

SWAN HILLS SCHOOL

Three Year Education Plan

2018-2019

July, 2018

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Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

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

At our school, the Parent Advisory Council participates in our yearly planning by attending a regularly scheduled PAC meeting where we present our school plans from the school planning day and have them give input and suggestions for change. Throughout the school year, we present updates on how we are progressing with our plan. Currently, SHS and its PAC are considering ways to increase attendance to allow for greater parent voice to assist the school in planning.

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 Vision

“To promote confident, caring, responsible and productive global citizens that are lifelong learners.”

Mission Statement

Together, in cooperation, we will provide a diverse education which challenges individuals to achieve exemplary academics, character and citizenship.

Motto

Together we can; Together we will

Teachers

We believe that we must risk new methods of teaching and explore new ways of learning to meet the needs of the children that attend our school.

Learning

We believe learning is unique to each individual and that all children can learn.

Education

We believe that education is a lifelong endeavour. It is empowering.

Historical Background

Swan Hills is a young community developed during the resource exploration years since 1959. The first school consisted of 2 portables placed on site in 1960. Two classrooms were added in 1962 and by 1964 the community had grown to the point where some permanent facilities were needed. An addition consisting of 6 classrooms, a science room, an ancillary room (large classroom), a library and the present large gym were added. This complex served the community until 1972 when 2 more portable classrooms were added. These were removed in 1985. In 1974 the school board with its own funds added space for gym storage and a mechanical room. In 1975, 6 classrooms were added to the building. At the same time the Town of Swan Hills funded an indoor heated swimming pool.

In 1979, 2 classrooms, 2 ancillary rooms (present stage), a primary gym and a new library were added. Aside from regular upgrading the facility remained the same until 1995 when a new administrative suite, staff work room, no barrier washroom, wheelchair access, counsellor's office, staff washrooms, computer lab, conference room and a renovated staff room were added.

Swan Hills School offers the best academic, physical, social and emotional development for students. Currently housing Play School through to Grade 12, Swan Hills School serves the needs of this vibrant community with an attached swimming pool, preschool, PAWS programming and two gymnasiums. The school has a very open communication policy with its parents and the greater community. While the parents are updated on school activities through monthly newsletters, the school also showcases its

activities to the business community through administrative updates in the community newsletter and news articles posted in the Grizzly Gazette.

The school has a School Council that provides feedback to the school administrators from both the parents and the community. The education staff work hard to recruit volunteers for the school to help with the numerous special events held throughout the year.

Technologically, the school is one of the best equipped throughout the province of Alberta. Each classroom in the school has computers, televisions, interactive SMARTboards, and LCD projectors. In addition, the school boasts three fully equipped computer labs and a fourth “mobile laptop” lab for classroom use. In 2012, we added a set of iPads for our primary students. In 2014, we added Chromebooks in our div. 2 and are piloting one-to-one computers in our Grade 9 classroom. With this easy accessibility to computers, students are well-served when it comes to the research and resources that can be found online. The school prides itself on its ability to democratize technology and allow social media and its related applications into classrooms.

The school’s motto, “Together We Can; Together We Will” speaks to the program model that is in place at the school. We have committed ourselves to work as a team of staff, students and parents to provide the best opportunities for our students and children. We ensure a high standard of personalized instruction for all children. Swan Hills School provides excellent programs for students whose learning, physical or mental disabilities range from mild to severe through programs to assist with high school completion issues. The school has established an instructional support team of special education teachers, special needs aides, counsellors and an administration team that works closely with the parents, students, community and outside agencies so that all the needs of the students are met. The program focuses on both preventing problems and supporting students through a number of ways. Division One students participate in an ERI (Early Reading Intervention) program to bring student’s reading ability to grade level. We are now transitioning to the LLI program that will expand the ERI program to reach even more students.

The school provides skilled aides and instructional teacher support for identified special needs students and for students in the school experiencing difficulty or are at risk of non-completion of their high school program.

Past Principals of Swan Hills School

1960/61	Mr. Arkenstal	1997/00	Mr. Cam Oulton
1961/65	Ms. R.W. MacGregor	2004/06	Mr. Robert Gallagher
1965/68	Mr. C.C. Moore	2006/09	Mrs. Pauletta Renkema
1968/70	Mr. Ed McGill	2009/11	Mr. Bryan Richardson
1970/75	Mr. Larry Lambert	2012/2017	Mrs. Sheila Gardiner
1975/94	Mr. Doug Seebach	2017/present	Mr. Slade Sekulich
1995/97	Mr. Ron Kenworthy		

Demographics

Swan Hills School serves the town of Swan Hills. The area essentially serves the oil and gas industry. Born in the legends of the native Indians and developed through the discovery of oil, in many ways the story of Swan Hills is an echo of the story of Alberta.

The name Swan Hills was first given to the area by the Indigenous People of the area, who believed that giant swans nested on the estuary of the Assiniboine River. During the summer prairie thunderstorms it was said the thundering wing beats of these great birds filled the air as they fled for shelter. The settlement of the Swan Hills Area by European homesteaders seemed almost accidental. Originally bound for the rich farmland in the province's northern Peace River region, early settlers set off from Edmonton by way of the Swan Hills in order to make use of the shortest route around the muskeg so prevalent in the area. But the route was difficult, and many were forced to either turn back or stake a claim in a place that was not their destination.

