

NEERLANDIA PUBLIC CHRISTIAN SCHOOL

Three Year Education Plan

2017-2018

July, 2017

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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OUTCOME ONE: Alberta Students are successful.

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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 council meets monthly and we regularly review how the school is doing and ask for input. We have a clear and shared focus on developing our students so that they are equipped to serve God joyfully in all areas of life.

Education Plan Distribution

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

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

Mission Statement: Neerlandia Public Christian School will provide a Christ-centred education so that students are equipped to serve God joyfully in all areas of life.



At Neerlandia Public Christian School we believe:

- Our students are developing a deeper understanding of the Biblical story so they will be able to serve others in their learning and play!
- Each child and staff member is a unique and valuable gift from God with different strengths and talents and is worthy of respect.
- As a school community, we are called to help our students discover their gifts and talents so that they have the confidence to use them as they seek to uncover and live out God's plan for each of them.
- In an attitude of Grace where risks are encouraged, challenges issued and children are able to grow as learners
- That each child, being made in God's image, deserves to, and has the ability to learn and show their learning in the ways which work best for them.
- Learning is a process, not an event, and deep learning is transformational for the learner and our world, leading to the Glory of God.
- Learning is Christ-centered and true learning reaches well beyond the classroom walls.

Motto:

"Learning to Serve"

Historical Background

The first settlers in Neerlandia arrived in 1911 and were mostly of Dutch descent. It was a community built in true pioneer spirit by people with a strong work ethic and Christian faith. We believe that these traits have been passed down from generation to generation. In 1915 a small school had started in Neerlandia, however, it was not until 1917 that the Shoal Creek School District #3460 was formed and then, in 1919, the first school building was officially opened. Neerlandia Public Christian School has always been governed under the public school system, but it also has a unique history of providing Christian education. In 1995 the school received official Alternate School Status and officially became the Neerlandia Public Christian School. In December of 2015, Neerlandia Public Christian School moved into a brand new, state of the art, building with a balanced learning environment in every classroom and a spacious CTS kitchen.

Neerlandia Public Christian School's motto is: "Learning to Serve". This is a continuing goal and vision for the student body. Over the years the school community has expanded to include families from many different Christian backgrounds and denominations. Students come from Barrhead and beyond the school's geographic attendance boundaries because of the alternate Christian status. The school community is blessed to be able to offer Christian education and hopes to continue to grow with the Lord's continuing grace and faithfulness.

Demographics

Neerlandia Public Christian School is a K through Grade 9 school located in the hamlet of Neerlandia, and is part of a thriving farm community located north of Barrhead, Alberta. We serve approximately 205 students as a Christian alternative school within Pembina Hills Regional Division #7. Although alternative status was formalized in 1995, our history of providing Christian education in the community goes back to 1915.

We incorporate a Christian world and life view in all the subject areas, challenging students to apply their learning to a faithful life of service. Devotions begin every school day and Bible is taught as a core course in Grade K through Grade 9. All staff members meet for devotions every Tuesday morning and regular assemblies, focused on the year's theme, are held each month. We also emphasize service projects of various kinds throughout the year as we try to teach the students to serve God and others.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

2016-2017 (May, 2016 Update)

OUTCOME ONE: Alberta's Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

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

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

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

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

Neerlandia Public Christian School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

Specifically Related Provincial Outcomes	School Priorities (2017-2018)
OUTCOME ONE: Alberta Students are successful.	1. Foundational Literacy Programs
	2. Developing consistent Numeracy vocabulary and mathematical fluency
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	3. Supporting Student Diversity through: A. Teaching for Transformation and B: FNMI Awareness and Education

We will engage our students in the transformation of our world into the world which God intends by providing them with excellent, Christ- centred education.

Priority 1: Foundational Literacy Programs				
<p>Strategies to Impact School Priorities Include: Foundational Literacy Programs <i>We will ensure each elementary classroom is implementing the Foundational Literacy programs, including a balanced approach to literacy, ERI and LLI</i></p> <ul style="list-style-type: none"> • Levelled Literacy and Early Reading Interventions will be available to students upon identification of need for students in grades one through eight. • All teachers will use a balanced approach to literacy instruction. • A two hour block of literacy instruction is scheduled for all elementary grades. • Elementary teachers will attend the Literacy Professional Development Series developed by PHRD, centered around <u>Word Work</u> • Update <u>Word Work</u> resources including the academic vocabulary versions • Have teachers work together to identify and collate specific academic vocabulary which supports student success in all areas of the curriculum and discuss the meanings 				
Measure	Recent Data			Target 2018
	2015	2016	2017	
Fountis and Pinell Benchmark Assessment as recorded in Dossier				95
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.	Professional Learning Community Dialogue			
Provincial Achievement results: as per appendix- maintain current high rates	See appendix			

We will engage our students in the transformation of our world into the world which God intends by providing them with excellent, Christ- centred education.

