

**SWAN HILLS SCHOOL**

**Three Year Education Plan**

**2016-2017**

**November 30, 2016**

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

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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.

## **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.

### **Principals of Swan Hills School**

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

## 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.

2016-2017 (Planning)	2016-2017 (May, 2016 Update)
<p><b>DESIRED OUTCOME 1: Every student is successful.</b>  <b>Outcome 1.1</b> Students achieve student learning outcomes.  <b>Outcome 1.2</b> Students demonstrate a strong foundation in literacy and numeracy.  <b>Outcome 1.3</b> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p><b>DESIRED OUTCOME 2: Alberta has quality teaching and school leadership.</b>  <b>Outcome 2.1</b> Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.  <b>Outcome 2.2</b> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <hr/> <p><b>DESIRED OUTCOME 3: Alberta’s education system is governed effectively.</b>  <b>Outcome 3.1</b> The education system demonstrates collaboration and engagement.  <b>Outcome 3.2</b> Students and Communities have access to safe and healthy learning environments.  <b>Outcome 3.3</b> The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p> <hr/> <p><b>DESIRED OUTCOME 4: First Nations, Métis and Inuit students are successful.</b>  <b>Outcome 4.1</b> The Achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.</p>	<p><b>OUTCOME ONE: Alberta’s Students are successful.</b>            Aligns with the Measurement elements of Previous Outcomes 1.1, and 1.2.</p> <hr/> <p><b>OUTCOME TWO: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.</b>            Aligns with the Measurement elements of Previous Outcome 4.1.</p> <hr/> <p><b>OUTCOME THREE: Alberta’s education system is inclusive.</b>            Aligns with some of the Measurement elements of Previous Outcomes 3.2 (a) and PHPS’s 1.3.</p> <p><u>Jurisdiction Outcome 3-A:</u> Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.</p> <hr/> <p><b>OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.</b>            Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.</p> <p><u>Jurisdiction Outcome 4-A:</u> PHPS learning environments are varied, flexible and predictive of students’ diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction</p> <hr/> <p><b>OUTCOME FIVE: The education system is well governed and managed.</b>            Aligns with the Measurement elements of Previous Outcomes 3.1 and 3.3 and parts of 3.2(b).</p> <p><u>Jurisdiction Outcome 5-A:</u> The jurisdiction demonstrates sound fiscal management, considering</p>



the needs of the community.

## SCHOOL PROFESSIONAL LEARNING COMMUNITY FOCUS

Specifically Related Outcomes	School Priority
OUTCOME ONE: Alberta's students are successful	Literacy and Numeracy – We will ensure each elementary classroom is implementing the Foundational Literacy programs in Math and Language Arts to support numeracy, reading comprehension and writing.
OUTCOME THREE: Alberta's education system is inclusive	Continue to support a safe, caring, respectful and welcoming learning environment.
OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders	We will adopt a more flexible approach to curriculum delivery and collaborate on common assessment practices to support High School Redesign.

**Priority:** Literacy and Numeracy – Ensure each elementary classroom is implementing the Foundational Literacy programs in Math and Language Arts to support numeracy, reading comprehension and writing.

**Strategies to Impact School Priorities Include:**

**Literacy and Numeracy – ideas, focus, organization and conventions Numeracy Strand - basic computation skills**

- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)

Measure	Recent Data			Target
	2014	2015	2016	2017
Fountas and Pinnell: Percentage of students who increase 1 grade level on Fountas and Pinnell assessments				
Fountas and Pinnell: Percentage of students with IPPs who increase 1/2 grade level on Fountas and Pinnel assessments				
Mathletics Number strand pre-test and post-test: Percentage of students who increase number sense scores by 10%				

Writing Rubric: Percentage of students who increase 1 point on rubric for writing				
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**Priority:** Continue to support a safe, caring, respectful and welcoming learning environment.

