as well Welcoming, Caring, Respectful and Safe Schools, and Diversity
- Use data to identify specific concerns and create appropriate steps to address them
- Use stakeholder engagement strategies to determine specific concerns and strategies the school can apply to minimize or eliminate concerns.
- Continue with the Teacher Advisory Program
- Continue to collaborate with the School Resource Officer

Measure	Recent Data			Target 2018
	2015	2016	2017	
<u>Accountability Pillar Measures: Safe and Caring</u> Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. (Aggregate)	2013 82.8		85.1	>88%
4.2d <u>PHRD Satisfaction survey</u> : Rate at which parents, students and teachers were satisfied that their school is safe and caring.	P: 94.9	P: 96.9		P: 97
	T: 82.8	T: 89.0		T: 90
	S: 78.3	S: 83.0		S: 85
Counseling/ Staff/ School Resource Officer FTE	1.7	2.1		2.1

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20** Number of parents participating in sessions for students on career decision-making.

- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

Strategies to Impact School Priorities Include:

Inspiring Education / High School Redesign - We will:

- Continue to Improve staff and stakeholder engagement through stakeholder information and engagement activities
- Continue to refine the Teaching Advisory Model
 - We will combine a school determined focus with opportunities for teachers to build TA relationships with students
- Continue to refine our approach to Flexible Learning Environments

As we move into third year of our pilot project we continue to refine our strategies in **Moving Forward With High School Redesign.**

- Our four focus areas remain:
 - 1-School Culture where relationships are centrally important
 - 2-Creating a Welcoming, Caring, Respectful, and Safe school
 - 3-Establishing social learning spaces that support flexible learning – learning commons
 - 4-Establishing a school timetable schedule that engages students, supports personalization and flexible learning
- Staff will use the mission and values statements to guide relationship building, curriculum development and instruction, and classroom management.
- Our approach to school, students, and curriculum will attempt to be proactive in supporting success, as well as provide intervention strategies to identify and support emerging needs.
- We will continue to work within 1 grade for TAG, which is expected to increase TAG time relevancy.

Additional School Level Strategies Include:

PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework:

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”*
 - Programming
 - BCHS CTS teachers will continue to use appropriate incentives to encourage project and course completions, where in some cases, can reflect industry.
 - BCHS will integrate programs to address the development of moral character and safe and caring schools, including initiative developed with Teacher Advisory Groups.
 - All core-subject long-range plans in this school will be closely aligned with the Program of Studies.

- BCHS will provide personal and flexible timelines for students working on independent programs.
 - BCHS is active in use of “Extended Learning Time” - ELT (formally known as Flex.
 - BCHS will continue to provide alternate delivery options for students to achieve credits toward graduation.
 - BCHS will provide flexibility of scheduling for students by offering courses in partnership with other jurisdiction schools, including ADLC, through team teaching, video conferencing and travel.
 - Student Supports
 - See also strategies listed in OUTCOME THREE
2. Successful Transitions *“Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”*
- BCHC will continue to investigate Dual-Credit opportunities that support student transition. Currently BCHS is participating in the Health Care Aide program for the coming school year, partnered with NorQuest college.
 - BCHS continues use of Teacher Advisory Group program that will further support academic, career counseling and transitioning for students.
 - BCHS will have grade to grade transition meetings for students transitioning to and from a different school within the division.
 - BCHS will provide students with exposure to occupations on field trips.
 - BCHS will facilitate student participation in Skills Canada competitions.
 - CTS students in BCHS will experience real life trade/industry events in our community.
 - BCHS will encourage and support student participation in Career Fairs and similar events.
3. Collaborative Partnerships *“Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities.”*
- BCHS will implement Teacher Advisory program to ensure students are connected to staff
 - BCHS will partner with ADLC and Outreach to access alternative delivery systems as an option for local students to complete high school requirements.
 - Parents and students in BCHS will be informed of the attendance policy and it will be followed.
 - BCHS will coordinate interagency meetings regarding identified students.
 - BCHS will work on goal setting with at-risk students and their parents.
 - BCHS will continue its work with Career and Next Generations (CNG).
4. Positive Connection *“Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta’s High School Completion Framework.”*
- BCHS is committed to the implementation and maintenance of a comprehensive support plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring

Environment, and guidance and career counselling.

- BCHS will assign specific FTE to employees who will have a counselling role in their school.
- Students will have the opportunity to use the “myblueprint” program to track their school course completions.

