

**NEERLANDIA PUBLIC CHRISTIAN SCHOOL**

**Three Year Education Plan**

**2016-2017**

**November 30, 2016**

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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, 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.



# NEERLANDIA

Public Christian School

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 (Planning)	2016-2017 (May, 2016 Update)
<p><b>DESIRED OUTCOME 1: Every student is successful.</b></p> <p><b>Outcome 1.1</b> Students achieve student learning outcomes.</p> <p><b>Outcome 1.2</b> Students demonstrate a strong foundation in literacy and numeracy.</p> <p><b>Outcome 1.3</b> 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><b>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</b></p> <p><b>Outcome 2.1</b> Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</p> <p><b>Outcome 2.2</b> 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><b>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</b></p> <p><b>Outcome 3.1</b> The education system demonstrates collaboration and engagement.</p> <p><b>Outcome 3.2</b> Students and Communities have access to safe and healthy learning environments.</p> <p><b>Outcome 3.3</b> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <hr/> <p><b>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</b></p> <p><b>Outcome 4.1</b> The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p><b>OUTCOME ONE: Alberta’s Students are successful.</b></p> <p>Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <hr/> <p><b>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</b></p> <p>Aligns with the Measurement elements of Previous Outcome 4.1.</p> <hr/> <p><b>OUTCOME THREE: Alberta’s education system is inclusive.</b></p> <p>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><b>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</b></p> <p>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><b>OUTCOME FIVE: The education system is well governed and managed.</b></p> <p>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	Literacy: Ensure each elementary classroom is implementing the Foundational Literacy programs, including ERI and LLI.
	Numeracy: Ensure each teacher understands the concept of numeracy and are using common language.
Outcome One: Alberta's students are successful Outcome Three: Albert's education system is inclusive.	Engaging our students in the transformation of our world into the world which God intends by providing them with excellent, Christ- centred education.

**Priority:** Literacy: Ensure each elementary classroom is implementing the Foundational Literacy programs, including ERI and LLI.

**Strategies to Impact School Priorities Include:**

**Literacy**

- Staff involved in teaching Grades K–9 will continue to implement 6+1 writing traits, Balanced Literacy, and reading strategy development across all core subjects.
- Continue to support LLI implementation at the elementary level by providing one period per week of collaboration time for each division.
- Revamp the timetable To provide a longer continuous literacy block for elementary students and to facilitate LLI at the Junior High level.
- Levelled Literacy Intervention will be implemented across grades 1-8 .
  - Train 1 junior high teacher to implement LLI with our grade 7 and 8 students
  - Purchase of Teal level LLI materials to support LLI strategy
- Regular conversation at PLC meetings related to teaching strategies that help students' to read with fluency.

Measure	Recent Data			Target
Fountas and Pinnell Reading Benchmark Assessment at grade level				90%
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.	Professional Learning community dialogue			

**Priority:** Numeracy: Ensure each teacher understands the concept of numeracy and are using common language.

**Strategies to Impact School Priorities Include:**

**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 will continue 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.

- Purchase the 10 BLOCKS to mathematical fluency (Kim Sutton) program and associated PD materials. We will be doing joint PD in this area with at least three other PHRD schools this fall.
- Arrange 2 days to do inservice work with our staffs
- Regular conversation at PLC meetings related to teaching strategies and common language that help students develop numeracy skills.
- Develop a measure for mathematical fluency for each grade, 1-6
- Collaboration among teachers, and attendance at LLI and mathematics workshops will be encouraged and supported with substitute times.
- Timetabling will provide collaborative release time so that teachers can work together, using assessment and observational data to design and redesign numeracy instruction to best meet the needs of students. (Grades 1-3, Grades 4-6, Grades 7-9) NPCS teachers will continue to communicate and share assessment tools and student performance using a variety of assessment tools such as the Benchmark Mathematics assessments, Math Fact assessments from Power of Ten and 10 Minutes a Day to Mathematical Fluency as well as teacher developed formative and summative assessments..
- NPCS will use 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 will be developed or selected, with the support of PHRD Collaborative Lead Teachers, to assess progress against the numeracy benchmarks and for progress in achieving mathematics POS learner outcomes.
- In collaboration with other principals and the collaborative lead teachers, the principal will communicate, on a regular basis, to the parents and wider school community, the new focus on numeracy and how it enhances student achievement across all subjects and supports life-long success.
- NPCS will host at least one school-based PD day in collaboration with the staff of PNCS and other small schools which will be focused on numeracy - specifically on 10 Minutes to Mathematical Fluency and exploration of equality using the ERLC web-based resources and collaboration between teachers.