**Strategies to Impact School Priorities Include:**

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

- Staff will continue the school-wide attribute and character education program within the school which involves students, staff, parents and the greater community.
  - We will employ programs such as DARE, Kelso’s Choices and others that help students learn to make positive behaviour decisions.
  - In collaboration with PAWS, we will work with our junior/senior high students to develop strategies to support their mental health.
  - We will encourage and maintain a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other.
  - We will communicate regularly to parents, through PowerSchool and other methods to specifically emphasize positive behaviors, achievement and growth of its students.
  - We will continue to introduce a monthly character trait at assemblies.
- Student Code of Conduct
  - An Office Referral form will be used to communicate details of all incidents and provide for clear communications on the positive outcomes that resulted from it.
  - We will continue to keep track of incidents and make adjustments to school discipline policies yearly to encourage improvements and a reductions in office referrals.
  - We will ensure that we have proper supervision in place.
  - We will also continue to tighten up our discipline and attendance policies to provide students with the structure they need to be successful.
  - Monitoring student attendance with be a priority for administration.

Measure	Recent Data			Target
	2014	2015	2016	2017
Record of office referrals from September to June using incident tracking form and record of office referrals				
Survey to measure student conflict resolution skills: Percentage of students who agree that they have the skills to safely and respectfully manage interpersonal conflict				
Peer mediation tracking				

**Priority:** We will adopt a more flexible approach to curriculum delivery and collaborate on common assessment practices to support High School Redesign.

**Strategies to Impact School Priorities Include:**  
**We will adopt a more flexible approach to curriculum delivery across all subject areas through the use of collaboration, universal design for learning, and project based assessment**

Teachers will be supported to increase their skills and application of:

- UDL, DI, multiple intelligences and multiple means of action and expression (Different ways to represent student knowledge: plays, songs, essays, videos, etc.)

Teachers will be provided with enough PLC time to collaborate on common assessment practices.

- Administration will investigate other small high school models who are also part of the high school redesign project.
- Administration will investigate other programming options including dual credit.

Administration will guide parents and teachers in a discussion surrounding their priorities for high school programming within our means..

Measure	Recent Data			Target
	2014	2015	2016	2017
Students feedback surveys and self-assessments to determine the engagement, viability and productivity	Students said they found the value in learning about multiple subjects in one project; students felt that they were able to apply the curriculum concepts easier when they spent more time on the concept.			
Number of meetings or conversations with other schools of a similar size.	At least three school models will be investigated.			
Number of times throughout the school year teachers will meet to develop common assessment practices.	At least 10 meetings during the school year			



## OUTCOME ONE: Alberta Students are successful.

(Reporting) Goal 2: Success for Every Student

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

**View Measurement data in Section 3.**

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

**Strategies to Impact School Priorities Include:**

**Literacy and Numeracy – ideas, focus, organization and conventions Numeracy Strand - basic computation skills**

- Implementation of Daily 5 cycle in Language Arts and 6 +1 Traits
- Implementation of Daily 3 cycle of Math
- continuous Language Arts block for literacy instruction and support
- continuous Math block (for example period 6 and 7)

**Additional School Level Strategies Include:**

- Strategies to impact literacy:
  - Schedule Language Arts instruction with a consistent and uninterrupted 2 hour block of Language learning
  - Continue to provide Early Reading Intervention for identified students in grade 1
  - Continue with LLI reading program (Leveled Literacy Intervention)
  - Precision Reading will be used to help increase student’s fluency and reading skills (depending on funding and time available)
  - Continue buddy reading with mixed grades
  - Time will be dedicated for all students to practice reading, as well as being read to for at 20 least minutes
  - 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.
- Schedule a continuous Math block (for example period 6 and 7)
- Students in Grades 4 to Grade 6 will practice math facts daily.
- We will implement the CTF curriculum in grades 5-9.
- 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, Robotics
- 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 make a commitment to the ‘Moving Forward with High School Redesign’ project and will continue to develop plans for transforming our high school into a flexible learning environment for all students.
- 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 team teaching
  
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.”*
  - The school will also participate in partnerships with Career Next Generation for improved student programming possibilities
  - 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 people including Lorraine Jackson from Careers Next Generation.
  - We will continue to expand our Work Experience and RAP programs to provide our high school students with hands on experiences.
  - Administration will continue to encourage our students to get involved in Work Experience, RAP and other CTS programming offered at the school.
  - Career awareness for our grade 7 to 12 students will continue to be a focus, and Administration will coordinate career programming at our school.
  - We will also facilitate career guest speakers coming in to our school to speak to our students on a variety of career opportunities.
  
