

**BUSBY SCHOOL**

**Three Year Education Plan**

**2019-2020**

**November, 2019**

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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

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

### School Council Involvement in Education Plan Development

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 members of School Council attend the April planning day. Parents have an opportunity to provide feedback about goals. Throughout the year, parents may be asked for input on school and/or district initiatives and directives.

### Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. 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

**Purpose Statement:** "Achieving Excellence - Child by Child - Day by Day - Together"

#### Vision Statements:

At Busby School We Will:

- **Create a positive environment.** *Through teamwork, we will provide a safe, loving atmosphere that secures wellness for everyone.*
- **Motivate learning.** *Use innovative ways to promote and assess growth, learning and achievement among students and staff.*
- **Cultivate parent and community involvement.** *We will encourage two-way communication, cooperation, and active involvement with parents, staff, students and community members.*

- **Include all learners.** *We will foster inclusion through “Universal Design for Learning” in collaboration with parents, students and staff. At risk students will be identified and supported.*
- **Develop organized, independent learners.** *We will encourage students to be risk-takers, to do their best to become successful.*

## **Historical Background**

Busby School Division No. 4291 was opened in 1928 with grades 1 – 8. A high school was formed in 1932. In 1951 the high school students were bused to Westlock High School as the school division was centralizing all high school students to larger centers. Between 1966 and 1970 the junior high students began going to school in Westlock. The last modernization to the Busby School building began in 1986 and was completed in 1987. During 1987 – 1989 grade 7 students remained in Busby, as the junior high in Westlock was amalgamating with the high school, once R.F. Staples was completed, grade 7 students returned to Westlock. Busby School currently operates as a kindergarten through grade six facility.

## **Demographics**

Busby Elementary School is a small rural school that serves students from kindergarten to grade six for the communities and surrounding areas of Busby and Pickardville. The area is turning from a farming community to one with many acreages being purchased by young families.

During the past five years the student population has consistently remained above ninety students. Busby School has a staff of six teachers, five support staff and an administrative assistant. All grades K-6 are stand alone classes with the exception of grades 4 and 5 which have been combined to make a split class.

Within the school much emphasis is placed on individual strengths and needs. Many opportunities are taken to learn and interact with students working in multi-age groupings and with a variety of staff. A sense of caring and support school-wide is accomplished partially through morning assemblies, daily activities, and family groupings. Busby School has embraced technology integration into teaching and learning and students are exposed to a wide variety of learning opportunities.

## 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><b><u>OUTCOME ONE:</u> Alberta’s Students are successful.</b></p> <p><b><u>OUTCOME TWO:</u> Alberta’s education system supports First Nations, Métis and Inuit students’ success.</b></p> <p><b><u>OUTCOME THREE:</u> Alberta’s education system respects diversity and promotes inclusion.</b></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><b><u>OUTCOME FOUR:</u> Alberta has excellent teachers, school and school authority leaders.</b></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><b><u>OUTCOME FIVE:</u> The education system is well governed and managed.</b></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 - Busby School

<p><b><u>Student - Teacher relationships</u></b>  <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"> <li>● Division <b>High Schools will continue to implement the principles of High School Redesign</b> 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"> <li>○ Teacher advisory structures to support enhanced student-teacher relationships</li> <li>○ Use of MyBluePrint as a tool to organize and plan for student success</li> </ul> </li> </ul>	<p>1</p>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:               <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion</li> <li>○ Support staff with students who have complex communication needs</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions</b> 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"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ Site based mental health supports such as “success coaches”</li> <li>○ Site based high school completion liaisons</li> </ul> </li> <li>● <b>All schools will continue to implement the mental health literacy project</b>, guided by and supported by division lead teachers / coordinators.               <ul style="list-style-type: none"> <li>○ <b>Schools will assign a Mental Health Literacy ‘point person’</b> to support the implementation and coordination of the Mental Health Literacy project.</li> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ 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.</li> <li>○ <b>Other related school level strategies may include</b> aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model</li> </ul> </li> <li>● <b>Division high schools will take a lead role in coordinating effective transitions of students from feeder schools</b></li> <li>● The principal’s role is to:               <ul style="list-style-type: none"> <li>○ Create staff deployment and programming structures to focus on transitions from:</li> </ul> </li> </ul>	<p>3,4</p>

<ul style="list-style-type: none"> <li>■ Elementary to Junior High</li> <li>■ Junior High to Senior High</li> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding)</li> </ul>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire.</li> </ul>	4,5
<p><b><u>In our school (Busby) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to maintain, support and evolve a school culture that promotes inclusion across all areas of student development (academic, social and emotional).</li> <li>● Continue to deepen our staff understanding of Mental First Aid</li> <li>● Continue to take advantage of Mental Health and FMNI PD offered by our division</li> <li>● Continue to work closely with our FSL to ensure student well being</li> <li>● Increase our collaboration with R.F. Staples to create a comprehensive transition plan for students transitioning from grade 6 to grade 7</li> <li>● Actively participate in the “Guarding Minds at Work” initiative</li> </ul>	

<p><b><u>Literacy and Numeracy</u></b>  <b><i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></b></p>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.             <ul style="list-style-type: none"> <li>○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.</li> </ul> </li> <li>● A Literacy Committee will include <b>certificated representation from each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● A Numeracy Committee will include certificated representation from <b>each of the schools</b>, preferably the assigned school leads / pont persons.</li> <li>● 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 :             <ul style="list-style-type: none"> <li>○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.</li> <li>○ <b>Lead grade level and division level training sessions</b> intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> </ul> </li> </ul>	1, 4

<ul style="list-style-type: none"> <li>● <b>Schools will assign a Lead Teacher</b> (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> <li>○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.</li> <li>○ 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.</li> </ul> </li> <li>● <b>All teachers are expected to participate in both strategies</b> and align instruction and interventions to the non-negotiable district standards.</li> <li>● <b>All schools will continue to administer specified assessments</b> in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> <li>○ Reading Readiness Screening Tool - RRST (Literacy)</li> <li>○ BenchMark Assessment System - BAS (Literacy)</li> <li>○ Math Intervention Programming Instrument - MIPI (Numeracy)</li> </ul> </li> <li>● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> <li>○ Ensuring and facilitating logistics for implementing the specified assessments</li> <li>○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers</li> <li>○ Supporting teacher release time to participate in Communities of Practice and or grade level training</li> <li>○ Monitoring implementation of the Literacy and Numeracy strategy</li> <li>○ Being a participant in professional learning</li> </ul> </li> </ul>	
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<p><b><u>In our school (Busby) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to use the RRST, BAS, MIPI assessments to inform student instruction</li> <li>● Continue to take advantage of PD to refine our literacy and numeracy instruction</li> <li>● Continue to collaborate with other schools to develop best practices surrounding literacy and numeracy instruction</li> <li>● Continue to implement the Lucy Calkins Reading and Writing Workshop</li> <li>● Complete a book study on and incorporate number sense routines into our daily numeracy instruction</li> </ul>	
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<b><u>Support for Staff</u></b> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i>	Alberta Education Outcome(s) impacted
<ul style="list-style-type: none"> <li>● 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</li> <li>● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels)</li> </ul>	1, 2, 3
<ul style="list-style-type: none"> <li>● <b>School principals will assign certificated staff</b> (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> <li>○ Identification of students with risk factors</li> <li>○ Planning or facilitating planning for identified students</li> <li>○ Monitoring, supporting and reviewing the implementation of plans</li> </ul> </li> </ul>	3



<ul style="list-style-type: none"> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul>	
<ul style="list-style-type: none"> <li>● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> <li>○ Guide and support the Mental Health Literacy project</li> <li>○ Coordinate and monitor district counselling supports</li> <li>○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students</li> <li>○ Coordinate behavior supports for classrooms with Tier 2 and 3 students</li> <li>○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3)</li> <li>○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.</li> <li>○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.</li> <li>○ Orient and develop capacity of new teachers to PHPS</li> <li>○ Support staff with students who have complex communication needs</li> </ul> </li> <li>● Division and <b>school level staff deployment decisions will prioritize school level supports of Tier 2 students.</b> The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> <li>○ Two district First Nations, Metis and Inuit Liaisons</li> <li>○ <b>Site based</b> mental health supports such as "success coaches"</li> <li>○ <b>Site based</b> high school completion liaisons</li> </ul> </li> <li>● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students.</li> <li>● <b>Schools will collaborate to align and distribute the services of PA Mentors</b></li> <li>● 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</li> <li>● The principal's role is to: <ul style="list-style-type: none"> <li>○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers</li> <li>○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities</li> <li>○ Monitor how the needs of students and staff are being addressed</li> <li>○ Actively participate in professional learning</li> </ul> </li> </ul>	<p style="text-align: center;">3, 4</p>
<ul style="list-style-type: none"> <li>● 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)</li> <li>● 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.</li> <li>● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> <li>○ Support a balance of teacher directed, school led and division focused PD</li> <li>○ 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.</li> </ul> </li> </ul>	<p style="text-align: center;">4</p>

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| <ul style="list-style-type: none"> <li>○ Support implementation of the Mental Health Literacy Project</li> <li>○ Support implementation of the Moving Forward with High School Redesign</li> <li>○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels</li> <li>○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.</li> <li>○ Coordinate training and Professional Development for Principals (LQS)</li> </ul> |  |
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**In our school (Busby) we will:**

- Embed virtues and Indigenous teachings into our daily morning assemblies to continue the Reconciliation work in our school for staff and students
- Continue to study and implement the Shelley Moore approach to inclusive practice
- Utilize site based PD days to investigate concept based instruction as a staff and begin initial implementation
- Utilize the P.A. mentor when appropriate to help train support staff on how to effectively support our Tier 2 and 3 students
- Continue to work with R.O. staff when necessary to support our Tier 2 and 3 students
- Continue to work closely with our FSL to ensure student well being.

## 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.**

**Additional Key School Level Strategies Include:**

- We will continue building a strong literacy program based on comprehensive literacy practices.
- Students will be assessed throughout the year and adjustments will be made to instruction based on assessment results.
- We will continue to focus on improving students' reading, writing, and math fluency.
- LLI literacy groups will be created to include students who are not reading at grade level. Interventions including ERI, Seeing Stars, and FlyLeaf will be implemented as required.
- LLI groups will be in place, and observed during walkthroughs.
- The Benchmark Assessment System and Reading Readiness Screening Tool (RRST) will be utilized to assess students' literacy skills when necessary.
- All Busby teachers will adapt instruction to accommodate the May 2016 changes to the Mathematics curriculum.
- Teachers will focus on Math Fact Fluency and teaching students at least one algorithm.

Strategies to impact student engagement:

- Students, teachers and parents in this school will work together to set goals during October Goal-Setting.
- Teachers will inform parents about the changes to the Math curriculum and engage parents and students throughout the year in meaningful activities and discussions related to Math.
- Busby School uses many strategies such as: one on one instruction, small groups, picture cues, breaking down expectations, hands-on learning, projects, praise and connectedness to the real world; all in order to increase the level of students' engagement in school.

**Commentary (July 2019):**

Differentiated Instruction and Universal Design of Learning for Improved Instructional Practice

- All students were included in age and grade appropriate classes.
- Teachers planned their instruction to meet the needs of all students within an inclusive environment.
- Students were engaged in their learning and could answer what they were learning about when asked during walk-throughs.
- Different learning styles were considered and often students were observed using visual schedules, alternate seating arrangements, movement activities, individual or group work, alternate assessments, or using computer/iPads.
- There are students with identified needs in each of the classrooms and they were working with grade level curriculum with adaptations made by the teacher and/or program assistant(s).
- When intervention was required, students were pulled out individually or in small groups for

targeted speech therapy, reading instruction, vision therapy, or social skill development under the direction of Speech Language Pathologists, Occupational Therapists, or certified teachers.

- Teachers utilized suggestions from the Speech Language Pathologist, Occupational Therapist(s), and principal to improve instruction for each student.

### Literacy:

This year we had a school wide focus to enhance our instructional practices in literacy for ALL students in K-6. In April 2017, we attended an inservice and observed classes at a school in Edmonton. We then discussed the possibilities for Busby School. As a staff, we agreed that the Reading and Writing Workshop models (Lucy Calkins) provided a framework for instruction that would benefit our students. The daily structures complemented the work we were already doing as part of a comprehensive approach to literacy instruction.

Many new books were purchased for students to have access to quality books of different genres. These books were placed in classrooms for students to read in class and take home to read as well. The teacher resources included mentor texts that were used for lessons and reading and writing instruction. Books were also purchased to infuse quality interactive read alouds and shared reading across the curriculum.

We continued our Bobcat Book Club where students were encouraged to read 30 minutes per day at home and minutes were logged. We had students reading in bus lines, on the playground, and when they had spare time at school! We built a culture of reading and students were recommending books to one another and we often shared and read stories in our morning assemblies to inspire kids to read more.

We committed to using the Writing Workshop model to improve instructional strategies in writing. Teachers noticed a dramatic increase in the volume of writing as well as the ownership students took of their own writing. Students had increased independence in coming up with ideas (across genres), using different spelling strategies, and worked through the revision and editing processes themselves. It was a celebration in May for these students to share stories (again, across different genres) that they had created themselves at the Annual Authors' Night and BBQ.

All students participated in their grade level literacy instruction and were exposed to rich literacy environments. Teachers were able to differentiate instruction through guided reading, small group writing, strategy groups, and one on one conferring for reading and writing. The use of Book Clubs was explored from grades 2 - 6 with great success. Students were able to build their oral communication skills by listening to others' viewpoints and adding their own thoughts about what they were reading.

Students were celebrated throughout the year on their reading and writing accomplishments. It is part of the daily routine at morning assemblies to celebrate Bobcat Book Club milestones. This year, students regularly invited other classes to buddy read the books students had written and celebrate the changes in their writing. Books were also shared at Parent/Teacher/Student interviews to engage parents in the writing process and inform them on why there is a focus on content and idea generation rather than focusing on spelling and punctuation for all pieces.

Highlights of our Literacy work this year included:

- All teachers continued to use the Reading and Writing Workshop models for literacy instruction.
- Certified staff participated in site based PD to collaborate and discuss successes and challenges with the program

- Teaching resources and levelled books were purchased for classrooms.
- All teachers in grades 1 - 6 used Fountas & Pinnell's Benchmark Assessment System (BAS) to assess the students' reading comprehension and fluency.
  - All student reading assessment data has been logged into Dossier.
  - Information from these assessments were used to inform instruction
  - Teachers identified students who would benefit from small group or individual reading instruction.
- Students from grades 1 to 6 participated in Levelled Literacy Intervention (LLI) in either Semester I or II, or both.
- One student participated in the Fly Leaf Intervention in Semester 2.
- Two students in grades 3 & 4 were assessed and benefited from using the Seeing Stars visualization program that was purchased.
- We identified the need to implement different word work/formation strategies.
  - Staff utilized the Words Their Way program to differentiate word work instruction and learning.
  - The grades 4, 5, and 6 students had this at a common time to allow for multi-grade groupings and increased teacher time.

### Numeracy

In Math, we continued our work on building math fact fluency and common vocabulary from Kindergarten to Grade 6. Teachers continued to use Kim Sutton's resources in their classrooms. