

BARRHEAD COMPOSITE HIGH SCHOOL

Three Year Education Plan

2016-2017

November 30, 2016

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OUTCOME THREE: Alberta's education system is inclusive.

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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

Values: Believing that a better school helps build better communities, it is the goal of Barrhead Composite High School to develop each student to the maximum of his/her potential intellectually, socially, physically and emotionally. Equally important is the responsibility for personal action, a respect for the rights of others, and a willingness to contribute meaningfully to the community in one lives. Having said that through surveys and dialogue, we have determined that we place a priority on the following five values;

1. Welcoming,, Respectful, Safe and Caring
2. Education for All
3. Diversity of Programs and Extracurricular Activities
4. Being Responsible
5. Respect for Self, School, and Community

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

- STAFF: We would like to see staff work more cooperatively to improve learning.
- CURRICULUM/TEACHING: We would like to see the diversity and quality of learning and curriculum opportunities be maintained.
- STUDENT PERFORMANCE: We would like to see students of the future take more responsibility for their learning and performance.
- SCHOOL CLIMATE: We would like to see staff visibly support curricular and extracurricular activities in the school.
- PARENTS AND COMMUNITY: We would like to see the community and parents more involved with the learning process.

Purpose: Building Confidence, Honesty, and 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 (Planning)	2016-2017 (May, 2016 Update)
<p>DESIRED OUTCOME 1: Every student is successful. Outcome 1.1 Students achieve student learning outcomes. Outcome 1.2 Students demonstrate a strong foundation in literacy and numeracy. Outcome 1.3 Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p>-----</p> <p>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership. Outcome 2.1 Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership. Outcome 2.2 PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <p>-----</p> <p>DESIRED OUTCOME 3: Alberta’s education system is governed effectively. Outcome 3.1 The education system demonstrates collaboration and engagement. Outcome 3.2 Students and Communities have access to safe and healthy learning environments. Outcome 3.3 The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <p>-----</p> <p>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful. Outcome 4.1 The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p>OUTCOME ONE: Alberta’s Students are successful. Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <p>-----</p> <p>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated. Aligns with the Measurement elements of Previous Outcome 4.1.</p> <p>-----</p> <p>OUTCOME THREE: Alberta’s education system is inclusive. Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p>-----</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders. Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <p>-----</p> <p>OUTCOME FIVE: The education system is well governed and managed. Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>

the needs of the community.

SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
OUTCOME ONE: Alberta's students are successful OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders	Inspiring Education / High School Redesign
OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.	Inclusive Education
OUTCOME THREE: Alberta's education system is inclusive	Safe and Caring School

Priority: Inspiring Education / High School Redesign

**Strategies to Impact School Priorities Include:
Inspiring Education / High School Redesign**

- Attaining staff and stakeholder engagement; MFWHSR committee; stakeholder information and engagement activities;
- Refining first phase of HSR, in support of a school culture around the 9 Foundational Principals
- Refining Teaching Advisory Model - combining school determined focus with opportunities for teachers to build TA relationships with students.

Measure	Recent Data			Target
	2015	2016	2017	
Number of stakeholder information sessions hosted	New			5
Aggregate satisfaction levels of staff, students and community	New			75%

Priority: Inclusive Education

**Strategies to Impact School Priorities Include:
Inclusive Education**

- Reviewing Students Services department; purpose, roles, responsibilities, evidence to support achievement;
- Develop strategies to increase home engagement and support for collaboratively developed strategies to support student learning (home and school);

<ul style="list-style-type: none"> • Educate staff on current inclusive education , and benefits of inclusive coaching support; • Create structures for PLC work on Inclusive Education, i.e., build culture/ vision, staff roles, use timetable to support coaching. 				
Measure	Recent Data			Target
	2015	2016	2017	
Staffing FTE:, counselor FTE (certificated/ contract)	0.6/1.7			TBD/1.8
Job Descriptions, including Inclusion Coach roles	50%			100%
Staff meetings/ PD on Inclusive Education training	<20%			>50%
Staff reports on number of times inclusive education is subject of staff meeting, PLC, or other informal meetings	New			>75%