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 focus on the development of the “Whole” student by increasing student engagement (understanding that our strategies support high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling) in academic and non-academic pursuits by growth in one subject area or participation in one school activity or after school program offered by PAWS.
  - We are committed to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career.
  - 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.
  - 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.
    - A monthly attendance summary will be sent to the care-givers of children not attending school regularly. Swan Hills School will send attendance letters home to the parents and guardians within the first week of each month
    - 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.

**Participation in District Strategies:**

In alignment with PHPS’s Literacy Strategy:

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

In alignment with PHPS’s Student Mental Health Strategy:



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

In alignment with PHPS's Professional Development Strategy:

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

### **Commentary (October 2016):**

#### Reflection on PAT and PDE results:

We had mixed results in our PAT and DPEs this past June. The grade 6 students did well in Social Studies and Science. In Science, acceptable results were increased by around 25% and those that achieved excellence were 5%. In Social Studies, those achieving acceptable increased by 8% and those achieving excellence increased by 10%. Results in Language Arts and Math dropped slightly. In grade 9, our students had difficulty overall. In all subjects, we saw a drop in performance. Our staff spent a good deal of time analysing the results and decided to look at common assessment practices in grades 7-12 to improve results in the future.

In high school, we fared better in both the humanities and the sciences. We saw increases in results in English and Social Studies and both our Pure Math.

Last year, we saw a good deal of experimentation with a variety of different literacy strategies in elementary. The extended literacy block in the primary was well-received by students and parents, and teachers saw a benefit to this extended time. LLI was implemented in our primary grades as a pullout program, and we saw varied progress in our students' improvement in their reading. Three teachers and two PAs were trained in this program. ERI was also offered to those students in grade one who required the service. A few teachers from primary to junior high also experimented with the Daily 5 with varying levels of success. Teachers continued to learn and make changes in their delivery of this program throughout the year until they found a good balance that worked for each individual teacher. In terms of students achieving their reading goals, Fountas and Pinnell results show that all but 12 elementary students were reading at grade level by the end of the year.

We continued to work every closely with our Early Ed team to provide an excellent start to learning for our young students. We had strong supports in place for our Preschool students with special needs and maintained strong relationships to provide transitions for these student into kindergarten. We had the Occupational Therapist for our region do a presentation for our staff on how to provide successful learning environments for all students with an invitation to access his

services in the future. Our PA team began work on an inviting learning area for those students needing extra supports (Tier 2 and 3) to increase engagement and success for those learners.

High school staff continued to make a commitment to the MFWHSR project and found creative ways to incorporate a flexible learning environment for all students. Two teachers and administration attended the sharing meeting and toured a couple of redesign schools. We also purchased equipment to expand our CTS programs by purchasing woodworking equipment and dedicating a space in the school for students to work on projects. We continued our inreach program for those students who struggle with the traditional learning environment and these students found this to be very successful for them. Having a teacher to oversee the Flex room provided opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.

Administration continued to encourage our students to get involved in Work Experience, RAP, Dual Credit and other CTS programming offered at the school. We had 24 students enrolled in Work Experience, 3 RAP students and one dual credit student. Career awareness for our grades 7-12 students continued to be a focus, and our counsellor coordinated career programming at our school and planned for our students to attend the Whitecourt Career Expo. She also facilitated guest speakers to come to our school to speak to our students on a variety of career opportunities. In order to engage our students, we continued our Leadership Group through PAWS that allowed students more input into decision making that affected them. We continue to tighten up our discipline and attendance policies to provide students with the structure they need to be successful. Attendance improved again this year with many more students achieving perfect or excellent attendance at Awards Night.

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

(Reporting) Outcome 2.4

Aligns with the Measurement elements of Previous Outcome 4.1.

**View Measurement data in Section 3.**

### **Accountability Pillar Measures:**

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.

**2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

**2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

**2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

**Key School Level Strategies Include:**

- 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.

**Participation in District Strategies:**

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

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

**Commentary (November 2016):**

We have made gains as a school team in addressing negative behaviors that affect classroom learning this past year due to a consistent and fair discipline plan for all students. Staff continued their focus on DI and our div 3/4 teachers worked to identify K & E students early and adapted their programs with success. This helped tremendously to curb negative behaviors in the classroom.

Our school continued to work towards a safe and caring environment. We continued to track and record data on the progress we are making through long term trended data analysis comparing the years to each other. Our Staff Recognition Committee worked hard to recognize all staff for the contributions they made to our school to help boost morale and maintain commitment to our goals.