5. Tracking Progress *“Identify barriers and success factors related to high school completion.”*

- BCHS will develop an attendance program that supports and reinforces regular attendance.
- BCHS will monitor attendance patterns.
- BCHS will contact the parents regarding attendance concerns.
- BCHS will develop a truancy plan to reinforce consequences of not coming to school.
- BCHS will work closely with PPHS's FNMI and FSL workers to track and support at-risk students.
- Monthly School Resource Team meetings will continue.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- **And the Literacy Strategy:**
 - Our school will participate in the Division’s Literacy Strategy
- Our school will participate in the Division’s Numeracy Strategy
 - Our school may pilot programs and resources with coordination and support of the Numeracy Committee
 - Administration will monitor the implementation of the school’s numeracy program and work collaboratively with the district Numeracy Steering Committee
- Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our High School will ensure support for all students, including those identified as high risk of non-completing, to develop plans, strategies and supports to keep the student in school, and hopefully achieve course completions and high school completion.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our High School will support the promotion of the Health Care Aid program as a Dual Credit Opportunity for third and fourth year high school students.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on:

Inspiring Education / High School Redesign

- Barrhead Composite High School has completed a second year of MFWHSR.
 - The results are as expected with some progress as well as growth challenges relating to implementation of change like that of High School Redesign.
 - The intent participating in this initiative remains supporting student engagement, higher learning and achievement and quality teaching.
 - As with all schools undertaking this initiative where the work is context specific and aims to be responsive, the year has been filled with more opportunities to learn and

- grow.
- While the feedback has been mixed, the general results of MFWHSR include increased focus on students and pedagogy, improved engagement for many students and work completion, which in turn has led to improvements in learning and achievement.
- We have experienced some challenges maintaining high levels of engagement across all student groups.
- Our work in MFWHSR was organic and responsive, especially relative to the Flex Block.
 - We realized that the title of the block allocated for personalized learning, “Flex,” suggested to our student body that the use of that time was at their discretion completely, and that attendance was optional.
 - It is instructional time and therefore we have adopted a new title for this time block, “Extended Learning Time,” or “ELT,” which we hope will emphasize the intended purpose of the of time.
 - We have learned that there had been intermittent academic use of Flex time
 - This observation supported the decision to begin Flex time later in semester and end it before the semester was over.
 - We realized that not having appropriate locations for students to attend during flex period contributed to this issue.
 - In response, we have planned to be more deliberate with with non-academic opportunities, registration, and attendance.
 - Our Flex Time scheduling practice will continue connecting the ELT block to a specific class each day.
 - By having students attached to that particular class, we can ensure that they are up-to-date, to which the student will then be given the autonomy to decide how/ where they will work during their Flex time.
 - As we see the operation of ELT a system that must be supported by the whole school, we will adopt criteria and mechanisms to reinforce that all students are required to attend, and that if enough students are not attending, then ELT may be suspended.
- Teacher Advisor Groups (TAG)
 - A key intent of TAG is to assist students in assuming the responsibilities of secondary students and being academically and socially successful.
 - Teacher Advisors are that ‘one adult in the school’ who acts as a coach advocate and mentors for students.
 - All Students were assigned Teacher Advisors and placed into Teacher Advisory Groups.
 - We noted that the successful TAG Advisor approaches their relationship with students different than the classroom teacher
 - The Advisor helps students learn from their experiences while at school. This can include any number of items such as staying up-to-date with communication, day to day classes issues, social-relationships experiences, and/ or understanding the resources available at school to be successful and happy in and out of class.
 - We refined our strategy to slowly shift more “group” time into our year at the high school level, while maintaining “advisor” time intended on developing meaningful relationships and catching at-risk behaviour and outcomes earlier.
 - We developed a rotating schedule where teachers are relieved of Flex Schedule responsibilities and expected to follow up on students in their Teacher Advisory

Group.

- The Junior High grades have TAG weekly.
- Activities in TAG were designed to deal with several items from practical issues, such as waning engagement or post-secondary applications, to affective needs of students, such as personal matters.
 - They ranged from the use of systematic units whose organizing center are drawn from the common needs, interests, or concerns across the school or within a specific group to more informal and organic development of the group's needs.
 - Some of the common themes included understanding self, getting along with peers and others, staying organized, study/ homework skills, assisting with academic problems, and/ or post-secondary choices.
 - In the most successful TAGs, students had the opportunity to know one adult really well, to find a point of security in the school, and to learn what it means to have a successful school experience.
- Through our collective experience, we realized that teachers' skills relating an advisory role are improving, but we will need to be more supportive across the school to realize optimal effects.
- We achieved improvements in overall satisfaction levels around that "their school is safe and caring," which we attribute to effective use of TA/TAG programs.
- In general, TAG helped to improve the overall school climate.
- The Learning Center (TLC) continued to provide another alternative for students to complete their courses.
 - Some students had a blended course load in high school (courses at BCHS and courses at Outreach).
 - Students were encouraged to use their after school hours to complete alternative courses.
- COOL Camp, SADD activities, participation in community activities, PARTY Program and the Resource Officer presentations also provide our students with valuable citizenship and character building information.
- We continued to support attendance through monitoring and work within our Professional Learning Community.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
- See commentary in Outcome 3

In alignment with PHPS's Professional Development Strategy:

- See commentary in Outcome 4.

