

**SWAN HILLS SCHOOL**

**Three Year Education Plan**

**2017-2018**

**July, 2017**

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

OUTCOME THREE: Alberta's education system is inclusive.

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OUTCOME ONE: Alberta Students are successful.

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OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

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

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

At our school, the 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.

**Past Principals of Swan Hills School**

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

## 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 (May, 2016 Update)

**OUTCOME ONE**: Alberta's Students are successful.

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

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

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.

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

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

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

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.



**Swan Hills School PROFESSIONAL LEARNING COMMUNITY FOCUS**

**Bridging from Provincial and Jurisdiction Outcomes to School Priorities (2017-2018)**

Specifically Related Provincial Outcomes	School Priority (2017-2018)
<b>OUTCOME ONE:</b> Alberta’s students are successful	<b>1. Literacy and Numeracy</b>
<b>OUTCOME THREE:</b> Alberta’s education system is inclusive	<b>2. Continue to support a safe, caring, respectful and welcoming learning environment.</b>
<b>OUTCOME FOUR:</b> Alberta has excellent teachers, school and school authority leaders.	<b>3. High School Redesign - Flexible Approach to Curriculum Delivery</b>

**Priority: 1. Literacy and Numeracy**

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

**Strategies to Impact this School Priority Include:**

- We will participate in the District Literacy Strategy and we will:
  - Schedule a continuous Language Arts block for literacy instruction and support in the primary grades
  - Implement Balanced Literacy in all elementary classrooms
  - Implement of in-class strategies focusing on coding and segmenting in Div. 2
  - Work on developing student writing skills
  - Continue Buddy reading with mixed grade groupings
  - Continue reading or being read to for at least 20 minutes per day
  - Assess all the reading skills of all K-6 students (RRST, and Benchmark assessments)
  - Teachers will use a writing rubric to assess student progress
  - Guide Div 3 and 4 students to construct compositions using technology.
- The following Literacy Interventions will support specifically identified students:
  - Levelled Literacy Intervention
  - Early Reading Intervention
  - Precision Reading
  - RAZ Reading program
  - Reading Re-Flex and Fast Forward
- We will participate in the District Numeracy Strategy and we will:
  - Schedule a continuous Math block per day in the primary grades
  - Work on developing student numeracy skills and vocabulary
  - Implement variations of programs supporting numeracy that focus on vocabulary, basic operations, numeracy strand, and problem solving
  - Apply the Math Profile Assessment at the start of the year to gauge basic skills of addition, subtraction, multiplication and division basic skills in division 2
  - Use interactive technology for graphing and algebra
  - Teachers will collaborate to improve students’ communication skills using math vocabulary

Measure	Recent Data			Target 2018
	2015	2016	2017	
Percentage of students who increase 1 grade level on Fountas and Pinnell reading assessments				85 %
The class timetable has consistent and uninterrupted ELA instruction. Target 2 hours of uninterrupted instructional time.			2 hours	2 hours
The number of students that are participating in the LLI program, by grade. <u>Target:</u> Students that are below grade level in reading skills will participate in this program.			Gr. 1 - 3	
			Gr. 2 - 5	
			Gr. 3 - 5	
PLC monthly meetings will focus on a specific strategy with tasks to be completed and analysed.				
Teachers will collaborate to improve instruction in Balanced Literacy strategies such as: Making words, read to self, write to self, guided reading, word work, modeling writing, shared writing and reading.				
Results of the Math Profile Assessment. <u>Target:</u> Students will increase number sense scores.				+ 10%.
Progress on the writing rubric. <u>Target:</u> Students will increase 1 point on the rubric.				+1 pt
Improved results on PAT and Diploma exams.				+ 3-5%

See next pages for Priorities two and three...

**Priority: 2. Continue to support a safe, caring, respectful and welcoming learning environment.**

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

**Strategies to Impact School Priorities Include:**

- 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.
  - We will expand our Breakfast Program for all grades to every day of the week.
  - We will continue to encourage participation in extracurricular, leadership groups, Students’ Union, and service projects
- Regarding the Student Code of Conduct and to provide students with the structure they need to be successful:
  - We will ensure that we have proper supervision in place.
  - 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
  - We will be very clear with students regarding the structure and intent of our attendance expectations.
    - Monitoring student attendance will be a priority for administration.
    - We will continue to adhere to our attendance expectations
  - We will assess school discipline and attendance policies regularly and adjust if necessary.
- We will continue educating Staff and Students on Diversity and Inclusive Practices

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	217	97	58	50
Proportion of students participating in extracurricular, leadership groups, Students’ Union, and service projects	100%	100%	100%	100%
Analysis of student responses in the Satisfaction Survey.				
Discussion and review with staff in conversations, at staff meetings and during PLC dialogue.				
General feedback from parents whose children become involved with Code of Conduct issues.				