Priority: Developing consistent Numeracy vocabulary and mathematical fluency				
Strategies to Impact School Priorities Include:				
To develop consistent Numeracy vocabulary and mathematical fluency, we will				
<ul style="list-style-type: none"> ● All students from K-8 will receive direct instruction in mathematical fluency through the school-wide implementation of the Ten Block of Mathematical Fluency (Kim Sutton) ● Maintain a regular dialogue about numeracy vocabulary across the curriculum <ul style="list-style-type: none"> ○ Identify and discuss the areas where Numeracy supports and is supported by the disciplines other than math ● Have teachers work together to identify and collate specific numeracy vocabulary which supports student success in all areas of the curriculum and discuss the meanings ● Explore of the Big Mathematical Idea of Place Value 				
Measure	Recent Data			Target 2018
	2015	2016	2017	
Pre and Post Assessment of math facts beginning at grade 2	Growth over the year			
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.	Professional Learning Community Dialogue			
Provincial Achievement results: as per appendix- maintain current high rates	See appendix			

We will engage our students in the transformation of our world into the world which God intends by providing them with excellent, Christ- centred education.

Priority: Supporting Student Diversity				
<p>Strategies to Impact School Priorities Include: Supporting Student Diversity through: A. Teaching for Transformation</p> <ul style="list-style-type: none"> ● We will demonstrate evidence of differentiated instruction, including elements of student choice, in each Tft unit. <ul style="list-style-type: none"> ○ Time will be given during PLC times and staff meetings to share examples of these. ○ Throughlines will be evident in student and teacher consideration of their learning. ● Teachers will work together to identify community needs then develop formational learning experience for their students where they actively work at improving the world around them in order to transform it into a world closer to that which God intended. <ul style="list-style-type: none"> ○ Each staff member will work with their class (es) to create at least one formational learning experience for their students where the students will be using classroom experiences or curriculum and faith to actively make a difference in the world around them. <ul style="list-style-type: none"> ■ The intent is that these will be experiences designed to help children see how their faith makes a differences to our world. <p>B. FNMI Awareness and Education</p> <ul style="list-style-type: none"> ● In order to continue to develop deeper relationships with those around us, showing the love of Jesus for all people, we will be inviting representatives of our First Nations to do the blanket ceremony with staff first, then with students. ● Staff and students will develop a deeper understanding of First Nations culture and history through a variety of means including, but not limited to, reading, dialogue, book study, and guest speakers. 				
Measure	Recent Data			Target 2018
	2015	2016	2017	
There will be at least ten formational learning experiences this years	new	new	new	10
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.				
Our students and staff will each have the opportunity to experience the blanket ceremony.				

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

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

Strategies to Impact School Priorities Include:

Foundational Literacy Programs

We will ensure each elementary classroom is implementing the Foundational Literacy programs, including a balanced approach to literacy, ERI and LLI

- Levelled Literacy and Early Reading Interventions will be available to students upon identification of need for students in grades one through eight.
- All teachers will use a balanced approach to literacy instruction.
- A two hour block of literacy instruction is scheduled for all elementary grades.
- Elementary teachers will attend the Literacy Professional Development Series developed by PHRD, centered around Word Work
- Update Word Work resources including the academic vocabulary versions
- Have teachers work together to identify and collate specific academic vocabulary which supports student success in all areas of the curriculum and discuss the meanings

To develop consistent Numeracy vocabulary and mathematical fluency, we will

- All students from K-8 will receive direct instruction in mathematical fluency through the school-wide implementation of the Ten Block of Mathematical Fluency (Kim Sutton)
- Maintain a regular dialogue about numeracy vocabulary across the curriculum
 - Identify and discuss the areas where Numeracy supports and is supported by the disciplines other than math
- Have teachers work together to identify and collate specific numeracy vocabulary which supports student success in all areas of the curriculum and discuss the meanings
- Explore of the Big Mathematical Idea of Place Value

Additional School Level Strategies Include:

- To enhance student learning opportunities:
 - NPCS offers a broad range of studies including the fine arts, technology, health, physical education and religious education.
 - NPCS creatively ensures that students have access to quality fine arts opportunities, including specifically scheduled art, music, band, and drama classes.
 - NPCS provides a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
 - Students, teachers and parents at NPCS will work together to set goals during October Goal-Setting interviews.
 - The teachers in NPCS will attend in-services on PD days and early dismissal days that support UDL and Teaching for Transformation.
 - NPCS teachers in K-7 will continue to communicate and share assessment tools and student performance using those tools; e.g. Kindergarten assessments, DRA word recognition screening, etc.
 - Neerlandia Public Christian School celebrates its school community with “Home Group” assemblies in which “families” of students from all grade levels work together

on a common monthly theme. This year we are focussing on the theme of Fingerprints- God's fingerprints in our world and our fingerprints in God's world.