The government of Alberta virtually ignored the entire area until pressure from these waves of settlers forced it to open a wagon trail through the Swan Hills Area in 1911. However, after this achievement, the area once again fell into oblivion, and remained so for the first half of the 20th century, as settlers cleared and homesteaded, and tried to build a new life for themselves. Eventually they succeeded, and once again began to pressure the government to create a transportation link with the rest of the province that would allow them to take their grain and livestock to market. But it wasn't until the mid-1950s that the government of Alberta agreed to construct a major highway through the area.

This road construction was to change the fate of The Swan Hills Area forever. In September, 1956, a foreman with Home Oil named Fred Willock set out along the new road to prospect for oil in the area; only one of many oil prospectors who converged on the area, sending down their well shafts in the hope of striking it rich. Willock did. In the spring, he helped drill the well that brought in the Swan Hills field; which became the third largest oil discovery in Canada (containing an estimated four billion barrels of oil), and helped to propel Alberta into the decades of oil prosperity that it has enjoyed ever since.

In 1959, the oil company Amoco Canada, together with British American (Gulf) helped make history by striking the first well of the South Swan Hills Unit. By the time the field's boundaries were defined in 1963, the South Swan Hills Unit encompassed 100 square miles, had a capacity of producing 831 million barrels of oil and had 193 working wells.

There's nothing like an oil boom to help build a town, and like so many other Alberta communities that owe their existence and prosperity to oil, Swan Hills is no different. During the years of the oil boom, the base camp that had been set up for the workers quickly exploded into a town site as homes, schools and recreational facilities were put in for the oil companies' employees. In 1967, Swan Hills again took a place in history by becoming the first township incorporated during Canada's centennial year. The town is young, and because of that its residents enjoy a wonderful lifestyle incorporating new schools, new technology, new facilities and a young and vibrant population. It's a young town full of the opportunity that has always characterized the west. Part of this opportunity culminated in the development of the Alberta Special Waste Treatment Facility . Built in 1987, this world-class facility helps to diversify Swan Hills' economy.

In 2009, the Town of Swan Hills celebrated its 50th Anniversary. Swan Hills School saw over 275 alumni return to Swan Hills to enjoy the festivities and fun of the week long celebration. At the start of the 2010-11 school year thirty students and their families left the Town of Swan Hills and this was of great concern to us. We have implemented better measures as a school to ensure that population swings would not affect staffing or resources to the school.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

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

Swan Hills School PROFESSIONAL LEARNING COMMUNITY FOCUS

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

<p>Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> • <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Continue the PAWS program • Adapt programming, place students in K&E programs, as applicable, to address students’ unique needs • Create and adapt alternative assignments for students placed in classes based on previous year’s academic performance • Practice differentiated instruction and universal design for learning to design programming tailored to address student needs • Collaborate during PLS meetings and outside of scheduled time, as required, to address student needs • Continue literacy and numeracy one-on-one support (PA) for students who struggle with concepts • Place students in split classes based on student need 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Select staff to be trained as “Go-To Educators”, with future implementation for remaining staff • Support and be supported by PAWS • School counselor/student-school liaison to address academic, personal, and interpersonal needs, and supporting staff in adopting a greater role in these duties • Classroom interventions as required 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> • <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">4</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Select staff to be trained as “Go-To Educators”, with future implementation for remaining staff 	

<ul style="list-style-type: none"> ● Support and be supported by PAWS ● School counselor/student-school liaison to address academic, personal, and interpersonal needs, and supporting staff in adopting a greater role in these duties ● Not Myself Today program for supporting staff mental wellness 	
<ul style="list-style-type: none"> ● Additional school strategies to address the Diversity of Student Needs 	
In our school we will <ul style="list-style-type: none"> ● Continue ESL pull out support 	

Measures - Impact of strategies to Address the Diversity of Student Needs
Tier 2 student achievement & attendance
Students satisfaction surveys

<u>Student-Teacher Relationships</u> <i>Student-Teacher Relationships are everyone’s responsibility.</i> <i>Strategies will be focused in grades 7-12.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● District High Schools will continue to address the principles of Moving Forward with High School Redesign. 	1
In our school we will (repeated from Diversity above): <ul style="list-style-type: none"> ● Create new and unique programming opportunities to engage students ● Continue to engage in extra-curricular activities (students’ union, leadership, sport programs) and establish new (Drama) to build and strengthen student-teacher relationships 	
<ul style="list-style-type: none"> ● Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	3
In our school we will (repeated from Diversity above): <ul style="list-style-type: none"> ● Select staff to be trained as “Go-To Educators”, with future implementation for remaining staff ● Support and be supported by PAWS ● School counselor/student-school liaison to address academic, personal, and interpersonal needs, and supporting staff in adopting a greater role in these duties 	
<ul style="list-style-type: none"> ● Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> ○ Elementary to Junior High ○ Junior High to Senior High 	3
In our school we will: <ul style="list-style-type: none"> ● Teacher collaborative time used for discussing transitions, with focus on support unique to 	

<p>individual needs</p> <ul style="list-style-type: none"> ● Transition strategies begin in late school year in Division 2 ● Continued elementary to jr. high transition meetings 	
<ul style="list-style-type: none"> ● <i>The comprehensive professional development plan will be intentionally designed to:</i> <ul style="list-style-type: none"> ○ <i>Provide training and Professional Development for Principals</i> ○ <i>Support implementation of the Mental Health Literacy Project</i> ○ <i>Support implementation of Moving Forward With High School Redesign</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Seek personal growth and focus on areas of district priority ● Seek and attend professional development to enhance skills in district, school, and personally, identified priority areas ● “Go-To Educator” training to support students and to ensure appropriate referrals 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Student - Teacher Relationships 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Engage students with activities such as duct taping administrators, pie-in-the-face, student-staff athletic and academic fun competitions, and other interactive activities as they arise 	

