

DUNSTABLE SCHOOL

Three Year Education Plan

2016-2017

November 30, 2016

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SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

OUTCOME ONE: Alberta Students are successful.

Leveled Literacy Intervention at all grades. ERI for targeted grade one and two students.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

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

At our school all parents fill out an annual feedback sheet and our school council attends the annual planning day.

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

Dunstable School and work to provide a unique supportive family-like atmosphere committed to building academic excellence from a foundation based on character and active citizenship.

Historical Background

Dunstable School, located about 30 kilometres south-east of Barrhead, served approximately 70 students from K – 6 this year. Dunstable School came into existence when the first Dunstable School was built two miles south of the present site. The first teacher was believed to be Mrs. Jean Livesy. Dunstable School derived its name from the small community of Dunstable located about 50 kilometres north of London, England. According to pioneer and school bus driver, Mr. Jim Redwood (now deceased) the community got its name by a lottery. Wondering how to name it, the four founding settlers decided to each put a name into a hat, and the name drawn was Dunstable.

The one-room school served grades one to ten until 1948 when schools in Belvedere, Sion, Five Lakes, Clifton and Dunstable were centralized. During the summer of 1948, the five-school buildings were moved to the new location, which is the present site of Dunstable School. The enlarged version Dunstable School served 100 students grades one to twelve. Enrolment peaked in 1949 with 126 students and started dropping off in 1962. From 1937 to 1964, grade 11 was the highest grade offered and in 1964 it dropped to grade nine. Since 1973, the school has served grades K – 6. Dunstable School is also the home of the Dunstable Playschool, offering services every Monday and Wednesday afternoons.

The present building was completed in 1953. It has a unique architectural design, with the gymnasium in the centre of the school building serving as entrance and hallway. It must be traversed to gain entry to any classroom. With the completion of the new addition in 1999, the large boot-room now serves as an entrance to the two offices and the library/computer room. The school also consists of four classrooms, a staff room and a gym.

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> <hr/> <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> <hr/> <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> <hr/> <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> <hr/> <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> <hr/> <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> <hr/> <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> <hr/> <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	Numeracy Strategy: As a staff we will explore a common numeracy plan for our school.
OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated. OUTCOME THREE: Alberta's education system is inclusive.	Inclusion of Indigenous Perspectives: As a staff we will explore Indigenous perspectives and ways in which to include Indigenous perspectives in our practice and make our students aware of Treaty 6 history.
OUTCOME THREE: Alberta's education system is inclusive.	Self-Regulation: As a staff we will develop our understanding of self-regulation and we will begin to implement the five steps of self-regulation in our school.

Priority: Numeracy Strategy

Strategies to Impact Numeracy:

- We will participate in the Kim Sutton PD along with Busby, Neerlandia, Clyde, Fort Assiniboine and PNCS. We will also take time as a staff to look the language we use in our math instruction and the "big rocks" for each grade. We will also look at ways in which we can make numeracy a part of everyday life for our students and weave it throughout the curriculum. This work will be done as a whole school collaborative group on PD Days and as a part of our PLC work. When possible, we may also send teachers to ERLC numeracy sessions.

Measure	Recent Data			Target
	2014	2015	2016	
By the end of June, students will have participated in at least six "Math Madness" activities and will demonstrate a high level of confidence in their basic facts				
Our Part A PAT results at the end of June will indicate a higher level of accuracy on the part of our grade 6 students with their number operations.				
Teachers will have completed their Kim Sutton Training and will have implemented most of the basic ideas				

covered during the PD sessions.				
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Priority: Inclusion of Indigenous Perspectives

Strategies to Impact Inclusion of Indigenous Perspectives Include:

- We have already attended the Opening Day PD and will have other PD opportunities throughout the year. We have a cultural presentation for all our students in February. We will work with Darleen and Audrey for the blanket exercise. Darleen is also piloting a “Legends with the Elders” project with our students. During our PLC times we will also look and and discuss some of the literature on Indigenous knowledge inclusion and we will aim to increase our capacity to teach about Treaties and the History and Legacy of Indigenous - Non-indigenous relations in Canada.