September 2017 Comment on PAT and PDE Results:

- At the junior high level, we note fairly balanced achievement
 - Our participation rates are very high for PATs
 - The overall rate at which of students achieving standards of acceptable was much improved over last year with all 8 exams realizing improvements and the aggregate

improvements almost 15%

- We noted improvements in the percentage of students achieving excellence in 7 PAT exams and the aggregate improvement totalign 8%.
- We achieved improvements in math and science at acceptable levels, and we recognize that there are improvements necessary in levels of excellence in math.
- We experienced a notable improvement in grade 9 social studies achievement compared to last year.
 - It is important to note that we had no K & E writers in the previous year, and in 2017, we had an appropriate programming for our grade 9 that included K & E PAT exams.
- Despite a fairly new staff, programming in these subject areas has seen considerable collaboration and standardization within the school.
- We continue to implement and refine High School Redesign strategies that have both positive as well as negative effects. We've experienced growing pains in student use of Flex time (now called Extended Learning Time), and how to structure it within our schedule effectively.
- We continued to note strong achievement in:
 - High school English language arts, social studies, math 30-2, biology,, and science 30 achievement
 - There was notable improvements in student achievement in the math 30-1 diploma exam over the previous year (6%).
- We observed a need for improvement in:
 - Chemistry and Physics 30 achievement compared to provincial achievement.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

2.7 Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

School Level Strategies In addition to those listed in Outcome 1 Include:

- BCHS will work closely with PPHS's FNMI workers, FSL workers, and High School Completion department to track and support at-risk FNMI students.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our High School will ensure support for all students, including those identified as high risk of non-completing, to develop plans, strategies and supports to keep the student in school, and hopefully achieve course completions and high school completion.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

- The Student Services Coordinator launched a comprehensive student support plan in the second semester to benefit all students
 - It guided the work intended to further support FNMI students.
 - See the commentary in Outcome 3
- The school administrators, counsellors and Student Services Coordinator assisted the FNMI workers to develop programs for the FNMI students.
- The FNMI workers were frequently involved in providing support to FNMS students and their parents.

Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ

OUTCOME THREE: Alberta's education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.6** Number of coded students who graduate (code 41 to 46).

Jurisdiction Outcome 3-A

Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

Strategies to Impact School Priorities Include:

Inclusive Education - We will:

- Continue to refine Students Services department structures and processes
- Develop strategies to increase home engagement and support for collaboratively developed strategies to support student learning (home and school);
- Provide professional development and training for Support staff to develop knowledge on diversity and the benefits of inclusive coaching support;
- Create structures for PLC work on Inclusive Education (diversity).

Safe and Caring School - We will:

- Support PLC work focused on Instructional Leadership for areas of Literacy and Numeracy Competencies, as well Welcoming, Caring, Respectful and Safe Schools, and Diversity
- Use data to identify specific concerns and create appropriate steps to address them
- Use stakeholder engagement strategies to determine specific concerns and strategies the school can apply to minimize or eliminate concerns.
- Continue with the Teacher Advisory Program
- Continue to collaborate with the School Resource Officer

Additional School Level Strategies Include:

- A group of 12 diverse staff members met in January-April to assess the student support needs within the school and to create a comprehensive student support plan for 2017-2018.
 - Highlights of this plan include
 - Pre-intervention strategies: Increased communication with parents, Extra-curricular for all students, Targeted Presentations for school and

community and Careful Class Construction to close the dichotomy of academic need;

- Tier 1 strategies: UDL, Literacy and Numeracy integrated into all subject areas, After school club (tutoring), Alternate work spaces TLC, Mental Health Classroom and Student Services, Peer support network, Mental Health Curriculum integrated into all subject areas, Career Exploration and Planning;
 - Tier 2 strategies: Reading and Math Screening (FAR/FAM), Targeted Reading and Math Interventions, Classroom accommodations, Tracking At-Risk Students, Outreach, Small Group Counselling (Rainbows) (support groups), Small Group Instruction (Fit Pit, Foods, Circles), Restorative Practice, Train everyone in Mental Health First Aid
 - Tier 3 Strategies: Cognitive, Academic and/or Behavioural Assessment, Attendance Contracts, Referral to Outside Support Services-Speech, OT, Addiction Services, Individual Counselling, Mentorship Program, School Based Communication Tool and Individual Program Plans.
- Support for students at Risk: Student Services will implement a method of tracking student success aimed at early identification of students from 7-12 who are at risk of not being successful. This program will also provide school staff with strategies that will support the identified students. The department will also work with the High School Completion liaison to support students requiring further support.
 - BCHS certificated staff will work with school counsellors and administration to assure proper academic counseling for students ensuring appropriate programming, and to give all the students the best chance to optimize their achievement and increase number of students achieving standard of excellence, as measured by performance on diploma exams and PAT exams.
 - Teacher Advisory Groups will all staff with greater identify student needs to ensure a successful school experience.
 - Program Assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.
 - BCHS assigns the responsibility to review and oversee IPP development to classroom teachers, which will be monitored by the Student Services department.
 - BCHS will be paying particular attention to the grade 7-8 group and applying specific transition strategies to assist them into successful secondary schooling. This will include weekly TAG meetings, and specific daily remedial and program opportunities (during flex periods).
 - BCHS will continue to work on goal setting with at-risk students and their parents.
 - One PLC meeting each semester will be dedicated to the discussion of assisting at risk students.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives

- Adapt to pedagogy associated with the shift to High School Redesign
- Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

During the 2016-2017 School Year, our school focused on the following strategies:

Inclusive Education

- The Student Services department was directed by the Student Services Coordinator.
 - The coordinator was responsible for the services available to all students in BCHS.
 - The Student Services Coordinator collaborated with staff, students and parents to ensure the most suitable program for students.
 - The coordinator guided teachers who needed to provide accommodations and modifications to students with special needs.
- The student services team continued to create a warm and welcoming environment in which they serve a wide variety of students.
- The Student Services department coordinated, implemented, and monitored a comprehensive student services program aimed at supporting students' basic, academic, social and emotional needs.
 - Areas of responsibility included monitoring students' academic progress, behaviour and counseling supports, and Individual Program Planning.
 - In school supports for students included accommodations, assignment of programs assistants, after school tutoring, and programming resources (remediation and enhancement).
 - The team continued to communicate and partner with parents/ home to ensure achievement information is available.
 - The team met with all of the families and students who are coded severe at least twice this year as well as other students and their families as needed throughout the year.
 - This year we received support from a speech therapist for the first time at a jr/sr high level
- The student services team assessed students in order to identify and meet their needs.
 - In response to the assessed needs at the junior high level they implemented an evidence based reading intervention program for grades 7-9
 - The programs helped to improve the reading skills and confidence of 28

students who were identified as being at least two years below grade level.

- Through a combined effort between the district provisional psychologist, a master's student studying assessment and our district psychologist the team completed psychological assessments for 16 students for a variety of needs.
- Two staff members were trained to conduct the Feifer Assessment of Math in order to identify and provide programming for students who are at least two grade levels or more below.
 - They assessed one student so far and look forward to increasing this next year.
- The team coordinated all of the accommodations for students with identified individual needs and ensured that the appropriate testing and documentation was in place.
- A group of 12 diverse staff members met in January-April to assess the student support needs within the school and to create a comprehensive student support plan for 2017-2018. The plan is highlighted in the strategy area just above this section.
 - They committed to train staff and each other to input information into Dossier and create new IPP's within a new format.

Safe and Caring School

- The counselling team supported all students as needed for a variety of social, emotional and academic needs
- The counselling team implemented an after-school mentorship program, the PARTY program for grade 9, SADD, GSA, and the COOL CAMP program for grade 8.
- Classroom and grade group presentations on anxiety, anti-bullying and test taking tips were also helpful in addressing the unique needs of our students.
- We continued to receive services from outside counsellors, OT's and FNMI workers to meet the diverse needs of students.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.

In alignment with PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.11 Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

4-A.2 PHPS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Strategies to Impact School Priorities Include:

Inspiring Education / High School Redesign - We will:

- Continue to Improve staff and stakeholder engagement through stakeholder information and engagement activities
- Continue to refine the Teaching Advisory Model
 - We will combine a school determined focus with opportunities for teachers to build TA relationships with students
- Continue to refine our approach to Flexible Learning Environments

Key School Level Strategies Include:

- Strategies to support effective assessment
 - Every teacher in BCHS will implement formative assessment strategies in order for students to be more engaged in their learning.
 - BCHS Teachers will collaborate with other schools/teachers to develop common assessment tools.
 - Teachers in BCHS will use exemplars with students.
 - Teachers in BCHS will participate in collaborative assessment groups at divisional PD.
 - Teachers will collaborate on common assessment practices within PowerSchool's grade book, such as categories, weightings, etc.
 - Teachers will regularly communicate results of assessment to students and home.
- BCHS teachers will be encouraged to visit and observe other teachers.
- BCHS teaching and support staff will continue to collaborate in their planning for students.
- School administration team will regularly walkthrough classes to ensure appropriate supervision.
- BCHS staff will continue to support 21st Century Citizenship development, which includes dimensions of digital citizenship.
- Professional Development Strategies (and PLC)
 - School administration will continue to apply shared and distributed decision making strategies to capture the will of staff and students, and increase overall stakeholder engagement.
 - BCHS administration will facilitate the use of PLC's and jurisdiction supports so that teachers will receive the necessary professional development
 - BCHS will continue with emphasis on and support for professional development within staff.
 - BCHS staff will adopt a strategy of sharing key learning and strategies from PD activities during Early Dismissals and other staff meetings.

- *Moving Forward With High School Redesign* will provide many opportunities for staff to increase their own capacity in teaching and the provision of education.
- Engaging Programs
 - BCHS will offer a broad range of studies including the fine arts, career, technology, health, physical education.
 - BCHS will provide flexibility of scheduling for students by offering courses in partnership with other jurisdiction schools, including ADLC, through team teaching, video conferencing and travel.
 - Courses of Interest (COI) are a strategy for staff and students to engage in learning opportunities for learning sake (not intended for credit).
 - In 2017-18, the dual credit program, “Health Care Aide” will be offered in partnership with NorQuest College.
 - BCHS will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Other
 - BCHS will continue to make appropriate technology investments, such as upgrading staff technology and increasing the availability of mobile technology in the school (Chromebooks), and supporting the utilization of Google platforms (Classroom, Google Drive, etc.).
 - BCHS will:
 - promote professional development in technology for the staff.
 - continue to integrate technology into student assignments and projects.
 - use technology in developing their differentiated instruction strategies in their classrooms.
 - promote the use of technology in the use of alternative deliveries and differentiated instruction.
 - continue to implement ever-greening plans to maintain computers and technology to an effective level.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our school administration team will participate fully in the Administrator’s Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.
- Our school will identify new teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify experienced teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

Commentary (July 2017):

Activities to support professional development

- All staff at BCHS are aware of the professional requirement and professional benefits to professional practice in participating in meaningful professional development.
 - Each staff member prepared a professional growth plan, and was required to meet twice with their immediate supervisor or a peer group to discuss and review the plan.
 - The school provided support for staff to participate through PD funds, as well as access to CLT Discretionary funds.
 - A number of staff were new to BCHS this year and access to PD outside of the school by these teachers was lower than might otherwise be with staff more comfortable leaving the school.
- School administration endeavored to regularly walk through classrooms.
- The early dismissal format, the half day PLC meetings, and late start Fridays have allowed teachers to meet in informal ways to share ideas and become more familiar with assessment for learning strategies.

Staffing

- BCHS had 34 certificated staff and 26 support staff for a total staff of 60.
- The principal evaluated 1 new Associate Principal, 2 teachers on probationary contracts and 1 other teacher with temporary teaching contracts.
- 8 certificated staff were hired between June 2016 to June 2017
- The staffing situation included the suspension of a CTS programs resulting from a human resources investigation.

Programs and Instruction

- In response to parent requests to support the language preservation of French Immersion students, BCHS supported the formation and existence of a French Club.
 - This program began at the end of January 2017 and ran weekly as long as their French language leader was available.
 - This club seemed well supported by the students.

Communication regarding Student Progress and Classroom Activities

- PowerSchool and Progress Reports remain a growth area for BCHS.
- This year, staff were required to ensure grade books were upgraded monthly for student and parent purposes.
- Additionally, teachers were required send an email to school administration with student highlights including “high flyers,” “most improved,” and “concerns.”
 - The intent of this second strategy was to ensure teachers celebrated successes and addressed learning needs of students.
- Parent feedback was mixed as assessment type, and frequency and timeliness of grade inputting varied across the school.
 - Parents still confuse Assessment *for* Learning projects with Assessment *of* Learning instruments.
- Furthermore, we also discovered that staff at the school vary considerably in their application of tools within the PowerSchool grade book, such as categories and assignment weightings. This was problematic in some cases.

Technology use for instruction

- We made considerable progress increasing the availability of technology, and in particular,

mobile technology in the school.

- Students were expected to hone their technology use skills at BCHS.
- Teachers regularly booked the computer labs and portable lab and smart response which are used in the course delivery.
- Students have access to computers to complete their classroom assignments.

Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Professional Development Strategy:

February, 2017: The impact of PPHS's Professional Capital Strategy in our school was as follows:

- Our school ensured appropriate professional growth, supervision and evaluation opportunities are available for teachers presently on probationary contract with BCHS.
 - Supervision and coaching opportunities have increased through the additional school administration.
 - Release time was available for additional mentorship and district coaching.
 - Other opportunities that were made available and supported included appropriate assignment inter-divisional school visits and visits to schools outside of our school division.
- This year we divided administrative responsibilities several ways.
 - We divided supervisory responsibilities by grade levels, and assigned grade coordinators.
 - By assigning grades 7-9 and 10-12 to each Assistant Principal (AP), they were able to approach new teacher and probationary contract supervision from a strictly growth focus.
 - Each AP could focus their supervision on 15-18 teachers, rather than 35.
 - Each AP also focuses on an ancillary, but very important aspect of student success.
 - The 7-9 grade coordinator also holds primary responsibility over Student Services, which takes a strength based approach to interventions aimed at student success.
 - The 10-12 grade coordinator also holds another responsibility of High School Completion Liaison, which supports student success in the achievement of their HS diploma.
 - Each of these roles, sees much of their work within their respective grade responsibilities.
 - The principal's role focused on supervision and coaching in relation to evaluation.
- In addition to focusing administrative responsibilities, we also made available time for teachers within the school to be released to meet, observe and provide feedback for probationary teachers (in addition to regular mentorship resources).

In alignment with PPHS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBT.