Measures - Impact of strategies focused on Student Teacher Relationships
Student satisfaction surveys
Academic achievement/success
Attendance

<p><u>Numeracy</u> Everyone is a teacher of Numeracy. Strategies will be focused in grades 4-6.</p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● <i>All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September</i> <ul style="list-style-type: none"> ○ <i>After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</i> 	1
<p>In our school we will:</p>	

<ul style="list-style-type: none"> ● Implement MIPI to guide instruction ● Staff will integrate MIPI into their classrooms and use data as a tool to inform instruction 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</i> ○ <i>Support a Community of Practice of grades 7-9 Math teachers</i> ○ <i>Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Collaborate during PLC time, with focus on ensuring cross-curricular integration of numeracy ● Collect data from MIPI administration to be shared with teachers for learning needs 	
<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> ○ <i>Facilitating collaboration between the potential coordinator and classroom teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Ensure grade level teachers attend MIPI training and implement for classroom instruction and assessment ● Collect and share data with (potential) coordinator and classroom teachers ● Facilitate meetings between (potential) coordinator and teachers ● Ensure teacher assignments reflect teacher expertise ● Provide teacher time for pull-out support to strengthen skills 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Numeracy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Strengthen numeracy skills across classrooms and subject areas ● Have students write out final answers ● Obtain relevant and appropriate textbooks/instructional materials 	

Measures - Impact of strategies focused on Numeracy
PAT and diploma results
IPP goals
Summative assessments demonstrating numeracy skills

<p><u>Literacy</u> Everyone is a teacher of Literacy. Strategies will be focused in K-3.</p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets. 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Administer the BAS twice yearly Have grade 3 students complete the SLAs 	
<ul style="list-style-type: none"> All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard. 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> LLI interventions Early Reading Intervention Precision Reading Program RAZ Reading Program Use results to guide instruction 	
<ul style="list-style-type: none"> Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to: <ul style="list-style-type: none"> Work elbow to elbow with teachers Guide the analysis of assessment data Guide selection of instructional strategies Serve as a site based Literacy ‘point person’ 	
<p>In our school we will:</p> <ul style="list-style-type: none"> Identify Lead-Literacy role for Divisions 1 & 2, providing time for the teacher to support classroom-student-teacher needs 	
<ul style="list-style-type: none"> Financial support will be designated to maintain the Junior High Reading Project (\$10,000) 	<p>1</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> Identify most effective use of funds for supporting students 	
<ul style="list-style-type: none"> The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> Coordinating RRST and BAS implementation Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers Monitoring implementation of the Literacy strategy Being a participant in professional learning 	

<ul style="list-style-type: none"> ○ <i>And insisting on alignment to district standard</i> 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Ensure 2 cycles of LLI support for Division 2 ● Provide time for administration and analysis of assessments, in addition to collaborative time 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers)</i> ○ <i>Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Collaborative time used to share best practices within literacy discipline as well as across other disciplines 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Library time provided weekly ● Focus on math students' comprehension of written questions; writing out of math answers 	

<p>Measures - Impact of strategies focused on Literacy</p>
<p>PAT, diploma, and reading comprehension assessments</p>

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 1.10** Grade 9 cohort results at the acceptable standard in Mathematics
- 1.11** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.12** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.13** Number and Percentage of students (grade 10-12) qualifying for provincial extra-curricular events.
- 1.14 PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 1.15** Number of service projects/groups facilitated by the school in which students participated.
- 1.16** Number and Percentage of students involved with or who participated in servi1.183.6ce projects.
- 1.17** Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).
- 1.18** Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 1.19** Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 1.20** Number of parents participating in sessions for students on career decision-making.

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

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

Additional School Level Strategies Include:

- Special needs students will be able to demonstrate literacy skills in accordance with English Language Learner Outcomes at each grade level or as determined in IPP's.
- Students in Grades 4 to Grade 6 will practice math facts daily.
- We will identify at risk students and use individualized approaches to engage learners.
- Students at all levels will participate in district events ie. Science Fair, Music Festival,
- We will have grade to grade transition meetings for grade 3, 6 & 9 students as they move from one Division to another.

Regarding High School Redesign:

- High school staff will continue commitment to the 'Moving Forward with High School Redesign' project and develop further plans for transforming our high school into a flexible learning environment for all students.
- Establish new programming to provide experiential learning possibilities for students
- Collaborate with district schools to provide joint programs to benefits of all partners and stakeholders
- Since we are not able to have an Outreach program, we have developed an Inreach program for those students who struggle with the traditional learning environment.
- We will also have a teacher oversee our 'Flex Room' and ADLC program. This will provide opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.

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."*
 - We will work on goal setting with at-risk students and their parents.
 - Students in K-12 will achieve their individual goal as identified in the October reporting period.
 - We will continue to partner with ADLC to use the ADLC distributed learning programs and teacher supports.

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."*
 - We will continue to sustain Work Experience and RAP programs.
 - Administration, counsellors and teachers will continue to encourage our

students to get involved in Work Experience, RAP and other CTS programming.

- Our high school students will be involved in Career Development opportunities and planning by attending a Career Fair in Whitecourt, using my Blueprint and having presentations by various organizations including Careers Next Generation.
- The school will participate in partnerships with Career Next Generation

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.*

- Administration and staff will provide support to students to build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
- We will facilitate student involvement in community programs that set the stage for social justice projects or to become more aware of social issues as lifelong learners. (music, computer, community service projects, refereeing, shared reading, mentoring of students, and recycling projects).