We also continued our monthly Character Education program celebrating students as a whole and those who showed the character trait of the month.

We worked closely in collaboration with the PAWS program to provide mental health supports for our students. PAWS maintained a regular schedule of classroom programs on emotional regulation and mental health topics. PAWS also continued their work with student to build leadership capacity in them through a variety of programs and their leadership group.

We also utilized the School Link Team to provide support for students and teachers in managing behavior, test anxiety, organization and literacy with the Fast Forward program.

Administration continued to take an active role in working with staff to develop their PGPs and provided PD opportunities for staff to hone their craft. PLCs focused on our school priorities

particularly in the area of literacy and high school redesign. We also implemented an in-house mentorship program where the Associate Principal worked with new teachers to help support them in their first year. Committees in a variety of areas served to develop leadership and collaboration with staff and a new committee was formed this past year focusing on our diversity. Teachers continued to find the time to collaborate with one another, and administration provided opportunity for this to happen.

School staff participated in regular professional development opportunities and were encouraged to visit other schools in the Division for support and professional development. Many of our teachers took the opportunity to collaborate with the Division's CLTs. Teachers took advantage of their PLC time to meet with each other to meet the goals in our school priorities. We saw good implementation of LLI, Daily 5 and the extended literacy block in the primary because of this collaboration.

### **OUTCOME THREE: Alberta's education system is inclusive.**

Aligns with some of the Measurement elements of Previous Outcomes **3.2 (a)** and PHPS's **1.3**.

**View Measurement data in Section 3.**

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

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 3.3 PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 3.4 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)
- 3.5** Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)
- 3.6** Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)

#### **Jurisdiction Outcome 3-A**

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

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

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

- Staff will continue the school-wide attribute and character education program within the school which involves students, staff, parents and the greater community.

- We will employ programs such as DARE, Kelso's Choices and others that help students learn to make positive behaviour decisions.
- In collaboration with PAWS, we will work with our junior/senior high students to develop proper social skills
- We will encourage and maintain a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other.
- We will provide workshops on anti-bullying for parents and for students.
- We will communicate regularly to parents, through PowerSchool and other methods to specifically emphasize positive behaviors, achievement and growth of its students.
- We will continue to introduce a monthly trait at assemblies.
- Student Code of Conduct
  - We will implement a Positive Reinforcement System that allows students to earn points throughout the year for various rewards and recognition.
  - Staff will refer students to the office only when they have been unable to rectify behavioural issues.
  - An Office Referral form will be used to communicate details of all incidents and provide for clear communications on the positive outcomes that resulted from it.
  - We will continue to keep track of incidents and make adjustments to school discipline policies yearly to encourage improvements and a reductions in office referrals.
  - We will ensure that we have proper supervision in place.
  - We will also continue to tighten up our discipline and attendance policies to provide students with the structure they need to be successful.
  - Monitoring student attendance with be a priority for administration.

**Additional School Level Strategies Include:**

- As our PAWS funding is once again in place for three more years, we will be 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
- 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.

**Participation in District Strategies:**

In alignment with PHPS's Student Mental Health Strategy:

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

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

- Our school will review the Student Code of Conduct with staff, the school council, and

students.

- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

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

We have made gains as a school team in addressing negative behaviors that affect classroom learning this past year due to a consistent and fair discipline plan for all students. To also help in this regard, staff is focusing on DI throughout the next three years and adding UDL as a resource to help our teachers with developing their DI classrooms. We will also work to identify K & E students early and adapt their programs. This will also go a long way in curbing negative behaviors in the classroom.

We continue to see improvements on our Satisfaction Survey Results in terms of how parents viewed that our school was safe and caring which shows that we are on the right track in terms of our discipline policies and reward systems.

Students and staff are mainly satisfied with the recognition they receive for their accomplishments so we will continue giving out monthly awards for attendance and our weekly sundaes for elementary students showing positive displays of character and work ethic.

We continue to see improvements on our Satisfaction Survey Results in terms of how parents viewed that our school was safe and caring which shows that we are on the right track in terms of our discipline policies and reward systems. However, we are going to implement more of positive reinforcement system next year.