- NPCS will continue to have a weekly assembly to begin each week with praise and worship of our King and to celebrate student successes in all areas including academic, diligence, spiritual growth as evidenced by outstanding support for others, sports, fine arts and other extra curricular achievements.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

● **And the Literacy Strategy:**

- Our school will participate in the Division's Literacy Strategy
- Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
- Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- 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
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
 - Measures: Reading Readiness Screening Tool
 - Benchmark Reading Assessment is the other measure that should be reported.
- Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.
- Our school will participate in the Division's Numeracy Strategy
 - Our school may pilot programs and resources with coordination and support of the Numeracy Committee
 - Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee
- Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

In alignment with the jurisdiction strategy to support Student Diversity:

- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.

Commentary (July 2017):

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

Literacy

- Staff continued to learn about and implement Levelled Literacy Intervention as a part of a balanced approach to literacy instructions in grades K-8.
 - One junior high teacher was trained in Levelled Literacy instruction and the teal level of materials were purchased.
- We continued to support LLI implementation at the elementary level by providing one period per week of collaboration time for each division.

- A two hour block of literacy instruction was implemented in the elementary grades and the length of literacy periods in junior high was also increased.
- Teachers began exploration of the literacy progressions, and how literacy impacts all subjects, as part of our PLC work.

Numeracy

- As part of a commitment to continued improvement in students' performance in numeracy and literacy, throughout the 2016-17 school year all staff involved in teaching Grades K–9 continued to focus on high needs in the various grades and divisions, utilizing high-yield strategies including Daily Five, Power of Ten, Fosnot Investigations and an increased emphasis on math fact automaticity in mathematics.
- All elementary teachers as well as our Junior High Math teacher have been trained in the Ten Block Model for Mathematical Fluency and are being intentional in the use of mathematical language at all grades.
- We have also begun looking at the numeracy progressions and have started looking at how this influences instruction in all areas.
- We purchased the 10 BLOCKS to mathematical fluency (Kim Sutton) program and associated PD materials.
- All math teachers participated in two days of inservicing on the Ten Block Model to Mathematical Fluency in collaboration with several other small schools. Teachers then began to explore and implement the model. Full implementation will be in the 2017-18 school year.
- Regular conversation was held at PLC meetings related to teaching strategies and common language that help students develop numeracy skills. The teachers have also begun to explore the numeracy progressions and to look at how numeracy impacts all subjects.
- Collaboration among teachers, and attendance at LLI and mathematics workshops was encouraged and supported with substitute times.
- Time was provided for teacher collaboration both in the timetable and in PLC times.
- NPCS used alternating PLC meetings and some school-based PD days to focus on literacy and numeracy benchmarks, programming (including LLI, ERI, Daily Five Math and 10 Minutes to Mathematical Fluency), and the intentional embedding of literacy and numeracy benchmarks in every core subject.
- A common tool has not yet been developed or selected, to assess progress against the numeracy benchmarks and for progress in achieving mathematics POS learner outcomes, as the division Numeracy Committee was just established and continues to explore these ideas.
- NPCS hosted one school-based PD day in collaboration with the staff of PNCS and other small schools which focused on numeracy - specifically on 10 Minutes to Mathematical Fluency.

Teaching for Transformation

Throughout the 2016-17 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and their importance in teaching in a transformative manner.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.

- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the learning experiences by strengthening activities which engage the students at the levels of heart and hands.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.
- Alternating early dismissal times and some of the school-based professional development days focussed on planning for successful inclusion by using UDL principles of universal access designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.