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.”*

- We will collaborate with PAWS to encourage students to participate in school activities or after school programs offered by PAWS.
- We will maintain a comprehensive counselling plan that supports personal, academic and career decision making for all students.
- We will encourage and support student participation in Career Fairs and similar events.
- SHS and PAWS staff will engage guest speakers to discuss career opportunities where and when possible.

5. Tracking Progress *“Identify barriers and success factors related to high school completion.”*

- We will continue to keep running records of student major and minor misbehaviours.
- We will continue to work closely with PHRD’s FNMI worker to track and support at-risk students.
- We will continue to designate the role of high school completion liaison to a specific certificated teacher.
- Regarding Attendance:
 - Parents and students in will be informed of the attendance policy and it will be followed.
 - Administrators will closely monitor attendance patterns; recognize and award excellent attendance.
 - Swan Hills School will send attendance letters home to the parents and guardians of students not attending school regularly.
 - Students will be referred to the Attendance Board when a child has a profile that will demonstrate over 20% days missed over the course of the year.

Commentary (July 2018):

Numeracy

- All teachers worked on math vocabulary and ensuring that teachers were using the appropriate vocabulary with students.
- A continuous block of math was implemented in all elementary classrooms.
- Elementary teachers implemented variations of programs supporting numeracy that focus on vocabulary, basic operations, numeracy strand, and problem solving.
- Elementary teachers used the Math Profile Assessment to gauge basic skills of students moving into division two.
- Grade level math teachers received professional development on MIPI implementation.

Moving Forward with High School Redesign

- Swan Hills School School has completed a third year of MFWHSR:
 - Teachers continue to focus on building strong and positive culture by engaging students in extra-curricular activities and leadership opportunities.
 - Our Counsellor met with students on a regular basis to review student progress and their program, encouraging them to complete extra credits, do work experience/RAP, apply for scholarships, improve their attendance, etc.
 - Enhanced engagement in the Woodworking room for our junior and senior high students through visits to forestry sites and donations of lumber
 - Teachers met bi-monthly as a PLC group to discuss common assessment practices, alignment of curriculum and to share and develop rubrics
 - Admin attended spring networking meeting
 - Hosted visits from schools new to HS Redesign as well as for a representative from Alberta Education.

Report on Key Strategies from 2017-2018 Education Plan

We will ensure the implementation of Foundational Literacy and Numeracy skills throughout all grade level curriculums.

In alignment with PHPS's Literacy Strategy:

- Our school participated in the Division's Literacy Strategy
 - Our teachers worked with the Literacy Coordinator to establish Literacy programs, and supported students throughout the year with relevant supports. Our school continued to implement the ERI and LLI programs
 - Administration monitored the implementation of the school's literacy program to ensure the program aligned to standards of the District Literacy Strategy
 - Participating teachers measured student growth along the literacy continuum semi-annually and provided 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.

Student Mental Health:

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

September 2018 Comment on PAT and PDE Results:

PDE results show strengths with high level of acceptable rates in most subject areas. Humanities are areas of particular strength. Noted strength in Language Arts/English, with improvement in grades 6 and 9 PAT scores and either improvement or stability in Diploma Exam scores. Note also that while results indicate high averages in the Acceptable standard, we had no one scoring in the standard of Excellence. One reason for students reaching higher levels of Acceptable achievement may be the school's and the district's focus on enhancing literacy in all grades, with support strengthened for Division 1 in the current year. SHS has provided time for a teacher to devote time for literacy coaching within Division 1 this year.

SHS has assigned a teacher time to focus on Division 2 math skills, providing pull-out support for students identified as having lagging skills in areas of numeracy. PHPS has also focused on Numeracy support for Division 2 this year. Across the district, teachers have used the MIPI for grades 2-10 to identify strengths and weaknesses in students' understanding of numeracy concepts. Teachers will be using MIPI results to learn whether concepts have been missed, not learned, or whether students were unsuccessful for other reasons. Despite a classroom focus on addressing questions without the use of a calculator, students still had great difficulty with Math PAT Part A, which students were required to complete without calculators. Further work is being done in this area.

PDE standard of acceptability remained constant or, in most cases, increased from the previous year's average. One reason for this may be due to the change in number of students writing each year. With a smaller number of student writers, it can be easy for a minority to make a significant impact on the averaged results.

A common comment in all analysis is the need for greater engagement, student motivation, and personal accountability (ensuring work is completed in a timely manner so teachers can help ensure understanding). Teachers strive to find interesting ways to present information and to build student confidence when learning foundational skills. Greater attention in class with fewer distractions (talking, technology, etc.) would be beneficial. This year, electronic devices cannot be used in core classes except under specific direction of the teacher (research, calculations, etc.) in the hope it will reduce one form of distraction.

Consideration of strengths in language arts suggests other subjects may benefit with continued dedication to establishing foundational knowledge and then bringing students to a higher level (conceptual) understanding of topics.

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

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

Accountability Pillar Measures:

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

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

Key School Level Strategies Include:

- We will host an FNMI event yearly that creates awareness of FNMI traditions and cultural understandings.
- We will work closely with PHRD's FNMI staff to track and support at-risk students.

Commentary (July 2018):

Support of FNMI students

- Staff continued to consult with our district FNMI Liaison person to help support our FNMI students.
- Our staff and students participated in the Bea Schadeck presentations to gain a better understanding of the need for reconciliation.

Progress toward instruction of FNMI Perspectives

- The draft copy of the new TQS was presented and discussed as a staff including the section on FNMI instruction.

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- An updated digital copy of our Student Code of Conduct was put on the school website.

OUTCOME THREE: Alberta’s education system is inclusive.

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

Accountability Pillar Measures:

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

Jurisdiction Outcome 3-A

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

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

Additional School Level Strategies Include:

Promoting Activity, Wellness and Success (PAWS)

- We will continue working towards a systemic model being in place that utilizes the PAWS mental health strategies and incorporates same into our school’s education plan.
 - PAWS will provide in-class programming that will allow our teachers to meet one-on-one with the PAs in their classrooms to analyze the success of their programming for their at-risk students and making changes as necessary

Early Learning

- Our students in Pre-school and Kindergarten are identified by our Early Learning Team in collaboration with the classroom teacher. Once identified with speech, language, behavior or academic needs, the team provides an aide if necessary and the proper interventions for those children. Regular visits and meetings with the Early Learning Team ensure success for students.

Commentary (July 2018):

During the 2018-2019 School Year, our school focused on the following strategies:

Continue to support a safe, caring, respectful and welcoming learning environment.

- Staff continued the school-wide attribute and character education program within the school which involves students, staff, parents and the greater community.
 - We employed programs such as Kelso’s Choices and others that help students learn to

make positive behaviour decisions.

- In collaboration with PAWS, we worked with our junior/senior high students to develop proper social skills, conflict resolution skills and mindfulness.
- We encouraged and maintained a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other. We also began work on celebrating diversity including utilizing the Safe Space resources.
- We communicated regularly to parents, to specifically emphasize positive behaviors, achievement and growth of students.
- We continued to introduce a monthly trait at assemblies. Leadership students took ownership of these assemblies by presenting and discussing the monthly trait.
- **Student Code of Conduct**
 - Staff referred students to the office only when they have been unable to rectify behavioural issues.
 - An Office Referral form continued to be used to communicate details of all incidents and provided for clear communications.
 - We continued to keep track of incidents and made adjustments to school discipline policies to encourage improvements and a reductions in office referrals.
 - We ensured that we had proper supervision in place.
 - We continued to tighten up our discipline and attendance policies to provide students with the structure they need to be successful.
 - Monitoring student attendance was a priority for administration.

Support for students at Risk

- Our HSC person met with students at risk on a regular basis ensuring that they were on track and getting the supports needed.
- Teachers in general built strong relationships with all students and communication with parents to help ensure that students at risk did not fall through the cracks.

Early Learning Supports

- We utilized the support of our district team to help support our youngest students. Our kindergarten teacher maintained regular communication with this team throughout the year, and they visited regularly.

Student Mental Health:

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

Welcoming, Caring, Respectful and Safe Learning Environments:

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

Report on Key Strategies from 2017-2018 Education Plan

Continue to support a safe, caring, respectful and welcoming learning environment.

July 2018:

- Students with identified needs are supported by PAs as they are integrated in classrooms and pulled out to address specific needs.
- Parents have received communications on positive aspects of student behaviour as well information on supports applied to address inappropriate behaviours.

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

- 4-A.1 PHPS Satisfaction survey:** Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.
- 4-A.2 PHPS Satisfaction survey:** Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their

classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

4-A.3 PPHS 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 PPHS 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 PPHS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school. **NEW 2015-16**

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

Additional School Level Strategies Include:

- Strategies and focus of the Professional Learning Community:
 - Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
 - Personal professional growth plans will continue to direct the nature of school based professional development activities.
 - Administrators will continue to provide opportunities for teacher leadership to their staff.
 - Elementary teachers will be focused on building literacy instruction skills
 - The junior/senior high teachers will focus on flexible learning environments that include project-based learning and UDL.
- Collaborative Strategies to support Professional Development:
 - Administration will continue to provide opportunity for teachers to attend ERLC workshops and events.
 - Teachers will collaborate in division/subject groups and with other schools/teachers to develop common UDL/DI and assessment tools
 - Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via videoconference.
 - Teachers will model teaching strategies for each other.
 - We will continue to provide for mentoring of new teachers relative to the community and culture of the school.
- Strategies to enhance teacher capacity to provide instruction within a UDL framework:
 - All core-subject long-range plans will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
 - Each teacher will commit to:
 - select at least one new unit in one subject area as a special focus for developing formative assessment strategies, including the effective use of assessment rubrics;
 - attend related divisional workshops;
 - participate in collaborative sharing;

- access available in-class coaching from peers and Lead Teacher.
 - Teachers will have evidence that they have used formative assessment in each of the core subjects which they teach.
 - Evidence may include things such as: use of criteria/rubrics, performance assessment tasks, sharing of learning outcomes with students parents, examples of work which has changed and been revised over times based on feedback from teacher and/or peer self-evaluation, or the use of diagnostic tasks to inform planning, in addition to test, quizzes or other forms of summative evaluation.
 - Teachers will use assessment for learning practices daily.
 - Teachers will use targets, proofs, and exemplars with students.
 - Teachers will complete assessments contained in the assessment folder at regular intervals (Fountas and Pinnell).
 - Elementary teachers will prepare and share with students and parents I Can/target statements for each core subject unit.
- Strategies to maintain or enhance programing for students
 - We will continue to focus on the CTS and CTF course offerings to our students.
 - We have combined our junior/senior high options classes to provide high school opportunities to take more of a variety of CTS courses in a classroom.
 - These include Robotics, Cosmetology, Rec Studies, Art, and Music along with exploring different career options in the CTF program.
 - We will ensure that we are staffing efficiently meet student program needs while maximizing teacher utilization.
 - We will continue to provide Quality Daily Physical Education and Music to grades 1 through 12.
- Strategies to develop and integrate technology skills:
 - Administration will promote professional development in technology for the staff.
 - We will implement ever-greening plans to maintain computers and technology to an effective level.
 - We will be purchasing new Chromebooks to supplement current availability to grades 4 to 9 students, with the intent of ensuring a one-to-one device to student ratio.
 - Teachers will provide students with instruction in digital citizenship and new technologies intended to increase support, strategies and structures designed to improve their learning.
 - Teachers will integrate technology into student assignments and projects and increase the use of web based applications to support academic achievement.
 - Teachers will encourage students to share examples of their technology use with parents.
 - We will continue to develop teacher skills in the use of the Interactive whiteboards as a tool to enhance learning.
 - Staff will learn about and use the WordQ and SpeakQ technology.
 - Teachers will use SMART technologies to enhance English language arts instruction.
- Communication about Student Progress
 - Teachers will implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
 - Staff will work to achieve 90% attendance at parent teacher interviews.