Measure	Recent Data	Target
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Number of Fosnot investigations implemented in Grades K-8	10	9		12
Data from math assessment profiles	NEW	NEW	NEW	Grade level
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.	Professional Learning community dialogue			
Development or selection of a common tool for measuring achievement and progress against the Numeracy Benchmarks	With the move to the new school being moved up into the middle of the 2015-16 school year, we did not get this accomplished. This will continue into the 2016-17 year.			
PAT results as per Appendix 1.	See appendix			Improve ment

**Priority:** Engaging our students in the **transformation** of our world into the world which God intends by providing them with excellent, Christ- centred education.

**Strategies to Impact School Priorities Include:  
Teaching for Transformation**

Throughout the 2015-16 school year the NPCS staff will continue 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. To encourage each other in the growth of a Christian Professional Learning Community:

- Alternating early dismissal times and some of the school-based professional development days will focus 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.
  - Assessments and activities will be refined, based on reflection on previous teaching experiences with the unit.
  - The emphasis will be on engaging our students in learning experiences that involve their hearts and hands as well as their minds.
- The expectation is that evidence of differentiated instruction, including some element of student choice, will be present in each Tft unit. (Eg.- choice boards, tic tac toe boards, learning menus, options for demonstrating learning, etc.)
  - Time will be given during PLC times and staff meetings to share examples of these.
- Administration will support the refinement and implementation of these units through the provision of 2, ½ day, release times throughout the year to work collaboratively with one another and with a representative from both PHRD, to assist with incorporating Universal Design for Learning Principles, and the Prairie Centre for Christian Education to assist in involving the hearts and hands of staff and students.
- The teaching staff will be encouraged to attend all or part of the Prairie Centre for Christian

Education Teachers Convention and this will be supported by the administrators through the covering the sub time for teachers choosing to attend.

- (The conference is in Lethbridge this year, so we will probably send one representative from each division, with the understanding that they will report back at the next PLC Meeting.)
- Administration will allow each teacher to have one day in lieu at a mutually acceptable time in the school year for teachers who attend at least the full day on Thursday;
- Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan;
- Teachers will continue to be 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 teachers will be given release time to attend PCCE sponsored Teaching for Transformation Days where they will be given a certificate of completion, with the expectation that they will share their experiences with staff and students upon their return.
  - This should include opportunities for our students to use their knowledge and skills in service to others.
- 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.

Measure	Recent Data			Target
The units already developed or in development will all contain clear opportunities for students to share their knowledge and skills with others.	New	10 + units are being refined		10 more
Teacher confidence in their understanding of UDL/DI principles (0-10, 10=very confident)	6	7		7
Teacher confidence in their ability to apply Tft principles in their teaching. (0-10, 10=very confident)	7	7		8
Each Tft unit will have multiple means of presentation and multiple means of representation embedded and will incorporate at least one differentiated instruction strategy	About 70%	About 75%		100%



## OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

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

**View Measurement data in Section 3.**

### **Accountability Pillar Measures:**

- 1.1 PAT Acceptable and Excellence** Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 1.2 PDE Acceptable and Excellence** Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.  
Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

### **Jurisdiction Measures:**

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.  
Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in service projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

- 1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20 Number of parents participating in sessions for students on career decision-making.
- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

### **Strategies to Impact School Priorities Include:**

#### **Literacy**

- Staff involved in teaching Grades K–9 will continue to implement 6+1 writing traits, Balanced Literacy, and reading strategy development across all core subjects.
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- The teaching staff will be encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this will be supported by the administrators through the covering the sub time for teachers choosing to attend.
  - (The conference is in Lethbridge this year, so we will probably send one representative from each division, with the understanding that they will report back at the next PLC Meeting.)
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- Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan;
- Teachers will continue to be 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 teachers will be given release time to attend PCCE sponsored Teaching for Transformation Days where they will be given a certificate of completion, with the expectation that they will share their experiences with staff and students upon their return.
- This should include opportunities for our students to use their knowledge and skills in service to others.
- 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.

