

**R. F. STAPLES SECONDARY SCHOOL**

**Three Year Education Plan**

**2016-2017**

**November 30, 2016**

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

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

### **School Council Involvement in Education Plan Development**

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

At our school, our school council completes surveys and discusses the new initiatives that our school seeks to implement. Parents are a sounding board for the development of new ideas and bring a unique perspective that guides our work.

### **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**

**School Motto:** "Work hard, be kind"

### **Mission and Vision Statement**

Our aim is to deliver an education program with continued support from parents and our community. We are dedicated to the personal and academic development of our students as contributing members of society.

At R.F. Staples our vision is that all students will learn the knowledge, skills and attitudes to be dedicated, self-reliant, responsible, and contributing members of society.

Central to this vision we need:

- a) To have the flexibility to meet the intellectual, physical, social, and emotional needs of every child.
- b) To promote effective citizenship and self-discipline through modeling.
- c) To nurture individuality in a stimulating, safe and caring environment.
- d) To promote excellence by fostering positive attitudes towards education and lifelong learning.
- e) To engender and maintain student and staff wellness.
- f) To identify and provide opportunities for personal, professional and staff development.

At R.F. Staples Staff and Students Value **T-BIRDS**:

#### **Teamwork**

- a) Working towards common goals everyone has a clear understanding of the role they play and fulfills that role to the best of their ability.
- b) We value the importance of all the roles in the school.
- c) We recognize that the members of our team have diverse ideas that merit equal consideration.
- d) We provide the support systems that our team needs to be effective. We communicate in a variety of ways to make sure the team is working towards a common goal.

#### **Belonging**

- a) An internal sense that one is important to the school and serves as a member of the school community
- b) The belief that school is an important element in personal experiences in a child's life.
- c) The experience of belonging is associated with a more positive attitude towards self and others.

#### **Independence**

- a) Independent learners are motivated by setting personal goals and driven by their own personal achievements.
- b) Independent learners know how to evaluate themselves. They can recognize their own strengths and weaknesses.

#### **Respect**

- a) Act with consideration for ourselves, others, property, and community.
- b) Demonstrate respect for staff and students by being fair, firm, and friendly.
- c) Encourage and model respect for the school: by picking up garbage, not walking past it; acting immediately when we see defacing of property within the school (desks, books, lockers, computers, personal property)
- d) Show respect for the community through our actions when off campus with or without students, remaining professional.

## **Diligence**

- a) Persistent and determined effort to complete tasks
- b) Find ways to overcome obstacles that appear to be in our way

## **Service**

- a) Community service and volunteerism are an investment in our community and the people who live in it.
- b) We believe that volunteering strengthens the school and greater community.

## **Historical Background**

Over the past 30 years, R.F. Staples has completed the circuit from being a grade 7-12 building to a 10-12 building, an 8-12 building, and back to the current 7-12 status.

Currently there are approximately 750 students at R.F. Staples with capacity for approximately 250 more. The school includes regular academic programs as well as Mechanics, Cosmetology, Building Construction, Communication Technology, Foods, French Immersion, Work Experience, Knowledge & Employability and Special Education. extracurricular strength is evident throughout the athletic programs, the Fine Arts and programs like Model United Nations, Drama Discovery Club, Yearbook and Student Union. Many other clubs and activities exist to promote extracurricular participation in competitive and service activities.

## **Issues and Trends**

1. Funding
2. Technology
3. Increased special needs students
4. Teacher wellness

## **Demographics**

RF Staples is a 7-12 school with approximately 750 students for the 2016-2017 school year. We have approximately 320 students in junior high and approximately 430 in high school. On the whole, our number of FNMI students is low, however, we make a strategic effort to ensure success for all our students. We work closely with our FNMI liaison worker to support our FNMI learners as needed. As many other rural communities, we face the challenge of declining enrollment in the long term. Safe and caring objectives are a priority and we work closely as a staff to make our students feel connected in our building. We have an extensive extracurricular program with a focus on both arts and sports. School redesign has presented an opportunity to increase engagement. We are implementing a flex block called Focus 40 for the coming school year. Students are given more autonomy to choose how they will spend some of their instructional time.



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

## SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
<p>OUTCOME ONE: Alberta’s students are successful</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders</p>	High School Redesign - Student Centered
<p>OUTCOME THREE: Alberta’s education system is inclusive</p> <p>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders</p>	Safe and Caring - Building a connected school culture; Improving our physical spaces to enhance learning

Priority: High School Redesign - Student Centered
<p><b>Strategies to Impact School Priorities Include: High School Redesign - Student Centered</b></p> <p>The staff have committed to implementing a flex block, called Focus 40, at the Junior High and Senior High Levels. This is the initial step in moving towards the principle of Flexible Learning Environments. We will also continue our work with the principles of Meaningful Relationships and Welcoming, Caring, Respectful &amp; Safe. High school redesign in the process we are engaging in to increasing our student-centered approach to learning.</p> <ul style="list-style-type: none"> <li>● As a staff, we have selected Flexible Learning Environments as our guiding foundational principle to focus on for the 2016-2017 year. This principle will be topic of our PLC. We will also begin planning for an advisory model in preparation for a change in our High School Completion position.</li> <li>● Flex Block - Focus 40 - 40 minute block five times per week. Choice in Senior High; Structured in Junior High; Students will take more ownership for their learning by making choices.</li> <li>● We will continue with a common timetable next year to help facilitate collaborations across the school. As well, provide more flexibility for student programing.</li> <li>● Both certificated and support staff will be encouraged to attend PD that focuses on high school redesign principles.</li> <li>● Our library will continue its journey toward becoming a learning commons</li> <li>● Alternate work spaces will be created in the form of student lounges</li> <li>● Committee to work on improving our physical spaces at RF Staples</li> <li>● A Teacher Advisor program will be developed for implementation in the 2017-2018 school year (PLC Focus)</li> <li>● Continue to build on our new motto: “Work Hard; Be Kind.”</li> <li>● New extracurricular and co-curricular opportunities for students</li> <li>● More recognition for the good work of our students - community service, extracurricular, and Academic.</li> </ul> <p>The staff are committed to implementing strategies that inspire students to take ownership of their learning. We want our students to understand that learning is not done to them but controlled by them.</p> <ul style="list-style-type: none"> <li>● Levels of performance based assessment in classes with increase</li> </ul>



- Fast4word participation will continue
- Amendments to student programming will provide students with opportunities to direct their own learning (Focus 40)
- Pilot of Literacy and Numeracy support in Junior High. Part of the restructuring of inclusive education.
- K & E offered in both Grade 8 and 9
- Lifeskills program in junior high to be modelled on our Senior High Model.