Priority: Safe and Caring School				
Strategies to Impact School Priorities Include: Safe and Caring School <ul style="list-style-type: none"> • Create structures for PLC work on Welcoming, Caring, Respectful and Safe Schools, i.e., build culture/ vision, staff roles/ responsibilities, i.e., continued support WCRS Committee.; • Using 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. • Teacher Advisory Program 				
Measure	Recent Data			Target
	2015	2016	2017	
Accountability Pillar Measures: 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.	2013 Aggregate 82.8			85.0
PHRD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.	P: 89.8 S: 90.5			P: 95.0 S: 95.0
4.2d PHRD Satisfaction survey: Rate at which parents, students and teachers were satisfied that their school is safe and caring.	P: 94.9 T: 82.8 S: 78.3			P: 95.0 T: 85.0 S: 80.0

Counseling FTE	1.7			1.0
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OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

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.
Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 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.
Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k
- 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

- Attaining staff and stakeholder engagement; MFWHSR committee; stakeholder information and engagement activities;
- Refining first phase of HSR, in support of a school culture around the 9 Foundational Principals
- Refining Teaching Advisory Model - combining school determined focus with opportunities for teachers to build TA relationships with students.

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.
 - 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.

- BCCHS is implementing a Teacher Advisory Group program that will further support academic and career counseling for students.
 - BCCHS will have grade to grade transition meetings for students transitioning to and from a different school within the division.
 - BCCHS will provide students with exposure to occupations on field trips.
 - BCCHS will facilitate student participation in Skills Canada competitions.
 - CTS students in BCCHS will experience real life trade/industry events in our community.
 - BCCHS 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.”*
- BCCHS will implement Teacher Advisory Program to ensure students are connected to staff
 - BCCHS 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 BCCHS will be informed of the attendance policy and it will be followed.
 - BCCHS will coordinate interagency meetings regarding identified students.
 - BCCHS will work on goal setting with at-risk students and their parents.
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.”*
- BCCHS is committed to the development and maintenance of a comprehensive 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.
 - BCCHS 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.”*
- BCCHS will develop an attendance program that supports and reinforces regular attendance.
 - BCCHS will monitor attendance patterns.
 - BCCHS will contact the parents regarding attendance concerns.
 - BCCHS will develop a truancy plan to reinforce consequences of not coming to school.
 - BCCHS will work closely with PHRD’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 PHPS’s Literacy Strategy:

- Our school will participate in the Division’s Literacy Strategy
 - Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs

- Our school will continue to implement the ERI and LLI programs
- Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Participating teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS's Student Mental Health Strategy:

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

In alignment with PHPS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

Barrhead Composite High School has undergone a complete review of the school's mission, culture, and programming in an effort to address student and community needs. Through a collaboration approach, the school has established a new mission statement as in setting out to program according to this statement and identified needs.

Barrhead Composite High School has completed its first year of Moving Forward with High School Redesign. As with all schools undertaking this initiative where the work is context specific, the year has been filled with many opportunities to learn and grow. Both at the school level, as well as for individual teachers, there has been considerable trial and error, and ultimately, growth. While the feedback has been mixed, the general results of MFWHSR include increased focus on students, improved engagement and work completion, which in turn has lead to improvements in achievement.

For BCHS, the MFWHSR path was shaped along the way. It included understanding the intent with basic starting points and adjustments as required. For instance, we observed periodic increases in

student use of Flex time, which supported decisions like starting Flex time later in semester and ending before the semester was over. Additionally, we observed that younger students were more inclined to not use Flex time appropriately, therefore, in the coming school year, our Flex Time scheduling practice will include connecting the Flex block to a specific class each day. Students will automatically be attached to that particular class until 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 move into second year of our pilot project we have refined several of our strategies in Moving Forward With High School Redesign. After careful consideration of the principles of MFWHSR, 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

Our approach to the four focus areas will be both broad and specific. Staff will use new mission and values statements to guide relationship building, curriculum development 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 are implementing a transition strategy for students entering BCHS in grade 7 that will support their school experience for the next two years.

As for Teacher Advisor Groups (TAG), we have refined our strategy to reduce “group” time and include more “advisor” time intended on developing meaningful relationships and catching at-risk behaviour and outcomes earlier. Where we previously grouped students across 2 grades, we have opted to work within 1 grade, which is expected to increase TAG time relevancy. We have developed a rotating schedule where teachers are relieved of Flex Schedule responsibilities and expected to follow up on students in their Teacher Advisory Group. On an “as-needed” and/ or seasonal basis, students and Teacher Advisors will meet as a group. This will occur for reasons such as year or semester start-up, graduation updates, etc.

Students are assigned Teacher Advisors and placed into Teacher Advisory Groups (TAG). Among the overarching intent of TAG, it is to assist them in assuming the student responsibilities of secondary students and being academically and socially successful. Teacher Advisors are at least one adult to act as a coach, advocate and mentor for students. This TAG Advisor approaches their relationship with students different than the classroom teacher; this Advisor helps students gain the most and 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.

Activities in TAG are 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 range 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 these common themes include understanding self, getting along with peers and others, staying organized, study/ homework skills, assisting with academic problems, and/ or post-secondary choices. In the best of these TAG, students have 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. In general, TAG helps to improve the overall school climate.

We are taking on two distinct directions with respect to frequency. The grade 7/8 will meet on the first day of each week throughout the entire year. The 9-12 TAG will meet less frequently, and more often at a "on-call" basis or around monthly , depending on need.

The Student Services department in BCHS will coordinate, monitor and evaluate a comprehensive student services programs. These programs are aimed at supporting students in their schools experience. Areas of responsibility will include academic progress, behaviour and counseling supports, and Individual Program Planning.

The Learning Center in our school also provides 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 are encouraged to use their after school hours to complete alternative courses.

Our students, parents and staff are satisfied with the courses, programs and opportunities available for the students at BCHS. All of the academic courses are offered. 123 students were enrolled in off campus programs such as the work experience, registered apprenticeship and green certificate programs. CTS programming continues to be strength of the school. Our CTS department continues 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 and provincial, SKILLS competitions. Our students have had the opportunity to participate in many extracurricular and co-curricular events at the district and provincial level. Music, drama, CTS and athletics were the main areas that are students excelled at this year.

Commentary on student achievement in 2016-2017

In terms of diploma exams and provincial achievement tests, our students continue to achieve as expected. . We continue to note strong achievement in our high school social studies, biology, physics and science achievement, and have observed a steady improvement in mathematics achievement. We acknowledge that there is going to be work required for students entering their high school social studies program. Most of the staff in these program areas are well experienced in the school and curriculum, thus supporting this level of achievement.

Our participation rates are high and the number of students achieving standards of acceptable are doing well. We note a drop in the percentage of students achieving excellence. In each instance, we continue to support attendance through monitoring, and work within our Professional Learning Community. In school supports are available such as accommodations, programs assistants, after school tutoring, and programming resources (remediation and enhancement). Further, we continue

to communicate and partner with parents/ home to ensure achievement information is available.

At the junior high level, we note fairly balanced achievement, with improvements in math and science, steady achievement in English language arts, and a notable drop in grade 9 social studies achievement schools compared to last year. However, on that particular note, it is important to acknowledge that this particular group of students had similar achievement levels in their grade 6 PAT. Despite a fairly new staff, programming in these subject areas has seen considerable collaboration and standardization within the school. This has supported student achievement.

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

(Reporting) Outcome 2.4

Aligns with the Measurement elements of Previous Outcome **4.1**.

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.