#### **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 extra-curricular activities for students, both academic and athletic.
  - Students, teachers and parents at NPCS will work together to set goals during October Goal-Setting interviews.
  - NPCS teachers will share with one another how we give feedback to students and how students share feedback with one another.
  - 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.
  - 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 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 PPHS'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 PPHS'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):**

At NPCS 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. All of our grade nine students participated in the School Expo and in the orientation to high school at Barrhead Composite High School.

As part of our on-going emphasis on numeracy skills, all elementary teachers as well as our Junior High Math teacher have incorporated Fosnot math Investigations into their teaching and are expecting a deeper level of understanding from each student. This was evident as student conversations were observed during classroom walkthroughs as well as in teacher conversations during PLC times.

We have 10 students with IPPs and are using IPP planning and transition sessions to involve parents in decision-making that affects the...

Forty one out of 61 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.

Commentary on student achievement results:

Our results continue to be strong at the grade six and nine levels in all areas. The grade nine results, in particular, were stronger than in the previous year and there has been steady improvement in Social Studies over the past three years. After carefully analyzing the data, the staff recognizes that the emphasis we have placed on reading instruction and intervention is impacting results on multiple choice tests. The next steps will be to continue this focus, but to also deepen our understanding of the different writing tasks required of high school students so we can also support our students in becoming even more successful as they go through high school. This year was the first time we taught a Knowledge and Employability course (Science 9) and the student was successful on the PAT.

## **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.

#### **Key School Level Strategies Include:**

- NPCS Staff will explore resources to build a better understanding of issues related to FNMI

students who may enrol at NPCS in the future.

**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):**

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.

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

**Strategies to Impact School Priorities Include:**

## Teaching for Transformation

Throughout the 2015-16 school year the NPCS staff will continue 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. To encourage each other in the growth of a Christian Professional Learning Community:

- Alternating early dismissal times and some of the school-based professional development days will focus 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.
  - Assessments and activities will be refined, based on reflection on previous teaching experiences with the unit.
  - The emphasis will be on engaging our students in learning experiences that involve their hearts and hands as well as their minds.
- The expectation is that evidence of differentiated instruction, including some element of student choice, will be present in each TtT unit. (Eg.- choice boards, tic tac toe boards, learning menus, options for demonstrating learning, etc.)
  - Time will be given during PLC times and staff meetings to share examples of these.
- Administration will support the refinement and implementation of these units through the provision of 2, ½ day, release times throughout the year to work collaboratively with one another and with a representative from both PHRD, to assist with incorporating Universal Design for Learning Principles, and the Prairie Centre for Christian Education to assist in involving the hearts and hands of staff and students.
- The teaching staff will be encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this will be supported by the administrators through the covering the sub time for teachers choosing to attend.
  - (The conference is in Lethbridge this year, so we will probably send one representative from each division, with the understanding that they will report back at the next PLC Meeting.)
- Administration will allow each teacher to have one day in lieu at a mutually acceptable time in the school year for teachers who attend at least the full day on Thursday;
- Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan;
- Teachers will continue to be 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 teachers will be given release time to attend PCCE sponsored Teaching for Transformation Days where they will be given a certificate of completion, with the expectation that they will share their experiences with staff and students upon their return.
  - This should include opportunities for our students to use their knowledge and skills in service to others.
- 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.

### Key School Level Strategies Include:

- To encourage each other in the growth of a Christian Professional Learning Community.

- The teaching staff will be encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention;
- Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to support and encourage attendance at the PCCE Conventions and 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 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.
- Our Christian Education Society will be running two half day preschool program each a week. The Early Learning coordinator comes out to observe, make suggestions and help with referrals for speech/language or OT if required.
- 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).
- 

### **Participation in District Strategies:**

In alignment with PHPS's Student Mental Health Strategy:

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

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

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

### **Commentary (November 2016):**

Teachers at NPCS first began exploring Teaching for Transformation strategies in 2010-2011 and will continue to encourage each other in our growth in using these strategies in our lesson and unit planning using essential through lines of Biblical themes. We have devoted in-school professional development time to workshops by the PCCE to help staff in developing units that reflect our

Teaching for Transformation focus. See previous sections for more details about how we are working on this. We believe that TtT is helping our students to recognize and value each other's gifts and talents, making our school community more open and accepting of individual differences.