1:1 Chromebook purchase for RF will continue for Grade 7's and extended to any student who has not previously purchased a Chromebook

Measure	Recent Data			Target
	2014	2015	2016	2017
Professional Learning Community activities will reflect an analysis of experiences teachers have had implementing the changes related to High School Redesign.	Observations from walk throughs -Teachers reflections on experiences - Feedback from Students (Survey)			
PHRD satisfaction survey: "Teachers at my school challenge students to do their best." (Teachers Strongly Agree)			T: 34 %	T: 40%
PHRD satisfaction survey: "There is at least one adult in this building that knows me and cares about me?" (Students)			S:91%	S:96%
A list of Fast4word 'graduates,' as well as the list of students in Literacy and Numeracy Support.				

**Priority: Safe and Caring** - Building a connected school culture (within the school and out into the surrounding community); Improving our physical spaces to enhance learning

**Strategies to Impact School Priorities Include: Building a connected school culture; Improving our physical spaces to enhance learning**

The staff is committed to promoting and maintaining a safe and caring learning environment

- We will continue to brainstorm possible solutions to our "East Gate" concern.
- Continue to work towards getting an SRO (exploring funding options)

The staff is committed to the development and enhancement of a school culture where students feel connected to the their learning environments, both on and off campus

- Building relationships with our Focus 40 flex block
- Developing an advisory program for the 2017-2018 school year.
- Steps will be taken to increase the sense of belonging for our feeder school students ( including students in some of extracurricular events like the Wake-a-thon; visits by Student Services and Administration; individual teachers inviting students at WES to come over - Foods and Construction etc.
- Students will continue to be involved in more community building activities off campus (i.e.

- community garden, and regular visits to local seniors lodges
- Revitalizing our community service day as well as promoting traditional events well in advance (Terry Fox, Operation Christmas Child etc.)
- Events to bring the school body together - ; Film Festival; Christmas Dinner

The staff understand that feeling a sense of connection and a sense of belonging to RF is the first step to engaging students in their learning.

Measure	Recent Data			Target
	2014	2015	2016	2017
PHPS satisfaction survey results: "Students help others even if they're not friends" (Parents and Teachers)			P: 76% T: 75%	P:90% T: 80%
PHPS satisfaction survey result: "My child/ren feel safe in all areas of our school" (Parents)			P:90%	P: 100%
PHPS satisfaction survey results: "People in my school are interested in how I feel" (Students)			S: 74%	S: 100%
PHPS satisfaction survey result: "Students in school are interested in how I feel" (Students)			S: 36%	S: 60%
PHPS satisfaction survey result: "I get recognition for the good things I do" (Students)			S: 62%	S: 90%
PHPS satisfaction survey result: "I feel safe in all areas of our school." (Students)			S:69%	S:90%
PHPS satisfaction survey result: "I am satisfied with how my community is involved in my learning." (Students)			S: 75%	S:90%

## 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:**

**High School Redesign - Student Centered**

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- As a staff, we have selected Flexible Learning Environments as our guiding foundational principle to focus on for the 2016-2017 year. This principle will be topic of our PLC. We will also begin planning for an advisory model in preparation for a change in our High School Completion position.
- Flex Block - Focus 40 - 40 minute block five times per week. Choice in Senior High; Structured in Junior High; Students will take more ownership for their learning by making choices.
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**Additional School Level Strategies Include:**

PHPS high schools have identified a variety of strategies that align with the Alberta Education High School Completion Strategic Framework:

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”*
  - Programming
    - For the 2016/17 school year we continue with a common timetable for Junior and Senior High. This structure has provided more flexibility for student programming as well as teacher assignments (ie. cross over from Jr/Sr High).
    - RF Staples will continue to pilot a pull out literacy program as well as take advantage of literacy training programs that are appropriate to the junior and senior high levels (i.e. Fast4Word). In addition, numeracy and literacy support classes have been added at the Grade 7, 8, and 9 levels to help students achieve acceptable standard in ELA and Math.
    - Steps have been taken to reduce large class sizes where possible. The intent is to allow the teachers more time to work with individual students.
    - R.F. Staples will continue to provide flexibility of scheduling for students by offering courses in partnership with other jurisdiction schools, including ADLC, video conferencing and travel.
    - R.F. Staples staff will promote and use the K&E program as a tool for successful high school completion. K & E 8 has been added to our programming in Junior High. There will be a consistent teacher for grade 8 and 9.
  - Student Supports
    - See also OUTCOME THREE strategies
2. Successful Transitions *“Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students.”*
  - Steps will be taken to increase the sense of belonging for our feeder school students (Friday Night Lights/ Carnival now happens in the fall and having staff members visit feeder school before registration)
  - R.F. Staples will continue to have orientation sessions for grade 7 students and parents, as well as orientation/visitation for grade 10 students and parents. Orientations for Grade 7 and Grade 10 help to ease anxiety and build connections with our staff.
  - R.F. Staples continues to offer off campus work experience, Green Certificate and RAP programs for students.
  - R.F. Staples will continue to have transition meetings for special needs students transitioning to a different school within the division.
  - Our new approach to work experience and RAP is to build community connections to help