We continued our communicate, communicate, communicate approach to ensure that everything we are undertaking at the school is positively messaged to our students, parents,, and greater school community. We continued to focus on building positive relationships through positive phone calls. Administration continued to produce the Weekly Reflections and Reminders email at the end of every week for staff and continued the weekly email for parents to update them on important dates, learning successes and school activities. We continued to meet with our School Council and Grizzly Cubs fundraising group to share our successes and work together to solve problems and come up with ideas for improvement. Grizzly Cubs we able to complete work on a new playground with the generous support of local businesses. We continued to engage parents by encouraging them to be involved in the school through volunteerism as we saw a big increase in the number of parent volunteers this year, especially dads.

Our Early Learning students were also well supported this past year through support from the Early Ed team. They worked well with the school to provide smooth transitions for three high needs students into kindergarten. We also allocated literacy funds to support the LLI program in our primary school using a pull out model.

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

(Reporting) Goal 3: Quality Teaching and School Leadership

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

### View Measurement data in Section 3.

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

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

#### **Jurisdiction Measures:**

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

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

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

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

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

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

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

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

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

**4.11** Average age of computers in schools.

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

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

#### **Jurisdiction Measures:**

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

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

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

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

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

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

**We will adopt a more flexible approach to curriculum delivery across all subject areas through the use of collaboration, universal design for learning, and project based assessment**

Teachers will be supported to increase their skills and application of:

- UDL, DI, multiple intelligences and multiple means of action and expression (Different ways to represent student knowledge: plays, songs, essays, videos, etc.)

Teachers will be provided with enough PLC time to coordinate one (1) cross-curricular project

- August planning day will provide time for teachers to coordinate year plans to accommodate cross-curricular projects.
- During the year, time will be provided for teachers to finalize on-going projects.

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

- Strategies to maintain or enhance programming 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 enhance teacher capacity to provide instruction within a Universal Design for Learning 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 CLTs.
- 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.
- We will enhance teacher understanding and practices of formative assessment in the distributed learning environment.
  
- Strategies and focus of the Professional Learning Community:
  - Elementary teachers will be focused on building literacy skills
  - The junior/senior high teachers will focus on flexible learning environments that include project-based learning and UDL.
  - Teachers will have evidence that they have used formative assessment in each of the core subjects which they teach.
    - (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).
  - 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.
  
- Collaborative Strategies to support Professional Development:
  - Teachers will collaborate in division/.subject groups.
  - Teachers will collaborate with other schools/teachers to develop common UDL/DI and assessment tools. (PD days, inter-school visits)
  - Teachers will model teaching strategies for each other.
  - Administration will continue to provide opportunity for teachers to attend ERLC workshops and events.
  - We will continue to provide for mentoring of new teachers relative to the community and culture of the school.
  - Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via videoconference.

- Strategies to develop and integrate technology skills:
  - 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.
  - Teachers will integrate technology into student assignments and projects and increase the use of web based applications to support academic achievement.
  - We will implement ever-greening plans to maintain computers and technology to an effective level.
  - Administration will promote professional development in technology for the staff.
  - Teachers will encourage students to share examples of their technology use with parents.
  - We will democratize technology through the introduction of social media and applications that support same.
  - Teachers will provide students with instruction in digital citizenship and new technologies intended to increase support, strategies and structures designed to improve their learning.
  - We will be purchasing new class sets of Chromebooks for our grade 4 students as the grade six students will take their on to grade 7.
  - We will replenish our Chromebooks for our Grade 10 students as part of the one-to-one pilot and order a new set of netbooks for our high school students.

**Participation in District Strategies:**

In alignment with PHPS’s Professional Capital Strategy:

- Our school will use the .125 FTE per interim and probationary contract to provide time for our Associate Principal to act as a mentor for those teachers. Our AP will spend a good deal of time observing these teachers in their classroom and providing feedback and resources to them as needed. Release time will be provided to these teachers to meet with Gail and collaborate with other teachers in the school or division. In alignment with PHPS’s Strategy to promote Welcoming, Caring, Respectful and Safe Learning Environments:
- Our school will review the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council will participate in professional learning opportunities to broaden understanding of LGBTQ

In alignment with PHPS’s Professional Development Strategy:

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

- Co-development and implementation of UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

**Commentary (November 2016):**

Last year, in addition to the Mentorship already provided to new teachers, we had our Associate Principal allocate some of her time to help mentor new teachers as a collaborative approach to the formal evaluation. We encouraged new teachers to ask questions, access their district mentor and seek out other opportunities to visit classrooms or meet with other teachers.. Our teachers used the opportunity to access the district CLTs to help support new initiatives and hone others.

Technology continues to be well-supported in SHS. New chromebooks were purchased and utilized on a daily basis. We encouraged teachers to engage their students in conversations and lessons around the topic of digital citizenship.

We continued to find creative ways to offer CTS and CTF programming to our junior and senior high students. The money allocated for high school redesign was used to visit other schools to see their programs and to purchase enough equipment to start up a Building Construction program. We also brought in the forestry simulators through ADLC for one week and had a good number of students participate in that.

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

(Reporting) Goal 4: Engaged and Effective Governance

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

**View Measurement data in Section 3.**

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

- Parent – Teacher Communication
  - 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.
- We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic.
  - In order to engage our students, 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 extracurricular 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.
- 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 Bar B Que, Grand parents' tea, School open houses, Volunteer Appreciation events.
  - School activities will be promoted by newspapers, web site, newsletters, message board, school sign and invitations to parents.
  - We will host an Open House in collaboration with the PAC for parents of K to Grade 6 students each year.
  - We will be more 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.)
- Encouraging volunteerism:
  - We will continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
  - We will develop a list of jobs and responsibilities known as "parent volunteer" jobs.
  - Parents will be asked to volunteer for various classroom and school activities.
  - The staff will ask parents to help with a specific school class or project.
  - We will hold a volunteer recruitment drive at the start of the school year.
- Building increased involvement 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.

- Connecting with the community:
  - We will continue to work together with community clubs and organizations such as the fire department, police department and local businesses.
  - We will continue to facilitate work experience programs in collaboration with local businesses
  - We will work to maintain our community service projects and add one addition one over the course of the next three years.
  - Enhanced 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.
  - Improvements to school Websites:
    - We will develop a community section for the school website.
    - We will build/improve upon the school's primary website.
- 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 communicate with our high school students regarding the importance of earning their credits and taking part in extra activities to increase their credit count
  - Students in grades 10 and 11 will be expected to have a full course load.
  - Continue to be fiscally responsible in the management of school funds.
  - 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

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

In alignment with PHPS's Strategy to promote Communications:

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

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

SHS continues to make strides in the area. We continued our Character Education program in collaboration with the PAWS Leadership Group to promote good character in our students. We also participated in a variety of community service projects including Santa's Elves, Terry Fox Run, Grizzly Day for MS, and cancer awareness month. Students were involved in a variety of ways to increase their student voice including both leadership and Students' Union groups grades 4-12, the Student Voice day, and collaborative conversations at our monthly assemblies.

Our communication with community partners increased by working with AHS to have a school nurse program in our school as well as students interactions with our local Emergency Services team. We continue to communicate with parents on a regular basis through phone, email and our local newspaper and maintained solid partnerships with local business, FCSS and the Town of Swan Hills.

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

### OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

(Reporting) Goal 2: Success for Every Student  
Aligns with the Measurement elements of Previous Outcomes [1.1](#), and [1.2](#).

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

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

School Data (From October APORI)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	41	54.9	3.0	36	63.2	5.2

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

School Data (From October APORI)	2016			2013-2015 Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	21	68.4	3.8	22	75.0	4.2

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3 Year	83.3	50.2	53.9	76.1	65.5	62.9	63.2
4 Year	59.3	83.9	69.4	59.0	84.0	75.6	62.9
5 Year	74.3	59.3	80.1	69.0	64.4	84.1	85.7





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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Overall	10.3	8.9	2.2	4.1	3.1	5.5	1.1

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
4 year	25.7	17.2	19.2	16.6	21.8	5.2	5.4
6 Year	48.3	29.0	44.9	50.3	31.8	33.8	35.1

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage	64.3	46.7	45.0	39.1	26.1	30.4	35.7

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

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

	2008-09	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage	50.0	31.4	32.3	29.6	15.1	29.0	31.6

**1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship. Measures 1.8 and 1.9 were previously Measures 2.3a and 2.3b

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	73.6	62.3	67.4	58.2	75.1	53.9	77.4
Parents	79.5	*	*	*	*	*	*
Students	60.6	51.3	53.2	45.0	61.8	53.9	57.5
Teachers	80.6	73.3	81.7	71.4	88.3	n/a	97.3