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.

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.

Our Preschool continues to work closely with both the school and with PHRD. It is expanding next year due to higher than expected enrolment.

We also offer a two full day per week Kindergarten Program and will be participating in the RRST screenings next year. A major focus of this program is the development of pre-literacy and numeracy skills to support students as they transition into grade one.

## **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**

#### **Key School Level Strategies Include:**

- The NPCS staff will continue to be able to demonstrate that they are balancing formative and summative assessment strategies in support of their growth in understanding and implementing Differentiated Instruction and UDL strategies.
- Administrators will complete their Cognitive Coaching Training and will use it to hold meaningful conversations with individual teachers and with the staff as a whole, related to

observations of trends during regular classroom walkthroughs.

- Teachers will continue to address formative assessment and Differentiated Instruction, including multiple means of presentation and representation in their plans. Each teacher will be asked to share, in written form, at least one TtT unit plan which also clearly shows how they have planned, upfront, to meet the needs of all students.
- 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.
- Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
- Staff will increasingly use a common vocabulary related to formative and summative assessment, literacy strategies and numeracy and universal design for learning.
- Teachers will address UDL in their professional growth plans and in their unit plans and will be supported in their professional development.
  - The administrators will ensure that staff personal professional growth plans have a focus on the implementation and support of Teaching for Transformation and UDL.
  - 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.
  - Personal professional growth plans will continue to direct the nature of school based professional development activities.
  - The administrators at NPCS will continue to use Walk-Throughs to support teacher growth.
  - Program assistants at NPCS will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.
  - NPCS will continue to provide opportunities for teacher leadership to their staff.
  - The administrators at NPCS will support teachers in professional development aimed at increased use of PowerSchool and the Web site as communication tools.
  - The Student code of conduct has been updated and aligned with PHPS Policies and Alberta Legislation.
- Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
- Staff will continue to build a common vocabulary related to formative and summative evaluation, literacy strategies and numeracy and teaching for transformation.
- 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.
- Key staff will attend VITRA training and/or SIVA training to better support students with behavioural and/or mental health challenges.
- Teachers at NPCS will continue to integrate technology into instruction and through providing student choice in acquisition and representation of their learning, (EG: Read Write Gold, Gizmos, Google Drive, and Google Classroom etc.)

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 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.

**Participation in District Strategies:**

In alignment with PHPS's Professional Capital Strategy:

- 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 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):**

NPCS is committed to a strong relationship between home and school. Formal and institutional channels of communication such as the school newsletter, regular memos and Gradebook information keep parents posted on their children's progress as well as important events in the school and classroom. This is augmented by the personal relationships fostered through a community of shared values which are the basis of our Christian education program. The survey information in this report demonstrates that on virtually every applicable jurisdictional measure



parental satisfaction is near or above the 90% level.

Through its affiliation with the Prairie Centre for Christian Education (PCCE), NPCS is continuing to work on a new approach to integrating Christian perspectives into the whole curriculum. Teachers first began exploring Teaching for Transformation strategies in 2010-2011 and continue to encourage each other in our growth in using these strategies in our lesson and unit planning using essential through lines of Biblical themes. We have devoted in-school professional development time to workshops by the PCCE to help staff in developing units that reflect our Teaching for Transformation focus. One outcome of this approach has been the staff's determination to be much more intentional in future years about the concept of "Learning to Serve" by incorporating service initiatives into unit planning across the curriculum. This year, teachers continued to implement units designed through this process and we have reflected, as a staff, on the deepening connections being built between our faith and our curriculum. The language of teaching for transformation has continued to become more and more visible with students easily being able to describe connections between the work they are studying and the Through- Lines. Next year we will focus our weekly and monthly assemblies around the Fruits of the Spirit (such as patience, love, etc.)