General Comments

- We have continued to assign a .10 FTE counselling position that supplements the personal, career and education counseling carried out by junior high teachers in the context of homeroom, health, social studies CTS and other classes.
- Our Grade 6 class participates in the DARE program each year as part of our program to help them become good decision makers as members of society.
- All of our grade nine students participated in the School Expo and in the orientation to high school at Barrhead Composite High School.
- We have very few students on IPPs this year as universal design for learning principles are meeting the needs of more students.
- 38 out of 60 students in Grades 7-9 achieved honour roll status in the present school year.
- All of our grade nine students (100%) participated in sessions on career decision making including the School Expo and health classes.
- Several NPCS students were recognized with special awards for their participation as citizens in society. This included 2 students who won the PHRD Citizenship Awards, several students who were recognized for their contribution to Rural Crime Prevention and several who won recognition by the Canadian Legion for their participation in poster, poetry and prose contests celebrating the importance of Remembrance Day.
- All of our students (100%) participated in at least one service project, many in several.
 - NPCS students participated in 4 on-going annual service projects; Highway Cleanup, Terry Fox Run, Operation Christmas Child, Community and school grounds cleanup, and the Grade 9 Foster Child.
- Each of our classes also undertook special service projects which ranged from visiting, playing games with, and singing for the elderly in various care centres in Barrhead, bringing songs and fruit baskets to seniors and shut-ins in Neerlandia, writing cards of encouragement and comfort to those who need them, a band performance for seniors, helping with the food bank and other social services, sharing art with seniors, etc.
- All of our students also participated in celebrating two major milestones for our school- the grand opening of the new building and the 100 years of Christian Education in Neerlandia Celebration.

Commentary on student achievement results:

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Literacy Strategy:

- Our school will participate in the Division's Literacy Strategy

- Our school worked with the Literacy Coordinator to ensure that all elementary teachers were inserviced in the latest Benchmark Assessment System and the ECS and Grade One teachers were inserviced in the implementation and use of the RRST.
- Our school continued to implement the ERI and LLI programs
- Participating teachers measured student growth along the literacy continuum semi-annually using the Reading Readiness Screening Tool and the Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHPS's Student Mental Health Strategy:

- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
- We coordinated with the Counselling Lead Teacher to support our students.

In alignment with PHPS's Professional Development Strategy:

- Our School engaged in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School engaged 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.

September 2017 Comment on PAT Results:

Neerlandia Public Christian students continued to do very well on the Provincial Achievement Tests. The grade six writer results are as follows. 90.9% of the writers achieved acceptable standard in Language Arts, with 27.3% achieving excellence. In mathematics, 81.8 % achieved acceptable and 18.2 % achieved excellence. In science, 72.7 % achieved acceptable and 27.3 % achieved excellence. In Social Studies, 72.7 % achieved the acceptable standard with 27.3% achieving excellent. These results were basically what we expected given the actual students in the class and the very small class size.

The grade nine results were a cause for celebration. In Language Arts, 90% of students who wrote the test achieved the acceptable standard and 30% achieved in the excellence range. In Mathematics, 90.5% achieved acceptable standard and 19% achieved excellence. In Science, 100% of the writers achieved the acceptable standard and 52.6% achieved excellence. In Social Studies, 95% of the writers achieved the acceptable standard and 25% achieved excellence. While this was an exceptional class, it is worth noting that, when individual results were compared to their grade 6 results, all students maintained or, in many cases, improved their scores. This is remarkable.

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

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

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

Strategies to Impact School Priorities Include:

Supporting Student Diversity through: B. FNMI Awareness and Education

- In order to continue to develop deeper relationships with those around us, showing the love of Jesus for all people, we will be inviting representatives of our First Nations to do the blanket ceremony with staff first, then with students.
- Staff and students will develop a deeper understanding of First Nations culture and history through a variety of means including, but not limited to, reading, dialogue, book study, and guest speakers.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

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

In alignment with the jurisdiction strategy to support Student Diversity:

- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2017):

- NPCS does not have any identified FNMI students who desire, or whose parents desire, special programming at this time, but staff are committed to exploring resources to build a better understanding of issues related to FNMI students who may enrol at NPCS in the future. As the new Alberta Teaching Quality Standard comes into place, we will support our teachers in the professional development required to fully attain it.
- We have begun the discussion of what residential schools were and their potential and real impacts.
- Our grade 4-9 students participated in the Bea Shaddrick presentations at Barrhead Composite High School.

In addition, Our school participated in Jurisdiction Strategies:

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

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

OUTCOME THREE: Alberta’s education system is inclusive.

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

Accountability Pillar Measures:

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

Jurisdiction Outcome 3-A

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

Strategies to Impact School Priorities Include:

Supporting Student Diversity through: A. Teaching for Transformation

- We will demonstrate evidence of differentiated instruction, including elements of student choice, in each Tft unit.