- Staff will meet with all parents of at-risk students twice a year to set and monitor goals.
- We will continue to increase parent involvement by requiring parents' signatures on high school registration forms.

Commentary (July 2018):

During the 2017-2018 School Year, our school focused on the following strategies:

We take a flexible approach to curriculum delivery across all subject areas through the use of collaboration, and common assessment practices.

Teachers were supported to increase their skills and application of:

- common assessment practices, consistent assessment, and balancing formative and summative assessments.

Teachers are provided with enough PLC time to discuss and create common assessment strategies among junior and senior high staff as a HSR strategy.

- During the year, time was provided for teachers to work on meeting the goals in their PLC plan including common numeracy language and assessment practices as well as common assessment practices in the upper grades..

Activities to support professional development

- We encourage teachers to participate as much as they felt necessary in professional development activities at the district level. Our staff utilized the support of our CLTs on a regular basis and participated in most district training.

Satisfaction with instruction, teachers and administration

- Teachers use PLC time well, and request additional focussed time for working together on instructional content and strategies, especially for blended grade level classes and for addressing enhancements for literacy and numeracy in all subjects.

Communication regarding Student Progress and Classroom Activities

- Teachers continue to share information on student progress with both students and parents, providing information through Fresh Grade and Powerschool, as well as through frequent progress reports (usually monthly).
- Classroom and school activities are shared through print and electronic messaging, school website, and school newsletters.

Technology use for instruction

- Technology use ranges from moderate to high depending on courses and need. Teachers have been encouraged to find, use, and share, relevant applications that benefit student learning (but not merely for the sake of use).

Welcoming, Caring, Respectful and Safe Learning Environments:

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

Report on Key Strategies from 2017-2018 Education Plan

We will adopt a flexible approach to curriculum delivery and collaborate on common assessment practices to support High School Redesign while creating structures to increase student engagement.

July 2018:

- Teachers were supported in receiving PD relevant to district and provincial priorities (literacy, numeracy, and diversity), and were provided PLC time for collaboration on the same as well as on aspects of professional growth plans.
- Go-To Educator training provided for initial number of staff members, with the balance to receive training in the coming year.

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- 5.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.
- 5.6 PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".
- 5.7 PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 5.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 5.9 PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 5.10 PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).
- 5.11 PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extra-curricular activities.

- 5.12 **PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 5.13 Amount of money acquired from third parties in support of community schools.
- 5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

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

Key School Level Strategies Include:

To Engage and communicate with the community:

- We will sustain participation in the School Council:
 - We will solicit parent reps to represent each classroom by
 - offering incentives,
 - communicating the importance of having classroom parent representatives,
 - and establishing and communicating clear guidelines regarding the parent representative position to avoid apprehension.
- We will connect with the community:
 - Through our collaboration with community clubs and organizations such as the fire department, police department and local businesses.
 - With work experience partnerships with local businesses
 - On service projects.
- We continue our effective use of Newsletters:
 - We will distribute memos or provide information in the school newsletter on a monthly basis recognizing the work of parents, staff, and students within the school.
 - We will use a section of the monthly newsletters to explain various aspects of the school’s budget.
 - We will celebrate student and staff accomplishments at the school or within the community on a monthly basis.
- We will continue to make Improvements to school Websites
- We will host and facilitate events to draw parents to the school:
 - We will increase the number of ‘social’ events to bring parents and partners into the school, for example....Start Up Barbecue, Grandparents’ tea, School open houses, Volunteer Appreciation events.
 - We will host an Open House in collaboration with the PAC for parents of K to Grade 6 students each year.
 - We will be intentional in inviting parents and community members to specific assemblies.
 - We will monitor and record when parents are involved with school activities. (For example: extra curricular activities, community nights, school council attendance, monthly call-outs, volunteering, parent teacher interviews, etc.)

- To Encourage volunteerism:
 - We will develop a list of jobs and responsibilities known as “parent volunteer” jobs.
 - Eg: in classrooms, on a specific class project, in the office, in the library, in school programs and on field trips.

Extracurricular Programs

- We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic.
 - We will continue our Leadership Group that allows students more input into decision making that affects them
 - Where possible, and given staff involvement we will plan to be involved in at least one extra-curricular event next year for boys and girls at the high school and junior high school levels.
 - Student Union events and activities will be supported by our school staff and all students will be encouraged to participate in at least one event during the school year.
 - The school will focus on providing increased opportunities for our students at the school, both afterschool and on weekends in collaboration with the PAWS Project.
 - Seek information from student body as to what additional extracurricular programming is desired and feasible.