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

During ongoing walkthroughs of each classroom, the administrators continued to observe evidence of formative and summative assessment strategies. Students were aware of what they were expected to learn and were given multiple ways to demonstrate their learning. Assessment for learning is clearly embedded into the instruction at Neerlandia Public Christian School. This year, we continued to notice the language of teaching for transformation. Teachers were using it as they introduced and/or reviewed units. Students used it to describe how what they learned would impact the world and were challenged, frequently, to link their learnings according to the Program of Studies to one or more of the Through Lines. Both students and staff are aware of the different ways people learn and demonstrate their learnings. Students, in particular, are better able to describe how they best learn and to choose ways to demonstrate their learning, when appropriate, in ways that support their learning strengths. This is despite the many hours which were spent on preparing for and actually moving from one building to the next. During the 2016-17 school year, the school administration looks forward to enhancing walkthroughs and feedback to both staff and students so that we deepen our belief that learning is a shared responsibility amongst all of us.

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.

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

(Reporting) Goal 4: Engaged and Effective Governance

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

**View Measurement data in Section 3.**

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

### **Key School Level Strategies Include:**

- Regular communication with students, staff, parents, and community members through a wide range of contacts.
- 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. At this time we will also be introducing the upcoming 100 years of Education in Neerlandia celebration.
  - NPCS will continue to be intentional in inviting parents and community members to specific assemblies throughout the school year.
  - NPCS uses multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email and will be developing a Facebook Page...)
  - The administrators at NPCS schools read report cards prior to distribution to parents.
  - 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.
  - Teacher at NPCS will continue to increase their use of PowerSchool and the Web site.
  - 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.
- 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.
- NPCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.
- NPCS will emphasize active and meaningful parental and community involvement in school activities.
- 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:**

In alignment with PHPS's Strategy to promote Communications:

- Our school will work with the Communications Director to
  - Develop school leaders communication skills
  - Support school based communications initiatives
- Our school will continue to use our newsletter format where articles are shorter, real pictures are included and it is printed in colour.
- We will work with the PHRD Communications Director to ensure that appropriate and

timely communications occurs.

- We will keep our website updated and will develop a Facebook Page.

### **Commentary (November 2016):**

NPCS is committed to a strong relationship between home and school. Formal and institutional channels of communication such as the school newsletter, regular memos, DOJO and Gradebook information keep parents posted on their children's progress as well as important events in the school and classroom. This is augmented by the personal relationships fostered through a community of shared values which are the basis of our Christian education program. The survey information in this report demonstrates that on virtually every applicable jurisdictional measure parental satisfaction is near or above the 90% level.

NPCS continues to enjoy a high level of interaction with and support from the school community. We have a dedicated and active School Council that focuses on supporting the education program and the Christian Education professional development of our staff. We have a constant stream of parents who volunteer for different activities, including playground supervision, making bulletin boards, laminating materials, and helping out in the classroom, supporting the home economics program and chaperoning field trips. Several community members have made presentations to our students including annual regulars such as a local beekeeper, a parent who helped students create pysankas and parents who play the role of St. Nicholas and his helpers for a belated St. Nicholas birthday celebration. The DARE program is another instance of community involvement.

In the spring of 2016, we had a very close call for one of our families when a young driver drove past a school bus with its flashing red lights. As a result, the school council has worked with Alberta Transportation and we will be instituting a program for our older students on the very real consequences of such choices, with the hope that this will help them make wiser, more informed, choices when they begin driving. This is yet another example of meaningful community involvement in our school. Our school council also established a decorating committee which worked with staff and students to design the foyer of our new building.

We continue to be blessed with nearly 100% parental participation in our goal-setting parent-teacher interviews in October, and over 90% in our March interviews.

Our students have been involved in several community service activities detailed in the previous sections. We have also had several band concerts, an exceptional Spring Concert, Kidz Under Construction, held in the Neerlandia Christian Reformed Church, and an open house celebration of learning evening. We also were blessed with several visiting performances including Telus World of Science and Evergreen Theatre.