- Time will be given during PLC times and staff meetings to share examples of these.
- Throughlines will be evident in student and teacher consideration of their learning.
- Teachers will work together to identify community needs then develop formational learning experience for their students where they actively work at improving the world around them in order to transform it into a world closer to that which God intended.
 - Each staff member will work with their class (es) to create at least one formational learning experience for their students where the students will be using classroom experiences or curriculum and faith to actively make a difference in the world around them.
 - The intent is that these will be experiences designed to help children see how their faith makes a differences to our world.

Key School Level Strategies Include:

- To encourage each other in the growth of a Christian Professional Learning Community.
 - Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days
 - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
 - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
 - Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning
 - Teachers will seek out opportunities to involve students in service opportunities and, where possible, relate these to Teaching for Transformation learning outcomes
 - The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators
- NPCs will integrate programs to address the development of moral character and safe and caring schools such as: DARE (Drug and Alcohol Resistance Education), COOL Camp, and PARTY (Preventing Alcohol and Related Trauma in Youth)
- We will also be re-emphasizing work on Block One of the Three Block Model
- At the junior high level, the homeroom teachers will be responsible for both the daily devotion time and the Bible study time at that grade level
- NPCs will continue to participate in service projects. (Examples include: Christmas Hampers / Shoe-boxes, Food Bank, Foster child sponsorship, Terry Fox Run, and Guest Speakers)

Early Learning Programs

- Our Christian Education Society will be running two half day preschool program each a week.
 - The Principal of Early Learning will observe, make suggestions and help with referrals for speech/language or OT as required.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction

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

In alignment with the jurisdiction strategy to support Student Diversity:

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

Commentary (July 2017):

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

Teaching for Transformation

Throughout the 2016-17 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and their importance in teaching in a transformative manner.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.
- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the learning experiences by strengthening activities which engage the students at the levels of heart and hands.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.
- Alternating early dismissal times and some of the school-based professional development days focussed on planning for successful inclusion by using UDL principles of universal access designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.

Early Learning Programs

- Our Preschool continued to work closely with both the school and with PHRD.
- We offer a two full day per week Kindergarten Program and participated in the RRST screenings . A major focus of this program is the development of pre-literacy and numeracy

skills to support students as they transition into grade one.

Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Student Mental Health Strategy:

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

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

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

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 4.2 (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth .
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

- 4-A.1 PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.
- 4-A.3 PHPS Satisfaction survey:** Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**
- 4-A.4 PHPS Satisfaction survey:** Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity. **NEW 2015-16**
- 4-A.5 PHPS Satisfaction survey:** Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

Key School Level Strategies Include:

- Strategies to support formative and summative assessments, UDL, DI and TFT:
 - The NPCS staff will continue to be able to demonstrate that they are balancing formative and summative assessment strategies
 - Teachers will continue to address multiple means of presentation and representation in their plans.
 - The administration, supported by the learning coaches, will continue to assist and facilitate means to encourage teachers in the implementation of formative assessment and Differentiated Instruction strategies, individually or in groups.
 - In particular the focus will be on numeracy strategies as we work to incorporate numeracy across all subjects.
 - Staff will use a common vocabulary related to formative and summative assessment, literacy strategies and numeracy, universal design for learning and teaching for transformation.
- Communication regarding Student Progress and Classroom Activities:
 - Teachers at NPCS will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written, electronic and oral communications, to discuss student progress.
 - The administrators at NPCS schools read report cards prior to distribution to parents.
 - Teachers at NPCS will continue to increase their use of PowerSchool and the Web site.
 - NPCS will strive to maintain the high level of parental involvement in Parent-Teacher

conferences.

- Personal Professional Growth Plans and Administrator Support
 - The NPCS principal will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
 - The administrators at NPCS will continue to use Walk-Throughs to support teacher growth.
 - Administrators will use their Cognitive Coaching Training to hold meaningful conversations with individual teachers and with the staff as a whole, related to observations of trends during regular classroom walkthroughs.
 - Personal professional growth plans will continue to direct the nature of school based professional development activities.
- Professional Development Activities:
 - Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
 - Each teacher will commit to:
 - continue to develop formative assessment strategies, including effective use of assessment rubrics;
 - attend related regional and divisional workshops;
 - access opportunities for divisional and regional collaboration
 - Program assistants at NPCS will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.
 - Key staff will attend VITRA training and/or SIVA training to better support students with behavioural and/or mental health challenges.
- To encourage each other in the growth of a Christian Professional Learning Community:
 - Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days
 - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
 - Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning.
 - Teachers will seek out opportunities to involve students in formational learning experiences.
 - The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.