Measure	Recent Data			Target
	2014	2015	2016	
By the end of June, our grade 5 and 6 students will have been exposed to Indigenous perspectives through a blanket exercise, a presentation by Bee Schadeck, a Legends activity with Darleen, and in class discussions focused on the history of Treaties and residential schools. Our knowledge will be shared and presented around the school				
Each teacher will have increased his or her comfort level with teaching about treaties and residential schools.				

Priority: Self-Regulation

Strategies to Impact Self-Regulation Include:

- We will participate in the Self-Regulation PD offered by Julie Smith and also take time during our PLC’s to discuss pieces of self-regulation. As a staff, we will share practices and observations about student behaviour being guided by the questions why? And why now? We will also look at our learning environments, continuing to use the Reggio approach but adjusting things to fit with self-regulation as well.

Measure	Recent Data			Target
	2014	2015	2016	
By the end of June, all staff will have complete the self-reg training offered by Julie Smith and will have also completed their own checklists on the 5 domains and classroom environments.				

Each teaching team will also have identified one student and complete the 5 domains assessment on that particular students and then make modification in accordance with the 5 steps of self-reg.				
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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 Numeracy:

- We will participate in the Kim Sutton PD along with Busby, Neerlandia, Clyde, Fort Assiniboine and PNCS. We will also take time as a staff to look the language we use in our math instruction and the "big rocks" for each grade. We will also look at ways in which we can make numeracy a part of everyday life for our students and weave it throughout the curriculum. This work will be done as a whole school collaborative group on PD Days and as a part of our PLC work. When possible, we may also send teachers to ERLC numeracy sessions.

Key School Level Strategies Include:

- Weekly staff huddles for 15 minutes
- Monthly staff meetings utilizing the Collaborative Response to Intervention Model
- Leveled Literacy Intervention at all grades. ERI for targeted grade one and two students.

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):

Last year: Grade three ELA PAT scores were significantly lower than the grade six class. Only two-thirds of the grade threes met the acceptable standard. Math results for both grades were excellent. All student met or surpassed the acceptable standard.

All students participate in the annual highway clean-up and recycle program throughout the year. 50% of the school participates in the annual Barrhead Music Festival. The school participates in the FCC Drive Against Hunger. FCSS Christmas Santa's toy box. Coats for Kids. QSP cookie dough to by Baby Chicks for children in impoverished nations. Participated in Movember and donated over \$300 to men's health. Participated in a felt pen and marker recycle program.

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 Inclusion of Indigenous Perspectives Include:

- We have already attended the Opening Day PD and will have other PD opportunities throughout the year. We have a cultural presentation for all our students in February. We will work with Darleen and Audrey for the blanket exercise. Darleen is also piloting a “Legends with the Elders” project with our students. During our PLC times we will also look and and discuss some of the literature on Indigenous knowledge inclusion and we will aim to increase our capacity to teach about Treaties and the History and Legacy of Indigenous - Non-indigenous relations in Canada.

Key School Level Strategies Include:

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):

FNMI Liaison completed whole school presentations to increase awareness of FNMI culture. For example she reads legends about elders and nature, we also made bookmarks using Metis beading techniques.

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 Inclusion of Indigenous Perspectives Include:

- We have already attended the Opening Day PD and will have other PD opportunities throughout the year. We have a cultural presentation for all our students in February. We will work with Darleen and Audrey for the blanket exercise. Darleen is also piloting a “Legends with the Elders” project with our students. During our PLC times we will also look and and discuss some of the literature on Indigenous knowledge inclusion and we will aim to increase our capacity to teach about Treaties and the History and Legacy of Indigenous - Non-indigenous relations in Canada.

Strategies to Impact Self-Regulation Include:

- We will participate in the Self-Regulation PD offered by Julie Smith and also take time during our PLC’s to discuss pieces of self-regulation. As a staff, we will share practices and observations about student behaviour being guided by the questions why? And why now? We will also look at our learning environments, continuing to use the Reggio approach but adjusting things to fit with self-regulation as well.

Key School Level Strategies Include:

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Participation in District Strategies:

In alignment with PHS’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 PHS’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):

Over 95% of students, parents and staff are satisfied their school is safe and caring.
100% of staff are satisfied with the recognitions they receive for their accomplishments.

All students participate in the annual highway clean-up and recycle program throughout the year. 50% of the school participates in the annual Barrhead Music Festival. The school participates in the FCC Drive Against Hunger. FCSS Christmas Santa’s toy box. Coats for Kids. QSP cookie dough to by Baby Chicks for children in impoverished nations. Participated in Movember and donated over \$300 to men’s health. Participated in a felt pen and marker recycle program.

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:

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Key School Level Strategies Include:

- 1:1 computer access for students at Dunstable School. The students are also able to access a class set of iPads.

Participation in District Strategies:

In alignment with PHPS's Professional Capital Strategy:

- Our school will participate in ERLC PD opportunities that support our professional learning goals. We will also participate in Ed Labs and collaborative planning.

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):

Monthly staff meetings included sharing of PD opportunities (ERLC, school visitations, class observations)

100% of teachers have accessed the district CLTs to improve UDL practices.
50% of teachers regularly use multiple intelligence centers in their classroom.

96% of parents were satisfied with the technology opportunities in the school.
100% of students were satisfied with the access to technology.
75% of teachers were satisfied with the technology in the school.
100% of staff, students and parents were satisfied with the administration at the school.
93% of parents are satisfied with the programs available to their children.

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 PHS 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)

Strategies to Impact School Priorities Include:

-

Key School Level Strategies Include:

-

Participation in District Strategies:

In alignment with PHS’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):

School council actively recruited volunteers based on survey of staff needs.
School council surveyed the staff to determine and prioritize school needs.

Dunstable was able to meet the needs of students with additional funds from the school council for the Artist in Residency Program, One out of division field trip, Extra curricular bussing – sports events.

100% of parents, staff and students are satisfied with the overall education the school provides. Annual Christmas concert and Spring Tea are important community events that are always well attended.

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
	2	*	*	na	na	na

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)						
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

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							
4 Year							
5 Year							

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							

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							
6 Year							

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							

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							

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	73.2	68.6	63.7	62.5	71.1	88.6	95.5
Parents	84.6	80.0	*	*	*	86.7	*
Students	61.9	57.3	63.7	62.5	71.1	82.4	93.4
Teachers	*	*	*	*	*	96.7	97.5

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	84.6	66.7	n/a	n/a	n/a	83.3	100
Parents	84.6	66.7 (6 responses)	*	*	*	66.7	*
Students	-	-	-	-	-	-	-
Teachers	<6n	<6n	*	*	*	100	100

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							
Percentage at Excellence							

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
Percent	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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							
Percent							

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							
Percent							

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	88.0	No Survey	84.0	89.7	92.3	96.0	94.7
Students	70.0	No Survey	81.8	95.0	86.4	93.3	100
Staff	100	No Survey	100	85.7	87.5	92.0	100

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	9	10	12	14	14	10	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	72	64	63	52	70	74	66
Percent	100	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number							
Percent							

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							

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							
Percent							

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							

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							
Percent							

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							
Percent							

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	68.5	81.7	80.9	84.2	85.4	95.5
Parents	90.8	86.2	*	*	*	86.7	*
Students	75.9	50.8	81.7	80.9	84.2	69.4	93.5
Teachers	*	*	*	*	*	100	97.5

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	100	No Survey	88.0	96.6	100	100	94.7
Students	90.0	No Survey	83.3	95.0	95.7	100	100
Staff	100	No Survey	100	100	100	100	100

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	95.1	No Survey	88.8	95.3	98.7	98.1	99.1
Students	88.3	No Survey	94.1	94.7	93.2	91.2	49.0
Staff	100	No Survey	97.9	95.8	89.6	94.8	100

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	77.8	68.8	82.6	78.8	91.2	85.6	96.1
Parents	76.9	72.2	*	*	*	66.7	*
Students	78.6	65.3	82.6	78.8	91.2	90.2	96.5
Teachers	*	*	*	*	*	100	95.7

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	-	-	-	-	-	-	15
Percent	25.0	19.2	28.5	25	25	15	23

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							

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	68.6	61.7	n/a	n/a	n/a	78.1	90.0
Parents	68.6	61.7 (6 responses)	*	*	*	75	*
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Teachers	*	*	*	*	*	81.3	90.0
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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	<6n	<6n	<6n	<6n	<6n	100	83.3

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	77.8	No Survey	80.0	92.6	92.3	100	100

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		No Survey					

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	100	No Survey	91.3	92.9	96.2	96.2	100
Students	90.0	No Survey	93.9	95.0	95.5	93.3	100
Staff	100	No Survey	100	100	100	100	100

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	94.4	No Survey	83.3	85.7	96.2	100	100
Students	100	No Survey	94.1	90.0	90.9	93.3	100

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	100	No Survey	88.0	100	92.3	92.0	100
Students	100	No Survey	88.2	100	90.9	100	91.7
Staff	100	No Survey	100	100	100	90.0	100

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	94.0	No Survey	95.7	96.4	100	100	94.7
Students	100	No Survey	94.1	100	100	100	100
Staff	100	No Survey	100	75.0	87.5	60	100

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)

Dunstable	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SCHOOLS	64	79	52	94	47	50	38

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
Dunstable	2.27	1.73	0.87	0.53	0.61	0.69	.45

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	-	-	-	-	-	-	100
Students	-	-	-	-	-	-	94.1
Teachers (1)	-	-	-	-	-	Introduced in 2015	50.0
Teachers (2)	-	-	-	-	-	Introduced in 2015	100

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	-	-	-	-	-	96.7	100
Teachers	-	-	-	-	-	70.0	100

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	100
Teachers (2)	-	-	-	-	-	New 2015	100
Students	-	-	-	-	-	New 2015	94.1

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	94.1
Teachers	-	-	-	-	-	New 2015	100

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	100

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	81.5	83.3	n/a	n/a	n/a	81.7	92.5
Parents	81.5	83.3	*	*	*	63.3	*
Teachers	*	*	*	*	*	100	92.5

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	78.5	68.8	82.6	81.8	84.2	97.1	84.9
Parents	76.9	83.3	*	*	*	100	*
Students	80.0	54.2	82.6	81.8	84.2	94.1	94.7
Teachers	*	*	*	*	*	*	75.0

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	94.1	79.9	89.1	90.9	97.4	90.7	91.7
Parents	*	88.9	*	*	*	72.2	*
Student	97.1	70.8	89.1	90.9	97.4	100	100
Teachers	*	*	*	*	*	100	83.3

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	73.7	61.5	87.0	79.5	100	71.5	85.3
Parents	60.4	50.0	*	*	*	42.9	*
Students	87.0	72.0	87.0	79.5	100	88.2	94.4
Teachers	*	8	*	*	*	83.3	76.2

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	100	No Survey	84.0	100	92.0	96.2	100
Students	100	No Survey	94.1	100	95.5	93.1	100
Staff	100	No Survey	100	100	100	100	100

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	100	No Survey	96.0	89.7	100	100	100
Students	100	No Survey	97.1	100	100	96.7	100
Staff	100	No Survey	100	100	100	100	100

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	93.0	No Survey	78.3	92.6	90.9	100	100
Staff	100	No Survey	100	100	100	100	100

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	-	-	100	92.3	100
Students	n/a	No Survey	70.6	84.2	95.5	96.7	100
Staff	75.0	No Survey	100	100	87.5	100	100

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	100	100	100	100	94.7
Students	90.0	No Survey	94.1	95.0	100	93.1	100
Staff	100	No Survey	100	100	100	100	100

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	100
Students	-	-	-	-	-	Introduced in 2015	-
Staff	-	-	-	-	-	Introduced in 2015	100

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	94.1	No Survey	76.0	78.6	69.2	88.5	92.9
Students	n/a	No Survey	100	-	-	100	-

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	90.0	No Survey	82.4	100	90.5	100	100
Staff	100	No Survey	100	100	100	93.1	88.2

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	\$4,600	\$5,500	\$7,900	\$1,000	\$5,000	\$5,500	\$65,000

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	38	54	43	25	30	30	25

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	22	36	63	14	20	20	20

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	-	-	-	-	-	-	-