

NEERLANDIA PUBLIC CHRISTIAN SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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Neerlandia Public Christian School PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

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OUTCOME ONE: Alberta Students are successful.

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

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.



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.

2018-2019
<p><u>OUTCOME ONE</u>: Alberta’s Students are successful.</p> <p><u>OUTCOME TWO</u>: Alberta’s education system supports First Nations, Métis and Inuit students’ success.</p> <p><u>OUTCOME THREE</u>: Alberta’s education system respects diversity and promotes inclusion.</p> <p><u>Jurisdiction Outcome 3-A</u>: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <p><u>OUTCOME FOUR</u>: Alberta has excellent teachers, school and school authority leaders.</p> <p><u>Jurisdiction Outcome 4-A</u>: PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.</p> <p><u>OUTCOME FIVE</u>: The education system is well governed and managed.</p> <p><u>Jurisdiction Outcome 5-A</u>: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Neerlandia Public Christian School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies

<p><u>Address the Diversity of Student Needs</u> <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> • <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Continue to use a balanced approach to literacy • Will continue to offer LLI for students in grades 1-6 and ERI when required • Work with Division staff and Alberta Health Services to ensure that students are receiving the services they require. 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Continue to assign 0.1 FTE to a counselling position • Create awareness of, and intentional use of, appropriate language regarding mental health issues and tires. • Continue to further our education in this area • Build awareness with our students by talking about and participating in Mental Health Awareness Day 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> • <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Do this 	
<ul style="list-style-type: none"> • Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will:</p>	

Teaching for Transformation

- We will demonstrate evidence of differentiated instruction, including elements of student choice, in each Tft unit.
 - Time will be given during PLC times and staff meetings to share examples of these.
 - Throughlines will be evident in student and teacher consideration of their learning.
- The principal, and new teachers, will be supported in attending the 4 Tft 101 Professional Learning Days through PCCE
- Teachers will work together to identify community needs then develop formational learning experience for their students where they actively work at improving the world around them in order to transform it into a world closer to that which God intended.
 - Each staff member will work with their class (es) to create at least one formational learning experience for their students where the students will be using classroom experiences or curriculum and faith to actively make a difference in the world around them.
 - The intent is that these will be experiences designed to help children see how their faith makes a differences to our world.
- Continue to do cross-grade activities
- Begin exploring how to address the Indigenous Perspectives through a Christian School environment- probably beginning by working with the Prairie Centre for Christian Education
- We will explore the possibility of doing a blanket exercise with our parents initially, followed by doing one with our students once we have built understanding among our parents

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2016	2017	2018	
There will be at least ten formational learning experiences this year				
Standing item on staff meeting to ask about staff comfort with the mental health pyramid and vocabulary as well as continuing to address student needs in the Circle of Concern				

<p><u>Student-Teacher Relationships</u> <i>Student-Teacher Relationships are everyone’s responsibility.</i> <i>Strategies will be focused in grades 7-12.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	<p>3</p>
<p>In our school we will (repeated from Diversity above):</p> <ul style="list-style-type: none"> ● Continue to assign 0.1 FTE to a counselling position 	

<ul style="list-style-type: none"> ● Create awareness of, and intentional use of, appropriate language regarding mental health issues and tires. ● Continue to further our education in this area ● Build awareness with our students by talking about and participating in Mental Health Awareness Day 	
<ul style="list-style-type: none"> ● Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> ○ Elementary to Junior High ○ Junior High to Senior High 	3
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue to have the grade six and seven teachers talk about needs of specific students (This generally happens informally since our staff and students tend to know each other well because of all of the cross-grade activities we encourage.) ● Continue to work with BCHS by providing an opportunity for them to come out to talk to our grade nines then having our grade nines participate in the orientation day. ● We will have our special needs coordinator talk to the BCHS special needs coordinator and/or counsellor, about students with specific needs. When appropriate, we will arrange for a personal orientation for identified students. 	
<ul style="list-style-type: none"> ● The comprehensive professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Provide training and Professional Development for Principals ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of Moving Forward With High School Redesign 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Participate in Division level opportunities for professional development in alignment with School and Division Priorities 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Student - Teacher Relationships 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue to interact with students on a daily basis ● Junior High teachers will take turns eating with the Junior High students in the foyer. ● Teachers, especially in junior high, will also be available in their rooms for extra support when required. 	