We had a very active student council this year who took on leadership and planning for several student activities, including a couple of whole-school activity afternoons. We had several students from grade 5-9 who took part in the PHPS Student Voice Day. After that, the principal met with each junior high class to ask for feedback as to why they did not feel involved in school decisions. Arising from that discussion was a review of a couple of rules and the development of some new CTF courses. Feedback on the impact of their ideas was given to the students. This is definitely an activity which needs to be continued next year- at least three times through the year.

Balancing our budget continues to be a challenge as we are facing the declining enrolment experienced by so many rural schools. We worked hard to keep as close to a balanced budget as possible and have been reducing FTE's and combining classes in various ways in order to maximize teacher student ratios while minimizing impacts on core instruction.

When we began combining some of the core subjects in certain elementary grades, we did so with the commitment that these students would have separate instruction in Science, Social and Mathematics in their grade six years. This will necessitate using a significant amount of our reserves in the next two years. Another challenge during the 2015-16 school year was the need to support our teachers through the purchasing of extra materials such as bulletin board materials, in order to facilitate a smooth transition from one building to the new one.

The good news for this school for the future is that both our Kindergarten and Preschool enrolments for 2016-17 are much stronger than anticipated which will result in a levelling out of, or slight growth in, enrolment. We will continue to work on raising the profile of our school through open houses, advertising/celebrating student achievements and presentations at Barrhead and area churches.

## 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
	40	86.3	17.5	45	80.2	16.0

**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	90.2	86.1	90.5	87.0	92.9	85.6	88.8
Parents	92.4	96.3	95.5	90.5	100	97.1	93.9
Students	79.5	65.7	77.5	73.5	80.7	68.9	72.6
Teachers	98.7	96.3	98.3	97.1	98.0	90.9	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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	89.2	77.0	86.1	83.9	89.4	91.7	89.7
Parents	85.0	81.3	88.9	75.0	88.9	83.3	87.1
Students							
Teachers	93.3	72.7	83.3	92.9	90.0	100	92.3

**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		88.2%	79.2%	71.4%	80.8%	88.9%	84.2%
Percentage at Excellence		29.4%	20.8%	23.8%	23.1%	11.1%	26.3%

**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	0.05	0.05	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	-	-	-	-	-	-	41
Percent	41%	48%	36.6%	42.0%	42.0%	60.0%	65%

**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	96.7	No Survey	96.6	96.6	94.7	95.2	96.0
Students	78.3	No Survey	76.7	73.0	65.3	74.3	70.5
Staff	69.2	No Survey	100	93.8	100	100	91.7

**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	6	5	10	19	15	15	15

**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	210	205	210	180	186	182	174
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	1	3	2	1	1	1	1
Percent	2.0	2.0	2.0	1.0	1.0	1.0	1.0

**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	34	17	24	21	22	18	21.....

**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	-	-	-	-	-	-	60
Percent	28	100	100	30	41	100	100

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

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

	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							

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**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.

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## 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	95.3	91.9	93.7	91.3	95.6	93.4	92.8
Parents	98.1	98.8	98.9	88.1	95.5	98.2	95.8
Students	87.9	78.8	82.1	85.9	91.5	83.9	84.3
Teachers	100	98.1	100	100	100	98.2	98.4

**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	97.4	No Survey	100	100	100	100	100
Students	85.0	No Survey	96.9	91.5	92.3	92.7	98.2
Staff	100	No Survey	100	93.8	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	98.3	No Survey	97.6	99.1	98.2	97.9	98.0
Students	79.3	No Survey	89.0	83.1	85.3	85.9	69.6
Staff	96.8	No Survey	100	92.7	97.4	96.7	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	89.7	87.9	85.3	84.7	89.0	88.8	89.1
Parents	90.5	87.5	79.6	74.5	85.2	94.1	89.8
Students	87.4	79.2	84.6	86.8	81.9	75.3	80.1
Teachers	91.1	97.0	91.7	92.9	100	97.0	97.4

**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	-	-	-	-	-	-	25
Percent	13.9	9	11.6	8	9.5	8	14

**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	87.4	87.6	83.5	81.3	83.7	84.0	81.7
Parents	89.8	88.0	88.5	82.4	88.6	86.1	82.1
Students	84.8	84.0	81.8	75.7	78.7	75.0	76.3
Teachers	87.5	90.9	80.2	85.7	83.8	90.9	86.5

