

PIBROCH AND SUNNY BEND COLONY SCHOOLS

Three Year Education Plan

2018-2019

July, 2018

TABLE OF CONTENTS

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

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

Additional Context: Hutterite Schools

Historical and Demographic Background

Enrollment by Grade

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Pibroch and Sunny Bend Colony Schools PROFESSIONAL LEARNING COMMUNITY FOCUS

Address the Diversity of Student Needs

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

School Council Involvement in Education Plan Development

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

At our school, the school council is based on the structure of a Hutterite Colony structure. The colony has different men and women assigned to different roles that they are responsible for. The German Teacher is a colony member that is voted in by the men. He is responsible for the children ages 6-15 on the colony. Because of his role, the German Teacher works closely with the school to act as a single representative of the school council. If the German Teacher wants more input on significant issues that he feels he cannot decide on his own, he will either go to the council on colony - a group of usually 5 men who meet daily to decide colony issues together - or he will call a meeting with the parents and the principal to go over the issue, discuss, and decide as a group. For ed planning, the principal meets with the German teacher and the parents to complete school surveys, discuss all aspects of the school and the school year to find out what areas the colony and the parents would like to school to focus on. The principal then takes these suggestions back to the school staff and they work these suggestions into the new school ed 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"

Additional Context: Hutterite Schools

It is important to note the context in which schools operate within the Hutterite culture. For example:

- Gathering hard data is difficult in a colony school due to a number of reasons such as:
 - the numbers of students writing PATs is small and does not give an accurate base from which to draw statistical conclusions
- Because of cultural beliefs, the use of technology to enhance learning is limited in colony schools
- Essentially Hutterite students enter kindergarten or grade 1 as English as a Second Language students. Formal teaching of English begins in school.
- Colony schools often suffer from external misconceptions such as:
 - Misconception: Hutterites do not value education.
 - In fact, like most parents, Hutterite parents want their children to have strong literacy and numeracy skills as well as good behavior.
 - Misconception: Individuals (teachers and support staff) who work at colony schools do so under duress or because they have to.
 - In fact, the staff at Pibroch and Sunny Bend school choose to work in a colony environment .

Historical and Demographic Background

Pibroch School is a K-9 school located on the Pibroch Hutterite Colony. The Pibroch Colony is situated north of Westlock along Highway 44. Typically the Pibroch Colony does not send their children to kindergarten, unless they turn 6 early in the new year. Plans are in place for the Pibroch Colony divide as they are establishing a new colony in northwestern Alberta. This will result in lower enrollments in the next 2 to 5 years. Pibroch School had **29** students enrolled at the beginning of the 2017-18 school year. We had 1.7 FTE certificated staff (teachers and principal) and 2 full time support staff members. Student enrolment is found below:

Sunny Bend School is a K-9 school located on the Sunny Bend Hutterite Colony. The Sunny Bend Colony is situated north west of Dapp. Unlike the Pibroch Colony, Sunny Bend parents usually send their children to kindergarten. Sunny Bend School had 29 students enrolled in the fall of 2017-18 school year, including a student in grade 10. Sunny Bend's enrollment will remain fairly stable over the next few years. There were 1.7 FTE certificated staff (teachers including principal) and 4 support staff members (full time). Student enrolment is found below:

Enrollment by Grade	Pibroch		Sunny Bend	
	2016-17	2017-18	2016-17	2017-18
Grade				
Early Entry (PUF)	0	0	1	0
Kindergarten	2	1	4	0
Grade 1	7	3	3	5
Grade 2	4	5	4	3
Grade 3	5	3	2	4
Grade 4	0	4	4	2
Grade 5	3	0	3	4
Grade 6	3	3	1	3
Grade 7	3	3	2	1
Grade 8	5	3	4	2
Grade 9	1	4	1	4

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

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

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

Pibroch and Sunny Bend Colony Schools PROFESSIONAL LEARNING COMMUNITY FOCUS

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

<p>Address the Diversity of Student Needs <i>Addressing the Diversity of Student Needs is everyone’s responsibility. Response to Intervention is the framework of strategies applied at all levels.</i></p>	<p align="center">Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> • <i>District and School level staff deployment decisions will prioritize school level supports of Tier 2 students.</i> 	<p align="center">1, 2, 3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Continue to provide LLI for students who need it • Provide basic facts support through the Kim Sutton block system. • Ensure OT and SLP supports for students who need it. • Provide a kindergarten open house session with district support staff in attendance to pick out students who need extra supports. 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> 	<p align="center">3</p>
<p>In our school we will:</p> <ul style="list-style-type: none"> • Provide 10 minutes of talk-time for students to connect each morning. This will be guided and monitored by staff with the theme of mental health supports. • Send a PA from each site to the counsellor meetings • Work with the district coordinator of counselling to provide services to students as needed. • Continue to use the CPS model (Ross Greene) to handle behaviour and discipline approaches. 	
<ul style="list-style-type: none"> • <i>Schools will implement the Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling</i> • <i>The principal’s role is to:</i> <ul style="list-style-type: none"> ○ <i>Coordinate implementation of the Mental Health Literacy Project at their school</i> ○ <i>Facilitate collaboration between the coordinator and classroom teachers</i> ○ <i>Monitor how the needs of students and staff are being addressed</i> 	<p align="center">4</p>
<p>In our school we will: Implement the district initiative</p> <ul style="list-style-type: none"> • Support mental health of staff by including ASEBP resources (both online and in print) to school based PD days. 	
<ul style="list-style-type: none"> • Additional school strategies to address the Diversity of Student Needs 	
<p>In our school we will:</p> <ul style="list-style-type: none"> • Hire an SLP to give a one day session on PODD training to have all staff trained, as well as key community and family members. 	

Measures - Impact of strategies to Address the Diversity of Student Needs	Recent Data			Target 2019
	2015 2016	2017	2018	
We will be able to observe students bringing healthy snacks	Junk food is very common, sometimes the norm	95%	95%	100%
Jr. High students completion of the Heroes program, or an equivalent program.	No one has taken it.	100% did "Zones of Reg"	100%	100%
Value and utilization of resources that are purchased	Staff disliked resources available and want new resources	\$300 new resources. 100% were utilized.	?	Spend b/w \$100-\$300
Number of presentations Goal to do this three times a year (after each term).	No presentations.	1	?	2
Rate of participation of staff and students doing "family interest groups" once a week.	none	none	?	100%

<u>Student-Teacher Relationships</u> <i>Student-Teacher Relationships are everyone's responsibility.</i> <i>Strategies will be focused in grades 7-12.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> Schools will implement a Mental Health Literacy project, guided by and supported by the district Coordinator of Counselling. 	3
In our school we will (repeated from Diversity above): <ul style="list-style-type: none"> Do this 	
<ul style="list-style-type: none"> Staff deployment and programming structures will focus on transitions from: <ul style="list-style-type: none"> Elementary to Junior High Junior High to Senior High 	3
In our school we will:	

<ul style="list-style-type: none"> ● Ensure staffing and timetabling is consistent and predictable on a daily basis. Transitions between subjects or breaks will be taught and monitored by staff. ● Morning talk time will have staff involvement and allow for students to talk with staff 	
<ul style="list-style-type: none"> ● <i>The comprehensive professional development plan will be intentionally designed to:</i> <ul style="list-style-type: none"> ○ <i>Provide training and Professional Development for Principals</i> ○ <i>Support implementation of the Mental Health Literacy Project</i> ○ <i>Support implementation of Moving Forward With High School Redesign</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement the mental health literacy project through the health curriculum and morning meetings ● Ensure the principal attends the appropriate PD 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Student - Teacher Relationships 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue to have staff and student interactions on a daily basis ● Use morning talk time ● Continue to have recess supervision be where staff plays with the students, not just supervising 	

<p><u>Numeracy</u> Everyone is a teacher of Numeracy. Strategies will be focused in grades 4-6.</p>	<p><i>Alberta Education Outcome(s) impacted</i></p>
<ul style="list-style-type: none"> ● <i>All schools administer the <u>Math Intervention and Programming Instrument (MIPI)</u> in grades 2 through 9, (and maybe grade 10), during September</i> <ul style="list-style-type: none"> ○ <i>After the MIPI is administered, school principals will lead a focused analysis of the student data collected by the MIPI. The data will be used to inform instruction, as well as to inform professional learning needs of teachers.</i> 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this district initiative 	
<ul style="list-style-type: none"> ● <i>Professional development will:</i> <ul style="list-style-type: none"> ○ <i>Be responsive to emerging needs of grade 4-6 teachers (as observed by the potential coordinator, principal, and teachers)</i> ○ <i>Support a Community of Practice of grades 7-9 Math teachers</i> ○ <i>Maintain awareness of the cross curricular integration of Numeracy, applicable at all levels - All teachers are Numeracy teachers</i> 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this district initiative 	

<ul style="list-style-type: none"> ● <i>The principal's role is to ensure implementation and alignment by:</i> <ul style="list-style-type: none"> ○ <i>Coordinating MIPI implementation</i> ○ <i>Facilitating collaboration between the potential coordinator and classroom teachers</i> 	4
In our school we will: <ul style="list-style-type: none"> ● Implement this district initiative 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Numeracy 	
In our school we will: <ul style="list-style-type: none"> ● Ensure all classrooms use the block 10 Kim Sutton model to continue to build basic facts and mathematical understanding ● Look into different resources to better meet the multi-grade classrooms ● Continue to integrate numeracy progressions into PLCs and cross-curricular planning 	

<p><u>Literacy</u> <i>Everyone is a teacher of Literacy.</i> <i>Strategies will be focused in K-3.</i></p>	<i>Alberta Education Outcome(s) impacted</i>
<ul style="list-style-type: none"> ● <i>All elementary schools will administer the RRST and BAS assessments. This is non-negotiable and will be supported by site principals. Any release time decisions in this regard will come from site based budgets.</i> 	1
In our school we will: <ul style="list-style-type: none"> ● Implement this district initiative ● We have a colony, literacy lead teacher who works collaboratively with all. 	
<ul style="list-style-type: none"> ● <i>All Kindergarten to grade 3 teachers are expected to participate in this strategy and align instruction and interventions to the non-negotiable district standard.</i> 	1
In our school we will: <ul style="list-style-type: none"> ● Implement this district initiative 	
<ul style="list-style-type: none"> ● <i>Schools will review staff deployment and assignments in order to assign a Lead Literacy Teacher at their sites to support the Literacy strategy. The job description for this role will be specifically designed to:</i> <ul style="list-style-type: none"> ○ <i>Work elbow to elbow with teachers</i> ○ <i>Guide the analysis of assessment data</i> ○ <i>Guide selection of instructional strategies</i> ○ <i>Serve as a site based Literacy 'point person'</i> 	
In our school we will: <ul style="list-style-type: none"> ● Use the lead literacy teacher to be the conduit between the school LA teachers and the PHPS coordinator of literacy 	

<ul style="list-style-type: none"> ● Give the lead literacy teacher time at staff meetings and PLCs to lead sessions and update staff on the requirements, as well as provide release time for the lead literacy teacher to team teach and plan lessons to meet the district requirements. 	
<ul style="list-style-type: none"> ● Financial support will be designated to maintain the Junior High Reading Project (\$10,000) 	1
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Have a representative from our teaching staff to help select books that are relevant and respectful to the Hutterite culture. 	
<ul style="list-style-type: none"> ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Coordinating RRST and BAS implementation ○ Facilitating collaboration between the coordinator, lead literacy teachers and classroom teachers ○ Monitoring implementation of the Literacy strategy ○ Being a participant in professional learning ○ And insisting on alignment to district standard 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Implement this district initiative ● K-3 teachers will attend divisional and regional literacy sessions ● K-3 teachers will collaborate with Kendra Seatter, when discussing RRST results ● Guided Reading ● Implement Words Their Way programming to target students specific needs ● Grade 1-3 LLI programming for all colony students 	
<ul style="list-style-type: none"> ● Professional development will: <ul style="list-style-type: none"> ○ Be responsive to emerging needs of K-3 teachers (as observed by the coordinator, principal, and teachers) ○ Maintain awareness of the cross curricular integration of Literacy, applicable at all levels - All teachers are Literacy teachers 	4
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Utilize relevant ERLC sessions offered ● Utilize EPPC funds for our schools 	
<ul style="list-style-type: none"> ● Additional school strategies focused on Literacy 	
<p>In our school we will:</p> <ul style="list-style-type: none"> ● Continue LLI ● Continue Balanced Literacy foundations in the LA classes 	

Measures - Impact of strategies focused on Literacy		Recent Data			Target 2019
		2016	2017	2018	
Students in grade 2 and older, not on an IPP with a literacy goal, will be reading at grade level by the end of the year.	SB:	73%	82%		90%
	PB:	57%	50%		75%
Students will get 100% on Reading Readiness Screening Tool by the end of grade one	SB:	N/A	100%	100%	100%
	PB:	N/A	100%	100%	100%
Students in grade 2 and older, not on an IPP with a literacy goal, will be writing at grade level by the end of the year.	SB:	87%	87%		90%
	PB:	71%	71%		90%
Language Arts Teachers will attend all available PHPS PD sessions that are relevant to literacy.	both	100%	100%	100%	100%

OUTCOME ONE: Alberta Students are successful.

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

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

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

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

Additional School Level Strategies Include:

- Continued Literacy Strategies
 - See the District Strategies above
 - Administration will ensure availability and access to multiple levels of LLI program resources
 - Teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Continue to use Fountas/Pinnell benchmark Reading Assessments
 - Continue use of Daily 5 for div 1 students.
 - Seek additional training for staff.
- The Principal will ensure resources for Daily 5 math are available to teachers.
- The Principal will ensure the Kim Sutton “10 Block Model for Math Fact Fluency” resources and training are provided to teachers for utilizing on a daily basis.
- The Principal will work with the colony to attempt to have all kindergarten students start in January of the year they turn 6.
 - We will continue to provide ESL intervention for kindergarten students.
- Enhance the CTS opportunities for students at both colony schools.

Commentary (July 2018):

General Commentary

- Both staffs further developed the collaborative problem solving (CPS) approach to work with students who needed to improve their citizenship qualities.
 - The CPS approach was a key learning point at the Mental Health conference and gave the principal and other staff an opportunity to further refine and develop this skill. It is a process that takes time and practice to properly implement.
 - Opportunities were taken to work with individual students ranging from grade 1 to 9 to develop lagging skills to become positive contributors to the classroom environment.

Literacy:

- LLI was continued at both Pibroch and Sunny Bend colony schools this year, involving students from k-7.
- Teachers and PAs were trained in the use of the LLI resources by the PHPS Literacy Coordinator.
- Program assistants and teachers were responsible for implementing LLI with various groups in the schools.
- Groupings of students were fluid and flexible throughout the school year as students progressed at different rates.
- Teachers at both schools used the Fountas and Pinnell benchmark reading assessments to

track students reading achievement at 3 points during the school year - September, January, and June.

- Daily 5 teaching strategies were used in Language Arts for grades k-9 at Sunny Bend and Pibroch.
- The “Words Their Way” word work program was purchased and used at both colony schools.
- Each school worked with the district Literacy Coordinator to ensure proper pedagogical approaches were being implemented.
 - Programs were meeting the intended pedagogical approaches and minor adjustments were made where necessary.
 - Programs currently align with the standards of the District Literacy Strategy team.
- The LLI kits continue to be an asset to the colony schools as they are of high quality and have a focus section for ESL students, providing valuable strategies and intervention.

Student Mental Health:

- Our school worked with the Counsellor of School Counsellors to begin building a culture of counselling and mentoring for students both as a class and for individuals who needed one-on-one sessions.
 - A teacher representative from each colony school location attended a some of the PHPS Counsellor meetings to broaden their understanding of the rules, ethics, and implications of providing counselling to students.
- The Zones of regulation were taught and utilized at both locations to provide students and staff with common language and understanding for people to express their emotions and personal state in appropriate, easy to understand language.
 - Students were introduced to strategies to regulate themselves when they found they were having a hard time being in school or interacting with the classes and/or students around them.
- At least half of the staff from each school attended the Mental Health and Wellness conference in October of 2016. To further enhance these concepts, the staff had two joint PD days in November of 2017 to review some of the main concepts and sessions of the 2016 conference. This allowed staff who had already attended the conference to deepen their understanding, while allowing new staff to become familiar with the programs and concepts so they could fully integrate into the staff’s approach of handling student well-being and discipline. The district Coordinator of Counsellors was brought in to help teach and facilitate the PD sessions with the principal.

September 2018 Comment on PAT Results:

- Due to the small numbers of students taking the PAT exams, both Hutterite schools still have a problem with drawing out statistical data which can be factual and useful. At Pibroch this is particularly difficult where Gr. 9 students are allowed to leave school at 15 and may not complete their grade 9 year.
- Nevertheless, steps have been set in place to continue working on quick math facts throughout the year to support students work with Part A of the Math Exams. Through guided reading and increased work with comprehension and deciphering meaning, we will assess whether these changes to Language Arts programming might affect their exam results in 2019. As ESL students, comprehension affects all exams that they take.
- Finally, we are working on a new UDL model for teaching science and would like to see it’s effects on exams as well.

Report on Key Strategies from 2017-2018 Education Plan

Literacy: *Ensure each elementary classroom is implementing the Foundational Literacy programs, including ERI and LLI.*

June 2018:

- The Language Arts teachers at both colonies continue to implement the PHPS literacy requirements on a daily basis.

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

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

Accountability Pillar Measures:

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

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

Key School Level Strategies Include:

- We will continue to bring in literature involving FNMI culture to expose the students to this great and unique culture.
- We will work with district FNMI liaisons to learn about FNMI culture.
- We will present books and literature to promote the FNMI culture.
- We will continue working with the PHRD FNMI coordinator to do presentations for students
- We will Intentionally use opportunities in the Social Studies curriculum to teach and promote aspects of FNMI culture.

Commentary (July 2018):

Both schools do not have any students who are FNMI as the Hutterites are a very distinct cultural group without a history of FNMI people living in their colonies.

Developing an Understanding and Respect for Indigenous Culture and Experiences:

- Teachers and program assistants continue to find literature and resources to expand on the social studies curriculum and expose the students to FNMI cultures and ways of life.

Welcoming, Caring, Respectful and Safe Learning Environments:

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

OUTCOME THREE: Alberta’s education system is inclusive.

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

Accountability Pillar Measures:

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

Jurisdiction Outcome 3-A

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

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

Additional School Level Strategies Include:

- We will work with PHRD Principal of Early Learning to identify students with early learning needs and to plan programming needs and resources for the students
- We will assign a program assistant to work with the identified child(ren).
- The principal will lead regular staff meetings to address issues and concerns
- We will increase communication with parents regarding students’ individualized needs and growth
- We will post and follow specific routines and organizational expectations
- We will continue with the Hero’s program for junior high students at both colonies.
- Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- 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 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 2018):

- The teachers and administration at both locations have strong relationships with the German teacher, a colony member in charge of working with the children.
 - Time is spent each morning talking with the German teacher to keep connected and updated on what is happening in the school.
 - These strong relationships allow for further consistency between the adults in the children's lives and further add to the healthy learning environment.
- The staffs of Pibroch and Sunny Bend Schools are committed to ongoing maintenance and enhancement of a safe and orderly environment. All staff realize that without a safe orderly environment, learning cannot take place.
- Both schools implemented the Preferred Activity Time (PAT Time) strategy for positively addressing student behaviour and management.
 - This system was effective in both schools and allowed for continuity between different staff members for consistent student expectations.
- Both schools implemented the Zones of Regulation as part of the Health program.
 - All staff worked together through PLCs and staff meetings to further develop their understanding of the zones and how to apply this to every aspect of the student's' school day. The consistency of use by staff, combined with the easy to understand nature of the program, made this an easy program to implement.
 - The Zones program was a key part of many newly purchased Health curriculum resources that were used at both schools.
 - Health teachers agreed that it was easy and enjoyable to provide health lessons this school year with these resources being made available.
- Many PE resources and equipment were purchased, giving students a variety of games, exercise, and activities to do.
 - Staff also recognized the benefits of having more options to choose from to provide better programming and make for easier planning, including less redundancy of activities during the school year.
- Both schools designated a healthy snack time in the morning.
 - Students were given the opportunities to bring healthy snack choices instead of junk food, a common food of choice in the past.
 - At the beginning of the year, staff would discuss different snacks and whether or not they could indeed be considered healthy, or if they should be considered junk food.
 - As students fully learned and understood the differences, it became very normal to see only healthy foods in the classroom. There is still room for growth as some students try to sneak junk food to eat outside during their recess breaks.
- Both schools had designated recess supervision schedules and staff not only went out to supervise, but actively played and engaged with students.
 - This created less recess issues as more kids were involved with playing and

interacting, resulting in lower amounts of bullying or harassment as they weren't as bored.

- Staff interacting also helped model proper attitudes and behaviour for students so they would learn healthy, appropriate ways of playing and interacting together, rather than being left to fend for themselves.
- Both staffs further developed the collaborative problem solving (CPS) approach to work with students who needed to improve their citizenship qualities.
 - The CPS approach was a key learning point at the Mental Health conference and gave the principal and other staff an opportunity to further refine and develop this skill. It is a process that takes time and practice to properly implement.
 - Opportunities were taken to work with individual students ranging from grade 1 to 9 to develop lagging skills to become positive contributors to the classroom environment.

Early Learning Supports

- Both colonies work with the Principal of Early Learning to identify early ed students with early learning needs.

Student Mental Health:

- Our schools worked with the Counsellor of School Counsellors to begin building a culture of counselling and mentoring for students both as a class and for individuals who needed one-on-one sessions.
 - A teacher representative from each colony school location attended a majority of the PHPS Counsellor meetings to broaden their understanding of the rules, ethics, and implications of providing counselling to students.
- The Zones of regulation were taught and utilized at both locations to provide students and staff with common language and understanding for people to express their emotions and personal state in appropriate, easy to understand language.
 - Students were introduced to strategies to regulate themselves when they found they were having a hard time being in school or interacting with the classes and/or students around them.
- At least half of the staff from each school attended the Mental Health and Wellness conference in October of 2016.
- PLCs and staff meetings focused on further exploring and working together as a staff to implement the tools, strategies, and concepts learned from this conference. Many of the attending staff wish to attend a similar conference this year, if the opportunity is available.

Welcoming, Caring, Respectful and Safe Learning Environments:

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

Report on Key Strategies from 2017-2018 Education Plan

Student Wellness: Develop school-wide wellness initiatives to increase student's mental, physical, and emotional well-being.

July 2018:

- Three of the support staff, as well as the principal, were trained in the use of PODD - a communication system for non-verbal students with complex communication needs. The staff

have integrated the PODD communication and language into every activity they do with these two students as it is like teaching another language - immersion with plenty of exposure is one of the main keys to any success.

- The Sunny Bend teacher attended PD on teaching to diversity and has made plans to change the school to a UDL system for teaching and learning. The teacher and principal worked with Student Services to receive support in planning and designing the UDL units of instruction. Plans continue to be developed over time as the units continue to be taught and implemented.

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**

Key School Level Strategies Include:

- We will work with district lead Teachers to continue to
 - Develop PBL units.
 - Integrate literacy and numeracy throughout all curricula and courses.
 - Continue to implement CTF and CTS courses based on student needs and interests
- We will utilize ADLC courses when needed
- Staff will work together to provide a wider range of programs and options classes at school.
- We will continue to implement the Respecting Diversity Program and Democratic Classroom strategies.
- We will develop core units that provide students opportunities to demonstrate their knowledge in a variety of ways (multiple intelligences)
- We will implement of Daily 5 math **in the Div 1 classroom**.
- We will continue to seek opportunities to bring the two colonies together to support educational opportunities.

Commentary (July 2018):

- Staff continue to teach students in all required subjects and provide CTS and options courses that meet students' needs and interests.
- Both colony schools have set aside time in the school timetable to allow as many staff as possible to support a CTS and Options program to the students in order to provide alternative programming and learning environments. Staff co-ordinate to provide fine arts, industrial arts, second languages, and recreational studies for a wide variety of programs that meet all students' levels of needs and interests.
- Professional Development
 - Staff continue to go to Hutterite teacher PD conferences to find appropriate ways to meet the learning needs of Hutterite students in a colony school setting.

- This includes a conference in Saskatchewan, a local colony school conference in the Central Alberta area, and the Mental Health Conference.
 - The principal and three of the program assistants (PAs) working with Non-verbal students at Sunny Bend attended a weekend training session for the PODD communication program. The PAs then attended the 5 day Advanced PODD training session.
 - The school's external service providers (SLPs, Vision Specialists, OTs) worked with the two PAs to implement the PODD system and find ways for this to be meaningful for the two students and their individual needs.
- PLCs were combined between Sunny Bend and Pibroch colony staff to work together on literacy strategies.
- ADLC courses have been used to aide teachers in deliver appropriate courses to students who need them.
- Staff at both colonies worked together to create a purchase list of Physical Education equipment that will vastly expand the PE opportunities for the students.
- Communication about Student Progress
 - Teachers communicate on a daily basis with parents through student agendas.
 - Communication was both individually about the student's achievement during the week, as well as communication about what the class was learning for the day.
 - Every family appreciated the implementation of the agendas in the colony schools this year.
 - Parents were more aware of what their children were learning and the general events going on in the school.
 - Survey results indicate overall satisfaction as well.

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

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

Key School Level Strategies Include:

Engaging and communicating with the community:

- We will collaborate with the German teacher and the colony parents to create an acceptable and collaborative form of a School Council that does not interfere with traditional colony structures, yet allows parents to have more collaboration and input in school decisions
- Sunny Bend Colony allowed implementation of a monthly morning meeting with all of the parents, the German School Teacher, and the Head Preacher of the colony attending. The meetings were used to discuss school issues, make decisions as a group, and update parents on overall student progress or behaviours. This will continue going forward.
- We will continue to work with staff on using the google platform.
- We will attend the Hutterite Teachers conference in Saskatchewan when sessions are relevant to the school needs
- We will implement a daily communication system (i.e. agendas or communication folders).

Budgets and School Generated Funds:

- LLI kits are purchased and stored at the colony schools.
- Staffing levels at Sunny Bend and Pibroch are managed and monitored to address student growth and classroom needs
- We will manage budgets and reserves to upgrade teaching resources
- There are unique budgeting challenges for Sunny Bend Colony School due to the extraordinarily high percentage of tier 6 students needing one-on-one PAs.
 - After much consulting with regional office staff, it was decided that the principal would take the information, regarding the funding and budget issues, to the colony council and seek ways to collaborate with the colony to address funding and staffing needs.
 - It was decided, after several weeks of meetings, discussions, and going back and forth between regional office and colony council, that the colony would provide “volunteer program assistants” to meet the needs of the school, particularly in the mornings.
 - The colony boss and the principal worked together to agree on individuals who would be adequate in meeting the needs and skill set required to work in the school.
 - It is agreed that after a successful trial period in the 2017-18 school year, this will continue to be monitored by all parties involved to ensure everyone’s needs and concerns are being met with this solution on a year-by-year basis. The colony is aware that the alternative to the volunteer Program Assistants is to pay to fund a hired PA position.

Commentary (July 2017):

Engaging and Communicating with the Community

- The principal continued working toward creating an interactive atmosphere at the colony which would have aspects of a school council.
 - A “School Council” is different at a Hutterite colony as traditionally the German teacher is the sole source of communication between the colony and the school.
 - Parents at the colonies have expressed an interest in being involved in educational decisions through having regular school council meetings.
 - German Teachers have indicated they do not see the need for parent involvement in school decisions.
 - This year the administration was able to convince the German Teachers to consult the parents on a couple of matters.

- This was a shift in the approach to decision making and collaboration between the colony and the school.
- There were more discussions, meetings and interactions with parents and the colony council, especially at Sunny Bend.
 - In working through the culture of having the German teacher traditionally as the sole communicator with the school, the principal used “random” (yet planned) meetings with parents or colony council members to both give information and seek input on significant school decisions.
- The Sunny Bend Brethren boss who **continues to seek** more opportunities for discussion and interaction **with** the principal
 - These interactions were both casual, impromptu exchanges, as well as official meeting requests and designated times.
- All members of the council and the parents appeared to be very welcoming of these interactions and meetings.
 - When done without putting an official title of “School Council”, the German teacher did not seem to oppose these meetings - he was very opposed in the past because he thought it would be counter to the colony culture and tradition.
- The principal will continue to work on develop these relationships and meetings to a deeper, more consistent level in the future with the intent on developing proper systems for having colony input and decision making in the school.

Extracurricular and Community Engagement

- Both colony schools continue to get together for an afternoon of games and sport activities for as a tradition each year.
 - This tradition has helped the students start to understand and appreciate the other colony better and allow them to start cultivating relationships with each other.
 - It was evident to staff that this event is becoming more comfortable for the students and they are less shy or inhibited in their interactions with one another.
- Both colony schools participated in the annual “Skirts and Suspenders 1km Race”, which is an event done each year by several colonies in the central Alberta region.
 - Students stay at their own colony location and race 1km in this timed event, later sharing results with other colonies to have some friendly competition.
 - The event allows students to set personal goals and work towards them, while comparing their results to friends, relatives, and peers from other sites.
 - It was a very enjoyable event that will surely be continued in years moving forward.
- Other activities to affect collaboration and engagement included:
 - Powerschool for report cards
 - Google docs for staff meeting agendas and notes
 - The board approved an alternate calendar for colony dates to allow the colony staff to attend Hutterite Colony educator specific PD on the dates the conference is available.
 - Both colonies hosted a Mother’s Day and Father’s Day events for all colony members to attend and participate in.

Budgeting

- Accessing / Acquiring Resources
 - The administration continued to work collaboratively with the associate superintendent and other district principals to purchase resources for the Instructional Media Center (IMC) to share resources with other schools who could not

afford the purchase of the resources on their own budget.

- This allowed the colony schools, as well as other PHRD schools, to use the resources needed to address literacy strategies and bridge between not currently having resources and when the schools have enough banked to purchase the necessary resources.
- Money was spent at both colony schools to purchase a significant increase in Physical Education equipment to further expand the PE program and overcome limitations of not having a gymnasium.
- Teaching staff at both colonies purchased much needed science equipment to further enhance the science programs at both colony schools.
- The administration at the colonies continues to work with the senior leadership of PHRD and the Director of student learning to address funding needs with the inclusive education needs of the colony schools, especially Sunny Bend.

Communications:

- Our school is in the process of establishing a website presence as PHPS moves to a new service provider. The presence will serve as informative to those outside the colony and is intended to support the recruitment of staff.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
Pibroch Colony	7	46.4	0	7	46.4	0.0
Sunny Bend Colony	7	82.1	3.6	7	82.1	3.6

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

School Data (From October APORI)	2018			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

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

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

Pibroch	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year							
4 Year							
5 Year							

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

Sunny Bend	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year							
4 Year							
5 Year							

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

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

Pibroch	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall							

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

Sunny Bend	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall							

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

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

Pibroch	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year							
6 Year							

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

Sunny Bend	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year							
6 Year							

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

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

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

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

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

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

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

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

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

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

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

(APORI Data, comes in May).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			90.3	88.6	n/a	*	81.5
Parents			*	*	n/a	*	*
Students			90.3	88.6	n/a	*	81.5
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			85.4	79.2	97.1	95.0	76.7
Parents			100	*	97.1	95.0	*
Students			70.8	79.2	n/a	n/a	76.7
Teachers			n/a	*	*	*	*

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			*	*	*	*	*
Parents			*	*	*	*	*
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			100	*	*	100	n/a
Parents			100	*	*	100	*
Teachers			n/a	n/a	*	*	*

Jurisdiction Measures:

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable					100	n/a	100
Percentage at Excellence					0	n/a	0

Sunny Bend	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
Percentage at Acceptable					100	0	75
Percentage at Excellence					0	0	25

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent			00.5	0.05	0.05	0.025	.025

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent			0.05	0.05	0.05	0.025	.025

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number					5	3	5
Percent			*	100	62.5	33	62.5

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number					3	2	4
Percent			*	0	43	29	66.7

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

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

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

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	91.7
Students			100	100	76.5	66.7	100
Staff			75	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			81.8	100	100	100	84.6
Staff			100	66.7	100	100	100

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	1	1	1	1

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	1	1	1	1

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	26	29	31	28
Percent			*	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	19	27	26	28
Percent			*	100	100	93	96.5

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number					1	0	1
Percent					13	0	50

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number					1	0	1
Percent					50	0	25

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year			*	0	0	0	0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year			*	0	0	0	0

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	0	0	0	0
Percent			*	0	0	0	0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	0	0	0	0
Percent			*	0	0	0	0

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	0	0	0	0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			*	0	0	0	0

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

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

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

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

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

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

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

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

OUTCOME THREE: Alberta’s education system is inclusive.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			89.7	89.1	n/a	*	93.8
Parents			*	*	n/a	*	*
Students			89.7	89.1	n/a	*	93.8
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			91.7	96.7	100	100	92.0
Parents			100	*	100	100	*
Students			83.3	96.7	n/a	n/a	92.0
Teachers			n/a	*	*	*	*

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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	100	100	100	100
Staff			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	100	100	100	100
Staff			100	66.7	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.”

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			95.0	90.7	100	100	98.6
Students			97.1	93.8	51.4	91.7	95.8
Staff			95.8	100	94.4	84.5	93.3

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	87.5	100	96.3	97.9
Students			62.1	97.0	51.4	93.3	94.2
Staff			83.3	72.2	94.4	56.4	80.0

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	n/a	69.4	90.2	93.9	n/a	n/a	85.4
Parents	*	*	*	*	n/a	*	*
Students	n/a	69.4	90.2	93.9	n/a	n/a	85.4
Teachers	n/a	n/a	*	*	*	*	

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	n/a	100	83.3	77.8	57.9	45.8	81.5
Parents	*	100	100	*	57.9	45.8	*
Students	n/a	100	66.7	77.8	n/a	n/a	81.5
Teachers	n/a	n/a	n/a	*	*	*	*

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

Pibroch Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			0.0	0.0	0.0	0.0	0.0
Level 5			0.0	0.0	0.0	0.0	0.0
Level 4			0.0	0.0	0.0	9.1	7.1
Level 3			3.8	0.0	6.5	12.1	14.3
Level 2			15.4	7.1	9.7	12.1	10.7
Level 1			80.8	10.7	83.9	66.7	67.9

Sunny Bend Percentages			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Level 6			4.5	4.3	3.6	3.6	10.3
Level 5			0.0	0.0	0.0	0.0	0.0
Level 4			4.5	4.3	3.6	3.6	17.2
Level 3			4.5	4.3	3.6	3.6	3.4
Level 2			13.6	13.0	10.7	21.4	20.7
Level 1			72.7	73.9	78.6	67.9	48.3

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

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

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

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).(APORI Data, comes in May).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			69.6	n/a	n/a	n/a	74.6
Parents			*	*	n/a	*	*
Students			69.6	n/a	n/a	n/a	74.6
Teachers			*	*	*	*	*

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			76.1	n/a	100	85.0	77.3
Parents			76.1	n/a	100	85.0	*
Students			n/a	n/a	n/a	n/a	77.3
Teachers			n/a	*	*	*	*

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers			n/a	n/a	n/a	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers			n/a	n/a	n/a	*	*

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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	87.5	100	100	100

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.

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

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

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			93.8	93.8	100	100	93.8
Staff			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			54.4	100	100	100	100
Staff			100	100	100	100	100

4.6 PHS 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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			93.8	93.3	94.1	41.7	87.5

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			81.8	100	100	100	92.9

4.7 PHS 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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			90	100	100	100	No Data*
Students			87.5	100	88.2	91.7	93.8
Staff			75	100	100	100	100

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

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	No Data*
Students			81.8	90.9	91.7	92.3	100
Staff			100	100	100	100	100

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

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents							
Students							
Staff							

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents							
Students							
Staff							

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

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pibroch				4	2	1	9

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Sunny Bend				1	3	1	3

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

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pibroch							

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Sunny Bend							

4.11 Average age of computers in schools.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:							

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:							

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				–	100	100	100
Students				–	87.5	75.0	87.5
Teachers (1)				Introduced in 2015	100	100	100
Teachers (2)				Introduced in 2015	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				–	100	100	100
Students				–	91.7	84.6	84.6
Teachers (1)				Introduced in 2015	100	100	100
Teachers (2)				Introduced in 2015	100	100	100

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students					82.4	93.3	100
Teachers					100	66.7	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students					91.7	92.3	100
Teachers					100	100	100

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

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)				New 2015	100	100	100
Teachers (2)				New 2015	100	100	100
Students				New 2015	88.2	91.7	81.3

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)				New 2015	100	100	100
Teachers (2)				New 2015	100	100	100
Students				New 2015	91.7	76.9	93.3

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').

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students				New 2015	100	100	93.8
Teachers				New 2015	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students				New 2015	100	100	86.7
Teachers				New 2015	100	100	100

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				New 2015	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				New 2015	100	100	100

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			*	*	*	*	*
Parents			*	*	*	*	*
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			76.5	*	*	76.9	n/a
Parents			76.5	*	*	76.9	*
Teachers			n/a	*	*	*	*

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			94.4	100	n/a	n/a	87.3
Parents			*	*	n/a	*	*
Students			94.4	100	n/a	n/a	87.3
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			77.4	100	n/a	100	90.3
Parents			71.4	*	*	100	*
Students			83.3	100	n/a	n/a	90.3
Teachers			n/a	*	*	*	*

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

(APORI Data, comes in May).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			92.1	100	n/a	n/a	87.3
Parents			*	*	n/a	*	*
Student			92.1	100	n/a	n/a	87.3
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			100	100	85.4	95.8	94.4
Parents			100	*	85.4	95.8	*
Student			100	100	n/a	n/a	94.4
Teachers			n/a	*	*	*	*

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			90.1	90.9	n/a	n/a	76.1
Parents			*	*	n/a	*	*
Students			90.1	90.9	n/a	n/a	76.1
Teachers			*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall			75.7	83.3	n/a	58.6	79.9
Parents			71.4	*	*	58.6	*
Students			80.0	83.3	n/a	n/a	79.9
Teachers			n/a	*	*	*	*

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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	100	94.1	75.0	87.5
Staff			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			80.0	100	100	88.9	100
Students			81.8	90.9	100	100	92.3
Staff			50.0	100	100	100	100

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

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	100	100	100	100
Staff			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	100	100	92.3	100
Staff			81.8	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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	–	n/a	100
Staff			75	100	100	n/a	66.7

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	12.5	–	n/a	n/a
Staff			0	50	100	n/a	50.0

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			–	–	100	84.6	100
Students			87.5	81.3	64.7	25.0	100
Staff			100	100	100	100	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			–	–	100	66.7	100
Students			63.6	81.8	58.3	69.2	71.4
Staff			100	100	100	100	100

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

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

Students: My school is important to the community.

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			100	93.8	100	91.7	100
Staff			100	100	100	66.7	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	87.5	100	100	100
Students			100	90.9	100	100	100
Staff			50	66.7	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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				Introduced in 2015	88.9	100	100
Students				Introduced in 2015	N/A	N/A	N/A
Staff				Introduced in 2015	66.7	66.7	80.0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				Introduced in 2015	88.9	88.9	100
Students				Introduced in 2015	N/A	N/A	N/A
Staff				Introduced in 2015	66.7	100	75.0

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

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

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	100	100	100	100
Students			28.6	100	66.7	57.1	44.4

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents			100	75.0	100	100	100
Students			60.0	100	100	n/a	100

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.

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student			100	93.8	100	75.0	100
Staff			100	100	100	66.7	100

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student			81.8	81.8	100	84.6	100
Staff			100	100	100	100	93.3

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars			\$0	\$0	\$0	\$0	\$0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars			\$0	\$0	\$0	\$0	\$0

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

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			–	0	1	0	0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			–	1	1	0	2

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.)

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			–	5	5	6	5

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number			–	4	5	6	5

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)

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

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