Measures - Impact of strategies focused on Student Teacher Relationships	Recent Data			Target 2019
	2016	2017	2018	
PHRD Survey- Q65 S2- There is at least one adult in this building that knows me and cares about me.			94	>94
PHRD Survey- Q 67 S3 My teachers are interested in how I feel.			91	>91

<p><u>Numeracy</u> <i>Everyone is a teacher of Numeracy.</i> <i>Strategies will be focused in grades 4-6.</i></p>	
<ul style="list-style-type: none"> ● <i>All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September</i> <ul style="list-style-type: none"> ○ <i>After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</i> 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</i> ○ <i>Support a Community of Practice of grades 7-9 Math teachers</i> ○ <i>Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</i> 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Take part in PD as it is offered 	
<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> ○ <i>Facilitating collaboration between the potential coordinator and classroom teachers</i> 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Numeracy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue to focus on mathematical fluency using, among other things, the Block Ten Model of Mathematical Fluence (Kim Sutton) 	

Measures - Impact of strategies focused on Numeracy	Recent Data			Target 2019
	2016	2017	2018	
Pre and Post tests from the 10 Block model in grades 2-6 (new in 2018-19)				
PAT Results Grade 6- acceptable and excellent	86%	75%		85%
PAT Results Grade 9 - acceptable and excellent	84%	90.5%		90%
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.				
Provincial Achievement results: as per appendix- maintain current high rates	See appendix			

<p><u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i></p>	<p><i>Alberta Education Outcome(s) impacted</i></p>
<ul style="list-style-type: none"> <i>All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</i> 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Do this and use release time 	
<ul style="list-style-type: none"> <i>All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</i> 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Ensure that everyone is trained in the administration of the above assessments. Use a balanced approach to literacy 	
<ul style="list-style-type: none"> <i>Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to:</i> <ul style="list-style-type: none"> <i>Work elbow to elbow with teachers</i> <i>Guide the analysis of assessment data</i> <i>Guide selection of instructional strategies</i> <i>Serve as a site based Literacy ‘point person’</i> 	

In our school we will: <ul style="list-style-type: none"> ● Assign a literacy lead 	
<ul style="list-style-type: none"> ● <i>Financial support will be designated to maintain the Junior High Reading Project (\$10,000)</i> 	1
In our school we will: <ul style="list-style-type: none"> ● Continue to foster a love of reading through the provision of ample time to read books of student choosing and through provision of high quality and engaging literature. 	
<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating RRST and BAS implementation</i> ○ <i>Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers</i> ○ <i>Monitoring implementation of the Literacy strategy</i> ○ <i>Being a participant in professional learning</i> ○ <i>And insisting on alignment to district standard</i> 	
In our school we will: <ul style="list-style-type: none"> ● Do this 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
In our school we will: <ul style="list-style-type: none"> ● Encourage teachers in K-3 to be part of any PD or communities of practice identified by, or supported by, the literacy coordinator. ● We will continue to discuss cross-curricular connections to literacy (eg- literacy progressions) 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
In our school we will: <ul style="list-style-type: none"> ● Continue to incorporate LLI into our small group reading time. ● Continue to implement a balanced approach to literacy 	

Measures - Impact of strategies focused on Literacy	Recent Data			Target 2019
	2016	2017	2018	
Fountas and Pinnell BAS at grade Level				90
Grade 6 LA PAT Total Test	95%	83%		85%
Grade 9 LA PAT- Total Test	90%	86%		85%
Shared experiences and artifacts discussed, described and celebrated during staff meetings or PLC meetings.				
Provincial Achievement results: as per appendix- maintain current high rates	See appendix			