Participation in District Strategies:

In alignment with the jurisdiction Professional Capital strategy:

- Our school administration team will participate fully in the Administrator's Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.
- Our school will identify new teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify experienced teachers to participate in a professional learning series

intentionally designed to support implementation of Universal Design for Learning strategies

- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
 - Explore innovative and iterative approaches to Literacy and Numeracy instruction
 - Implement curriculum changes, particularly related to FNMI perspectives
 - Adapt to pedagogy associated with the shift to High School Redesign
 - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

Commentary (July 2017):

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

Teaching for Transformation

Throughout the 2016-17 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and their importance in teaching in a transformative manner.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.
- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the learning experiences by strengthening activities which engage the students at the levels of heart and hands.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.
- Alternating early dismissal times and some of the school-based professional development days focussed on planning for successful inclusion by using UDL principles of universal access designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.

Activities to support professional development

- Professional Learning Community afternoons, as well as two full days of PD were focussed on Learning about and implementing the 10 Block Model of Mathematical Fluency to improve math fact fluency.
- Several teachers also attended the Christian Teacher's Conference where they worked on TtT.
- Elementary teachers were also trained in the implementation of the latest Benchmark Assessment.

Satisfaction with instruction, teachers and administration

- Satisfaction with instruction, teachers and administration continued to be very high.

Communication regarding Student Progress and Classroom Activities

- Teachers communicate student progress in a variety of ways. They communicate through things such as agendas, DOJO and by regularly updating of powerschool in higher grades. Tests are often sent home to be reviewed signed and returned. Phone call contacts and two parent conferences per year also add to our contacts. In addition to this, progress reports were sent home during the school year and a final report card was sent home in June.

Technology use for instruction

- In order to further support the needs of all of our students, a team of teachers (the counsellor, and both administrators) participated in the VITRA training in August 2016. Several staff members were sent for SIVA training to ensure that we use the latest in de-escalation strategies and behaviour management.

In addition to the Numeracy training mentioned earlier, elementary teachers were trained in the new Fountas and Pinnell Benchmark Assessment During this school year, our professional learning community focus has been on continuing to help our students experience learning in a variety of ways so that they develop a deep understanding of the reality and necessity of having individual gifts and talents in order to support one another in the important work of helping restore the world to God's original intentions. This year, students were encouraged to recognize these strengths in one another and themselves as they completed their daily work. In the 2016-17 school year, we will be helping deepen their appreciation for one another through "five minute friends" and/or appreciation times where each student has randomly picked one student to talk about and through our daily devotion times as increase our emphasis on appreciation. This makes for stronger student teams. It also supports student self-reflection as they have to know their own strengths and weaknesses to make such choices and to recognize the positive attributes of one another.

Technology is now a routine part of both instruction and student demonstration of learning at all levels. All junior high students are enrolled in an Information Technology option in grade seven and Digital Citizenship is a required unit in this course.

Our school participated in Jurisdiction Strategies:

In alignment with PHPS's Professional Capital Strategy:

- February, 2017: The impact of PHPS's Professional Capital Strategy in our school was as follows:
- Our school has no probationary teachers this year and so will not be receiving this funding.

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

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

In alignment with PHPS's Professional Development Strategy:

- Our School engaged in opportunities to support Interim and Probationary teachers with district lead mentor supports.
- Our School engaged 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.

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

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

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 5.12 PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13** Amount of money acquired from third parties in support of community schools.
- 5.14** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

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

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

Key School Level Strategies Include:

- Engaging and communicating with the community:
 - NPCS will invite all parents and community supporters to the annual kick-off breakfast on the first day of school which is also our Grand Opening.
 - NPCS will continue to be intentional in inviting parents and community members to specific assemblies throughout the school year.
 - NPCS will use multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email and will be developing a Facebook Page...)
 - In September, NPCS staff will identify and plan projects which can involve parents and community members; e.g., Welcome Breakfast, Terry Fox Run, Spring Clean-up.
 - In August, teachers at NPCS will plan out their field trips and fundraisers so that they are, as much as possible, balanced throughout the year.
 - NPCS staff will explore strategies to encourage more parental involvement in Junior High fundraisers as well as athletic events (driving).
 - NPCS staff will ask the School Council for help in recruiting parents as classroom liaisons to organize athletic and fundraising events.
 - NPCS will continue to encourage the high level of parent participation in special classroom and school events such the Celebration of Learning, St. Nick's Day, DEAR events, pysanka painting, etc.
- NPCS will monitor the school budget regularly and planning for a reduction in school operating reserves in alignment with PHPS policy.