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	62.2	87.5	75.0	60.0	83.3	n/a	66.7
Parents	44.4	*	*	*	*	*	*
Students	-	-	-	-	-	-	-
Teachers	80.0	87.5	75.0	60.0	83.3	n/a	66.7

**Jurisdiction Measures:**

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage at Acceptable		46.2%	50.0%	83.3%	44.4%	50.0%	29.4%
Percentage at Excellence		7.7%	0.0%	8.3%	5.6%	0.0%	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.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percent	0.475	1.00	1.25	1.25	0.35	0.5	.25

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	15.4	18.0	19	11	16	11	8
Percent	-	-	15	10	14	10	8

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	8	6	6	6	2	2	0
Percent	16	10	10	10	1	1	0



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

Measures 1.14 through 1.22 were previously Measures 2.3c through 2.3k

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	46.3	No Survey	68.1	82.3	94.4	93.6	91.0
Students	100	No Survey	85.7	53.5	64.4	65.3	72.5
Staff	75.0	No Survey	80.0	61.1	95.0	94.3	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	12	15	17	2	5	5	5

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	280	270	270	270	262	240	248
Percent	100	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	15	20	18	2	3	3	83
Percent	11.0	14.0	15.0	0.8	1.0	1.0	33

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number of Logins per school year	-	36	13	0	60	60	63

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	102
Percent	92.0	100	100	100	100	100	100

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	90	75	85	28	24	27	23

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	28
Percent	38.0	55.0	25.0	34.0	56.0	40.0	48.3

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	60	75	65	5	39	55	55
Percent	100	100	100	2	68	100	95

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

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

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

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

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Aligns with some of the Measurement elements of Previous Outcomes **3.2 (a)** and PHPS’s **1.3**.

### Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	81.4	76.9	74.4	73.5	78.8	66.0	86.0
Parents	77.3	*	*	*	*	*	*
Students	79.5	67.1	68.8	64.1	61.0	66.0	73.4
Teachers	87.4	86.7	80.0	83.0	96.7	n/a	98.6

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

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

*Students: My School is safe and caring.*

*Staff: Our school is safe and caring.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.9	88.9	91.7	87.3	97.8	98.9	100
Students	100	81.4	57.1	57.8	70.3	73.1	83.5
Staff	78.9	81.8	100	83.3	100	100	100

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	76.9	76.1	85.7	82.9	75.1	97.9	96.4
Students	83.3	73.7	55.1	58.0	51.0	67.8	58.1
Staff	75.6	67.7	62.8	63.0	87.7	92.7	95.7

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	84.3	81.5	87.2	78.4	85.8	69.0	86.6
Parents	77.8	*	*	*	*	*	*
Students	80.2	63.0	74.5	56.9	71.7	69.0	75.5
Teachers	94.9	100	100	100	100	n/a	97.8

**3.5 Number and Percentage of students with Individual Program Plans (I.P.P). (previously part of Outcome 1)**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	-	-	-	-	-	-	81
Percent	24.0	21.0	30.0	22.0	38.0	40.0	40

**3.6 Number of coded students who graduate (code 41 to 46). (previously part of Outcome 1)**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	1	0	0	3	5	3	2

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

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

Aligns with the Measurement elements of Previous Outcomes 2.1 and 2.2.

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	72.6	55.9	63.6	57.5	65.6	41.6	60.7
Parents	76.4	*	*	*	*	*	*
Students	62.3	49.9	52.8	43.5	61.4	41.6	55.3
Teachers	79.2	62.0	74.5	71.6	69.8	n/a	66.1

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers	85.0	81.5	80.6	81.5	91.7	na/	82.2

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	51.2	No Survey	67.1	56.3	61.4	71.0	60.9

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	100	No Survey	50.0	30.8	46.2	64.9	61.9

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.5	No Survey	82.9	78.8	92.2	90.4	94.2
Students	50.0	No Survey	71.4	77.0	83.8	80.2	82.2
Staff	100	No Survey	80.0	100	95.0	94.3	95.5

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

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

*Students: I am satisfied with my teachers.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	75.6	No Survey	81.7	72.5	91.0	90.2	89.9



Students	50.0	No Survey	71.4	69.9	80.2	75.0	84.2
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**4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.5	No Survey	73.5	81.0	95.5	95.7	94.2
Students	50.0	No Survey	100	70.0	75.2	74.8	86.4
Staff	78.9	No Survey	80.0	83.3	100	94.3	100