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics

- 1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 1.14 **PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15 Number of service projects/groups facilitated by the school in which students participated.
- 1.16 Number and Percentage of students involved with or who participated in service projects.
- 1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18 Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20 Number of parents participating in sessions for students on career decision-making.
- 1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.
- 1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

- To enhance student learning opportunities:
 - NPCS offers a broad range of studies including the fine arts, technology, health, physical education and religious education.
 - NPCS creatively ensures that students have access to quality fine arts opportunities, including specifically scheduled art, music, band, and drama classes.
 - NPCS provides a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
 - Students, teachers and parents at NPCS will work together to set goals during October Goal-Setting interviews.
 - The teachers in NPCS will attend in-services on PD days and early dismissal days that support UDL and Teaching for Transformation.
 - NPCS teachers in K-7 will continue to communicate and share assessment tools and student performance using those tools; e.g. Kindergarten assessments, DRA word recognition screening, etc.
 - Neerlandia Public Christian School celebrates its school community with “Home Group” assemblies in which “families” of students from all grade levels work together on a common monthly theme. This year we are focussing on the theme “Living the Story”, where staff take turns telling their story of how God has had an impact on their life. The goal is to help the students and staff realize they are all part of God’s

story. .

- 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.

Commentary (July 2018):

Literacy and Numeracy

- Teachers at NPCS participated in the district literacy sessions as organized by the Literacy Coordinator
- Elementary teachers at NPCS were trained in the administration and analysis of the BAS third edition.
- RST and BAS tests were administered, scored, analyzed and used to inform instruction according to PHPS guidelines.
- NPCS mathematics teachers administered the MIPI in the late fall, then participated in the district level training. They understand the expectations for the upcoming fall administration.
- Elementary teachers at NPCS continued to implement the 10 Block Model of mathematical fluency.
- LLI has continued in each elementary classroom to support students for whom a balanced approach to instruction is not sufficient.
- Preliminary PAT results in both ELA and Math are good.
- Regular conversation was held at PLC meetings related to teaching strategies and common language that help students develop numeracy skills. The teachers have also begun to explore the numeracy progressions and to look at how numeracy impacts all subjects.

Teaching for Transformation

Throughout the 2017-18 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

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

designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.

General Comments

- We have continued to assign a .10 FTE counselling position that supplements the personal, career and education counseling carried out by junior high teachers in the context of homeroom, health, social studies CTS and other classes.
- Our Grade 6 class participates in the DARE program each year as part of our program to help them become good decision makers as members of society.
- All of our grade nine students participated in the School Expo and in the orientation to high school at Barrhead Composite High School.
- We have very few students on IPPs this year as universal design for learning principles are meeting the needs of more students.
- 25 out of 54 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, as well as several students who participated in and won awards for the Legion Remembrance Day Contests.
- All of our students (100%) participated in at least one service project, many in several.
 - NPCS students participated in 3 on-going annual service projects; Highway Cleanup, Terry Fox Run, and Community and school grounds cleanup.
 - This year the grade nine class supported the ministry of the Lulu Tree, which is a nonprofit ministry in Africa, started by one of our local parents, which supports unmarried moms and their children through handing out of kits to help ensure safe births, establishment of schools and churches and provision of support to these moms as they learn new skills and begin to develop businesses.
 - We also established a partnership with a small northern Saskatchewan First Nations Community through LAMP and organized a drive to supply food for their school breakfast and lunch programs as well as clothes, games and books.
- 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.

September 2018 Comment on PAT Results:

Overall, we had strong results at NPCS this year. The grade 6 Social and Science was within 4% of the provincial average for the Acceptable standard. All other subject areas were greater than 4% above the provincial average for Acceptable. The teachers and administrators have done an analysis of the exams and identified any concepts or objectives that consistently show possibilities for improvement. The teachers will implement new strategies when teaching these concepts or spend more time reviewing throughout the year.