Budgets and School Generated Funds

- Swan Hills School will:
 - Create a budget that is balanced while maintaining quality programs for students and moving towards increasing course offerings for students through the implementation and support of Distributed Learning.
 - Continue to support School Councils’ fundraising activities.
 - Continue to partner with industry to acquire guest speakers and other ‘extras’ that generally fall out of the usual budget

Commentary (July 2018):

Engaging and communicating with the community

- We continued to be active participants in our community and worked well with many community agencies. We partnered, with the support of PAWS in many cases, with the RCMP, Emergency Services, Fire Department, FCSS, seniors, Community Health, and local oil companies on a number of different projects and activities.
- We continued to work well with our Parent Advisory Council and the Grizzly Cubs fundraising group. We are currently working together to raise money for a new sound system for the large gymnasium.
- We continued to encourage parents to get involved and volunteer at the school and saw a greater number of dads being involved.
- We continued to work with our local businesses to provide Work Experience and RAP opportunities for our students.

Extra-Curricular Planning and Supports

- We ensured that all fundraising plans for extra-curricular activities were in place and that those activities were made affordable for parents.
- We continued to encourage our students to participate in extra-curricular activities, especially our sports’ teams and had a great increase in participation this past year.

- We included our grade 5 and 6 students in junior basketball to increase the interest and build our teams for future years.

Budgets and School Generated Funds

- We continued to reduce that amount of money in our school generated accounts especially the Grad account that had an excess of money. Plans were made to reduce the Students' Union accounts by contributing money to the electronic sign for the school.
- We were frugal with our field trip spending by having teachers and students fundraise for the majority of their activities. We increased fees for our sports' teams to compensate for a lack of funding in that area.
- We did not make any large purchases of any kind this past year in order to combat our growing deficit.

Communications:

- Our librarian continued posting school news on Facebook in order to get our good news stories out to the community. She used our town General Discussion page to post news, and it was very well-received.
- We also changed the look of our website and reorganized the content to make it easier for parents to use.
- With the addition of the electronic sign, we have been able to share relevant information on events and activities with the larger community.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	32	57.8	0.8	31	62.6	8.8

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

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

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	17	75.9	6.9	18	70.3	5.2

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year	53.9	76.1	65.5	62.9	63.2	71.9	84.3
4 Year	69.4	59.0	84.0	75.6	62.9	71.1	83.2
5 Year	80.1	69.0	64.4	84.1	85.7	62.9	77.9

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	2.2	4.1	3.1	5.5	1.1	6.8	0.0

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year	19.2	16.6	21.8	5.2	5.4	25.6	28.3
6 Year	44.9	50.3	31.8	33.8	35.1	21.8	11.0

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	45.0	39.1	26.1	30.4	35.7	33.3	25.0

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	32.3	29.6	15.1	29.0	31.6	29.6	28.1

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	67.4	58.2	75.1	53.9	77.4	83.3	85.4
Parents	*	*	*	*	*	*	82.9
Students	53.2	45.0	61.8	53.9	57.5	66.5	73.4
Teachers	81.7	71.4	88.3	n/a	97.3	100	100

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	75.0	60.0	83.3	n/a	66.7	93.3	95.0
Parents	*	*	*	*	*	*	100
Teachers	75.0	60.0	83.3	n/a	66.7	93.3	90.0

Jurisdiction Measures:

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	50.0	83.3	44.4	50.0	29.4	50.0	30.0
Percentage at Excellence	0.0	8.3	5.6	0.0	0.0	16.7	0.0

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	1.25	1.25	0.35	0.5	.25	.25	.25

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	19	11	16	11	8	3	0
Percent	15	10	14	10	8	3	0

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	6	6	2	2	0	2	0
Percent	10	10	1	1	0	1	0

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	68.1	82.3	94.4	93.6	91.0	90.8	94.2
Students	85.7	53.5	64.4	65.3	72.5	80.9	62.9
Staff	80.0	61.1	95.0	94.3	100	100	91.3

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	17	2	5	5	5	5	5

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	270	270	262	240	248	203	207
Percent	100	100	100	100	100	100	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	18	2	3	3	5	5	2
Percent	15.0	0.8	1.0	1.0	6	2	2

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year	13	0	60	60	63	0	0

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	102	90	55
Percent	100	100	100	100	100	97	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	85	28	24	27	23	10	12

1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	–	–	–	–	28	19	15
Percent	25.0	34.0	56.0	40.0	48.3	34.5	40.5

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	65	5	39	55	55	50	36
Percent	100	2	68	100	95	91	97

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

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

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	74.4	73.5	78.8	66.0	86.0	86.0	88.3
Parents	*	*	*	*	*	*	94.3
Students	68.8	64.1	61.0	66.0	73.4	73.3	72.6
Teachers	80.0	83.0	96.7	n/a	98.6	98.7	98.0

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.7	87.3	97.8	98.9	100	98.7	100
Students	57.1	57.8	70.3	73.1	83.5	91.7	89.8
Staff	100	83.3	100	100	100	100	100

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

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.” “My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	85.7	82.9	75.1	97.9	96.4	95.4	96.4
Students	55.1	58.0	51.0	67.8	58.1	55.7	79.5
Staff	62.8	63.0	87.7	92.7	95.7	98.3	97.1

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	87.2	78.4	85.8	69.0	86.6	87.0	83.2
Parents	*	*	*	*	*	*	81.0
Students	74.5	56.9	71.7	69.0	75.5	78.5	75.5
Teachers	100	100	100	n/a	97.8	95.6	93.3

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

Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.4	0.4	0.9	1.0	3.6
Level 5			1.1	1.9	1.7	3.4	4.6
Level 4			4.3	3.8	5.6	3.4	4.1
Level 3			10.4	9.4	13.4	17.2	10.2
Level 2			10.4	7.9	12.5	6.9	6.1
Level 1			73.4	76.6	65.9	68.1	71.6