Strategies to Impact School Priorities Include:

Inclusive Education

- Reviewing Students Services department; purpose, roles, responsibilities, evidence to support achievement;
- Develop strategies to increase home engagement and support for collaboratively developed strategies to support student learning (home and school);
- Educate staff on current inclusive education , and benefits of inclusive coaching support;
- Create structures for PLC work on Inclusive Education, i.e., build culture/ vision, staff roles, use timetable to support coaching.

Safe and Caring School

- Create structures for PLC work on Welcoming, Caring, Respectful and Safe Schools, i.e., build culture/ vision, staff roles/ responsibilities, i.e., continued support WCRS Committee.;
- Using 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.
- Teacher Advisory Program

Additional School Level Strategies Include:

- BCHS will work closely with PHRD'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 PHPS's Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:

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

Commentary (November 2016):

The school administrators, counsellors and Student Services Coordinator assist the FNMI workers to develop programs for the FNMI students. The FNMI workers are frequently involved in providing support to FNMS students and their parents.

OUTCOME THREE: Alberta's education system is inclusive.

Aligns with some of the Measurement elements of Previous Outcomes [3.2 \(a\)](#) and PHPS's [1.3](#).

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). (previously part of Outcome 1)
- 3.6** Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

Jurisdiction Outcome 3-A

Children in PHS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation. Previously Goal 1, An Excellent Start to Learning, Outcome 1.1

Strategies to Impact School Priorities Include:

Inclusive Education

- Reviewing Students Services department; purpose, roles, responsibilities, evidence to support achievement;
- Develop strategies to increase home engagement and support for collaboratively developed strategies to support student learning (home and school);
- Educate staff on current inclusive education, and benefits of inclusive coaching support;
- Create structures for PLC work on Inclusive Education, i.e., build culture/ vision, staff roles, use timetable to support coaching.

Safe and Caring School

- Create structures for PLC work on Welcoming, Caring, Respectful and Safe Schools, i.e., build culture/ vision, staff roles/ responsibilities, i.e., continued support WCRS Committee.;
- Using 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.
- Teacher Advisory Program

Additional School Level Strategies Include:

- 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 PHPS's Student Mental Health Strategy:

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

Commentary (November 2016):

Our school is committed to providing a safe and caring environment as well as facilitating a varied program for our students.

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 was able to guide teachers in providing accommodations and modifications to students with special needs.

Within BCHS Student Services department, there are 3 part-time counsellors, a FMNI liaison, a WRAP coach, and a High School Completion liaison. We have partnered with FCSS to provide a Family Support Liaison (FSL). This team works together to assist students and parents with academic, personal and career counselling.

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.

During the second semester, the school administration and staff began a journey of planning and implementing beginning phases of High School Redesign. Under the pilot of ***Moving Forward With High School Redesign (MFWHSR)***, staff formed a main MFWHSR committee that branched into four further subcommittees. Two of these sub-committees will address welcoming, safe, respectful, and caring work in our school. The work has resulted in establishing a new mission and values statements for BCHS (see Foundational Statements), and Teacher Advisory Groups and Teacher Advisors. This will support empathic citizenship and a feedback mechanism to address student needs.

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

(Reporting) Goal 3: Quality Teaching and School Leadership

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

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. [previously 3.2](#)

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

- Attaining staff and stakeholder engagement; MFWHSR committee; stakeholder information and engagement activities;
- Refining first phase of HSR, in support of a school culture around the 9 Foundational Principals
- Refining Teaching Advisory Model - combining school determined focus with opportunities for teachers to build TA relationships with students.

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.
- 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 2015-16, 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 extra-curricular 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 (Chrome books), 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.
 - BCHS will continue to implement ever-greening plans to maintain computers and technology to an effective level.
 - BCHS will use multiple communication approaches to inform and engage parents and communities, such as direct letters, webpage, and local media.