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall 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.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Key School Level Strategies Include:

- To Engage and communicate with the community BCHS will:
 - Continue to make decisions collaboratively
 - Continue to work with school council committees to examine school and community traditions and policies.
 - Continue to work together with community clubs and organizations such as the Chamber of Commerces, Careers Next Generation, Barrhead Career Youth Advisory Group, Rotary, Lion’s Club, Elks Club, Fire Department, and local businesses.
 - Continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
 - Continue to facilitate work experience programs in collaboration with local businesses.
 - Host a grade 7 and grade 10 parent information night
 - Host an Open House in September in partnership with Town of Barrhead Recreation Department and their “Make the Connection” event
 - Host and present school events to the community.
 - Continue to promote BCHS activities in this community by newspapers, web site, newsletters, message board, school sign and invitations to parents.
 - Continue to build/improve the school’s website.
- Extracurricular Programs
 - BCHS will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Budgets and School Generated Funds
 - School administration will continue to follow PHRD accepted practice regarding budgeting, revenue and expenditure procedures.
 - This school will have a budget that is balanced while maintaining quality programs for students and honoring all district commitments.

Participation in District Strategies:

[None from this set of strategies](#)

Commentary (July 2017):

Engaging and communicating with the community

- The School Advisory Council (SAC) met eight times.
 - The meetings had informational, input and feedback format for parents.
 - SAC provided direct feedback on the value and form of Flex time.
 - It was clear that they supported the intent, and further supported the new name (Extended Learning Time - ELT) and decisions to improve engagement of all students.
- We sent information home and provided opportunities for feedback regarding these key items:
 - School Improvement,
 - MFWHSR,
 - French Immersion/ French Club.
- The community has been quite involved in our Fine Arts programming and extra-curricular athletics, such as Band Boosters, volunteering such as chaperones, or drivers (bus and equipment), and coaching school sports teams.

- Guest speakers from colleges, universities, apprenticeships (Careers the Next Generation) made presentations to our students.
- Our students continue to grow in their own awareness as to how to positively contribute to community. We hosted various events for public participation as well as participated in numerous community focused activities. Some events that we've hosted include:
 - Terry Fox Run, Remembrance Day observance, Bullying Awareness campaigns (Anti-Bullying Week and Pink Shirt Day), Food Bank Drives, Operation Christmas Child,, Bee Schadeck (FNMI Education), SADD events (PARTY)
 - We partnered with other PHPS schools and FCSS to support some of these events.
- We acknowledge staff contributions and student achievements through Recognition programs such as awards night, assemblies, weekly announcements, band concerts, and athletic awards.

Extra-Curricular

- Our students had the opportunity to participate in many extracurricular and co-curricular events at the district and provincial level.
 - Some of the activities were SADD, fund raising, drama, band, student leadership, athletics, CTS - SKILLS, photography, robotics, and a variety of related field trips
 - We also support students participating in the Alberta High School Rodeo Association.
- BCHS relied heavily on our parents to assist our extracurricular clubs and teams.
 - Many of our teams were coached by community/parent volunteers.
 - Parents have played very important roles in many student activities; chaperoning, driving bus and organizing the activities.

Engaging Programs

- Our students, parents and staff are satisfied with the courses, programs and opportunities available for the students at BCHS.
 - All of the academic courses were offered.
 - 74 students were enrolled in off campus programs such as the work experience, registered apprenticeship and green certificate programs.
 - CTS programming continued to be a strength of the school.
 - Despite an unexpected staffing event that affected programming this past year, our CTS department continued to provide opportunities for students to experience several career pathways and apprenticeship programs.
 - Students enrolled in CTS classes at BCHS experience real life trade/industry events in our community.
 - Our CTS department was involved in the zones, provincial, and national , SKILLS competitions.
 - One student earned a silver medal at the National competition.
- Students contributed to the community through hosting various events such as athletic tournaments, music concerts, drama productions, and arts shows.

Budgets and School Generated Funds

- BCHS continues to remain fiscally responsible.
- Fundraising in various projects: magazine campaign, Band Booster chocolate and fruit sales, grad council fundraisers, athletic sales, have allowed many school events to occur.
 - The band booster parent group is a very active supporter of school music programs.
- Our school benefited from numerous sponsorships such as cash donations and other in-kind donations like construction materials.

Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Strategy to promote Communications:

- Our school supports the jurisdiction communication plan by having staff members attend district planning meetings;
- BCHS utilizes social media platforms such as Facebook to enhance communication

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	104	75.5	10.6	95	68.9	6.8

2016-2017 School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	151	84.1	13.2	163	83.9	14.7

2016-2017 School Multi-Year PDE Reports: All Subjects

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 Year	85.7	83.9	86.3	83.8	85.7	84.7	90.8
4 Year	90.6	87.7	89.1	86.9	85.2	89.8	87.2
5 Year	84.5	91.3	91.3	90.7	89.9	87.4	91.8

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	2.1	2.5	1.8	1.6	2.1	1.0	2.2

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4 year	39.8	37.4	46.0	39.8	47.2	46.7	42.7
6 Year	61.6	58.1	64.6	64.3	69.0	63.5	59.7

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage	70.3	75.4	68.7	67.2	69.9	70.6	78.9

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage	55.7	55.9	57.3	55.6	56.7	52.3	52.2

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	71.9	77.7	73.5	71.9	59.3	71.2	69.6
Parents	54.5	67.0	60.8	59.0	59.1	66.9	62.8
Students	69.3	74.2	68.3	62.6	59.6	64.6	65.0
Teachers	91.9	92.0	91.2	94.1	*	82.2	80.9

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	78.5	80.2	73.1	82.5	77.5	66.1	70.1
Parents	63.3	63.6	56.3	77.4	77.5	48.1	64.0
Teachers	93.8	96.7	90.0	87.5	*	84.0	76.2

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage at Acceptable	73.4%	65.3%	77.5%	53.9%	64.8%	61.4%	
Percentage at Excellence	20.3%	11.6%	19.1%	6.6%	2.8%	4.5%	

1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	1.0	1.0	1.0	1.0	1.0	1.0	2.85

1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	148	236
Percent	20	20	27	11	27	21	35

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	43	52	70	83	65	60	68
Percent	11	11.3	16.5	20	16.8	15.9	17.9

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.6	93.0	87	87.1	89.7	92.3
Students	No Survey	82.2	74.0	69.1	69.3	78.8	76.2
Staff	No Survey	92.9	90.5	94.4	43.8	34.3	39.6

1.15 Number of service projects/groups facilitated by the school in which students participated.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	8	7	7	7	8	10	14

1.16 Number and Percentage of students involved with or who participated in service projects.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	750	770	704	714	701	705	680
Percent	100	100	100	100	100	100	100

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	14	8	8	8	8	8	8
Percent	3	1	1	1	1	1	1

1.18 Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year	750	770	500	512	292	Not sure if this is activated students? 398	404

1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	705	680
Percent	100	100	100	100	100	100	100

1.20 Number of parents participating in sessions for students on career decision-making.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	200	100	100	100	50	150	~150

1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	123	74
Percent	72	17	12	15	77	30	20

1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	350	295	190	261	164	155	199
Percent	84	63	45	37	42	38	52

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

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To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta’s education system is inclusive.

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Accountability Pillar Measures:

3.1 Safe and Caring: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	83.7	85.6	83.7	82.8	73.7	83.7	85.1
Parents	73.3	78.8	74.9	76.4	75.9	84.4	80.5
Students	81.6	82.0	81.0	76.7	71.5	77.5	78.4
Teachers	96.3	96.0	95.3	95.3	*	89.1	96.3

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.8	96.1	95.6	94.9	95.3	96.9
Students	No Survey	88.1	87.8	82.3	78.3	83.7	88.9
Staff	No Survey	93.0	97.6	83.3	82.3	84.3	83.0

3.3 PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.” “My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.2	90.3	89.6	89.5	88.0	89.3
Students	No Survey	79.4	76.5	62.6	71.8	67.8	72.7
Staff	No Survey	85.1	83.6	80.5	70.9	55.1	69.3

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	80.9	82.3	83.6	80.7	77.1	82.5	82.6
Parents	64.6	69.3	66.9	60.6	74.2	67.9	74.4
Students	82.2	84.2	86.0	81.6	80.1	83.5	79.5
Teachers	95.8	93.3	97.8	100	*	96.2	93.9

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.8	1.5	1.3	0.9	1.2
Level 5			0.7	1.3	1.3	1.9	1.8
Level 4			1.8	2.8	3.4	3.7	3.6
Level 3			2.4	2.0	2.8	4.0	5.6
Level 2			8.4	8.2	8.3	8.3	9.1
Level 1			85.9	84.3	83.2	81.1	78.8

3.6 Number of coded students who graduate (code 41 to 46).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	10	18	6	14	26	2	7

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

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Accountability Pillar Measures:

4.1 Program of Studies: Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.4	80.4	81.3	80.1	72.0	78.4	77.5
Parents	77.1	77.2	76.2	76.3	73.3	75.2	72.1
Students	80.9	79.3	81.1	76.7	70.7	75.9	76.5
Teachers	86.3	84.6	86.7	87.3	*	83.9	83.8

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	82.3	81.1	75.6	90.2	n/a	76.6	80.3

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.3	91.8	90.9	92.0	91.0	91.7

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	No Survey	95.5	96.2	94.0	91.0	94.2	94.4

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	90.4	89.5	89.5	88.5	88.0	91.0
Students	No Survey	90.2	91.1	89.9	85.7	85.9	87.5
Staff	No Survey	95.3	97.6	94.4	89.1	92.3	86.3

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children’s) teachers.

Students: I am satisfied with my teachers.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	87.4	90.9	88.7	87.4	86.2	89.5
Students	No Survey	83.9	86.5	84.7	81.4	84.9	80.9

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school’s principals.