We also had a high percentage of students meet the standard of Excellence in Math 6 & 9, Social Studies 9, and an amazing 50% of students meeting the standard of Excellence in Science 9. We will continue to work for high levels of achievement.

Report on Key Strategies from 2017-2018 Education Plan

Foundational Literacy Programs

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

Developing consistent Numeracy vocabulary and mathematical fluency

June 2018:

- Teachers at NPCS continued to use a balanced approach to literacy including daily word work, guided reading, systematic writing instruction and intervention programs as required, especially LLI.
- Discussion around the need for consistent mathematical vocabulary continued and all teachers were observed being very intentional in their choice vocabulary during instruction, practise and assessment activities.
- Students at all grade levels were observed integrating mathematical vocabulary into their explanations of their thinking.

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

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

Accountability Pillar Measures:

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

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Additional School Level Strategies Include:

- Participation in Professional Development related to building staff foundational knowledge in the area of First Nations History and Culture, especially related to the ongoing work of Truth and Reconciliation

Report on Key Strategies from 2017-2018 Education Plan

Supporting Student Diversity through Teaching for Transformation and FNMI Awareness and Education

July 2018:

- NPCS does not have any identified FNMI students who desire, or whose parents desire, special programming at this time, but staff are committed to exploring resources to build a better understanding of issues related to FNMI students who may enrol at NPCS in the future. As the new Alberta Teaching Quality Standard comes into place, we will support our teachers in the professional development required to fully attain it.
- We have begun the discussion of what residential schools were and their potential and real impacts.
- Our teachers participated in a blanket ceremony and in three mini workshops based on the ERLC materials during our school based PD day in January. grade 4-9 students participated in the Bea Shaddrick presentations at Barrhead Composite High School.
- NPCS administration attended a two day workshop with the PCCE centered around Truth and Reconciliation in Christian Schools.

Welcoming, Caring, Respectful and Safe Learning Environments:

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Accountability Pillar Measures:

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

Jurisdiction Outcome 3-A

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

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.](#)

Key School Level Strategies Include:

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

Early Learning Programs

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

Report on Key Strategies from 2017-2018 Education Plan

Participation in District Strategies:

- NPCS teachers participated in division and school based PD based on Truth and Reconciliation.
- NPCS teachers participated in division initiatives and training and have continued to follow Division guidelines for reporting in Literacy programs and Powerschool.

Supporting Student Diversity through Teaching for Transformation and FNMI Awareness and Education

July 2018:

Teaching for Transformation

Throughout the 2017-18 school year the NPCCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and our understanding of our places in God's Story.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.
- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the learning experiences by strengthening activities which engage the students at the levels of heart and hands. This did not occur regularly, however.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.
- Several early dismissal times and some of the school-based professional development days focussed on planning for successful inclusion by using UDL principles of universal access designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.

Early Learning Programs

- Our Preschool continued to work closely with both the school and with PHRD.
- We offer a two full day per week Kindergarten Program and participated in the RRST screenings . A major focus of this program is the development of pre-literacy and numeracy skills to support students as they transition into grade one. It also assisted in the early identification of at risk students which allowed the teacher to adjust their instruction accordingly.

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

See the strategies described under the section [Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies](#), above.

Key School Level Strategies Include:

Strategies to support formative and summative assessments, UDL, DI and TtT:

- The NPCS staff will continue to be able to demonstrate that they are balancing formative and summative assessment strategies
- Teachers will continue to address multiple means of presentation and representation in their plans.
- The administration, supported by the learning coaches, will continue to assist and facilitate means to encourage teachers in the implementation of formative assessment and Differentiated Instruction strategies, individually or in groups.
 - In particular the focus will be on numeracy strategies as we work to incorporate numeracy across all subjects.
- Staff will use a common vocabulary related to formative and summative assessment, literacy strategies and numeracy, universal design for learning and teaching for transformation.