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	94.9	No Survey	97.1	98.7	98.9	96.7	97.1
Students	100	No Survey	71.4	79.6	85.3	83.9	85.6
Staff	100	No Survey	100	100	70	100	100

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

Number by area	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SH	195	357	292	243	176	158	107

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

Ratio by school	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
SH	3.49	1.84	1.44	1.28	0.95	1.04	0.85

**4.11** Average age of computers in schools.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Average for all:	3.64	3.64	2.81	1.58	1.72	1.30	1.99

## Jurisdiction Outcome 4-A

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

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### Jurisdiction Measures:

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

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	69.4	64.1	82.0	89.2	79.7
Students	-	-	57.1	66.4	87.3	77.1	72.8
Teachers (1)	-	-	-	-	-	Introduced in 2015	100
Teachers (2)	-	-	-	-	-	Introduced in 2015	92.9

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students			100	56.6	64.1	57.8	64.1
Teachers			40.0	50.0	83.3	42.9	76.5

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

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Teachers (1)	-	-	-	-	-	New 2015	93.3
Teachers (2)	-	-	-	-	-	New 2015	93.3
Students	-	-	-	-	-	New 2015	76.7

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Students	-	-	-	-	-	New 2015	66.7
Teachers	-	-	-	-	-	New 2015	93.3

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	New 2015	85.3

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

(Reporting) Goal 4: Engaged and Effective Governance

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

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### Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	88.2	93.3	76.3	74.0	73.2	n/a	73.3
Parents	90.9	*	*	*	*	*	*
Teachers	85.4	93.3	76.3	74.0	73.2	n/a	73.3

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	76.7	70.7	80.0	46.7	69.5	60.0	73.9
Parents	77.8	*	*	*	*	*	*
Students	67.3	52.6	56.5	37.9	64.1	60.0	61.1
Teachers	85.0	88.9	66.7	55.6	75.0	n/a	86.7

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	80.1	80.2	82.9	74.5	89.7	74.7	88.9
Parents	77.8	*	*	*	*	*	*
Student	80.5	66.0	82.4	65.9	84.2	74.7	82.2
Teachers	82.1	94.4	83.3	83.1	91.7	n/a	95.6

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	83.4	74.3	79.9	82.9	80.1	69.3	80.9
Parents	78.4	*	*	*	*	*	*
Students	86.0	67.4	72.2	75.1	71.5	69.3	72.4
Teachers	85.7	81.1	87.5	90.7	88.7	n/a	89.4

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	66.7	No Survey	66.7	62.5	77.8	83.9	79.7
Students	100	No Survey	71.4	54.1	66.7	71.2	78.6
Staff	95.0	No Survey	80.0	94.4	100	100	100

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	82.5	No Survey	79.2	47.5	90.0	94.6	94.2
Students	100	No Survey	100	33.1	82.2	86.4	92.2
Staff	100	No Survey	100	61.1	100	100	100

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	86.4	No Survey	71.9	81.6	86.4	93.1	82.6
Staff	75.0	No Survey	80.0	76.5	94.7	94.3	77.3

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

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	No Survey	-	-	-	-	87.0
Students	100	No Survey	57.1	45.5	59.8	53.4	73.0
Staff	95.0	No Survey	80.0	66.7	100	100	100

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

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

*Students: My school is important to the community.*

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	78.9	No Survey	88.6	82.5	93.0	92.4	94.2
Students	100	No Survey	71.4	75.9	81.9	84.7	89.3
Staff	100	No Survey	100	94.4	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.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	-	-	-	-	-	Introduced in 2015	87.9
Students	-	-	-	-	-	Introduced in 2015	66.7
Staff	-	-	-	-	-	Introduced in 2015	87.0

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

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

*Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.*

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Parents	n/a	No Survey	81.7	61.3	65.9	59.1	71.4
Students	n/a	No Survey	80.0	68.3	75.0	75.0	79.6

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Student	100	No Survey	57.1	57.5	61.2	56.4	95.5
Staff	89.5	No Survey	100	76.5	85.0	85.3	61.2

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Dollars	\$1,000	\$15,000	\$5,000	\$0	\$8,900	\$1,800	\$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).**

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	100	100	110	28	56	53	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.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	15	17	18	6	6	7	57

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Number	15	17	18	6	6	15	16