**Priority: 3. High School Redesign - Flexible Approach to Curriculum Delivery**

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

**Strategies to Impact this School Priority Include:**

- Administration will:
  - Research and analyze the processes used by other small high school on the high school redesign project.
  - Investigate other programming options including dual credit.
  - Guide parents and teachers in a discussion surrounding priorities for high school programming within our means.
  - Support teachers to increase their skills and application of UDL, DI, multiple intelligences and especially multiple means of action and expression (Different ways to represent student knowledge: plays, songs, essays, videos, etc.)
  - Provide teachers with time to collaborate on common assessment practices.
  - Facilitate a transition meeting for grade 9 students and their parents to support their move into high school
- Teachers will:
  - Design and implement structures to help support increased completion of assigned work and decrease student apathy towards success.
  - Ensure all course outlines contain a clear description of homework and assignment completion expectations.
  - Call parents/guardians when 3 assignments have not been handed in by their child
- All staff will:
  - Enforce the interscholastic policy of being in good standing as a prerequisite for participation in extracurricular activities.
  - Promote the use of the Flex room for homework completion on a voluntary basis.
- The high school counsellor will facilitate an Information/skill sharing session with grade 7 and 8 students at start of school year to teach them how grades impact senior high school and post-secondary decisions.
  - Junior High students will begin to use MyBlueprint

Measure	Recent Data			Target
	2014	2015	2016	2017

Students feedback surveys and self-assessments to determine the engagement, viability and productivity. Previous data: 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. Target: 3 schools

Number of times teachers meet to develop common assessment practices. Target: 10 meetings

Assignment completion checklists: Increase in assignment completion by end of term.

GradeBook records of completed assignments. Target: Decrease incomplete assignments

## OUTCOME ONE: Alberta Students are successful.

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

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

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

**Strategies to Impact this School Priority Include:**

- We will participate in the District Literacy Strategy and we will:
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  - Implement Balanced Literacy in all elementary classrooms
  - Implement of in-class strategies focusing on coding and segmenting in Div. 2
  - Work on developing student writing skills
  - Continue Buddy reading with mixed grade groupings
  - Continue reading or being read to for at least 20 minutes per day
  - Assess all the reading skills of all K-6 students (RRST, and Benchmark assessments)
  - Teachers will use a writing rubric to assess student progress
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  - Work on developing student numeracy skills and vocabulary
  - Implement variations of programs supporting numeracy that focus on vocabulary, basic operations, numeracy strand, and problem solving
  - Apply the Math Profile Assessment at the start of the year to gauge basic skills of addition, subtraction, multiplication and division basic skills in division 2
  - Use interactive technology for graphing and algebra
  - Teachers will collaborate to improve students' communication skills using math vocabulary

**Additional School Level Strategies Include:**

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

Regarding High School Redesign:

- High school staff will 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 teacher supports.
2. Successful Transitions *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."*
  - We will continue to sustain Work Experience and RAP programs.
    - Administration, counsellors and teachers will continue to encourage our students to get involved in Work Experience, RAP and other CTS programming.
  - Our high school students will be involved in Career Development opportunities and planning by attending a Career Fair in Whitecourt, using my Blueprint and having presentations by various organizations including Careers Next Generation.
  - The school will participate in partnerships with Career Next Generation
3. Collaborative Partnerships *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."*
  - Administration and staff will provide support to students to build effective study/review practices: Address test anxiety, Study skill, Test taking strategies, Time management/prioritizing, and Exam and assessment vocabulary.
  - We will facilitate student involvement in community programs that set the stage for social justice projects or to become more aware of social issues as lifelong learners. (music, computer, community service projects, refereeing, shared reading, mentoring of students, and recycling projects).
4. Positive Connection *"Mentorship programs, career counselling, school liaison workers,*

*student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta’s High School Completion Framework.”*

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

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

- We will continue to keep running records of student major and minor misbehaviours.
- We will continue to work closely with PHPS FNMI worker to track and support at-risk students.
- We will continue to designate the role of high school completion liaison to a specific certificated teacher.
- Regarding Attendance:
  - Parents and students in will be informed of the attendance policy and it will be followed.
  - Administrators will closely monitor attendance patterns; recognize and award excellent attendance.
  - 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 the jurisdiction Professional Capital strategy:**

● **And the 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 use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- 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
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
  - Measures: Reading Readiness Screening Tool
  - Benchmark Reading Assessment is the other measure that should be reported.
- Our school will ensure our elementary grade teachers participate in Literacy Grade Group meetings scheduled over the course of the year.



- Our school will participate in the Division’s Numeracy Strategy
  - Our school may pilot programs and resources with coordination and support of the Numeracy Committee
  - Administration will monitor the implementation of the school’s numeracy program and work collaboratively with the district Numeracy Steering Committee
- Our school will identify **counselors and/or staff assigned to individual student support** to participate in a professional learning series intentionally designed to standardize certain practices and processes associated with counselling students in an education setting.

**In alignment with the jurisdiction strategy to support Student Diversity:**

- Our High School will ensure support for all students, including those identified as high risk of non-completing, to develop plans, strategies and supports to keep the student in school, and hopefully achieve course completions and high school completion.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.
- Our High School will support the promotion of the Health Care Aid program as a Dual Credit Opportunity for third and fourth year high school students.

**Commentary (July 2017):**

Numeracy

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

Moving Forward with High School Redesign

- Swan Hills School School has completed a second year of MFWHSR:
  - Teachers continue to focus on building strong and positive culture by engaging students in extracurricular activities and leadership opportunities.
  - Our Counsellor met with students on a regular basis to review student progress and their program, encouraging them to complete extra credits, do work experience/RAP, apply for scholarships, improve their attendance, etc.
  - Established a Woodworking room for our junior and senior high students
  - Had three students on dual credit HCA program and a number of students interested in the NAIT programs
  - Teachers met bi-monthly as a PLC group to discuss common assessment practices, alignment of curriculum and to share and develop rubrics
  - Admin attended spring networking meeting

**Our school participated in Jurisdiction Strategies:**

In alignment with PHPS’s Literacy Strategy:

- Our school participated in the Division’s Literacy Strategy
  - Our school identified teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs. Those teachers met with the LC on

numerous occasions throughout the year.

- Our school continued to implement the ERI and LLI programs
- Administration monitored the implementation of the school's literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligned to standards of the District Literacy Strategy
- Participating teachers measured student growth along the literacy continuum semi-annually and provided anecdotal feedback on an ongoing basis in the interest of program improvement
  - Measures: Reading Readiness Screening Tool
  - Benchmark Reading Assessment is the other measure that should be reported.

In alignment with PHS's Student Mental Health Strategy:

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

In alignment with PHS's Professional Development Strategy:

- See commentary of Outcome 4.

**September 2017** Comment on PAT and PDE Results:

- Grade 6 Provincial Achievement Test results:
  - 100% participation rate in all PATs
  - 91.7% of students achieved the Acceptable level in ELA 6, a significant increase from previous years.
  - Student rate of achievement at the Acceptable level increased significantly in Math 6.
  - Student rate of achievement at the Acceptable level decreased slightly in Science 6.
  - Student rate of achievement at the Acceptable level increased slightly in Social Studies 6
  - Excellence level, compared to previous years and to provincial levels
  - 16.7% of students achieved the level of excellence in ELA 6, a significant increase from previous years.
  - 25% of students achieved the level of excellence in Math 6, a significant increase from previous years.
  - 50% of students achieved the level of excellence in Science 6, a significant increase from previous years.
  - 25% of students achieved the level of excellence in Social Studies 6, a significant increase from previous years.
- Grade nine Provincial Achievement Test results:
  - 100% Participation Rate in all PATs, with the exception of ELA K&E 9 (1 student absent).
  - Acceptable level, compared to previous years and to provincial levels
  - Student rate of Acceptable level significantly increased on all PATS, with the exception of ELA K&E 9 and Science 9, where the Acceptable level remained the same as the previous year, 50% and 100%, respectively.
  - Excellence level, compared to previous years and to provincial levels
  - The level of excellence achieved on many PATs demonstrated increases from the previous year.
  - 16.7% of students achieved the level of excellence in Math 9

- 14.3% of students achieved the level of excellence in Science 9
- 16.7% of students achieved the level of excellence in Social Studies 9
- 50% of students achieved the level of excellence in Social Studies K&E 9
- ELA 9 and Math K&E 9 remained consistent with the previous year, with no students reaching the level of excellence
- The level of excellence achieved by students in ELA K&E 9 and Science K&E 9 decreased from the previous year, with not students achieving this level.
- Provincial Diploma Exam results:
  - Acceptable level, compared to previous years and to provincial levels
  - 85.7% of our students reached the acceptable level in English 30-2. This was a decline from the previous year's results, and slightly below the provincial level.
  - 100% of our students achieved the acceptable level in English 30-1. This is consistent with last year's results, and significantly above the provincial level.
  - We observe a need for improvement in both Math 30-1 and 30-2.
  - We observe an increase in the acceptable levels for Science 30, but with a need for improvement compared to the provincial level.
  - We observe an increase in the acceptable levels for Chemistry 30, but with a need for improvement compared to the provincial level.
  - We observe a slight decrease in the achievement of the acceptable level in Social Studies 30-1 and 30-2, with a need for improvement compared to the provincial level.
  - Excellence level, compared to previous years and to provincial levels
  - 20% of our students reached the level of excellence in English 30-1. This was an increase from the previous year's results, and above the provincial level.
  - 12.5% of our students reached the level of excellence in Chemistry 30. This was an increase from previous years' results.
  - We observe a need for improvement in:
    - Math 30-1 achievement
    - Math 30-2 achievement
    - Social Studies 30-1 achievement
    - Social Studies 30-2 achievement

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

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

**Accountability Pillar Measures:**

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

**2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

**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 PHS FNMI staff to track and support at-risk students.

**Participation in District Strategies:**

**In alignment with the jurisdiction Professional Capital strategy:**

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives
  - Adapt to pedagogy associated with the shift to High School Redesign
  - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

**In alignment with the jurisdiction strategy to support Student Diversity:**

- Our High School will ensure support for all students, including those identified as high risk of non-completing, to develop plans, strategies and supports to keep the student in school, and hopefully achieve course completions and high school completion.
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

**Commentary (July 2017):**

Support of FNMI students

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

Progress toward instruction of FNMI Perspectives

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

**Our school participated in Jurisdiction Strategies:**

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

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

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

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

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

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

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

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

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

##### **Strategies to Impact this School Priority Include:**

- 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.
  - We will expand our Breakfast Program for all grades to every day of the week.
  - We will continue to encourage participation in extracurricular, leadership groups, Students' Union, and service projects

- Regarding the Student Code of Conduct and to provide students with the structure they need to be successful:
  - We will ensure that we have proper supervision in place.
  - 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
  - We will be very clear with students regarding the structure and intent of our attendance expectations.
    - Monitoring student attendance will be a priority for administration.
    - We will continue to adhere to our attendance expectations
  - We will assess school discipline and attendance policies regularly and adjust if necessary.
- We will continue educating Staff and Students on Diversity and Inclusive Practices

**Additional School Level Strategies Include:**

Promoting Activity, Wellness and Success (PAWS)

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

Early Learning

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

**Participation in District Strategies:**

**In alignment with the jurisdiction Professional Capital strategy:**

- Our School will engage in opportunities to collaborate with district Lead Teachers and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives
  - Adapt to pedagogy associated with the shift to High School Redesign
  - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.

**In alignment with the jurisdiction strategy to support Student Diversity:**

- Our school will engage with the School Link Team to support programming for Tier 2 and 3 students.
- Our School will communicate and coordinate services for Tier 2 and 3 students, with the Student Services team.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- Our students will have the opportunity to attend the Career Expo in Westlock in September, 2017.

- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

**Commentary (July 2017):**

**During the 2016-2017 School Year, our school focused on the following strategies:**

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

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

Support for students at Risk

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

Early Learning Supports

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

**Our school participated in Jurisdiction Strategies:**

In alignment with PHPS's Student Mental Health Strategy:

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

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

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

**Accountability Pillar Measures:**

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

**Jurisdiction Measures:**

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

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

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

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

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

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

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

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

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

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

**Jurisdiction Outcome 4-A**

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

**Jurisdiction Measures:**

**4-A.1 PHPS Satisfaction survey: Assessment and Feedback.** Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of



teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

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

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

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

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

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

**Strategies to Impact this School Priority Include:**

- Administration will:
  - Research and analyze the processes used by other small high school on the high school redesign project.
  - Investigate other programming options including dual credit.
  - Guide parents and teachers in a discussion surrounding priorities for high school programming within our means.
  - Support teachers to increase their skills and application of UDL, DI, multiple intelligences and especially multiple means of action and expression (Different ways to represent student knowledge: plays, songs, essays, videos, etc.)
  - Provide teachers with time to collaborate on common assessment practices.
  - Facilitate a transition meeting for grade 9 students and their parents to support their move into high school
- Teachers will:
  - Design and implement structures to help support increased completion of assigned work and decrease student apathy towards success.
  - Ensure all course outlines contain a clear description of homework and assignment completion expectations.
  - Call parents/guardians when 3 assignments have not been handed in by their child
- All staff will:
  - Enforce the interscholastic policy of being in good standing as a prerequisite for participation in extracurricular activities.
  - Promote the use of the Flex room for homework completion on a voluntary basis.
- The high school counsellor will facilitate an Information/skill sharing session with grade 7 and 8 students at start of school year to teach them how grades impact senior high school and post-secondary decisions.

- Junior High students will begin to use MyBlueprint

**Additional School Level Strategies Include:**

- Strategies and focus of the Professional Learning Community:
  - Administrators will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
  - Personal professional growth plans will continue to direct the nature of school based professional development activities.
  - Administrators will continue to provide opportunities for teacher leadership to their staff.
  - Elementary teachers will be focused on building literacy instruction skills
  - The junior/senior high teachers will focus on flexible learning environments that include project-based learning and UDL.
- Collaborative Strategies to support Professional Development:
  - Administration will continue to provide opportunity for teachers to attend ERLC workshops and events.
  - Teachers will collaborate in division/subject groups and with other schools/teachers to develop common UDL/DI and assessment tools
  - Teachers will be encouraged to visit and observe other teachers in action, either in-person, or via videoconference.
  - Teachers will model teaching strategies for each other.
  - We will continue to provide for mentoring of new teachers relative to the community and culture of the school.
- Strategies to enhance teacher capacity to provide instruction within a UDL framework:
  - All core-subject long-range plans will be closely aligned with the Program of Studies and will include an assessment plan clearly outlining the use of both formative and summative assessment.
  - Each teacher will commit to:
    - select at least one new unit in one subject area as a special focus for developing formative assessment strategies, including the effective use of assessment rubrics;
    - attend related divisional workshops;
    - participate in collaborative sharing;
    - access available in-class coaching from peers and Lead Teacher.
  - Teachers will have evidence that they have used formative assessment in each of the core subjects which they teach.
    - Evidence may include things such as: use of criteria/rubrics, performance assessment tasks, sharing of learning outcomes with students parents, examples of work which has changed and been revised over times based on feedback from teacher and/or peer self-evaluation, or the use of diagnostic tasks to inform planning, in addition to test, quizzes or other forms of summative evaluation.
  - Teachers will use assessment for learning practices daily.
  - Teachers will use targets, proofs, and exemplars with students.
  - Teachers will complete assessments contained in the assessment folder at regular intervals (Fountas and Pinnell).

- Elementary teachers will prepare and share with students and parents I Can/target statements for each core subject unit.
- Strategies to maintain or enhance programing for students
  - We will continue to focus on the CTS and CTF course offerings to our students.
    - We have combined our junior/senior high options classes to provide high school opportunities to take more of a variety of CTS courses in a classroom.
    - These include Robotics, Cosmetology, Rec Studies, Art, and Music along with exploring different career options in the CTF program.
    - We will ensure that we are staffing efficiently meet student program needs while maximizing teacher utilization.
    - We will continue to provide Quality Daily Physical Education and Music to grades 1 through 12.
- Strategies to develop and integrate technology skills:
  - Administration will promote professional development in technology for the staff.
  - We will implement ever-greening plans to maintain computers and technology to an effective level.
    - We will be purchasing new 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.
  - Teachers will provide students with instruction in digital citizenship and new technologies intended to increase support, strategies and structures designed to improve their learning.
  - Teachers will integrate technology into student assignments and projects and increase the use of web based applications to support academic achievement.
  - Teachers will encourage students to share examples of their technology use with parents.
  - We will continue to develop teacher skills in the use of the Interactive whiteboards as a tool to enhance learning.
  - Staff will learn about and use the WordQ and SpeakQ technology.
  - Teachers will use SMART technologies to enhance English language arts instruction.
- Communication about Student Progress
  - Teachers will implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
  - Staff will work to achieve 90% attendance at parent teacher interviews.
  - Staff will meet with all parents of at-risk students twice a year to set and monitor goals.
  - We will continue to increase parent involvement by requiring parents' signatures on high school registration forms.

**Participation in District Strategies:**

**In alignment with the jurisdiction Professional Capital strategy:**

- Our school administration team will participate fully in the Administrator's Professional Learning Community
- Our school will allocate resources to ensure identified priorities and focuses are supported.

- Our school will identify **new** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our school will identify **experienced** teachers to participate in a professional learning series intentionally designed to support implementation of Universal Design for Learning strategies
- Our School will engage in opportunities to collaborate with the district Lead Teacher and participate in collaborative professional learning to
  - Explore innovative and iterative approaches to Literacy and Numeracy instruction
  - Implement curriculum changes, particularly related to FNMI perspectives
  - Adapt to pedagogy associated with the shift to High School Redesign
  - Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- Our school staff will participate fully in jurisdiction Professional Development Days and in opportunities relevant to individual Professional Growth Plans.

**Commentary (July 2017):**

**During the 2016-2017 School Year, our school focused on the following strategies:**

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

Teachers were supported to increase their skills and application of:

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

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

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

Activities to support professional development

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

Satisfaction with instruction, teachers and administration

Communication regarding Student Progress and Classroom Activities

Technology use for instruction

**Our school participated in Jurisdiction Strategies:**

In alignment with PPHS's Professional Development Strategy:

**February, 2017:** The impact of PPHS's Professional Capital Strategy in our school was as follows:

- To broaden our scope and allow for more focused observation and relevant feedback, we decided to include additional in-house and district-wide mentorship for our new teachers.
  - Our AP was went to new teachers' classrooms as much as possible and by request to

providing feedback and support.

- We provided release time for our new teachers to collaborate both in school and in other schools with those that could meet the new teachers' needs at various times.
  - For example, our grade four teacher met with our Coordinator of Literacy and New Teacher Supports and also with other teachers in the division.

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

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

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

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

### **Accountability Pillar Measures:**

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

### **Jurisdiction Measures:**

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

- 5.12 PPHS 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:**

To Engage and communicate with the community:

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

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

#### Extracurricular Programs

- We will provide a range of appropriate intra-mural and intra-curricular activities for students, both academic and athletic.
  - We will continue our Leadership Group that allows students more input into decision making that affects them
  - Where possible, and given staff involvement we will plan to be involved in at least one 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.

#### Budgets and School Generated Funds

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

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

[None from this set of strategies](#)

#### **Commentary (July 2017):**

- Engaging and communicating with the community
  - We continued to be active participants in our community and worked well with many community agencies. We partnered, with the support of PAWS in many cases, with the RCMP, Emergency Services, Fire Department, FCSS, seniors, Community Health, and local oil companies on a number of different projects and activities.
  - We continued to work well with our Parent Advisory Council and the Grizzly Cubs fundraising group. We are currently working together to raise money for an electronic sign.
  - We continued to encourage parents to get involved and volunteer at the school and saw a greater number of dads being involved.
  - We continued to work with our local businesses to provide Work Experience and RAP opportunities for our students.
- Extra-Curricular Planning and Supports
  - We ensured that all fundraising plans for extra-curricular activities were in place and that those activities were made affordable for parents.
  - We continued to encourage our students to participate in extra-curricular activities,

especially our sports' teams and had a great increase in participation this past year.

- We included our grade 5 and 6 students in junior basketball to increase the interest and build our teams for future years.
- **Budgets and School Generated Funds**
  - We continued to reduce that amount of money in our school generated accounts especially the Grad account that had an excess of money. Plans were made to reduce the Students' Union accounts by contributing money to the electronic sign for the school.
  - We were frugal with our field trip spending by having teachers and students fundraise for the majority of their activities. We increased fees for our sports' teams to compensate for a lack of funding in that area.
  - We did not make any large purchases of any kind this past year in order to combat our growing deficit.

**Our school participated in Jurisdiction Strategies:**

In alignment with PPHS's Strategy to promote Communications:

- Our school revamped the look and format of our school newsletter. We renamed it, changed the format and focused on communicating our school priorities.
- Our librarian experimented with posting school news on Facebook in order to get our good news stories out to the community. She used our town General Discussion page to post news, and it was very well-received.
- We also changed the look of our website and reorganized the content to make it easier for parents to use.



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

### OUTCOME ONE: Alberta Students are successful.

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#### **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)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	20	75.0	22.5	33	60.7	4.7

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

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

School Data (From October APORI)	2017			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	16	61.0	4.9	21	68.7	2.8

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

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3 Year	50.2	53.9	76.1	65.5	62.9	63.2	71.9
4 Year	83.9	69.4	59.0	84.0	75.6	62.9	71.1
5 Year	59.3	80.1	69.0	64.4	84.1	85.7	62.9

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

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

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Overall	8.9	2.2	4.1	3.1	5.5	1.1	6.8

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4 year	17.2	19.2	16.6	21.8	5.2	5.4	25.6
6 Year	29.0	44.9	50.3	31.8	33.8	35.1	21.8

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage	46.7	45.0	39.1	26.1	30.4	35.7	33.3

**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).

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Percentage	31.4	32.3	29.6	15.1	29.0	31.6	29.6

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	62.3	67.4	58.2	75.1	53.9	77.4	83.3
Parents	*	*	*	*	*	*	*
Students	51.3	53.2	45.0	61.8	53.9	57.5	66.5
Teachers	73.3	81.7	71.4	88.3	n/a	97.3	100

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	87.5	75.0	60.0	83.3	n/a	66.7	93.3
Parents	*	*	*	*	*	*	*
Teachers	87.5	75.0	60.0	83.3	n/a	66.7	93.3

**Jurisdiction Measures:**

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent	1.00	1.25	1.25	0.35	0.5	.25	.25

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	18.0	19	11	16	11	8	3
Percent	-	15	10	14	10	8	3

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	6	6	6	2	2	0	2
Percent	10	10	10	1	1	0	1

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	68.1	82.3	94.4	93.6	91.0	90.8
Students	No Survey	85.7	53.5	64.4	65.3	72.5	80.9
Staff	No Survey	80.0	61.1	95.0	94.3	100	100

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	15	17	2	5	5	5	5

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	270	270	270	262	240	248	203
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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	20	18	2	3	3	5	5
Percent	14.0	15.0	0.8	1.0	1.0	6	2

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of Logins per school year	36	13	0	60	60	63	0

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	102	90
Percent	100	100	100	100	100	100	97

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	75	85	28	24	27	23	10

**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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	-	-	-	-	-	28	19
Percent	55.0	25.0	34.0	56.0	40.0	48.3	34.5

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	75	65	5	39	55	55	50
Percent	100	100	2	68	100	95	91

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

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

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

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**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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	76.9	74.4	73.5	78.8	66.0	86.0	86.0
Parents	*	*	*	*	*	*	*
Students	67.1	68.8	64.1	61.0	66.0	73.4	73.3
Teachers	86.7	80.0	83.0	96.7	n/a	98.6	98.7

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	88.9	91.7	87.3	97.8	98.9	100	98.7
Students	81.4	57.1	57.8	70.3	73.1	83.5	91.7
Staff	81.8	100	83.3	100	100	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	76.1	85.7	82.9	75.1	97.9	96.4	95.4
Students	73.7	55.1	58.0	51.0	67.8	58.1	55.7
Staff	67.7	62.8	63.0	87.7	92.7	95.7	98.3

**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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	81.5	87.2	78.4	85.8	69.0	86.6	87.0
Parents	*	*	*	*	*	*	*
Students	63.0	74.5	56.9	71.7	69.0	75.5	78.5
Teachers	100	100	100	100	n/a	97.8	95.6

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	0	0	3	5	3	2	4

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

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**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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	55.9	63.6	57.5	65.6	41.6	60.7	58.9
Parents	*	*	*	*	*	*	*
Students	49.9	52.8	43.5	61.4	41.6	55.3	49.1
Teachers	62.0	74.5	71.6	69.8	n/a	66.1	68.6

**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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers	81.5	80.6	81.5	91.7	na/	82.2	72.7

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	67.1	56.3	61.4	71.0	60.9	65.8

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	No Survey	50.0	30.8	46.2	64.9	61.9	62.5

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	82.9	78.8	92.2	90.4	94.2	93.4
Students	No Survey	71.4	77.0	83.8	80.2	82.2	87.1
Staff	No Survey	80.0	100	95.0	94.3	95.5	96.6

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	81.7	72.5	91.0	90.2	89.9	94.7
Students	No Survey	71.4	69.9	80.2	75.0	84.2	88.9



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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	73.5	81.0	95.5	95.7	94.2	96.1
Students	No Survey	100	70.0	75.2	74.8	86.4	90.7
Staff	No Survey	80.0	83.3	100	94.3	100	100

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	97.1	98.7	98.9	96.7	97.1	98.7
Students	No Survey	71.4	79.6	85.3	83.9	85.6	87.2
Staff	No Survey	100	100	70	100	100	100

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

Number by area	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SH	357	292	243	176	158	107	101

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

Ratio by school	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SH	1.84	1.44	1.28	0.95	1.04	0.85	0.78

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Average for all:	3.64	2.81	1.58	1.72	1.30	1.99	2.50

**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**

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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**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	69.4	64.1	82.0	89.2	79.7	89.5
Students	-	57.1	66.4	87.3	77.1	72.8	82.2
Teachers (1)	-	-	-	-	Introduced in 2015	100	100
Teachers (2)	-	-	-	-	Introduced in 2015	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students		100	56.6	64.1	57.8	64.1	81.2
Teachers		40.0	50.0	83.3	42.9	76.5	85.7

**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.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers (1)	-	-	-	-	New 2015	100	100
Teachers (2)	-	-	-	-	New 2015	100	100
Students	-	-	-	-	New 2015	76.7	84.6

**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’).*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Students	-	-	-	-	New 2015	66.7	65.3
Teachers	-	-	-	-	New 2015	100	100

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	New 2015	85.3	88.2

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

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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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	93.3	76.3	74.0	73.2	n/a	73.3	74.0
Parents	*	*	*	*	*	*	*
Teachers	93.3	76.3	74.0	73.2	n/a	73.3	74.0

#### 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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	70.7	80.0	46.7	69.5	60.0	73.9	76.6
Parents	*	*	*	*	*	*	*
Students	52.6	56.5	37.9	64.1	60.0	61.1	66.5
Teachers	88.9	66.7	55.6	75.0	n/a	86.7	86.7

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

(APORI Data, comes in May).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	80.2	82.9	74.5	89.7	74.7	88.9	84.8
Parents	*	*	*	*	*	*	*
Student	66.0	82.4	65.9	84.2	74.7	82.2	78.5
Teachers	94.4	83.3	83.1	91.7	n/a	95.6	91.1

**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).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	74.3	79.9	82.9	80.1	69.3	80.9	79.2
Parents	*	*	*	*	*	*	*
Students	67.4	72.2	75.1	71.5	69.3	72.4	79.4
Teachers	81.1	87.5	90.7	88.7	n/a	89.4	78.9

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	66.7	62.5	77.8	83.9	79.7	82.9
Students	No Survey	71.4	54.1	66.7	71.2	78.6	83.8
Staff	No Survey	80.0	94.4	100	100	100	96.6

**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 ...*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	79.2	47.5	90.0	94.6	94.2	93.4
Students	No Survey	100	33.1	82.2	86.4	92.2	95.8
Staff	No Survey	100	61.1	100	100	100	100

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	71.9	81.6	86.4	93.1	82.6	71.1
Staff	No Survey	80.0	76.5	94.7	94.3	77.3	67.9

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	-	-	-	-	87.0	92.0
Students	No Survey	57.1	45.5	59.8	53.4	73.0	83.8
Staff	No Survey	80.0	66.7	100	100	100	96.6

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	88.6	82.5	93.0	92.4	94.2	97.4
Students	No Survey	71.4	75.9	81.9	84.7	89.3	60.0
Staff	No Survey	100	94.4	100	100	100	100

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

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	-	-	-	-	Introduced in 2015	87.9	82.9
Students	-	-	-	-	Introduced in 2015	66.7	60.0
Staff	-	-	-	-	Introduced in 2015	87.0	79.3

**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.*

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Parents	No Survey	81.7	61.3	65.9	59.1	71.4	76.7
Students	No Survey	80.0	68.3	75.0	75.0	79.6	96.0

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

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

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Student	No Survey	57.1	57.5	61.2	56.4	95.5	96.6
Staff	No Survey	100	76.5	85.0	85.3	61.2	63.6

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Dollars	\$15,000	\$5,000	\$0	\$8,900	\$1,800	\$500	500

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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	100	110	28	56	53	67	54

**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.)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	17	18	6	6	7	57	35

**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)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number	17	18	6	6	15	16	19