Communication regarding Student Progress and Classroom Activities:

- Teachers at NPCS will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written, electronic and oral communications, to discuss student progress.
- The administrators at NPCS schools read report cards prior to distribution to parents.
- Teachers at NPCS will continue to increase their use of PowerSchool and the Web site.
- NPCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.

Personal Professional Growth Plans and Administrator Support

- The NPCS principal will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- The administrators at NPCS will continue to use Walk-Throughs to support teacher growth.
- Administrators will use their Cognitive Coaching Training to hold meaningful conversations with individual teachers and with the staff as a whole, related to observations of trends during regular classroom walkthroughs.
- Personal professional growth plans will continue to direct the nature of school based professional development activities.

Professional Development Activities:

- Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
- Each teacher will commit to:
 - continue to develop formative assessment strategies, including effective use of assessment rubrics;
 - attend related regional and divisional workshops;
 - access opportunities for divisional and regional collaboration
- Program assistants at NPCS will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.
- Key staff will attend VITRA training and/or SIVA training to better support students with

behavioural and/or mental health challenges.

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

- Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days
- Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
- Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning.
- Teachers will seek out opportunities to involve students in formational learning experiences.
- The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.

Commentary (July 2018):

Teaching for Transformation

Throughout the 2017-18 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how we all have a part to play in God's Story.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and their importance in helping our students and staff recognize the important parts they play in God's Story and to help students understand what God is calling them to do and be at this time in their lives.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.
- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the learning experiences by strengthening activities which engage the students at the levels of heart and hands. This was not widely done this year.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.

Activities to support professional development

- Reflection on the effectiveness of the 10 Block Model was a part of our conversations during School Based PD days, early outs, and our planning day. The teachers and administrators noticed an increase in the confidence and fluency of our elementary students compared to previous years. We also noticed that there is an increased consistency of mathematical vocabulary across all grades, with teachers consulting with one another to ensure that they were consistent.
- Several teachers also attended the Christian Teacher's Conference where they worked on TfT.
- Elementary teachers were also trained in the implementation of the latest Benchmark

Assessment, with the emphasis on how to use this information to inform planning and instruction.

- All of this data was updated in Dossier.
- Our K and 1 teacher also continued to work with the Literacy Coordinator in administration of and interpretation of the RRSST. This information was used to inform planning and instruction so that identified students received targeted small group and/or individual instruction.
- This year, our teachers also had the opportunity to be trained in administration of the MIPI so that they will be prepared to administer it according to PHPS guidelines in September 2018 so that it can inform instruction and planning in the area of mathematics.

Satisfaction with instruction, teachers and administration

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

Communication regarding Student Progress and Classroom Activities

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

Technology use for instruction

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

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.

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration attended a workshop sponsored by the Prairie Center for Christian Education which was focussed on ensuring that our policies around creating safe and caring spaces align with Christian Principles, legislation and Board and System Policies. Our policies align.

Professional Development:

- Our School engaged in opportunities to support our Interim teacher with district lead mentor supports.
- Our School engaged in opportunities to collaborate with district Lead Teachers, and or other teachers for
 - Exploring innovative and iterative approaches to Literacy and Numeracy instruction
 - Integrating technology as an instructional tool and as an assistive tool for students with needs
 - Adapting to the pedagogy associated with the shift to High School Redesign
 - Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies**, above.

Key School Level Strategies Include:

Engaging and communicating with the community:

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

NPCS will monitor the school budget regularly and planning for a reduction in school operating reserves in alignment with PHS policy.

Commentary (July 2018):

Engaging and communicating with the community

- Our school council meets monthly and works closely with the school staff and administration to ensure the embedding of our core Christian values into the daily work of our school and is regularly updated on student achievement.
- Our school continued to produce a newsletter format where articles are shorter, real pictures are included and it is printed in colour. This letter began with an article by the principal which connected the academic work of our school with the Christian principles which are integral to the unique nature of NPCS.
- We kept the website updated and our assistant principal kept our Facebook Page updated and relevant.