Participation in District Strategies:

[None from this set of strategies](#)

Commentary (July 2017):

- Engaging and communicating with the community
 - Our school council meets monthly and works closely with the school staff and administration to ensure the embedding of our core Christian values into the daily work of our school and is regularly updated on student achievement.
 - We also, in conjunction with our community, planned and celebrated two huge milestones this year. The first was our grand opening in September of 2016. The other was the celebration of 100 years of Christian Education in Neerlandia, which was in March of 2017
- Extra-Curricular Planning and Supports
 - We ensured that our coaches are up to date on the latest APs and protocols.
 - Our students had the opportunity to participate in a wide variety of curricular and

extra curricular events. This included numerous sporting opportunities such as cross country runs, track and field, participation in the Pembina Hills Small Schools Athletic Meet, volleyball, soccer, basketball and badminton.

- Our students also had the opportunity to listen to motivational speakers, watch Evergreen Theatre and listen to a Blues Band. When Chris Koch, from If I Can, came out to speak, we also partnered with Fort Assiniboine School.
- In addition to this, many of our students participated in the Kiwanis Music Festival and our junior high students put on a play.
- Our Christmas concert was also a highlight of the 2015-16 school year.
- Budgets and School Generated Funds
 - We maintained accurate records and were on track with our budget.
 - Because of a couple of smaller than average classes, we did use some of our reserves this year.

In addition, Our school participated in Jurisdiction Strategies:

In alignment with PPHS's Strategy to promote Communications:

- Our school produced a newsletter format where articles are shorter, real pictures are included and it is printed in colour.
- We worked with the PHRD Communications Director to ensure that appropriate and timely communications occurs.
- We kept the website updated and developed a Facebook Page.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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Accountability Pillar Measures:

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

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	33	83.3	27.3	43	83.3	17.6

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

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

School Data (From October APORI)						
	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).

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).

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).

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).

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).

Percentage							

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	86.1	90.5	87.0	92.9	85.6	88.8	93.3
Parents	96.3	95.5	90.5	100	97.1	93.9	99.4
Students	65.7	77.5	73.5	80.7	68.9	72.6	80.6
Teachers	96.3	98.3	97.1	98.0	90.9	100	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	77.0	86.1	83.9	89.4	91.7	89.7	95.3
Parents	81.3	88.9	75.0	88.9	83.3	87.1	90.6
Teachers	72.7	83.3	92.9	90.0	100	92.3	100

Jurisdiction Measures:

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage at Acceptable	88.2%	79.2%	71.4%	80.8%	88.9%	84.2%	90.5%
Percentage at Excellence	29.4%	20.8%	23.8%	23.1%	11.1%	26.3%	19.0%

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	0.05	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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	41	39
Percent	48%	36.6%	42.0%	42.0%	60.0%	65%	63

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number							
Percent							

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	96.6	94.7	95.2	96.0	98.7
Students	No Survey	76.7	73.0	65.3	74.3	70.5	74.1
Staff	No Survey	100	93.8	100	100	91.7	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	5	10	19	15	15	15	15

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	205	210	180	186	182	174	179
Percent	100	100	100	100	100	100	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	3	2	1	1	1	1	1
Percent	2.0	2.0	1.0	1.0	1.0	1.0	1.6

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year	17	24	21	22	18	21	20

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	60	62
Percent	100	100	30	41	100	100	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	0	0	0	0	0	0	0

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.

Number							
Percent							

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

Number							
Percent							

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

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

OUTCOME THREE: Alberta’s education system is inclusive.

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Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	91.9	93.7	91.3	95.6	93.4	92.8	94.3
Parents	98.8	98.9	88.1	95.5	98.2	95.8	99.4
Students	78.8	82.1	85.9	91.5	83.9	84.3	85.8
Teachers	98.1	100	100	100	98.2	98.4	97.8

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	100	100	100	100
Students	No Survey	96.9	91.5	92.3	92.7	98.2	94.9
Staff	No Survey	100	93.8	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.”

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.6	99.1	98.2	97.9	98.0	98.9
Students	No Survey	89.0	83.1	85.3	85.9	69.6	73.6
Staff	No Survey	100	92.7	97.4	96.7	100	97.2

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	87.9	85.3	84.7	89.0	88.8	89.1	92.9
Parents	87.5	79.6	74.5	85.2	94.1	89.8	96.1
Students	79.2	84.6	86.8	81.9	75.3	80.1	82.4
Teachers	97.0	91.7	92.9	100	97.0	97.4	100

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

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.5	0.0	0.0	0.6	0.0
Level 5			0.0	0.5	0.0	0.6	0.5
Level 4			2.7	1.6	1.2	2.8	2.7
Level 3			3.7	4.9	3.5	4.5	2.7
Level 2			7.0	5.5	9.9	6.1	8.2
Level 1			86.1	87.4	85.5	85.5	85.9