Participation in District Strategies:

In alignment with PHPS's Professional Capital Strategy:

- Our school is ensuring 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. There is release time available for additional mentorship and district coaching. Other opportunities made available and supported include appropriate assignment inter-divisional school visits as well as visits to schools outside of our school division. They are planned to ensure teachers can meet the expectations of teaching here.
-

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

Environments:

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

In alignment with PHPS's Professional Development Strategy:

- Our School will engage in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School will engage in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Implementing new curriculum, such as Career Technology Foundations, using Project Based Learning
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

Commentary (November 2016):

Our school is committed to delivering excellent curriculum and instruction and facilitating a varied program for our students within the context of a safe and caring learning environment.

All staff at BCHS are aware of the professional requirement to participate in meaningful professional development. Each staff member prepared a professional growth plan, and met twice with their immediate supervisor 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 was lower than might otherwise be with staff more comfortable leaving the school. We expect that staff access to PD funds will increase in the coming year.

During the second semester, the school administration and staff began a journey of planning and implementing beginning phases of High School Redesign. Under the pilot of ***Moving Forward With High School Redesign (MFWHSR)***, staff formed a main MFWHSR committee that branched into four further subcommittees. This committee had 50% of certificated staff as active members and the committee work engaged all staff in various forms of engagement and leadership. The committee also made extensive effort to engage all stakeholders (students, parents, and community). The school has officially been entered into the fourth pilot of HSR, through which extensive learning will be required of staff in the coming year.

Two Certificated Staff members of BCHS were nominated for Alberta Education's Excellence in Teaching award. One nomination was initiated from a student, while the second was initiated by school administration. We were very supportive of both nominations as we have numerous excellent teachers, but these two were very deserving of the nomination.

Planning for the 2015-16 school year began much earlier than in previous years. Presentations to stakeholders began in February to sharing opportunities for all students at BCHS. During the registration process, administration and the student services department visited feeder schools (BES, DU, NPCS), and hosted information sessions for all BCHS students to discuss the registration process and course options available. This included information sessions and transition meetings in the evenings for parents, such as those with children coming into grade 7 and/ or entering high school to ensure they understood programming options and graduation requirements. Students were further counselled by their classroom teachers for appropriate course selection. School tours were made available during feeder school visits and information sessions to present the many courses available. Students are given the opportunity to register and select from a variety of course options in April, and high school students were provided schedules for the coming year in June.

Staff at BCHS is very aware of the value of appropriate assessment. Assessment for Learning strategies improve and learning teaching. The early dismissal format and the half day PLC meetings have allowed teachers to meet in an informal session to share ideas and become more familiar with assessment for learning strategies.

PowerSchool and Progress Reports will 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, but also addressed learning needs of students. As for parents, the 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.

We have made efforts to increase the availability of technology, and in particular, mobile technology in the school. Students are 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. Furthermore, the school is committed to extending our technology services available to students.

School administration endeavored to regularly walk-through classrooms. This year, the principal evaluated 4 teachers on probationary contracts, and school administration committed to evaluating 3 other teachers with temporary teaching contracts. Additionally, total hiring from June 2014 to present was 9 certificated staff, with 3 maternity leaves commencing during the school year. This situation is demanding on supervisory component of school administration, with 34 certificated staff, and a total staff of 65, and 700+ students. The coming school year should not pose the same kind of demands on supervision as there is only probationary contract for evaluative purposes (new Associate Principal), and two teachers on temporary contracts.

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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:

- BCCHS will:
 - continue to provide alternate delivery options for students to achieve credits toward graduation.
 - continue to implement ever-greening plans to maintain computers and technology to an effective level.
 - build/improve the school's website.
 - host a grade 7 and grade 10 parent information night.
 - engage stakeholders in MFWHSR.
 - 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 work with school council committees to examine school and community traditions and policies.
 - 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 facilitate work experience programs in collaboration with local businesses.
 - continue to host and present school events to the community.
 - continue to provide opportunities for teacher leadership to their staff.
 - continue to make decisions collaboratively
- BCCHS activities in this community will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
- Parents in BCCHS will be asked to volunteer for various classroom and school activities.
- The staff at BCCHS will ask parents to help with a specific school class/project, field trip or coaching.
- Through emails, newsletters, and phone calls, BCCHS will encourage parents to get involved in School Council and school satisfaction surveys.
- Engaging Programs
 - BCCHS will offer a broad range of studies including the fine arts, career, technology, health, physical education.
 - BCCHS 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 2015-16, the dual credit program, "Health Care Aide" will be offered in partnership with NorQuest College.
 - BCCHS will provide a range of appropriate co-curricular and extra-curricular activities for students, both academic and athletic.
- 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.
- BCCHS will continue to partner with the community to be responsive to community needs

and to provide opportunities for students.