Extra-Curricular Planning and Supports

- We ensured that our coaches are up to date on the latest APs and protocols.
- Our students had the opportunity to participate in a wide variety of curricular and extra curricular events. This included numerous sporting opportunities such as cross country runs, track and field, participation in, and hosting of, the Pembina Hills Small Schools Athletic Meet, volleyball, soccer, basketball and badminton.
- Our students also had the opportunity to participate in a variety of arts-based activities including Evergreen theatre and a Native Story teller.
- In addition to this, many of our students participated in the Kiwanis Music Festival and our junior high students had the opportunity to participate in our Spring production, with the

elementary students doing the choral pieces. play.

- Our students also participated in several major assemblies including Thanksgiving, Remembrance Day, Easter and our Farewell to Staff Year End Assembly.

Budgets and School Generated Funds

- We maintained accurate records and were on track with our budget.
- Because of a couple of smaller than average classes, we did use some of our reserves this year.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	34	90.4	25.0	36	73.2	18.8

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

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	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).

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

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

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

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

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

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	90.5	87.0	92.9	85.6	88.8	93.3	89.3
Parents	95.5	90.5	100	97.1	93.9	99.4	95.0
Students	77.5	73.5	80.7	68.9	72.6	80.6	74.7
Teachers	98.3	97.1	98.0	90.9	100	100	98.3

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	86.1	83.9	89.4	91.7	89.7	95.3	93.8
Parents	88.9	75.0	88.9	83.3	87.1	90.6	95.8
Teachers	83.3	92.9	90.0	100	92.3	100	91.7

Jurisdiction Measures:

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	79.2	71.4	80.8	88.9	84.2	90.5	85.0
Percentage at Excellence	20.8	23.8	23.1	11.1	26.3	19.0	25.0

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	0.1	0.1	0.1	0.1	0.1	0.1	0.1

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	41	39	25
Percent	36.6	42.0	42.0	60.0	65	63	47

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	96.6	94.7	95.2	96.0	98.7	100
Students	76.7	73.0	65.3	74.3	70.5	74.1	71.7
Staff	100	93.8	100	100	91.7	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	10	19	15	15	15	15	15

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	210	180	186	182	174	179	190
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	2	1	1	1	1	1	1
Percent	2.0	1.0	1.0	1.0	1.0	1.6	1.9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year	24	21	22	18	21	20	21

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	60	62	53
Percent	100	30	41	100	100	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							
Percent							

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

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

OUTCOME THREE: Alberta’s education system is inclusive.

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	93.7	91.3	95.6	93.4	92.8	94.3	93.2
Parents	98.9	88.1	95.5	98.2	95.8	99.4	99.2
Students	82.1	85.9	91.5	83.9	84.3	85.8	80.4
Teachers	100	100	100	98.2	98.4	97.8	100

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	100	100	100	100	100
Students	96.9	91.5	92.3	92.7	98.2	94.9	97.1
Staff	100	93.8	100	100	100	100	100

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

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”

“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.6	99.1	98.2	97.9	98.0	98.9	99.4
Students	89.0	83.1	85.3	85.9	69.6	73.6	89.6
Staff	100	92.7	97.4	96.7	100	97.2	99.1

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.3	84.7	89.0	88.8	89.1	92.9	91.0
Parents	79.6	74.5	85.2	94.1	89.8	96.1	95.8
Students	84.6	86.8	81.9	75.3	80.1	82.4	77.1
Teachers	91.7	92.9	100	97.0	97.4	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	83.5	81.3	83.7	84.0	81.7	88.4	86.3
Parents	88.5	82.4	88.6	86.1	82.1	94.6	92.6
Students	81.8	75.7	78.7	75.0	76.3	83.3	78.0
Teachers	80.2	85.7	83.8	90.9	86.5	87.3	88.3

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	91.7	90.5	90.0	100	92.3	100	97.2

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.2	89.7	89.0	90.5	98.0	93.4	96.6

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students							

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	100	98.7	100	98.0	100	96.6
Students	93.0	92.0	96.1	91.7	95.2	91.1	95.9
Staff	100	93.8	100	100	100	100	100

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

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

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	98.2	97.3	95.2	100	98.7	93.1
Students	85.0	91.2	90.9	89.1	94.2	91.4	92.7

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	95.9	93.5	96.1	96.0	No Data*
Students	82.8	70.3	68.8	68.5	75.5	88.9	70.5
Staff	88.9	93.8	92.3	100	100	100	100

*2017-2018 Question was altered and results are not available.