**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	93.3	93.9	91.7	90.5	90.0	100	92.3

**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	94.9	No Survey	93.2	89.7	89.0	90.5	98.0

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students		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	97.4	No Survey	96.6	100	98.7	100	98.0
Students	96.5	No Survey	93.0	92.0	96.1	91.7	95.2
Staff	100	No Survey	100	93.8	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	100	No Survey	96.6	98.2	97.3	95.2	100

Students	83.6	No Survey	85.0	91.2	90.9	89.1	94.2
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**4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	97.4	No Survey	100	100	95.9	93.5	96.1
Students	86.0	No Survey	82.8	70.3	68.8	68.5	75.5
Staff	100	No Survey	88.9	93.8	92.3	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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	94.3	No Survey	96.6	96.4	97.3	91.7	100
Students	94.0	No Survey	91.5	87.6	85.7	88.0	88.5
Staff	93.8	No Survey	100	91.7	76.9	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	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
NP	72	88	119	62	50	60	95

**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
NP	6.23	6.33	3.30	1.93	1.85	1.24	0.97

**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	1.30	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	-	-	91.7	93.1	90.7	88.9	90.2
Students	-	-	83.0	79.3	81.8	80.7	75.5
Teachers (1)	-	-	-	-	-	Introduced in 2015	100
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			78.5	82.1	73.3	72.9	68.9
Teachers			100	93.8	83.3	86.7	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	95.2

**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	80.2
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	96.1

## 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	92.5	95.6	82.2	84.8	84.1	87.6	90.6
Parents	86.4	91.1	76.1	75.3	68.2	86.2	82.7
Teachers	98.6	100	88.3	94.3	100	88.9	98.4

**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	97.0	95.0	91.1	86.7	95.6	90.7	94.8
Parents	95.2	100	94.4	88.2	100	90.9	97.0
Students	95.7	94.1	88.0	86.1	86.8	81.3	87.5
Teachers	100	90.9	90.9	85.7	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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	94.5	91.9	93.2	94.9	98.5	95.5	95.4
Parents	89.7	97.9	95.3	92.0	100	96.5	94.4
Student	94.9	79.3	89.3	93.9	95.6	90.1	91.7
Teachers	98.9	98.5	94.4	98.8	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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	78.4	76.4	71.6	73.9	76.6	80.5	81.8
Parents	76.8	69.1	60.3	55.2	76.5	83.9	81.1
Students	73.0	75.3	71.8	75.6	78.3	77.4	78.7
Teachers	85.4	84.8	82.6	91.0	75.0	80.3	85.5

**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	98.3	98.3	97.3	90.3	98.0
Students	94.7	No Survey	96.9	89.3	92.1	91.8	93.4
Staff	n/a	No Survey	100	93.8	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	100	93.1	98.6	100	100
Students	87.6	No Survey	100	78.8	97.4	98.2	98.1
Staff	100	No Survey	100	93.8	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	93.9	No Survey	93.0	98.2	93.2	98.3	92.2
Staff	95.2	No Survey	77.8	93.8	100	93.3	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	-	-	-	-	98.0
Students	100	No Survey	63.8	73.0	66.2	68.8	65.7
Staff	100	No Survey	100	93.8	100	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	97.4	No Survey	100	100	98.6	100	98.0
Students	97.3	No Survey	96.9	91.9	96.1	94.4	99.0
Staff	100	No Survey	100	93.8	100	100	91.7

**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	98
Students	-	-	-	-	-	Introduced in 2015	-
Staff	-	-	-	-	-	Introduced in 2015	91.7

**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	100	No Survey	96.6	98.2	84.0	86.7	98.0
Students	4-6: 98.2 7-10: 98.2	No Survey	96.9	96.2	100	89.3	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	80.7	No Survey	75.8	73.9	74.0	68.5	100
Staff	95.2	No Survey	100	93.8	84.6	93.3	98.1

**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	\$0	\$0	\$0	\$0	\$0	\$0	\$3000

**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	40	45	40	40	40	40	30

**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	6	6	8	8	8	8	8

**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	-	-	-	-	-	-	-