Participation in District Strategies:

In alignment with PHPS's Strategy to promote Communications:

- Our school will work with the Communications Director to
 - Develop school leaders communication skills
 - Support school based communications initiatives

Commentary (November 2016):

We are fortunate for the amount of community involvement of our students and the community with the school. Students have contributed to numerous projects within the community, such as finishing some inside construction of a new local church, contributions to the community garden, music concerts at residential seniors homes, and hosting various groups and functions at the school. As a result of this involvement, our school benefited from numerous sponsorships such as cash donations and other in-kind donations like construction materials. In addition to school directed activities, we are fortunate to have a number of students benefit from work experience, green certificate, and apprenticeship opportunities within the community. Guest speakers from colleges, universities, apprenticeships (Careers the Next Generation) were invited to make presentations to our students.

Our students understand the vital role of community. Therefore, they 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, Dr. Eva Olsson, SADD events (PARTY) and we partnered with Barrhead Elementary School and FCSS to support events that they hosted.

Opportunities were made for the BCHS School Council in decision making at the school. School Council meets eight times each year and the meetings have an informational, input and feedback format for parents. Though not specifically affiliated with the School Council, the band booster parent group is a very active supporter of school music programs.

One of the strengths of BCHS is the commitment to school programs and extracurricular programs by our staff, students, parents and community. Student participation in extracurricular activities has been excellent. SADD, fund raising, drama, band, student leadership, athletics, SKILLS, track meets, photography, robotics, and a variety of related field trips are just some of the activities available. At BCHS we rely 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.

As we undertook planning for MFWHSR, we endeavored to engage parents in the process. We invited parents to participate in a consultative process. This invitation was initially in our newsletter, and also during evening transition and information meetings for parents. While the opportunity was made, participation was minimal.

Recognition programs such as awards night, assemblies, weekly announcements, band concerts, and athletic awards serve to acknowledge staff and student achievements and contributions. 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.

BCHS continues to provide excellent programs and services while remaining 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.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

(Reporting) Goal 2: Success for Every Student

Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.

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)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	105	63.5	5.5	99	74.5	11.8

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)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	161	85.5	13.6	152	85.7	14.6

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3 Year	85.4	85.7	83.9	86.3	83.8	85.7	84.7
4 Year	80.9	90.6	87.7	89.1	86.9	85.2	89.8
5 Year	87.4	84.5	91.3	91.3	90.7	89.9	87.4

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Overall	3.0	2.1	2.5	1.8	1.6	2.1	1.0

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4 year	41.5	39.8	37.4	46.0	39.8	47.2	46.7
6 Year	61.3	61.6	58.1	64.6	64.3	69.0	63.5

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage	69.5	70.3	75.4	68.7	67.2	69.9	70.6

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).

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage	61.5	55.7	55.9	57.3	55.6	56.7	52.3

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	72.4	71.9	77.7	73.5	71.9	59.3	71.2
Parents	61.4	54.5	67.0	60.8	59.0	59.1	66.9
Students	70.1	69.3	74.2	68.3	62.6	59.6	64.6
Teachers	85.5	91.9	92.0	91.2	94.1	*	82.2

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	75.1	78.5	80.2	73.1	82.5	77.5	66.1
Parents	73.1	63.3	63.6	56.3	77.4	77.5	48.1
Students	-	-	-	-	-	-	-
Teachers	77.1	93.8	96.7	90.0	87.5	*	84.0