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	96.4	97.3	91.7	100	100	100
Students	91.5	87.6	85.7	88.0	88.5	94.7	95.9
Staff	100	91.7	76.9	100	100	100	100

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

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
NP	119	62	50	60	95	67	95

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
NP	3.30	1.93	1.85	1.24	0.97	1.03	1.23

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	1.92	2.08

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.7	93.1	90.7	88.9	90.2	92.1	96.6
Students	83.0	79.3	81.8	80.7	75.5	79.3	85.4
Teachers (1)	–	–	–	New2015	100	100	100
Teachers (2)	–	–	–	New2015	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	78.5	82.1	73.3	72.9	68.9	87.7	72.9
Teachers	100	93.8	83.3	86.7	100	88.9	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	100	100
Students	–	–	–	New 2015	95.2	96.5	94.8

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	–	–	–	New 2015	80.2	86.2	78.1
Teachers	–	–	–	New 2015	100	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	96.1	96.1	93.1

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

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	82.2	84.8	84.1	87.6	90.6	95.0	97.9
Parents	76.1	75.3	68.2	86.2	82.7	89.9	97.5
Teachers	88.3	94.3	100	88.9	98.4	100	98.3

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	91.1	86.7	95.6	90.7	94.8	97.1	91.0
Parents	94.4	88.2	100	90.9	97.0	100	95.8
Students	88.0	86.1	86.8	81.3	87.5	91.4	77.1
Teachers	90.9	85.7	100	100	100	100	100

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	93.2	94.9	98.5	95.5	95.4	96.7	96.0
Parents	95.3	92.0	100	96.5	94.4	97.1	97.9
Student	89.3	93.9	95.6	90.1	91.7	93.0	91.5
Teachers	94.4	98.8	100	100	100	100	98.6

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	71.6	73.9	76.6	80.5	81.8	83.9	84.6
Parents	60.3	55.2	76.5	83.9	81.1	76.3	79.1
Students	71.8	75.6	78.3	77.4	78.7	79.4	84.3
Teachers	82.6	91.0	75.0	80.3	85.5	96.1	90.3

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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	98.3	98.3	97.3	90.3	98.0	97.4	94.8
Students	96.9	89.3	92.1	91.8	93.4	93.0	93.8
Staff	100	93.8	100	100	100	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	93.1	98.6	100	100	98.7	100
Students	100	78.8	97.4	98.2	98.1	100	98.9
Staff	100	93.8	100	100	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.0	98.2	93.2	98.3	92.2	96.1	94.8
Staff	77.8	93.8	100	93.3	100	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	98.0	94.7	94.8
Students	63.8	73.0	66.2	68.8	65.7	74.1	69.1
Staff	100	93.8	100	100	100	91.7	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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	100	100	98.6	100	98.0	100	100
Students	96.9	91.9	96.1	94.4	99.0	100	94.8
Staff	100	93.8	100	100	91.7	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New2015	98.0	97.3	98.3
Students	–	–	–	New2015	N/A	N/A	N/A
Staff	–	–	–	New2015	91.7	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.6	98.2	84.0	86.7	98.0	92.9	98.1
Students	96.9	96.2	100	89.3	100	100	97.9

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	75.8	73.9	74.0	68.5	100	82.5	100
Staff	100	93.8	84.6	93.3	98.1	91.7	84.2

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$0	\$0	\$0	\$0	\$3000	\$2000	\$1000

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	40	40	40	40	30	10	10

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	8	8	8	8	8	25	25

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number							