

BARRHEAD COMPOSITE HIGH SCHOOL

Three Year Education Plan

2019-2020

November, 2019

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

School Foundation Statements

Historical Background

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020 - Barrhead Composite High School

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

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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

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. 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 Advisory Council (SAC) engages with and advises School Administration on several operational and education plan items in a couple of ways. SAC and their chairperson regularly communicate with Administration in the development of SAC meeting agendas and any questions the council may have. When necessary, surveys have been implemented to gather data. When appropriate, SAC executive have attended Education Plan staff meetings and participated in discussions. Additionally, SAC has a regular line on meeting agendas to provide input. Input, decisions, and follow-up are established at the time. SAC is satisfied with their opportunities for input at the school..

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

Mission Statement: We immerse students in a diverse and engaging learning environment. We strive to inspire the passion for discovery, the confidence to embrace challenges, and the skills to pursue success.

Values: Believing that a better school helps build better communities, it is the goal of Barrhead Composite High School to help each student to develop to the maximum of his/her whole potential: intellectually, social-emotionally physically and spiritually. Equally important is the responsibility for personal action, a respect for the rights of others, and a willingness to contribute meaningfully and positively to the community in which one lives. We place a priority on the following values:

1. Welcoming, Caring, Respectful, and Safe
2. Opportunity for Education for All
3. Diversity of High Quality Programs and Extracurricular Activities
4. Developing responsibility for self

Vision: The staff of BCHS has the following vision for our school:

- STAFF: We would like to see staff work more collaboratively to improve learning and achievement.
- TEACHING AND LEARNING: We would like to see the diversity and quality of teaching and learning opportunities to be as high in quality as possible.
- STUDENT LEARNING AND ACHIEVEMENT: We would like to see our students engage in school and take more responsibility for their learning and performance.
- SCHOOL CLIMATE: We would like to see staff visibly support a Welcoming, Caring, Respectful, and Safe Learning Environment through healthy and positive relationships in the class and around the school.
- PARENTS AND COMMUNITY: We would like to see parents and the community support a Welcoming, Caring, Respectful, and Safe school by being more involved with it.

Purpose: Building Confidence, Honing Skills

Historical Background

Barrhead Composite High School is proud of its continued academic successes and of the fact that it is recognized by parents and the public as a secondary school that implements an Inclusive environment. Over the years the students of our school have honored us by winning provincial, national and international recognition through music competitions, Skills Canada, Reach for the Top and various academic and athletic competitions.

Barrhead Composite High School is an academic – vocational school that serves students grades seven to twelve. Prior to becoming a High School, students in the area attended one room schools known as Cottage schools. During the early years, student numbers grew so fast that the school district had to use the community hall and United Church hall to accommodate different grade levels. It was reported that classes of 40 to 60 were not uncommon.

In 1929, the Board of Education passed a motion to create an independent High School that would provide direct instruction to students in grades eight to twelve. In 1930, the independent High School began when Mr. Hugh MacLachlan became the first Principal. The High School was located in a four room

building which was located along Highway #33, where the current Administrative Complex is now located.

During this time it was difficult to find teachers who would teach all grades in one room schools in the country, so the Board of Education started a school bus run from Campsie to Barrhead to encourage teenagers to complete their education. This proved successful but because school buses were hard to acquire, grain trucks were converted into school buses. In an effort to encourage high school completion, the Board of Education of the day also established a dormitory for High School students. For various reasons the dormitory idea did not work but this turned out to be the one room building that then served as the High School from 1930-1939.

With large numbers of students coming to Barrhead to complete junior and senior high school, the Board of Education and the town joined together to acquire a building. In 1949 the "Stehlin" Building was moved into an area where the Barrhead Elementary now stands. The E.C.Stehlin School was named after the School Superintendent that had served a long period of time. The building was an airplane hangar that was brought in from Penhold Air Force Base at the end of the war. In 1959 a school was built to house junior high students in the area. This building was named the following year to honor J.(John) R (Richard) Harris who was a pioneer teacher who had served students in the area for fifty years. Then in 1962 a major building project relocated the high school to its current location. A library, home economics and a woodworking area were added in 1970. The school was renamed in 1971 to honor Mr. Lorne Jenken who had been the longest serving principal in the area. Welding, mechanics, carpentry, cosmetology, health services, music and the cafeteria area were added in 1980. A larger gymnasium and office area were added to the East side of the school in 1988. This completed our conversion to a Composite High School; a school that promotes academic excellence and vocational skills. Finally in 1999, the junior and senior high schools that had an independent administrative system were amalgamated under the Barrhead Composite High School logo to enable continued excellence and innovative curriculum opportunities.

* Point of interest - since 1941 the school colors have been Navy Blue and Gold.

Principal

Hugh MacLachlan	(7-12)	1930		
Tom Robinson	(7-12)	1930-1932		
M.J.V. Downey	(7-12)	1932-1939		
R.C.(Cam) Ritchie	(7-12)	1939-1944		
Lorne Jenken	(7-12 & 10-12)	1944-1970*		
Lorne Jenken	(10-12)	1957-1964	Bob Collins	(7-9) 1957-1964
Lorne Jenken	(10-12)	1965-1970	John Hohol	(7-9) 1965-1975
Richard Martin	(10-12)	1970-1979	Gary Kiernan	(7-9) 1975-1976
Randy Rudd	(10-12)	1979-1988	John Waddell	(7-9) 1975-1982
Stephen Jupe	(10-12)	1988-1989	Parm Bashati	(7-9) 1982-1988
David Bouyea	(10-12)	1989-1996	Kerry McElroy	(7-9) 1989-1996
Kerry McElroy	(10-12)	1996-2000	Keith Van De Keere	(7-9) 1996-1999
Kerry McElroy	(10-12)	1996-2000	Carl McColl	(7-9) 1999-2000
Kerry McElroy	(7-12)	2000-2009		
Pauletta Renkema	(7-12)	2009-2011		
David Garbutt	(7-12)	2011-2014		
Steven Kaplan	(7-12)	2014-2018		
Darcie Eamor	(7-12)	2018 - present		

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.

2019-2020
<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>

Key Priorities and Strategies 2019-2020 - Barrhead Composite High School

<p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success 	<p>1</p>
<ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: <ul style="list-style-type: none"> ■ Elementary to Junior High 	<p>3,4</p>

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Junior High to Senior High <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In our school (BCHS) we will:</u></p> <ul style="list-style-type: none"> ● Enhance the roles and responsibilities of TAG teachers with a focus on monitoring students academic success. Students will be required to check in with their TAG teacher for each ELT block (attendance taken). Students will then have the option to work in the TAG classroom or meet with another teacher. TAG teachers will support students with course completion, course selection, monitoring credits and course prerequisites. TAG teachers will be the first point of contact to monitor students at risk for high school completion. ● The academic advisor will support TAG teachers in their understanding of My Blueprint, providing training and classroom lessons for junior high classes. ● Our school based, AHS Go-to-Educators will continue to train staff in Mental health literacy. ● Mental health literacy lessons will be incorporated into junior high health classes and TAG times. ● Continue to offer grade 12 “preparing for adulting” workshop day with a focus on mental health supports. ● Enhance our school practices for preparing students for transitions between junior high and grade 10 as well as working with our feeder schools to help transition students from grade 6 into 7. <ul style="list-style-type: none"> ○ Visit students in the feeder schools prior to students visiting BCHS ○ Work with feeder school School Councils to facilitate parent information sessions ○ Support teacher collaboration between feeder schools and BCHS teachers 	

<p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / point persons. ● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to : 	1, 4

<ul style="list-style-type: none"> ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal’s role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
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<p><u>In our school (BCHS) we will:</u></p> <ul style="list-style-type: none"> ● Designate teacher representatives for both the Literacy and Numeracy committees. ● Modify junior high class schedule to ensure daily math and language arts. ● All junior high math teachers will participate in district collaboration ● MiPi will be administered with all junior high and grade 10 students. Results will be analyzed. ● During teacher directed PD days, math teachers will have scheduled collaboration time to review results and strategies for best practices. ● During teacher directed PD days, junior high language arts teachers will have scheduled collaboration time to review intervention strategies and best classroom practices to support reading and writing. ● Junior high language arts teachers will review the BAS information provided from previous teacher to determine necessary reading supports/interventions for at-risk students. ● The junior high literacy lead will help develop classroom strategies and individual skill-building programs for specific students (in conjunction with the District Literacy Coordinator and Principal) ● Junior high language arts teachers will administer the Benchmark Reading Assessment at the end of each year to monitor reading/comprehension growth for students who are reading below expected grade level. 	
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<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	<p>3</p>
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal’s role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers 	<p>3, 4</p>

<ul style="list-style-type: none"> ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning 	
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) 	4
<p><u>In our school (BCHS) we will:</u></p> <ul style="list-style-type: none"> ● Work closely with district lead teachers to enhance our understanding of UDL practices to support inclusion. ● Enhance supports for our school Student Services Coordinator through mentoring from administration and collaboration with district lead teachers. ● Expand our team for student supports to include FTE for academic counselling as well as FTE for social/emotional supports for high school students. ● Continue to access EPPC funds to support PD and collaboration for teachers as outlined by district expectations. ● Create new sensory room to address the needs of junior high students. ● Enhance the learning spaces within the school to provide for more student collaboration and small group work. ● Incorporate alternative seating and teacher instruction areas in junior high classrooms to facilitate working with small groups of students. 	

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 Key Priorities and Strategies 2019-2020, above.

As we move into our fifth year of our pilot project we continue to refine our strategies in **Moving Forward With High School Redesign**.

- Our four focus areas remain:
 - 1-School Culture where relationships are centrally important
 - 2-Creating a Welcoming, Caring, Respectful, and Safe school
 - 3-Establishing social learning spaces that support flexible learning – learning commons
 - 4-Establishing a school timetable schedule that engages students, supports personalization and flexible learning
- Staff will use the mission and values statements to guide relationship building, curriculum development and instruction, and classroom management.
- Our approach to school, students, and curriculum will attempt to be proactive in supporting success, as well as provide intervention strategies to identify and support emerging needs.
- We will have school-wideTAG meetings for the full year. The content for these meetings will be a combination of grade specific lessons/topics provided to teachers in addition to one-on-one connections between students and TAG teachers at the high school level to monitor academic progress.

Additional School Level Strategies Include:

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

1. Personalized Learning *“Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students.”*
 - Programming
 - BCHS CTS teachers will continue to use appropriate incentives to encourage project and course completion, which in some cases, can reflect industry.
 - BCHS will integrate programs to address the development of moral character and safe and caring schools, including initiative developed with Teacher Advisory Groups.
 - All core-subject long-range plans in this school will be closely aligned with the Program of Studies.
 - BCHS will provide personal and flexible timelines for students working on independent programs.
 - BCHS is active in the use of “Extended Learning Time” - ELT (formally known as Flex.
 - BCHS will continue to provide alternate delivery options for students to achieve credits toward graduation.
 - BCHS will provide flexibility of scheduling for students by offering courses in

partnership with other jurisdiction schools, including ADLC, through team teaching, video conferencing and travel.

- Student Supports
 - See also strategies listed in OUTCOME THREE
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.”*
 - BCHC will continue to investigate Dual-Credit opportunities that support student transition. Currently BCHS is participating in the Health Care Aide program, partnered with NorQuest college, and will partner with Northern Lakes College to offer the Educational Assistant program as part of the Division strategy to support and enhance our Program Assistant pool.
 - BCHS continues use of Teacher Advisory Group program that will further support academic, careering counseling and transitioning for students.
 - BCHS will have grade to grade transition meetings for students transitioning to and from a different school within the division.
 - BCHS will provide students with exposure to occupations on field trips.
 - BCHS will facilitate student participation in Skills Canada competitions.
 - CTS students in BCHS will experience real life trade/industry events in our community.
 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.”*
 - BCHS will implement Teacher Advisory program to ensure students are connected to staff
 - BCHS will partner with ADLC and Outreach to access alternative delivery systems as an option for local students to complete high school requirements.
 - Parents and students in BCHS will be informed of the attendance policy and it will be followed.
 - BCHS will coordinate interagency meetings regarding identified students.
 - BCHS will work on goal setting with at-risk students and their parents.
 - BCHS will continue its work with Career and Next Generations (CNG), also known as the Barrhead and District Career Advisory Committee.
 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.”*
 - BCHS is committed to the implementation and maintenance of a comprehensive support plan that supports high school completion, students at risk, student engagement, formative assessment practices, a respectful – Safe and Caring Environment, and guidance and career counselling.
 - BCHS continues with Teacher Advisory Program (TAG)
 - BCHS will assign 1.25 FTE to employees who will have a counselling role
 - BCHS will continue to support a School Resource Officer (SRO)
 - Students will have the opportunity to use the “myblueprint” program to track their school course completions.
 - BCHS will host parent information meetings, in conjunction with our School Council to

better inform parents about pathways through highschool and the necessary courses for students to transition into various trades and post-secondary opportunities.

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

- BCHS will develop an attendance program that supports and reinforces regular attendance.
- BCHS will monitor attendance patterns.
- BCHS will contact the parents regarding attendance concerns.
- BCHS will develop a truancy plan to reinforce consequences of not coming to school.
- BCHS will work closely with PPHS's FNMI and FSL workers to track and support at-risk students.
- Monthly School Resource Team meetings will continue.

Commentary (June 2019)

High School Redesign

We have completed our fourth year of High School Redesign work. There continues to be quite a bit of effort exerted to improve engagement and achievement.

This past year, we continued to build upon the momentum for our Teacher Advisory program through TAG (teacher advisory groups). TAG was scheduled monthly with a specific topic for each grade level. This might include exploration of My Blueprint, academic advising or group discussions around various mental health topics. Our off-campus program teacher, with help from two other teachers, provided a detailed plan of monthly TAG meetings with activities aligned with MyBluePrint. Although the planning for these lessons were well organized and laid out for teachers, it was noted that meeting once/month is not enough time to develop strong student-teacher relationships or to make strong connections with the groups of students at the high school level. Junior high teachers were able to see their TAG groups much more often which enabled them to explore topics in depth and make positive student-teacher relationships. We will continue to refine the use and role of Teacher Advisory Groups as we move forward.

Students appreciate the ELT (Extended Learning Time) to connect with teachers and received extra support. This year, we analyzed the use of ELT blocks in consideration of the number of students utilizing this time for instructional purposes. Prior to making changes to the schedule, both staff and students were invited to provide feedback. The majority of students responded that although they do appreciate this time to connect with teachers or work on assignments, they felt that twice a week was sufficient. In response to the feedback, we reduced the number of ELT blocks in the week from 4 down to 2 in order to maximize the number of students utilizing this time for instructional purposes.

Adjustments were made to the Extended Learning Time slightly by reducing the time available by 8 minutes to make it a 30 minute block (down from 38 minutes). This adjustment combined with a new first block start time of 8:50 am allowed BCHS to have 74 minute academic periods (up from 72 minutes), and a 7 minute student break between the morning and afternoon classes (up from 5 minutes). These changes did support some of the curricular demands not currently being addressed in class and still allowed students some autonomy and flexibility, however, further changes to the ELT time were made after spring break in response to parent and staff observations that many students were using ELT time to leave the building rather than seek out extra help or work on missing assignments. ELT was reduced to twice a week with staff reporting that more students utilized this time to ensure they were caught up in their classes.

At the junior high level, teachers used the ELT time to provide a Course of Interest (COI) twice a week. Students really enjoyed the opportunity to sign up for a variety of courses throughout the year, to

make connections with different staff, explore an area of interest and connect with students in other grades since all COI classes consisted of students in grades 7-9.

Our library continues to evolve as a Learning Commons however we were able to make esthetic changes (new flooring and furniture) in room 39 which has now become known as the Learning Commons. Students really appreciated the changes made in this space and next year, our art students will be personalizing the room with murals and artwork. Staff and students have indicated that they would like to see us create more alternative seating areas placed throughout the school to allow for small group work or quiet individual spaces. This will be an area to consider for next year.

Programming and Results

BCHS continues to provide core, elective, and extracurricular programming to its fullest capabilities from grades 7-12. We observe steady rates of satisfaction for the education quality, and very good rates for Safe and Caring. We are pleased with the rich programming available for students and a focus on building student-teacher relationships as part of the High School Redesign initiative.

Students continue to be supported through our Student Services department, which helps to coordinate short-term and long-term interventions for students, both for academics and social/emotional supports. Additional FTE has been provide additional small group skill building opportunities for junior high students experiencing difficulties in math.

This year, the administration placed a heavy focus on student attendance to ensure student success. If a student was struggling to demonstrate consistent attendance to classroom classes, after consultation with parents, the student was often transferred to Barrhead Outreach School to allow the student more success and flexibility for attendance. Other notable strategies included use of alternate program options available through our TLC room (The Learning Centre) where students are able to access courses not previously available due to schedule conflicts or inappropriate initial placements. Additionally, we offer Off-Campus and Work Experience options for students to increase credit earning and preparation for life-long learning and work opportunities.

As for as High School Completion and our Dropout Rate, we note that attention paid by Teacher Advisors and School Administration ensure students of concern are identified early and effective interventions may be enacted.

Finally, our students participated in a variety of community service initiatives, or the school hosts several activities aimed at modeling citizenship. Some of them are school wide, such as the Terry Fox run, and others are voluntary such as Pink Shirt Day and our GSA and Pride day. We continue to support and provide students opportunities to participate in Cool Camp, PARTY program, SADD Week (School wide Barbeque), and yard clean-up. As well, we acknowledge June 21 for National Aboriginal Day. For the coming school year, we will continue our partnership with the Town of Barrhead with their Make the Connection event, and we have included a new partner in this activity, Barrhead Cares, who are interested in supporting Youth Engagement in the community.

September 2019 Comment on PAT and PDE Results:

PAT Results

Acceptable Standard

Compared to the province, BCBS students achieved:

- Above provincial averages in ELA 9, Math 9, and Science 9
- Below provincial average in Social 9.
- Significantly above provincial averages in all K&E subjects. (ELA, Math, Science and Social)

Standard of Excellence

Compared to the province, the percentage of BCHS students achieving in the excellence range was below provincial average in all subject areas but it should be noted that the math results in this category were only 1.4% lower than the province.

The percentage of BCHS students achieving in the excellence range in the K&E program are significantly higher than their provincial counterparts for all subject areas.

Actions and feedback arising from results analysis:

- Continue participation in the junior high reading projects to enhance reading stamina and comprehension.
- Highlight the significance of our K&E results which is setting students up for success and confidence as they transition to grade 10.
- Enhance the focus on letter writing at the grade 8 and 9 level.
- Place a greater emphasis on words/vocabulary using context across all subject areas. Reading comprehension has been identified as an area of concern - students struggle with understanding the test questions.
- Suggestion is to write PAT exams in classrooms rather than in the gym to simulate regular test taking environment.
- Enhance the opportunities, across all subject areas, for students to interpret information from charts/graphs.
- School wide Social Studies collaboration groups has created goals from 7-12 for source analysis writing.

Diploma Exam Results

Acceptable Standard

Compared to the province, BCHS students achieved:

- Above provincial averages in English 30-1, English 30-2, Biology 30, Science 30, Social 30-1 and Social 30-2.
- Below provincial averages in Math 30-1, Math 30-2, Chem 30 and Physics 30.

Standard of Excellence

- Compared to the province, the number of BCHS students achieving in the excellence range was on par or above in English 30-2, English 30-1 and Social 30-2.
- The number of BCHS students in the excellence range was below the provincial average in Math 30-1, Math 30-2, Biology 30, Science 30, Chemistry 30, Physics 30, and Social 30-1.

Final course marks (combined school and exam marks)

When combining the weighted diploma exam mark with classroom achievement, BCHS students achieved below the provincial average in two subject areas - Math 30-1 and Biology 30.

- In all other courses, BCHS students achieved on par or above the provincial average.

This demonstrates that our students were diligent in their course work and were successful in completing the required courses.

Our participation rates in diploma courses should also be noted. For example, 91 of our graduates continued with Math to the 30 level. Although some individual students struggled to complete the course work with a passing grade, they still went on to write the diploma exam. Teachers continued to

work with these students, encouraging them to see the course through. At BCHS, we believe that it is important to provide multiple opportunities for students to challenge themselves, rather than counsel them to take less challenging pathways towards a diploma, even if this means that our school based results are negatively impacted.

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 [Key Priorities and Strategies 2019-2020](#), above.

School Level Strategies In addition to those listed in Outcome 1 Include:

- BCHS will work closely with PHPS's FNMI workers, FSL workers, and High School Completion department to track and support at-risk FNMI students.

Commentary (June 2019):

The school administrators, counsellors and Student Services Coordinator assisted the FNMI workers to develop programs for the FNMI students.

As mentioned previously, student learning achievement has shown steady progress in standards of acceptable in PAT and DPE. This past year, we observed a noticeable increase in the number of students achieving in the excellence range. Staff attributed this increase to the approach taken for grade 9 class composition.

The High School Completion and our Drop Out Rate are commendable. We note that our strategies of High School Completion Liaison and attention paid by Teacher Advisors and School Administration

ensure FNMI students of concern are identified early and effective interventions may be enacted.

Some notable strategies include connecting students with FNMI Liaisons, Family Support Liaisons (FSL), referrals to district certified counsellors, transitioning students to Barrhead Outreach who had difficulty with consistent attendance and use of alternate program options available through our TLC room (The Learning Centre). Finally, we supported attendance by increased emphasis on teacher contact for initial concerns, the phone call-out system for absences, followed by parent contact from administration aimed at informing parents and guardians of rising attendance and academic concerns and working together to create a successful plan for success.

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 [Key Priorities and Strategies 2019-2020](#), above.

School Level Strategies Include:

- Staff members meet to review and update the student support needs within the school and to update and revise the comprehensive student support plan for 2019-2020.
 - Highlights of this plan include
 - Pre-intervention strategies: Increased communication with parents, extra-curricular opportunities for all students, Targeted Presentations for school and community and careful class construction to close the dichotomy of academic need;
 - Tier 1 strategies: UDL, Literacy and Numeracy integrated into all subject areas, After school club (tutoring), Alternate work spaces TLC, Mental Health

- Classroom and Student Services, Peer support network, Mental Health Curriculum integrated into all subject areas, Career Exploration and Planning;
- Tier 2 strategies: Reading and Math Screening (FAR/FAM), Targeted Reading and Math Interventions, Classroom accommodations, Tracking At-Risk Students, Outreach, Small Group Counselling (Rainbows) (support groups), Small Group Instruction (Fit Pit, Foods, Circles), Train everyone in Mental Health First Aid
 - Tier 3 Strategies: Cognitive, Academic and/or Behavioural Assessment, Attendance Contracts, Referral to Outside Support Services-Speech, OT, Addiction Services, Individual Counselling, Mentorship Program, School Based Communication Tool and Individual Program Plans.
- Support for students at Risk: Student Services will implement a method of tracking student success aimed at early identification of students from 7-12 who are at risk of not being successful. This program will also provide school staff with strategies that will support the identified students. The department will also work with the High School Completion liaison to support students requiring further support.
 - BCHS certificated staff will work with school counsellors and administration to assure proper academic counseling for students ensuring appropriate programming, and to give all the students the best chance to optimize their achievement and increase the number of students achieving the standard of excellence, as measured by performance on diploma exams and PAT exams.
 - Teacher Advisory Groups will all provide staff with opportunity to identify student needs to ensure a successful school experience.
 - Program Assistants will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports for students.
 - BCHS assigns the responsibility to review and oversee IPP development to classroom teachers, which will be monitored by the Student Services department.
 - BCHS will be paying particular attention to the grade 7-8 group and applying specific transition strategies to assist them into successful secondary schooling. This will include weekly TAG meetings, and specific daily remedial and program opportunities (during ELT periods).
 - Additional FTE will be assigned to support at-risk students in grades 7 and 8 to support skill building and academic programming.
 - BCHS will continue to work on goal setting with at-risk students and their parents.
 - One PLC meeting each semester will be dedicated to the discussion of assisting at risk students.
 - Friday Collaboration Meetings focused on students' needs.

Commentary (June 2019):

The staff at BCHS are fully aware of the effects of a Welcoming, Safe, Caring, and Respectful school culture on Student Attendance, Achievement, and overall school experience. At the junior high level, teachers used the COI (Course of Interest) classes to make positive connections with a variety of students. This enabled students to feel more connected with all of the teachers, rather than just those that they have for core instruction. At the high school level, teachers took on a more active role during ELT to seek out struggling students, offering support. The focus for administration during the year was

to be visible in hallways and outside the building, connecting with students. Survey results indicate that students and teachers appreciated these efforts. As stated earlier, monthly scheduled TAG meetings was not seen as effective in building relationships. Teachers and students alike commented that TAG teachers needed to meet with their students more frequently.

The Student Services comprehensive support plan had preventative measures, and intervention strategies. Students with identified behaviour or academic concerns were contacted early to establish the need. Plans were set in motion to mitigate challenges and address needs. Various student needs and RTI strategies such as Universal Design for Learning and approaches to Differentiation were discussed at Friday Collaboration meetings. The need for a clear communication was made evident early on in the year. The Student Services Coordinator undertook to update all PSME's and IPP's and shared this information with all teachers. This will continue to be an area of focus next year.

Other strategies that supported Safe and Caring practices included mentorship, tutoring, Cool Camp, PARTY program, GSA, and grade 12 mental health day. An area of concern highlighted in our survey data was the response from students about how other students respond and care about them. During our April planning day, several strategies were offered to help build a sense of community within the school. This will be an area for growth next year.

Another area for growth next year will be in the area of UDL - Universal Design for Learning. Teachers have noted a greater range of diversity within classrooms and have requested support for meeting the needs of the range of learners. Our goal will be to work closely with district lead teachers to enhance our practice in this area.

Staff continued to explore and develop their skills in relation to Literacy and Numeracy benchmarks. In-house professional development was provided to junior high language arts teachers to learn how to administer the Benchmark Assessment System and access information through Dossier. Teachers also used the BAS at the end of the year to monitor progress of at-risk students. The MiPi was administered to all grade 7-10 students and results were analyzed by teachers and the District Numeracy Coordinator. Teachers also participated in the district Numeracy PD sessions and worked together to enhance classroom instruction as a result of these sessions.

One area that needed to be addressed was the inconsistent classroom instruction time for math at the junior high level. The current bell schedule only allowed for math instruction every other day, but with special events or student absences, teachers often remarked that they would only see their class once/week. For next year, we have revised the bell schedule to allow for daily math instruction at the junior high level. We will also partially semesterize the grade 9 courses to ensure that grade 9 students will have Language Arts, Math and either Science or Social everyday. Teachers and parents have expressed appreciation for this proposed change to ensure consistency of instruction and help prepare students for the transition into high school.

The High School Completion and our Drop Out Rate are commendable. We note that our strategies of High School Completion Liaison and attention paid by Teacher Advisors and School Administration ensure ALL students of concern are identified early and effective interventions may be enacted. Some notable strategies include connecting students with Teacher Advisors, School Counselors, Academic Advisors, and Student Services. Although survey data indicated a significant improvement in student and staff perception of the Safe, Welcoming and Caring environment at the school, the School Culture committee will continue next year. We recognize the need to continue to develop strategies to increase home engagement, and parental involvement. As well, we will continue to include

professional development opportunities for knowledge in diversity, and use of inclusive coaching.

Student Mental Health:

Strategies that supported Student Mental Health included Student Service access, counseling, mentorship, tutoring, School Resource Officer, Cool Camp, PARTY program, GSA (PRIDE and Day of Silence), and grade 12 mental health day. We currently have three staff members who are certified to provide the AHS Go-to-Educator training. These people continue to provide staff training, teacher support for classroom lessons and facilitate the grade 12 mental health day. We will look to these people to continue in this role to build further staff capacity to support Student Mental Health.

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.
- 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.
- 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.

See the strategies described under the section Key Priorities and Strategies 2019-2020, above.

Key School Level Strategies Include:

- Strategies to support effective assessment
 - Every teacher in BCHS will implement formative assessment strategies in order for students to be more engaged in their learning.
 - BCHS teachers will review AP 60-10 to ensure compliance and understanding of the district expectations for assessment and reporting.
 - BCHS Teachers will collaborate with other schools/teachers to develop common assessment tools.
 - Teachers in BCHS will use exemplars with students.
 - Teachers in BCHS will participate in collaborative assessment groups at divisional PD.
 - Teachers will collaborate on common assessment practices within PowerSchool's grade book, such as categories, weightings, etc.
 - Teachers will regularly communicate results of assessment to students and home.
- BCHS teachers will be encouraged to visit and observe other teachers.
- BCHS teaching and support staff will continue to collaborate in their planning for students.
- School administration team will regularly walkthrough classes to ensure appropriate supervision.
- BCHS staff will continue to support 21st Century Citizenship development, which includes dimensions of digital citizenship.
- Professional Development Strategies
 - School administration will continue to apply shared and distributed decision making strategies to capture the will of staff and students, and increase overall stakeholder engagement.
 - BCHS administration will facilitate the use of EPPC funds and other jurisdiction supports so that teachers will receive the necessary professional development

- BCHS will continue with emphasis on and support for professional development within staff.
- BCHS staff will adopt a strategy of sharing key learning and strategies from PD activities during staff meetings.
- *Moving Forward With High School Redesign* will provide many opportunities for staff to increase their own capacity in teaching and the provision of education.
- Engaging Programs
 - BCHS will offer a broad range of studies including the fine arts, career, technology, health, physical education.
 - BCHS will provide flexibility of scheduling for students by offering courses in partnership with other jurisdiction schools, including ADLC, through team teaching, video conferencing and travel.
 - Courses of Interest (COI) are a strategy for staff and students to engage in learning opportunities for learning sake (not intended for credit).
 - The dual credit program, “Health Care Aide” will be offered in partnership with NorQuest College and the dual credit program “Educational Assistant” will be offered through Northern Lakes College.
- Other
 - BCHS will continue to make appropriate technology investments, such as upgrading staff technology and increasing the availability of mobile technology in the school (Chromebooks), and supporting the utilization of Google platforms (Classroom, Google Drive, etc.).
 - BCHS will:
 - promote professional development in technology for the staff.
 - continue to integrate technology into student assignments and projects.
 - use technology in developing their differentiated instruction strategies in their classrooms.
 - promote the use of technology in the use of alternative deliveries and differentiated instruction.
 - continue to implement ever-greening plans to maintain computers and technology to an effective level.

Commentary (June 2019):

BCHS continues to provide core, elective, and extracurricular programming to its fullest capabilities from grade 7-12. We observe steady rates of satisfaction for the education quality. We attribute this to rich programming available. In terms of student learning achievement. BCHS observes steady progress in standards of acceptable in PAT and DPE. This past year, we noted a significant increase in the number of students who achieved the standard of excellence on PAT’s. Teachers attributed this success to the class composition in our grade 9 classes, which allowed for less dichotomy in each classroom.

Activities to support professional development

- All staff at BCHS are aware of the professional requirement and professional benefits to professional practice in participating in meaningful professional development.
 - Each staff member prepared a professional growth plan and was required to meet twice with their immediate supervisor or a peer group to discuss and review the plan.
 - The school provided support for staff to participate through PD funds.
 - Teachers were able to access EPPC funds to support collaboration and professional

learning in the areas of Literacy, Numeracy and Student Mental Health. This year, we noted a significant increase in the number of requests for this type of professional development.

- The five new teachers at BCHS participated in the district mentorship program.
- School administration endeavored to regularly walk through classrooms.
- The early dismissal format, the half day PLC meetings, and late start Fridays have allowed teachers to meet in informal ways to share ideas and become more familiar with assessment for learning strategies.

Engaging Programs

- Our students, parents and staff are satisfied with the courses, programs and opportunities available for the students at BCHS.
 - All of the academic courses were offered.
 - 79 students were enrolled in off campus programs such as work experience, registered apprenticeship and green certificate programs.
 - CTS programming continued to be a strength of the school.
 - Students enrolled in CTS classes at BCHS experience real life trade/industry events in our community.
 - Our CTS department was involved in the zones and provincial SKILLS competitions. Three students won medals at the provincial level.
- Students contributed to the community through hosting various events such as athletic tournaments, music concerts, drama productions, and arts shows.

Communication regarding Student Progress and Classroom Activities

- PowerSchool and Progress Reports remain a growth area for BCHS. This year, parents were mailed a printed progress report at the end of semester one for all students in junior high.
- Staff were required to ensure grade books were upgraded monthly for student and parent purposes.
- Parent feedback was mixed as assessment type, and frequency and timeliness of grade inputting varied across the school.
 - Parents still confuse Assessment *for* Learning projects with Assessment *of* Learning instruments.
- Assessment will be a topic of discussion for the coming school year: staff have raised the importance of consistency and communication.

Technology use for instruction

- We made considerable progress increasing the availability of technology, and in particular, mobile technology in the school.
- Students were expected to hone their technology use skills at BCHS.
- Teachers regularly booked the computer labs and portable lab and smart response which are used in the course delivery.
- Students and teachers have appreciated the accessibility of the mobile Chromebook carts.
- Students have access to computers to complete their classroom assignments.

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.
- 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.

See the strategies described under the section Key Priorities and Strategies 2019-2020, above.

Key School Level Strategies Include:

- To engage and communicate with the community BCHS will:
 - Continue to make decisions collaboratively

- Continue to work with school council committees to examine school and community traditions and policies
- Continue to work with school council to gather parent/community input for decision making
- Continue to work together with community clubs and organizations such as the Chamber of Commerce, Barrhead Cares, Town of Barrhead, Barrhead Twinning Committee, Careers Next Generation, Barrhead Career Youth Advisory Group, Rotary, Lion's Club, Elks Club, Fire Department, and local businesses.
- Continue to encourage parents and community members to volunteer in classrooms, the office, in the library, in school programs and to help supervise on field trips.
- Continue to facilitate work experience programs in collaboration with local businesses.
- Host a grade 7 and grade 10 parent information night
- Host an Open House in September in partnership with Town of Barrhead Recreation Department and their "Make the Connection" event, and with Barrhead Cares
- Host and present school events to the community.
- Continue to promote BCHS activities in this community by newspapers, websites, newsletters, message board, school sign and invitations to parents.
 - Continue to build/improve the school's website.
- Extracurricular Programs
 - BCHS will provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
- Budgets and School Generated Funds
 - School administration will continue to follow PHRD accepted practice regarding budgeting, revenue and expenditure procedures.
 - This school will have a budget that is balanced while maintaining quality programs for students and honoring all district commitments.

Commentary (June 2018):

Engaging and communicating with the community

- The School Advisory Council (SAC) met eight times.
 - The meetings had informational, input and feedback format for parents.
 - SAC provided direct feedback on the value and form of ELT time as well as revisions to ELT and the proposed bell schedule for the following year.
 - School Council members appreciated the opportunities for students to provide input into the decision making process.
- Students were provided an opportunity to provide input into the revised ELT schedule and proposed changes to the bell schedule. These were then shared with School Council and staff before final decisions were made.
- The community has been quite involved in our Fine Arts programming and extra-curricular athletics, such as Band Boosters, volunteering such as chaperones, or drivers (bus and equipment), and coaching school sports teams.
- Guest speakers from colleges, universities, apprenticeships (Careers the Next Generation) made presentations to our students.
- Barrhead and District Youth Career Advisory host a Learn to Drive (L2D) program for students preparing for a class 7 drivers licence.
- Our students continue to grow in their own awareness as to how to positively contribute to the community. We hosted various events for public participation as well as participated in numerous community focused activities. Some events that we've hosted include:

- Terry Fox Run, Remembrance Day observance, Bullying Awareness campaigns (Anti-Bullying Week and Pink Shirt Day), Food Bank Drives, Operation, Blanket Exercise (FNMI Education), SADD events (PARTY)
- We partnered with Town of Barrhead, Barrhead Cares and CNG to support some of these events.
- We acknowledge staff contributions and student achievements through Recognition programs such as awards night, assemblies, weekly announcements, band concerts, and athletic awards.

Extra-Curricular

- Our students had the opportunity to participate in many extracurricular and co-curricular events at the district and provincial level.
 - Some of the activities were SADD, fund raising, drama, band, student leadership, athletics, CTS - SKILLS, photography, robotics, and a variety of related field trips
 - We also support students participating in the Alberta High School Rodeo Association.
- BCHS relied heavily on our parents to assist our extracurricular clubs and teams.
 - Many of our teams were coached by community/parent volunteers.
 - Parents have played very important roles in many student activities; chaperoning, driving bus and organizing the activities.

Budgets and School Generated Funds

- BCHS continues to remain fiscally responsible.
- Fundraising in various projects: magazine campaign, Band Booster chocolate and fruit sales, grad council fundraisers, athletic sales, have allowed many school events to occur.
 - The band booster parent group is a very active supporter of school music programs.
- Our school benefited from numerous sponsorships and other in-kind donations like construction and welding materials.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

[Back to Section 2](#)

Accountability Pillar Measures:

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

School Data (From October APORI)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	93	77.7	20.7	100	77.8	15.9

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)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	138	80.0	16.4	141	82.7	14.3

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3 Year	86.3	83.8	85.7	84.7	90.8	87.6	91.5
4 Year	89.1	86.9	85.2	89.8	87.2	93.8	91.9
5 Year	91.3	90.7	89.9	87.4	91.8	87.3	91.4

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	1.8	1.6	2.1	1.0	2.2	0.8	0.9

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4 year	46.0	39.8	47.2	46.7	42.7	48.1	42.5
6 Year	64.6	64.3	69.0	63.5	59.7	67.3	59.1

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage	68.7	67.2	69.9	70.6	78.9	69.2	66.1

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage	57.3	55.6	56.7	52.3	52.2	49.0	54.3

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	73.5	71.9	59.3	71.2	69.6	63.6	69.1
Parents	60.8	59.0	59.1	66.9	62.8	58.6	59.4
Students	68.3	62.6	59.6	64.6	65.0	56.7	61.4
Teachers	91.2	94.1	*	82.2	80.9	75.3	86.4

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	73.1	82.5	77.5	66.1	70.1	70.7	74.4
Parents	56.3	77.4	77.5	48.1	64.0	72.7	56.8
Teachers	90.0	87.5	*	84.0	76.2	68.8	92.0

Jurisdiction Measures:

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage at Acceptable	77.5	53.9	64.8	61.4	80.0	55.8	69.9
Percentage at Excellence	19.1	6.6	2.8	4.5	6.3	11.7	19.2

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage	1.0	1.0	1.0	1.0	2.85	2.75	2.0

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	–	–	–	148	236	180	191
Percent	27	11	27	21	35	26	28

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	70	83	65	60	68	72	57
Percent	16.5	20	16.8	15.9	17.9	18.7	18.7

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	93.0	87	87.1	89.7	92.3	87.2	89.6
Students	74.0	69.1	69.3	78.8	76.2	72.0	75.9
Staff	90.5	94.4	43.8	34.3	39.6	24.4	100

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	7	7	8	10	14	12	11

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	704	714	701	705	680	685	723
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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	8	8	8	8	8	8	3
Percent	1	1	1	1	1	1	Less than 1

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year	500	512	292	398	404	1624	348

* 2015-2016 - Not sure if this is activated students?

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	-	-	-	705	680	685	723
Percent	100	100	100	100	100	100	100

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	100	100	50	150	150	100	100

*2016-2017 150 is approximate

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	–	–	–	123	74	69	78
Percent	12	15	77	30	20	18	21

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	190	261	164	155	199	167	113
Percent	45	37	42	38	52	43	31

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

[Back to Section 2](#)

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

OUTCOME THREE: Alberta’s education system is inclusive.

[Back to Section 2](#)

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	83.7	82.8	73.7	83.7	85.1	79.2	86.6
Parents	74.9	76.4	75.9	84.4	80.5	74.4	83.0
Students	81.0	76.7	71.5	77.5	78.4	73.0	97.1
Teachers	95.3	95.3	*	89.1	96.3	90.4	97.6

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.1	95.6	94.9	95.3	96.9	95.5	96.4
Students	87.8	82.3	78.3	83.7	88.9	76.2	85.3
Staff	97.6	83.3	82.3	84.3	83.0	81.0	98.1

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.”

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	90.3	89.6	89.5	88.0	89.3	90.7	92.5
Students	76.5	62.6	71.8	67.8	72.7	71.4	73.7
Staff	83.6	80.5	70.9	55.1	69.3	63.9	79.5

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	83.6	80.7	77.1	82.5	82.6	80.2	82.3
Parents	66.9	60.6	74.2	67.9	74.4	77.8	73.3
Students	86.0	81.6	80.1	83.5	79.5	875.2	77.6
Teachers	97.8	100	*	96.2	93.9	87.8	96.0

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	2018-2019
Level 6		0.8	1.5	1.3	0.9	1.2	1.3
Level 5		0.7	1.3	1.3	1.9	1.8	2.4
Level 4		1.8	2.8	3.4	3.7	3.6	4.2
Level 3		2.4	2.0	2.8	4.0	5.6	5.9
Level 2		8.4	8.2	8.3	8.3	9.1	8.4
Level 1		85.9	84.3	83.2	81.1	78.8	77.9

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	6	14	26	2	7	2 of 4	6 of 6

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

[Back to Section 2](#)

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	81.3	80.1	72.0	78.4	77.5	75.5	77.5
Parents	76.2	76.3	73.3	75.2	72.1	72.8	76.8
Students	81.1	76.7	70.7	75.9	76.5	74.4	74.4
Teachers	86.7	87.3	*	83.9	83.8	79.3	81.3

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers	75.6	90.2	n/a	76.6	80.3	76.5	84.0

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	91.8	90.9	92.0	91.0	91.7	89.6	No Data

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	96.2	94.0	91.0	94.2	94.4	91.2	92.7

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	89.5	89.5	88.5	88.0	91.0	88.7	90.7
Students	91.1	89.9	85.7	85.9	87.5	88.1	85.4
Staff	97.6	94.4	89.1	92.3	86.3	86.8	96.2

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	90.9	88.7	87.4	86.2	89.5	89.0	87.4
Students	86.5	84.7	81.4	84.9	80.9	83.3	76.9

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 Principals at my school.

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

Staff: I am satisfied with the performance of the principals at my school.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.1	97.1	91.0	87.1	86.1	No Data*	92.0
Students	75.6	75.8	68.0	72.3	52.6	71.0	96.2
Staff	100	94.4	67.7	60.0	58.0	41.1	80.8

*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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.4	96.9	95.2	97.9	97.9	97.6	98.9
Students	92.1	89.5	86.1	90.9	93.5	95.1	93.6
Staff	86.0	94.4	98.1	97.6	96.9	96.8	76.5

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	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Barrhead Composite High	548	428	371	263	208	228	436

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

Ratio by school	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Barrhead Composite High	1.61	1.52	1.44	1.26	1.16	0.98	0.92

4.11 Average age of computers in schools.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:	1.58	1.72	1.3	1.99	1.91	2.10	2.05

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.

[Back to Section 2](#)

Jurisdiction Measures:

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

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’).

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’).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	80.4	80.8	75.0	75.1	77.4	79.0	76.6
Students	89.0	90.9	85.7	84.4	83.9	79.4	79.3
Teachers (1)	–	–	New 2015	97.6	96.9	96.8	100
Teachers (2)	–	–	New 2015	100	96.9	100	91.2

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: The principal regularly visits my class.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	64.7	62.5	62.9	61.3	59.2	61.8	51.0
Teachers	57.5	88.9	57.1	56.0	52.6	37.1	77.3

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.

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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers (1)	–	–	New 2015	95.1	96.9	93.5	84.8
Teachers (2)	–	–	New 2015	100	96.9	100	91.2
Students	–	–	New 2015	86.8	90.1	88.0	87.9

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.

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').

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	–	–	New 2015	65.2	64.6	59.8	56.3
Teachers	–	–	New 2015	100	96.9	100	88.2

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.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	83.2	81.3	82.0	80.6

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

[Back to Section 2](#)

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	70.6	72.7	59.7	54.4	57.2	62.6	59.6
Parents	58.0	58.6	59.7	45.2	49.6	58.5	47.3
Teachers	83.2	86.9	*	63.6	64.8	66.7	72.0

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	81.4	82.2	66.5	69.2	58.6	58.9	76.0
Parents	77.1	78.8	62.5	61.5	53.8	63.6	68.9
Students	77.5	73.9	70.5	80.8	76.5	66.0	75.7
Teachers	89.7	93.8	*	65.4	45.5	47.1	83.3

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	88.8	86.2	80.7	85.3	85.3	83.6	84.9
Parents	81.9	78.7	81.7	78.8	80.8	83.2	75.1
Student	85.7	82.9	79.8	86.2	85.7	79.5	84.3
Teachers	98.9	97.0	*	91.0	89.4	88.2	95.3

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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Overall	73.5	74.5	71.8	72.2	74.6	72.9	75.1
Parents	61.3	62.2	67.7	51.8	59.4	60.9	58.8
Students	78.6	77.9	75.8	79.1	78.4	76.5	78.3
Teachers	80.6	83.3	*	85.8	85.9	81.4	88.0

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	91.9	90.2	88.3	90.6	92.3	90.4	81.6
Students	91.8	90.2	86.0	84.6	86.0	85.1	58.7
Staff	97.5	94.4	84.1	84.5	80.0	80.0	88.7

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	76.5	98.2	97.7	95.7	96.5	96.2	96.4
Students	68.4	96.1	93.3	95.6	97.3	95.3	97.2
Staff	90.5	94.4	98.4	95.4	94.1	90.5	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.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	85.3	85	77.7	77.8	70.2	72.1	91.5
Staff	75.6	55.6	57.6	48.4	44.0	53.7	60.8

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	–	78.9	83.3	83.0	81.6
Students	68.4	63.9	66.4	63.3	64.8	61.5	58.7
Staff	90.5	94.4	74.6	64.6	66.7	54.8	88.7

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

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

Students: My school is important to the community.

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.5	94.7	96.5	95.5	91.5	96.9	93.1
Students	92.4	91.6	63.9	88.8	88.5	91.0	88.4
Staff	95.3	95.2	94.4	81.0	89.2	78.4	78.0

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.

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents				New 2015	91.3	89.6	92.3
Students (Gr 10-12)				New 2015	74.4	70.6	69.3
Staff				New 2015	68.8	62.0	52.5

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	94.4	91.8	92.9	89.8	93.9	93.3	92.3
Students (Gr 7-12)	93.6	94.3	92.9	90.5	90.4	90.9	88.9

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

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

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	68.3	75.0	72.2	55.6	60.4	58.4	52.8
Staff	69.6	65.3	60.5	56.4	61.5	66.0	43.9

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	–	–	–	\$17,000	0	\$13,000	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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	120	100	100	100	100	70	70

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	55	55	55	30	40	50	110

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	18	75	47	51