Jurisdiction Measures:

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage	1.6	1.0	1.0	1.0	1.0	1.0	1.0

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	148
Percent	17	20	20	27	11	27	21

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	59	43	52	70	83	65	60
Percent	12.5	11	11.3	16.5	20	16.8	15.9

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

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.8	No Survey	93.6	93.0	87	87.1	89.7
Students	74.4	No Survey	82.2	74.0	69.1	69.3	78.8
Staff	74.6	No Survey	92.9	90.5	94.4	43.8	34.3

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	7	8	7	7	7	8	10

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	700	750	770	704	714	701	705
Percent	88	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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	14	14	8	8	8	8	8
Percent	2	3	1	1	1	1	1

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Logins per school year	785	750	770	500	512	292	Not sure if this is activated students? 398

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	705
Percent	99	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	150	200	100	100	100	50	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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	123
Percent	69	72	17	12	15	77	30

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	308	350	295	190	261	164	155
Percent	65	84	63	45	37	42	38

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

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(Reporting) Outcome 2.4 Aligns with the Measurement elements of Previous Outcome [4.1](#).

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

OUTCOME THREE: Alberta's education system is inclusive.

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Aligns with some of the Measurement elements of Previous Outcomes [3.2 \(a\)](#) and PHPS's [1.3](#).

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.

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	83.3	83.7	85.6	83.7	82.8	73.7	83.7
Parents	76.9	73.3	78.8	74.9	76.4	75.9	84.4
Students	81.3	81.6	82.0	81.0	76.7	71.5	77.5
Teachers	91.1	96.3	96.0	95.3	95.3	*	89.1

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	92.6	No Survey	94.8	96.1	95.6	94.9	95.3
Students	90.3	No Survey	88.1	87.8	82.3	78.3	83.7
Staff	94.1	No Survey	93.0	97.6	83.3	82.3	84.3

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.”

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	86.4	No Survey	91.2	90.3	89.6	89.5	88.0
Students	74.8	No Survey	79.4	76.5	62.6	71.8	67.8
Staff	86.6	No Survey	85.1	83.6	80.5	70.9	55.1

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	80.6	80.9	82.3	83.6	80.7	77.1	82.5
Parents	66.7	64.6	69.3	66.9	60.6	74.2	67.9
Students	81.9	82.2	84.2	86.0	81.6	80.1	83.5
Teachers	93.3	95.8	93.3	97.8	100	*	96.2

3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	142
Percent	16.4	16.7	12.7	16.1	16.8	16.8	21.0

3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	24	10	18	6	14	26	2

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

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(Reporting) **Goal 3: Quality Teaching and School Leadership**

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	84.5	81.4	80.4	81.3	80.1	72.0	78.4
Parents	85.0	77.1	77.2	76.2	76.3	73.3	75.2
Students	79.3	80.9	79.3	81.1	76.7	70.7	75.9
Teachers	89.2	86.3	84.6	86.7	87.3	*	83.9

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	81.7	82.3	81.1	75.6	90.2	n/a	76.6

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	93.7	No Survey	93.3	91.8	90.9	92.0	91.0

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	96.6	No Survey	95.5	96.2	94.0	91.0	94.2

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	86.0	No Survey	90.4	89.5	89.5	88.5	88.0
Students	85.9	No Survey	90.2	91.1	89.9	85.7	85.9
Staff	98.6	No Survey	95.3	97.6	94.4	89.1	92.3

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	85.2	No Survey	87.4	90.9	88.7	87.4	86.2

Students	82.2	No Survey	83.9	86.5	84.7	81.4	84.9
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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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	92.5	No Survey	91.2	94.1	97.1	91.0	87.1
Students	63.8	No Survey	87.9	75.6	75.8	68.0	72.3
Staff	79.7	No Survey	95.3	100	94.4	67.7	60.0

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.0	No Survey	93.2	94.4	96.9	95.2	97.9
Students	79.5	No Survey	87.6	92.1	89.5	86.1	90.9
Staff	100	No Survey	90.0	86.0	94.4	98.1	97.6

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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Barrhead Composite High	204	797	510	548	428	371	263

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Barrhead Composite High	3.25	2.8	2.29	1.61	1.52	1.44	1.26

4.11 Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.3	1.99

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.
previously 3.2

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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**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	82.3	80.4	80.8	75.0	75.1
Students	-	-	89.8	89.0	90.9	85.7	84.4
Teachers (1)	-	-	-	-	-	Introduced in 2015	85.4
Teachers (2)	-	-	-	-	-	Introduced in 2015	97.6

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.

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	65.8	64.7	62.5	62.9	61.3
Teachers	-	-	5.3	57.5	88.9	57.1	56.0

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**

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	82.9
Teachers (2)	-	-	-	-	-	New 2015	97.6
Students	-	-	-	-	-	New 2015	86.8

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**

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').

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	65.2
Teachers	-	-	-	-	-	New 2015	92.7

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	83.2

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

(Reporting) Goal 4: Engaged and Effective Governance

Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).

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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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	74.8	74.7	73.2	70.6	72.7	59.7	54.4
Parents	63.9	60.7	59.7	58.0	58.6	59.7	45.2
Teachers	85.7	88.7	86.6	83.2	86.9	*	63.6

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	76.2	75.6	73.2	81.4	82.2	66.5	69.2
Parents	67.9	67.3	68.9	77.1	78.8	62.5	61.5
Students	83.2	86.1	85.5	77.5	73.9	70.5	80.8
Teachers	77.4	73.3	65.2	89.7	93.8	*	65.4

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	87.1	87.6	85.1	88.8	86.2	80.7	85.3
Parents	83.5	75.3	75.5	81.9	78.7	81.7	78.8
Student	85.9	89.2	87.1	85.7	82.9	79.8	86.2
Teachers	89.2	86.4	92.7	98.9	97.0	*	91.0

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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	76.6	72.0	89.4	73.5	74.5	71.8	7.2
Parents	65.9	56.2	79.1	61.3	62.2	67.7	51.8
Students	78.6	81.8	81.0	78.6	77.9	75.8	79.1
Teachers	85.2	78.1	66.8	80.6	83.3	*	85.8

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	91.4	No Survey	91.4	91.9	90.2	88.3	90.6
Students	86.6	No Survey	90.6	91.8		86.0	84.6
Staff	95.6	No Survey	90.7	97.5	94.4	84.1	84.5

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 ...

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	93.6	No Survey	91.4	76.5	98.2	97.7	95.7
Students	91.2	No Survey	90.6	68.4	96.1	93.3	95.6
Staff	98.6	No Survey	97.7	90.5	94.4	98.4	95.4

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	86.6	No Survey	87.7	85.3	85	77.7	77.8
Staff	80.9	No Survey	74.4	75.6	55.6	57.6	48.4

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	No Survey	-	-	-	-	78.9
Students	64.3	No Survey	71.6	68.4	63.9	66.4	63.3
Staff	71.0	No Survey	81.4	90.5	94.4	74.6	64.6

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	94.0	No Survey	94.5	94.7	96.5	95.5	91.5
Students	88.5	No Survey	92.4	91.6	63.9	88.8	88.5
Staff	95.6	No Survey	95.3	95.2	94.4	81.0	89.2

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	91.3
Students	-	-	-	-	-	Introduced in 2015	74.4
Staff	-	-	-	-	-	Introduced in 2015	68.8

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	93.1	No Survey	94.4	91.8	92.9	89.8	93.9
Students	89.5	No Survey	93.6	94.3	92.9	90.5	90.4

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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student	75.0	No Survey	68.3	75.0	72.2	55.6	60.4
Staff	65.3	No Survey	69.6	65.3	60.5	56.4	61.5

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars	-	-	-	-	-	17,000.00	0

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	103	120	120	100	100	100	100

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.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	49	55	55	55	55	30	40

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)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	18	24