- students find the placements that are related to the career they are interested in pursuing.
- We will continue with a Trades Fair as this partnership between RF Staples, St. Mary's, Careers Next Generation and industry partners was very successful.
  - CTS students in R.F. Staples and Westlock Outreach will experience real life trade/industry events in our community.
    - For example, our partnership with Wabash Manufacturing continues for the upcoming year. The program will be housed at Outreach for administration will the class taking place at the Wabash site. This is part of a community outreach program to make more real world connections between school and the real world of work.
  - Work Experience and RAP will continue to grow and part of our programming will shift to our Outreach program as reaching out to the community is a school priority as well as an element of High School Redesign.
3. Collaborative Partnerships *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."*
- The school will provide programming that gives students the opportunity to engage in and interact with 21st century technologies related to potential careers, trades and industry.
  - R.F. Staples will encourage and support student participation in Skills Canada, Career Fairs and similar events.
  - The PE department will continue the use of community facilities, when feasible, to build life-long interest in leading a healthy active lifestyle. This includes but is not limited to the Westlock Rotary Spirit Center.
4. Positive Connection *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."*
- R.F. Staples is committed to the development and maintenance of a comprehensive counseling plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counseling.
  - R.F. Staples will continue to welcome outside agencies as a support for its students within the school. Such agencies include, FCSS, Mental Health, Alberta Health Services Addiction Counselors, RCMP, and Child Welfare.
5. Tracking Progress *"Identify barriers and success factors related to high school completion."*
- 100% of R.F. Staples staff will be aware of at risk students and strategies for meeting their needs. 100% of R.F. Staples coded students will meet their IPP outcomes.
  - Through our school based team, R.F. Staples staff will identify at risk students and use individualized approaches to engage learners.
  - Program assistants will have funds available to take professional development sessions and training in the realm of literacy and numeracy.
  - R.F. Staples will utilize Outreach as a viable alternative for course completion for regular and at risk students.
  - An additional day has been added for our school completion liaison to help with grad

checks and to support a larger number of students.

We were pleased to continue our work with the MFWHR initiative for the upcoming school year. The flexibility that this initiative grants us will continue to fuel the grass roots, student –centered, program development that a number of our staff have been planning and executing already. In the upcoming year, we will be implementing the foundational principle of flexible learning environments by implementing a flex block called Focus 40. This will allow for greater student ownership of their learning as in high school, they will meet a daily decision of where to spend their time. It will be tracked in PowerSchool as students will make their selections in Block 1 each day. In junior high, the students will have a more structured environment staying with their block 2 teachers, but they will be able to assess the teachers of their choice using a hall pass system.

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

In alignment with PHPS’s Literacy Strategy:

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

In alignment with PHPS’s Student Mental Health Strategy:

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

In alignment with PHPS’s Professional Development Strategy:

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

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

We will also be examining meaningful relationships (founding principle of high school redesign) as the topic of our PLC this year with implementation of a teacher advisory planned for 2017-2018 at RF Staples.

Based on recent feedback from parents, the transition of students from grade 9 to 10 and from grade 6 to 7 continues to be an area of strength for RF Staples. This year we held a transition meeting night for all future RF grade 10 student and their parents. Attendance for this event was very high and feedback from parents would indicate that the transition process we have in place and continue to improve upon, is extremely valuable and appreciated. As the high school master timetable was completed in a timely fashion this year our student services department again seized the opportunity to travel to our feeder schools and make changes to the timetables of our incoming students. This will reduce the stress on our incoming student population. The grade 6-7 transition process continued into the fall with a parent information night the Monday before students return to classes. During this time parents and student were given information pertinent to entering junior high, as well, they will be given an opportunity to ask question and voice concerns to the junior high staff.

This past year we experienced successes in how we programmed for our students at risk. Student's needs were met through flexible timetabling. Those students needing the K&E stream for math only were able to participate fully with the K&E class, returning to the regular stream for the remainder of their core work. This format ensured that students were met at their level of need and had opportunity to build their skill sets through success.

Based on this successful model, at both the Grade 8 and Grade 9 levels, our K & E classes mirror our regular core classes. Students are able to flow back and forth between K & E subjects (Math, SS, Science, and ELA) and regular programming in these same courses. This allows for maximum flexibility and allows our school to provide the appropriate programming for all of our students.

Individual Program Plans (IPP's) are an integral component of every school. RF Staples began an intentional shift three years ago in distributing the management of IPP's from our Spec Ed coordinator to the entire certified staff. This system has helped to insure that IPPs remain working documents that are updated accordingly. The adoption of the dossier program as our IPP program will help further streamline this process. . This process is working well. Our Student services coordinator ensures that communication is clear with all staff to ensure students are given their accommodations. We have moved to digital versions of exams for accommodations throughout the year to match the experience of provincial achievement exams and diploma exams.

In the 2015-2016 school year at RF we were excited to offer the "Biolish" structure in which Biology 30 and English 30 were offered at the same time for an entire afternoon. The course was successful as was evident in the student and parent feedback as well as diploma results. We are excited to explore other innovative curriculum delivery methods. We are excited to offer CTS credits during our Focus 40 block. This will be valuable for our students who wish to accelerate their path to graduation. In addition, students who were unable to fit these courses into their timetables will be



able to access some of these courses.

R F Staples offers a variety of alternative learning modalities. Partnerships with ADLC in the realm of online and distance education continue to be strong. Our Outreach school also provides an alternative pathway of learning for an increasing number of students, many of them identified as "at-risk." Students had the opportunity to be a blended student at RF Staples and Outreach. Thinking about our existing structures in a new way is helping more students to complete high school. R F Staples continues to support students in dozens of workplaces in and around our community through RAP, Work Experience and Green Certificate programming.

While we have seen a decline in the number of students participating in work experience, in the 2015-2016 school year we have assigned additional teaching time to the program. We are actively recruiting students to participate in the program. Our new coordinator built community connections over the summer. At this point, 50 students are in the work experience program with the numbers increasing each week. . In addition, students have been made aware of the benefits of work experience in relation to high school completion and connections in the community. We continue to promote the benefits of work experience in terms of the Rutherford Scholarship. We have seen a revitalization of the program as community connections have helped to secure additional placement for students.

Over 60% of our students participated in career decision sessions. Parental involvement in career decisions has stabilized, but we are seeking to get increased parental involvement to strengthen the connections between the school and community. We held a trades fair in partnership with St. Mary's and Careers Next Generation last school year. Parental attendance was strong and we seek to make this an annual event.

On a positive note, students receiving citizenship awards has increased. We will continue develop opportunities for our students to demonstrate citizenship both in the school and larger community. Goals for the upcoming year include increasing work experience placements, increasing community involvement in the school, and developing further dual credit opportunities with potential employers. We have grown our welding program at Wabash to 14 students for the year. Wabash has accommodated the school by expanding the workplace and equipment available to the students.

#### Commentary on PAT Results (November 2016)

RF Staples students wrote a broad spectrum of Provincial Achievement Tests in 2016. We had a relatively small number of students (15) writing K & E 9 PATS in 2016. Our students scored significantly higher (greater than 10%+) than provincial average for acceptable standard in all four cores and significantly higher (greater than 30%) than the provincial average for excellence for K & E Science, Social, Math and ELA.

At the acceptable level, the majority of subjects areas including:, Science 9, Math 9, Social 9, and English 9 were significantly (greater than 5%) higher than provincial average. The general trend over the previous five years of results is a rise in achievement. French LA and Math 9 (FR) was within 3% of provincial average. Etude Sociale 9 saw a decline in meeting acceptable standard. Comprehension strategies have been implemented.

At the excellence level, Science 9 was significantly higher (greater than 9%) higher than provincial average. Social Studies 9 was on par with provincial average. Math 9 and ELA 9 were below provincial average for the first time. This is reflecting a larger trend with deficits in numeracy and literacy. Numeracy and literacy support have been added to our timetable. In addition, Focus 40 is being used to reinforce numeracy and literacy skills.

#### Commentary on Diploma Results: (November 2016)

RF Staples students wrote a broad spectrum of Diploma Exams in 2016:

At the acceptable level, compared to the Province, results varied as follows:

Math 30-1, Math 30-2, Science 30, English 30-1, English 30-2, and Biology 30 results were higher than the provincial average.

SS 30-1 was less than a percentage point below provincial average. This shows improvement in Biology 30 and SS 30-1.

Science 30 was 4% and Chemistry 30 was 10% below the provincial average. The results were similar the past year. We are working on targeting math skills to improve overall performance on the exam. We have also reformatted our Science 10 instruction to meet the needs of our students.

Social 30-2 was more than 10% below provincial average. Work remains to be done to strengthen our comprehension skills. Focus 40 will allow us to work with our students to build these skills.

At the excellence level, compared to the province, result varied as follows:

Math 30-2, was 9% higher than the provincial average. Math 30-1 was at provincial average.

Social 30-1, Social 30-2, Science 30, Physics 30, Chemistry 30, and Biology 30 was significantly (more than 5% below) provincial average. We have put resources into both numeracy and literacy to help with overall comprehension.

## **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:**

- R.F. Staples work closely with PHPS’s FNMI and FSL workers to track and support at-risk students.
- Social Studies curriculum is designed to provide awareness of aboriginal perspective and history
- Accommodations will continue to be implemented to ensure FNMI success in classes.

**Participation in District Strategies:**

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

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

**Commentary (November 2016):**

FNMI regional counselors are utilized to support self-identified aboriginal students at RF Staples. Growth in the area of FNMI support and awareness within our community will continue. We have built a strong relationship with our FNMI counsellor. We know that meaningful relationships are key to closing the achievement gap.

Our FNMI Counsellor has arranged for our students to present at other schools in our division. This has helped to instill a sense of pride in these students. When students feel connected, attendance and achievement improve. One of our FNMI students organized a donation drive for those impacted by the wildfires in Ft. McMurray. This exemplifies our motto of “Work Hard; Be Kind.”

Bee Schadeck will be working with our staff at our January PD day. In addition, Bee will present to our students on February 1, 2017. Bee is a speaker capable of addressing serious issues with kindness, emotion, and humor. She is a remarkable role model for all.

### 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:**

##### **Safe and Caring - Building a connected school culture; Improving our physical spaces to enhance learning**

The staff is committed to promoting and maintaining a safe and caring learning environment

- We will continue to brainstorm possible solutions to our "East Gate" concern.
- Continue to work towards getting an SRO (exploring funding options)

The staff is committed to the development and enhancement of a school culture where students feel connected to their learning environments, both on and off campus

- Building relationships with our Focus 40 flex block
- Developing an advisory program for the 2017-2018 school year.
- Steps will be taken to increase the sense of belonging for our feeder school students ( including students in some of extracurricular events like the Wake-a-thon; visits by Student Services and Administration; individual teachers inviting students at WES to come over - Foods and Construction etc.
- Students will continue to be involved in more community building activities off campus (i.e. community garden, and regular visits to local seniors lodges
- Revitalizing our community service day as well as promoting traditional events well in advance (Terry Fox, Operation Christmas Child etc.)
- Events to bring the school body together - ; Film Festival; Christmas Dinner

The staff understand that feeling a sense of connection and a sense of belonging to RF is the first

step to engaging students in their learning.

**Additional School Level Strategies Include:**

- Student Supports
  - R.F. Staples will continue to use the School-based Team model as a way to identify and provide support for grade 7 – 12 students at risk. The definition of a student at risk is not limited to their academic performance. Measures are in place to ensure confidentiality.
  - Students, teachers and parents in R.F. Staples will continue to work together to set goals during October and March goal-setting events.
  - R.F. Staples support staff will revisit IPP's on a regular basis to help move students towards completion. Additionally, there will be clear communication between program assistants and classroom teachers to ensure that student IPP goals and objectives are being met. A new model for IPPs will roll out in the fall.
  - We are realigning the way we offer accommodations. Assessments given in individual classes will be recorded to align with the provincial achievement exams and diploma exams.
  - Literacy and numeracy support classes have been added in grade 7, 8, and 9 to address a decline in skills with the goal of getting students to grade level achievement.
  - R.F. Staples will provide support to students to build effective study/review practices: Address test anxiety, study skills, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
  - Numeracy Support will be targeted at the junior high level. Students will be referred by staff and will attend Numeracy support in one of their four option blocks.
    - Focus 40 will also be used to support struggling learners in numeracy.
- Pathways is a pilot program for the 2016-2017 school year where students with specialized needs will receive help at a ratio of 2 students to 1 staff member. Pathways will be located at RF Staples, but will run as an independent program for students with these specialized needs. This is a strategy to address a safe and caring environment.
- Continuation of our GSA, "Oasis."
- Creation of two student lounges - one for Senior High and one for Junior High. Our construction class will remodel the space for the Junior High lounge.
- The staff is committed to the development and enhancement of a culture of inclusion, pride, and safety. In doing so, all students and staff will feel they belong and are valued here at RF.
- R.F. Staples will continue to conduct bi-weekly School Based Team meetings to discuss at risk students and the support strategies that are in place for those students to be successful. These strategies and students names will be shared with the entire staff while maintaining confidential information protocols.
- There will be clear communication between program assistants and classroom teachers at R.F. Staples to ensure that student IPP's are being satisfied.
- R.F. Staples will employ Character education initiatives like the PARTY program and others that help students learn to make positive behavior decisions.
- Creating an inclusive culture through service, traditions, and a focus on core values.
  - School Motto has been updated as well as our values statement "T-Birds"

- Monthly draws at the Senior and Junior levels for students who have “Worked Hard” or “Been Kind”
- Creation of a breakfast program to provide the necessities of life
- Increased community outreach with partnerships, such as Wabash

**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):**

We continue to benefit as a school from a strong student services department that helps students make good choices and explore their many options to successfully complete their programs. Our high school completion liaison is an invaluable resource in helping our at-risk students make the social and emotional connections that often lead to greater high school completion.

This past year we continued with an appeal process where students or staff who felt they were being treated unfairly could address their concerns in a safe and respectful environment with the administration. With a total of only 2 appeal requests we feel that this process helped ensure that students and staff alike felt safe and respected here at RF staples.

The 2015-2016 school year saw the creation of a GSA, Oasis. As a school and a division, we are making efforts to be more inclusive, such as gender neutral bathrooms as well as planning for a redesign of one of our bathroom to a modern design of an open sink area with individual and separated stalls for the toilets. Construction is set to begin in the fall of 2016.

There are a number of opportunities designed specifically to recognize the accomplishments of students in all areas of their school life. These include, Color Night, Jr/Sr Awards night, grade nine luncheon, pep rallies and assemblies.

The creation of student lounges was student driven. As part of our safe and caring initiative, students will have two more welcoming spaces available to them. Students have picked the paint colours and shopped for the furniture and accessories as part of a field trip for our Principal’s Advisory Council. The fact that our construction class will build the Junior High lounge encourages ownership of the space and project.

This year at RF Staples the Senior high Students Union group and the Junior High Aim group aligned as a single body to promote school unity and increase our schools impact in the community as a unified forces. Next year, the group will separate as the junior high felt like they lost their voice.

Efforts are also underway to reinvigorate our Student Union at the senior high level as the bulk of the executive graduated this year.

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

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

Aligns with the Measurement elements of Previous Outcomes [2.1](#) and [2.2](#).

**View Measurement data in Section 3.**

##### **Accountability Pillar Measures:**

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

##### **Jurisdiction Measures:**

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

##### **Jurisdiction Outcome 4-A**

**PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. [previously 3.2](#)**

##### **Jurisdiction Measures:**



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

**Strategies to Impact School Priorities Include:**

**High School Redesign - Student Centered**

The staff have committed to implementing a flex block, called Focus 40, at the Junior High and Senior High Levels. This is the initial step in moving towards the principle of Flexible Learning Environments. We will also continue our work with the principles of Meaningful Relationships and Welcoming, Caring, Respectful & Safe. High school redesign in the process we are engaging in to increasing our student-centered approach to learning.

- As a staff, we have selected Flexible Learning Environments as our guiding foundational principle to focus on for the 2016-2017 year. This principle will be topic of our PLC. We will also begin planning for an advisory model in preparation for a change in our High School Completion position.
- Flex Block - Focus 40 - 40 minute block five times per week. Choice in Senior High; Structured in Junior High; Students will take more ownership for their learning by making choices.
- We will continue with a common timetable next year to help facilitate collaborations across the school. As well, provide more flexibility for student programing.
- Both certificated and support staff will be encouraged to attend PD that focuses on high school redesign principles.
- Our library will continue its journey toward becoming a learning commons
- Alternate work spaces will be created in the form of student lounges
- Committee to work on improving our physical spaces at RF Staples
- A Teacher Advisor program will be developed for implementation in the 2017-2018 school year (PLC Focus)
- Continue to build on our new motto: "Work Hard; Be Kind."
- New extracurricular and co-curricular opportunities for students
- More recognition for the good work of our students - community service, extracurricular,



and Academic.

The staff are committed to implementing strategies that inspire students to take ownership of their learning. We want our students to understand that learning is not done to them but controlled by them.

- Levels of performance based assessment in classes with increase
- Fast4word participation will continue
- Amendments to student programming will provide students with opportunities to direct their own learning (Focus 40)
- Pilot of Literacy and Numeracy support in Junior High. Part of the restructuring of inclusive education.
- K & E offered in both Grade 8 and 9
- Lifeskills program in junior high to be modelled on our Senior High Model.

1:1 Chromebook purchase for RF will continue for Grade 7's and extended to any student who has not previously purchased a Chromebook

### **Safe and Caring - Building a connected school culture; Improving our physical spaces to enhance learning**

The staff is committed to promoting and maintaining a safe and caring learning environment

- We will continue to brainstorm possible solutions to our "East Gate" concern.
- Continue to work towards getting an SRO (exploring funding options)

The staff is committed to the development and enhancement of a school culture where students feel connected to the their learning environments, both on and off campus

- Building relationships with our Focus 40 flex block
- Developing an advisory program for the 2017-2018 school year.
- Steps will be taken to increase the sense of belonging for our feeder school students (including students in some of extracurricular events like the Wake-a-thon; visits by Student Services and Administration; individual teachers inviting students at WES to come over - Foods and Construction etc.)
- Students will continue to be involved in more community building activities off campus (i.e. community garden, and regular visits to local seniors lodges
- Revitalizing our community service day as well as promoting traditional events well in advance (Terry Fox, Operation Christmas Child etc.)
- Events to bring the school body together; Film Festival; Christmas Dinner

The staff understand that feeling a sense of connection and a sense of belonging to RF is the first step to engaging students in their learning.

### **Additional School Level Strategies Include:**

- R.F. Staples administrators will continue to review and discuss teacher's personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- The administration at R.F. Staples will increase time spent walking through classrooms and learning centers, providing feedback (when appropriate) to teachers to support their growth.
- Instruction and Assessment
  - Assessment for and of learning will continue to frame the foundational pedagogical

structure of classrooms and learning centers in RF Staples.

- Departments and/or teachers will identify an area(s) in their programs of study in need of improvement. A plan to improve will be developed.
- Through professional learning opportunities both site-based and jurisdiction-based, teachers and support staff will continue to collaborate to develop enhancements to course content reflective of assessment for learning and UDL principles.
- Teachers at R.F Staples will continue to demonstrate assessment for learning practices in classrooms.
- Staff will continue being actively involved in field testing for the benefit of student learning experiences.
- Program assistants will access resources to take professional development and training in the realm of literacy and numeracy.
- Our school will utilize our student services department to support the learning and mental health needs of our students. Our student services department is realigning tasks and duties with administration. Tasks of an administrative nature, such as awards, scholarships, and programming paperwork will be moved to our administration team to allow our student services team more time to work with students.
- R.F. Staples will provide programs that develop students' skills in trades and specialized careers. (examples include; green certificate program, registered apprenticeship program, and work experience programs and where appropriate and in collaboration with community agencies and employers).
- R.F. Staples will continue to provide opportunities for teacher leadership to their staff

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

In alignment with PHPS's Professional Capital Strategy:

- Our school will utilize our student services staff to help develop our Teacher Advisory Program for the 2017-2018 school year.
- Administration will continue to work to build opportunities for students to participate in off-campus programming and implement policies to improve our safe and caring environment.
- We are building capacity with our new Off-Campus co-ordinator and are seeking greater community involvement in our work experience program.
- We have used our 0.37 in funding for our three probationary teachers as administrative time to allow all three administrators to support our new teachers during the course of the school year. One administrator is available at all times to provide support, encouragement and feedback to our staff.

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):**

The programs at R. F. Staples and opportunities therein allow for all students to be prepared for many areas of adult life after they leave RF Staples. Digital literacy is only one element of the 21st century learner. This is well developed as are competencies in communication, collaboration, critical thinking, global awareness and social responsibility.

The formal leadership team will continue using the “walk-through” as a means of supervising teaching and learning. The goal is to increase the number of “walk-through visits by administration.

We benefit at RF from a significant number of teachers who act in a leadership role. Collaboration is increasing as our PLC meetings are focused and productive. As we embark on high school redesign, we are presented with the opportunity to better meet the needs of our diverse student population.

We used a student centered approach when creating the upcoming master timetable. By focusing on student’s needs we were able to produce a timetable that was rich in diverse program options with section numbers that helped to regulate class sizes.

Students are provided with a variety of course selections when building their timetables. The number of courses offered is driven by student interest. We have pushed to promote our trades courses to students of all genders.

The number of females students taking construction and mechanics has increased as well as the number of males students taking foods and cosmetology. In conjunction with our GSA, we are making strides to further enhance our culture of inclusion.

We continue to provide educational opportunities for students outside of the traditional classroom setting. Through our partnership with ADLC a number of our students have completed course work in a distance learning format. ADLC has also provided a number of our students with the opportunity to complete coursework at a rate the meets their educational needs. In house, our teachers are committed to constantly evolving their programs to meet the diverse needs of students. This is evident in the successful execution of Biolish, the Science 10 project, the flipped classroom and the Science Moodle again this year. ELA 7 was also team taught this year and created opportunities for both the teachers and students to learn from one another.

Data-based decision-making continues to evolve into a significant feature in measuring “Success for

Every Student”. Of note is the fact that the staff of RF Staples has made it abundantly clear, through our work during the past three “Results Analysis Days” in September, that PAT, and PDE data will not be the only information used in setting new teaching and learning goals. High school redesign is helping with this cultural shift.

Communication with home is an area we continue to improve upon, but work remains to reach all parents. During this past year, we continued to send home progress reports at the end of each month. The result was 9 times that parents were updated regarding their child’s progress and achievement at school.

Our new electronic sign will be installed this November. The sign presents another method for communicating with parents, students, and our larger community. RF Staples is also participating in the division project: Kids News. Students will record a news segment of the events and programs happening each week at RF. Working with 97.7 The Range creates another great community partnership.

## **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:**

- R.F. Staples will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- R.F. Staples will continue to offer a wide range of programs. We will ensure that students have access to quality fine arts opportunities including art, music, band, photography and drama classes.
  - The school will provide programming that gives students the opportunity to engage in and interact with 21st century technologies related to potential careers, trades and industry.
- The staff of R.F. Staples will continue to encourage student participation in community service projects.
- R.F. Staples integrate programs to address the development of moral character and safe and caring schools such as: PARTY (Preventing Alcohol and Risk-related Trauma in Youth)
- R.F. Staples will continue to participate in service projects. (Examples include: Pitch In, Food Bank, Terry Fox Run, Operation Christmas Child).
- R.F. Staples will continue to maintain the tradition playing O Canada every day, and celebrating and honoring Remembrance Day.
- Students will be involved in more community building activities off campus (i.e. community garden, and regular visits to local seniors lodges)
- R.F. Staples will continue to support the school councils by identifying specific and meaningful roles (eg, welcoming new parents, awards night, etc)
- R.F. Staples will continue to host and present school events to the community (plays, dramas, concerts, and presentations).
- Making learning as connected as possible to the real world
  - Catering Christmas dinner (Foods 7-12)
  - CTF and Media Arts- creating photos, promotional materials, and videos of

professional quality.

- Additional communication strategies:
  - Our website will become the major source of information for parents with regular updates.
  - Stories of Successes are a priority and a nice foundation for this process was started this year. We will continue to tell the story of our students and school,
  - Fundraising continues for the purchase of an electric sign which will be located along Highway 18 and will provide access to the majority of the town's and surrounding areas' population.
  - Our school will continue to communicate our changes to parents using both our website and school sign.
  - Our website will features stories and pictures of our successes.
  - We will continue to nurture our relationship with the local media.

Budget:

- RF Staples has made a push to have student complete the HCS3000 course as a first step to increase work experience credits earned. This will continue in the coming year as a seminar in our Focus 40 block.
- RF Staples will continue to be fiscally responsible in the management of school funds.
- Grade 10 and 11 students registered at RF Staples will be required to take full course loads earning a minimum of 40 credits in an academic year.

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

In alignment with PHPS's Strategy to promote Communications:

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

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

The link between RFS and the community continues to be strong through things like community coaching, community service projects, off campus programs, the RCMP and the Cultural Arts Theatre. An initiative we are particularly proud of is the Welding (Fabrication) program built with Wabash Manufacturing. Wabash has had been very pleased with this partnership and has expanded their worksite to increase the number of students they can facilitate. RF Staples continues to actively promote the program by arranging a field trip to preview the Wabash facility as the Grade 9's were picking their courses.

R.F. Staples students have demonstrated a strong sense of community service. Fundraising for Santa's Anonymous, the annual Terry Fox campaign (raised \$1600), the Leadership group and the local Food Bank are a few examples. Community Pitch-In clean-up, Community Service Day, Food Drive for the Food Bank and the work the Rotary Youth are highlights from past year. The emphasis of these events is on being kind and socially responsible, which fits with our new motto of "Work Hard; Be Kind."

Next year, students at RF will be able to access the Health Care Aid Program that is ran in partnership with Norquest College. Students will be able to use video conferencing to participate in the classes physically located in Barrhead. The Health Care Aid Program continues to be our most

successful dual credit program to date.

This past year we implemented a one-to-one Chromebook initiative with our students. This initiative will continue in the coming year. In June, we offered a Chromebook pre-sale to our current grade 7-11's students as well as our incoming Grade and in the fall we will do the same for our grade 6 students transitioning into grade 7.

Our RF budget for 2016-2017 has a projected surplus of approximately \$56,000. To achieve a balance budget, cost cutting was essential. We are working strategically to align our practices and are headed towards years of balanced budgets in the near future. The main reason for the surplus is a higher than expected enrollment of 750, approximately 30 new students came to RF this year.

CEUs are closely tracked and will continue to be moving forward. We are currently on a block funded model as we are part of High School redesign. While the funding is currently frozen, we anticipate a move towards a rolling average of CEUs when the provincial economy improves. Efforts will be made to increase CEUs generated from work experience and/or RAP to help offset the deficit. Balanced budgets will be a priority to ensure that our deficit does not continue to grow. Outreach is in the process of becoming a viable financial entity. Completion has increased and we will explore utilizing welding, work experience and/or RAP in this learning environment as well.

### Section 3: Performance Measure Results and other Quantitative Data

#### OUTCOME ONE: Alberta Students are successful.

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(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
	93	81.4	21.2	98	83.3	22.6

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

School Data (From October APORI)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	132	85.2	15.4	138	83.2	13.6

**1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3 Year	61.9	69.9	80.5	67.6	72.76	76.6	78.8
4 Year	78.7	69.9	74.0	83.9	75.8	79.0	83.0
5 Year	75.7	79.5	72.0	78.7	86.7	77.2	82.2

**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	4.0	4.0	4.2	2.7	3.5	2.9	1.3

**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	28.8	33.2	25.2	38.7	28.7	38.8	43.6
6 Year	49.4	49.3	53.9	49.2	48.9	58.3	57.9

**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	64.5	54.5	67.9	55.2	56.5	67.9	58.4

**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	40.1	45.4	53.2	47.1	33.3	48.4	40.5

**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	68.6	78.7	78.2	79.3	77.4	77.7	81.4
Parents	54.9	70.1	75.3	77.9	71.0	62.1	79.3
Students	74.8	75.8	70.3	74.4	72.5	75.5	71.4
Teachers	76.0	90.3	88.9	85.5	88.7	95.6	93.7

**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	64.0	84.9	85.0	74.1	71.6	74.1	72.5
Parents	58.1	77.1	80.4	72.4	76.0	59.3	59.3
Students	-	-	-	-	-	-	-
Teachers	70.0	92.6	89.7	75.9	66.7	88.9	85.7

**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		81.8%	84.2%	69.9%	81.4%	74.3%	74.7%
Percentage at Excellence		22.7%	25.0%	18.3%	29.1%	20.0%	8.0%

**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	1.8	1.8	1.8	1.25	1.625	1.625	1.625

**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	-	-	-	-	-	-	169
Percent	34.5	31.7	36.7	29.0	33.0	35.0	22.5%

**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	31	47	53	37	41	43	31
Percent	7.9	11.2	13.0	5.0	6.0	6.0	7.1



**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	86.4	No Survey	85.4	94.9	90.1	92.1	91.2
Students	80.3	No Survey	84.0	85.6	89.7	87.8	82.1
Staff	83.8	No Survey	74.5	59.2	58.8	82.1	85.1

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	9	12	13	9	19	10	12

**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	650	680	711	690	715	701	735
Percent	94.8	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	23	14	12	10	15	23	17
Percent	3.0	2.0	3.0	1.0	2.0	3.0	2.2

**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	298	400	0	0	0	0	0

**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	190	-	418	379	288	409	423
Percent	27.6	73.1	59.0	55.0	42.0	60.8	57.6

**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	110	100	22	38	60	60	67

**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	-	-	-	-	-	-	190
Percent	45.7	46.5	21.8	25.0	30.0	18.6	44.1

**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	255	192	218	236	255	225	260
Percent	60.0	48.0	52.2	57.0	62.0	54.0	60.3

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

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

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

**OUTCOME THREE: Alberta’s education system is inclusive.**

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	84.3	89.3	88.3	89.2	86.8	86.8	88.6
Parents	77.3	87.4	87.1	86.2	83.9	81.4	91.1
Students	86.2	85.6	81.9	87.7	83.5	84.7	82.8
Teachers	89.3	94.7	95.9	93.8	93.1	94.4	91.9

**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	93.1	No Survey	95.8	96.3	93.1	95.4	97.8
Students	88.6	No Survey	90.7	92.7	88.4	91.4	91.7
Staff	97.4	No Survey	95.7	91.8	97.1	98.3	93.6

**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	83.0	No Survey	91.6	91.2	88.8	89.4	88.6
Students	76.2	No Survey	77.9	79.7	75.0	80.8	62.3
Staff	82.6	No Survey	84.3	81.6	80.8	86.0	83.8

**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	82.1	84.1	88.0	86.2	80.5	84.2	86.5
Parents	66.7	66.7	81.6	85.1	66.7	71.8	81.5
Students	86.4	86.8	84.8	88.6	85.3	85.5	81.9
Teachers	93.3	98.8	97.7	85.1	89.6	95.4	96.1

**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	-	-	-	-	-	-	151
Percent	21.3	22.	19.8	21.0	19.0	16.0	20.5

**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	23	18	17	15	21	18	5

**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	80.7	81.9	81.0	81.2	79.6	79.6	83.6
Parents	74.8	78.4	76.9	75.3	80.5	71.4	84.2
Students	84.0	77.9	78.5	78.5	74.8	78.3	81.2
Teachers	83.3	89.3	87.4	89.7	83.5	89.1	85.5

**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	63.3	77.8	70.9	66.7	59.6	65.7	71.4

**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	89.0	No Survey	94.6	91.1	90.5	91.2	93.0

**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	90.8	No Survey	92.7	93.3	92.7	93.6	94.0

**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	85.4	No Survey	89.2	92.9	90.2	89.8	91.3
Students	88.4	No Survey	91.6	92.4	89.7	93.4	91.3
Staff	94.7	No Survey	97.9	100	97.1	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	88.0	No Survey	90.4	92.6	88.7	85.4	85.2
Students	84.0	No Survey	85.8	86.3	85.1	85.5	87.7



**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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	83.9	No Survey	95.2	92.2	88.1	91.6	93.4
Students	84.3	No Survey	89.7	90.4	89.6	85.2	73.5
Staff	81.6	No Survey	95.7	83.3	71.4	98.3	91.1

**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	87.2	No Survey	88.8	92.4	91.4	94.4	97.8
Students	82.5	No Survey	78.8	84.1	89.0	89.8	93.2
Staff	97.0	No Survey	80.4	97.4	85.7	98.1	96.9

**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
RF	282	272	197	282	247	247	155

**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
RF	3.76	3.72	2.68	1.93	2.01	0.81	0.77

**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	-	-	82.3	78.8	74.3	72.9	81.7
Students	-	-	89.8	86.6	83.4	80.7	87.3
Teachers (1)	-	-	-	-	-	Introduced in 2015	93.8
Teachers (2)	-	-	-	-	-	Introduced in 2015	96.9

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students			65.8	76.2	72.6	72.9	60.3
Teachers			65.3	69.6	57.1	86.7	82.5

**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	87.1
Teachers (2)	-	-	-	-	-	New 2015	93.5
Students	-	-	-	-	-	New 2015	91.7

**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	70.3
Teachers	-	-	-	-	-	New 2015	93.8

**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	81.3

## 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	67.5	76.2	85.4	79.2	71.0	72.8	77.6
Parents	56.5	62.9	79.0	73.6	67.2	56.6	71.9
Teachers	78.5	89.5	91.7	84.8	74.8	88.9	83.3

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	73.8	79.4	83.4	85.5	80.5	73.4	78.3
Parents	68.9	58.8	82.2	79.3	84.0	57.1	77.8
Students	87.1	87.0	85.3	91.1	83.4	83.1	82.9
Teachers	65.5	92.3	82.8	86.2	74.2	80.0	74.3

**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	83.8	88.5	91.3	88.1	85.5	86.1	87.2
Parents	75.3	84.5	90.5	82.8	81.9	80.6	85.7
Student	87.8	86.0	84.6	89.6	86.4	86.0	83.2
Teachers	88.3	95.1	98.8	92.0	88.1	91.7	92.8

**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	74.5	77.0	80.2	78.9	77.6	73.4	80.2
Parents	61.1	57.9	74.6	77.3	71.6	55.1	69.9
Students	79.6	82.4	78.2	77.2	79.0	79.5	83.6
Teachers	82.8	90.7	87.9	82.2	82.3	85.6	87.0

**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	86.7	No Survey	88.7	94.8	88.5	88.9	91.7
Students	90.9	No Survey	88.0	89.4	89.9	91.2	91.7
Staff	94.7	No Survey	93.6	98.0	97.1	95.0	97.7

**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	94.9	No Survey	97.0	79.6	97.0	97.2	98.3
Students	94.1	No Survey	97.6	70.6	97.6	97.7	97.7
Staff	97.4	No Survey	95.7	87.5	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	90.1	No Survey	88.0	95.8	91.2	85.6	80.4
Staff	88.6	No Survey	84.8	89.8	84.8	91.5	90.9

**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	-	-	-	-	87.1
Students	68.6	No Survey	77.4	77.6	73.5	72.6	73.1
Staff	75.7	No Survey	76.1	77.6	63.6	86.7	84.1

**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	90.4	No Survey	91.1	96.6	94.4	92.0	93.9
Students	91.3	No Survey	93.3	94.4	93.3	93.5	93.7
Staff	89.5	No Survey	95.7	91.7	94.3	96.6	95.6

**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	88.0
Students	-	-	-	-	-	Introduced in 2015	75.0
Staff	-	-	-	-	-	Introduced in 2015	86.7

**5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

*Parents: I am satisfied with the extracurricular 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	88.4	No Survey	94.5	93.7	94.5	94.0	95.6
Students	91.3	No Survey	93.2	95.1	94.4	95.0	95.0

**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	65.4	No Survey	67.6	69.9	63.4	65.7	79.1
Staff	91.9	No Survey	73.9	71.4	67.6	76.3	62.1

**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	\$3,000	\$40,555.63	\$1,100	\$10,500	\$4,000	\$4,000	\$23,000

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	37	75	90	90	168	168	27

**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	32	44	57	12	47	32	52

**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	-	-	-	-	-	46	48