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

Number							

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

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Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	87.6	83.5	81.3	83.7	84.0	81.7	88.4
Parents	88.0	88.5	82.4	88.6	86.1	82.1	94.6
Students	84.0	81.8	75.7	78.7	75.0	76.3	83.3
Teachers	90.9	80.2	85.7	83.8	90.9	86.5	87.3

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	93.9	91.7	90.5	90.0	100	92.3	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.2	89.7	89.0	90.5	98.0	93.4

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students							

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	100	98.7	100	98.0	100
Students	No Survey	93.0	92.0	96.1	91.7	95.2	91.1
Staff	No Survey	100	93.8	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	98.2	97.3	95.2	100	98.7
Students	No Survey	85.0	91.2	90.9	89.1	94.2	91.4

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	95.9	93.5	96.1	96.0
Students	No Survey	82.8	70.3	68.8	68.5	75.5	88.9
Staff	No Survey	88.9	93.8	92.3	100	100	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	96.4	97.3	91.7	100	100
Students	No Survey	91.5	87.6	85.7	88.0	88.5	94.7
Staff	No Survey	100	91.7	76.9	100	100	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)

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
NP	88	119	62	50	60	95	67

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

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
NP	6.33	3.30	1.93	1.85	1.24	0.97	1.03

4.11 Average age of computers in schools.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	1.92

Jurisdiction Outcome 4-A

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

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Jurisdiction Measures:

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

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	91.7	93.1	90.7	88.9	90.2	92.1
Students	-	83.0	79.3	81.8	80.7	75.5	79.3
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students		78.5	82.1	73.3	72.9	68.9	87.7
Teachers		100	93.8	83.3	86.7	100	88.9

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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	95.2	96.5

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’).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	80.2	86.2
Teachers	-	-	-	-	New 2015	100	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	96.1	96.1

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

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Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	95.6	82.2	84.8	84.1	87.6	90.6	95.0
Parents	91.1	76.1	75.3	68.2	86.2	82.7	89.9
Teachers	100	88.3	94.3	100	88.9	98.4	100

5.2 School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	95.0	91.1	86.7	95.6	90.7	94.8	97.1
Parents	100	94.4	88.2	100	90.9	97.0	100
Students	94.1	88.0	86.1	86.8	81.3	87.5	91.4
Teachers	90.9	90.9	85.7	100	100	100	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	91.9	93.2	94.9	98.5	95.5	95.4	96.7
Parents	97.9	95.3	92.0	100	96.5	94.4	97.1
Student	79.3	89.3	93.9	95.6	90.1	91.7	93.0
Teachers	98.5	94.4	98.8	100	100	100	100

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	76.4	71.6	73.9	76.6	80.5	81.8	83.9
Parents	69.1	60.3	55.2	76.5	83.9	81.1	76.3
Students	75.3	71.8	75.6	78.3	77.4	78.7	79.4
Teachers	84.8	82.6	91.0	75.0	80.3	85.5	96.1

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	98.3	98.3	97.3	90.3	98.0	97.4
Students	No Survey	96.9	89.3	92.1	91.8	93.4	93.0
Staff	No Survey	100	93.8	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 ...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	93.1	98.6	100	100	98.7
Students	No Survey	100	78.8	97.4	98.2	98.1	100
Staff	No Survey	100	93.8	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	93.0	98.2	93.2	98.3	92.2	96.1
Staff	No Survey	77.8	93.8	100	93.3	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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	98.0	94.7
Students	No Survey	63.8	73.0	66.2	68.8	65.7	74.1
Staff	No Survey	100	93.8	100	100	100	91.7

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

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

Students: My school is important to the community.

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	100	100	98.6	100	98.0	100
Students	No Survey	96.9	91.9	96.1	94.4	99.0	100
Staff	No Survey	100	93.8	100	100	91.7	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	98.0	97.3
Students	-	-	-	-	Introduced in 2015	N/A	N/A
Staff	-	-	-	-	Introduced in 2015	91.7	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	96.6	98.2	84.0	86.7	98.0	92.9
Students	No Survey	96.9	96.2	100	89.3	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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	75.8	73.9	74.0	68.5	100	82.5
Staff	No Survey	100	93.8	84.6	93.3	98.1	91.7

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	\$0	\$0	\$0	\$0	\$0	\$3000	\$2000

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	45	40	40	40	40	30	10

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	6	8	8	8	8	8	25

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)

Number							