Staff: I am satisfied with the administration at my school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.2	94.1	97.1	91.0	87.1	86.1
Students	No Survey	87.9	75.6	75.8	68.0	72.3	52.6
Staff	No Survey	95.3	100	94.4	67.7	60.0	58.0

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.2	94.4	96.9	95.2	97.9	97.9
Students	No Survey	87.6	92.1	89.5	86.1	90.9	93.5
Staff	No Survey	90.0	86.0	94.4	98.1	97.6	96.9

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Barrhead Composite High	797	510	548	428	371	263	208

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Barrhead Composite High	2.8	2.29	1.61	1.52	1.44	1.26	1.16

4.11 Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.3	1.99	1.91

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

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Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely'). **NEW 2015-16**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	82.3	80.4	80.8	75.0	75.1	77.4
Students	-	89.8	89.0	90.9	85.7	84.4	83.9
Teachers (1)	-	-	-	-	Introduced in 2015	97.6	96.9
Teachers (2)	-	-	-	-	Introduced in 2015	100	96.9

4-A.2 PPHS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	65.8	64.7	62.5	62.9	61.3	59.2
Teachers	-	5.3	57.5	88.9	57.1	56.0	52.6

4-A.3 PPHS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding. **NEW 2015-16**

Teachers (1): I make sure that students know how each day’s lessons or activities connect to the learning goals. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students’ background knowledge. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Students: Which of the following describes you best? (Collate the ‘always or usually’ responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I’m OFTEN CONFUSED about what I’m supposed to learn.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	95.1	96.9
Teachers (2)	-	-	-	-	New 2015	100	96.9
Students	-	-	-	-	New 2015	86.8	90.1

4-A.4 PPHS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**

Students: My teachers know ME. My teachers know what I need to learn next, even if it’s different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	65.2	64.6
Teachers	-	-	-	-	New 2015	100	96.9

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	83.2	81.3

OUTCOME FIVE: The education system is well governed and managed.

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Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	74.7	73.2	70.6	72.7	59.7	54.4	57.2
Parents	60.7	59.7	58.0	58.6	59.7	45.2	49.6
Teachers	88.7	86.6	83.2	86.9	*	63.6	64.8

5.2 School Improvement: Overall 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.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	75.6	73.2	81.4	82.2	66.5	69.2	58.6
Parents	67.3	68.9	77.1	78.8	62.5	61.5	53.8
Students	86.1	85.5	77.5	73.9	70.5	80.8	76.5
Teachers	73.3	65.2	89.7	93.8	*	65.4	45.5

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	87.6	85.1	88.8	86.2	80.7	85.3	85.3
Parents	75.3	75.5	81.9	78.7	81.7	78.8	80.8
Student	89.2	87.1	85.7	82.9	79.8	86.2	85.7
Teachers	86.4	92.7	98.9	97.0	*	91.0	89.4

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	72.0	89.4	73.5	74.5	71.8	72.2	74.6
Parents	56.2	79.1	61.3	62.2	67.7	51.8	59.4
Students	81.8	81.0	78.6	77.9	75.8	79.1	78.4
Teachers	78.1	66.8	80.6	83.3	*	85.8	85.9

5.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.4	91.9	90.2	88.3	90.6	92.3
Students	No Survey	90.6	91.8	90.2	86.0	84.6	86.0
Staff	No Survey	90.7	97.5	94.4	84.1	84.5	80.0

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	91.4	76.5	98.2	97.7	95.7	96.5
Students	No Survey	90.6	68.4	96.1	93.3	95.6	97.3
Staff	No Survey	97.7	90.5	94.4	98.4	95.4	94.1

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	87.7	85.3	85	77.7	77.8	70.2
Staff	No Survey	74.4	75.6	55.6	57.6	48.4	44.0

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	78.9	83.3
Students	No Survey	71.6	68.4	63.9	66.4	63.3	64.8
Staff	No Survey	81.4	90.5	94.4	74.6	64.6	66.7

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children's school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.5	94.7	96.5	95.5	91.5	96.9
Students	No Survey	92.4	91.6	63.9	88.8	88.5	91.0
Staff	No Survey	95.3	95.2	94.4	81.0	89.2	78.4

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

Parents: I am satisfied with my community's involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community's involvement in student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	91.3	89.6
Students	-	-	-	-	Introduced in 2015	74.4	70.6
Staff	-	-	-	-	Introduced in 2015	68.8	62.0

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	94.4	91.8	92.9	89.8	93.9	93.3
Students	No Survey	93.6	94.3	92.9	90.5	90.4	90.9

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	68.3	75.0	72.2	55.6	60.4	58.4
Staff	No Survey	69.6	65.3	60.5	56.4	61.5	66.0

5.13 Amount of money acquired from third parties in support of community schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	-	-	-	-	\$17,000	0	\$13,000

5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	120	120	100	100	100	100	70

5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	55	55	55	55	30	40	50

5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	18	24	54