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	0	3	5	3	2	4	0 of 0

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	63.6	57.5	65.6	41.6	60.7	58.9	69.4
Parents	*	*	*	*	*	*	64.2
Students	52.8	43.5	61.4	41.6	55.3	49.1	69.2
Teachers	74.5	71.6	69.8	n/a	66.1	68.6	75.0

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	80.6	81.5	91.7	na/	82.2	72.7	80.0

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	67.1	56.3	61.4	71.0	60.9	65.8	72.5

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	50.0	30.8	46.2	64.9	61.9	62.5	77.3

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	82.9	78.8	92.2	90.4	94.2	93.4	88.4
Students	71.4	77.0	83.8	80.2	82.2	87.1	83.9
Staff	80.0	100	95.0	94.3	95.5	96.6	100

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

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

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	81.7	72.5	91.0	90.2	89.9	94.7	91.3
Students	71.4	69.9	80.2	75.0	84.2	88.9	87.9

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	73.5	81.0	95.5	95.7	94.2	96.1	No Data*
Students	100	70.0	75.2	74.8	86.4	90.7	92.6
Staff	80.0	83.3	100	94.3	100	100	95.7

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

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child(ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	97.1	98.7	98.9	96.7	97.1	98.7	97.1
Students	71.4	79.6	85.3	83.9	85.6	87.2	91.9
Staff	100	100	70	100	100	100	100

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

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SH	292	243	176	158	107	101	98

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SH	1.44	1.28	0.95	1.04	0.85	0.78	0.98

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.30	1.99	2.50	2.73

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	69.4	64.1	82.0	89.2	79.7	89.5	84.1
Students	57.1	66.4	87.3	77.1	72.8	82.2	79.8
Teachers (1)	–	–	–	New 2015	100	100	100
Teachers (2)	–	–	–	New 2015	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	100	56.6	64.1	57.8	64.1	81.2	79.5
Teachers	40.0	50.0	83.3	42.9	76.5	85.7	100

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding. **NEW 2015-16**

Teachers (1): I make sure that students know how each day's lessons or activities connect to the learning goals. ('Most' or 'Some' of the time, do not count 'Rarely').

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students' background knowledge. ('Most' or 'Some' of the time, do not count 'Rarely').

Students: Which of the following describes you best? (Collate the 'always or usually' responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I'm OFTEN CONFUSED about what I'm supposed to learn.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	-	-	-	New 2015	100	100	100
Teachers (2)	-	-	-	New 2015	100	100	100
Students	-	-	-	New 2015	76.7	84.6	85.5

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	-	-	-	New 2015	66.7	65.3	69.7
Teachers	-	-	-	New 2015	100	100	100

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	85.3	88.2	81.2

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	76.3	74.0	73.2	n/a	73.3	74.0	73.2
Parents	*	*	*	*	*	*	73.5
Teachers	76.3	74.0	73.2	n/a	73.3	74.0	72.9

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	80.0	46.7	69.5	60.0	73.9	76.6	74.7
Parents	*	*	*	*	*	*	57.1
Students	56.5	37.9	64.1	60.0	61.1	66.5	77.0
Teachers	66.7	55.6	75.0	n/a	86.7	86.7	90.0

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	82.9	74.5	89.7	74.7	88.9	84.8	91.7
Parents	*	*	*	*	*	*	90.5
Student	82.4	65.9	84.2	74.7	82.2	78.5	84.6
Teachers	83.3	83.1	91.7	n/a	95.6	91.1	100

Jurisdiction Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	79.9	82.9	80.1	69.3	80.9	79.2	69.9
Parents	*	*	*	*	*	*	60.7
Students	72.2	75.1	71.5	69.3	72.4	79.4	69.4
Teachers	87.5	90.7	88.7	n/a	89.4	78.9	79.7

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	66.7	62.5	77.8	83.9	79.7	82.9	85.5
Students	71.4	54.1	66.7	71.2	78.6	83.8	100
Staff	80.0	94.4	100	100	100	96.6	83.1

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	79.2	47.5	90.0	94.6	94.2	93.4	97.1
Students	100	33.1	82.2	86.4	92.2	95.8	93.5
Staff	100	61.1	100	100	100	100	100

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	71.9	81.6	86.4	93.1	82.6	71.1	79.7
Staff	80.0	76.5	94.7	94.3	77.3	67.9	65.2

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	–	87.0	92.0	91.3
Students	57.1	45.5	59.8	53.4	73.0	83.8	80.3
Staff	80.0	66.7	100	100	100	96.6	100

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

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

Students: My school is important to the community.

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.6	82.5	93.0	92.4	94.2	97.4	94.0
Students	71.4	75.9	81.9	84.7	89.3	60.0	92.5
Staff	100	94.4	100	100	100	100	100

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

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	–	–	–	New 2015	87.9	82.9	88.2
Students	–	–	–	New 2015	66.7	60.0	59.1
Staff	–	–	–	New 2015	87.0	79.3	91.3

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

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extra-curricular activities.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	81.7	61.3	65.9	59.1	71.4	76.7	76.3
Students	80.0	68.3	75.0	75.0	79.6	96.0	85.7

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	57.1	57.5	61.2	56.4	95.5	96.6	56.5
Staff	100	76.5	85.0	85.3	61.2	63.6	100

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$5,000	\$0	\$8,900	\$1,800	\$500	\$500	\$500

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	110	28	56	53	67	54	67

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	18	6	6	7	57	35	31

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	18	6	6	15	16	19	16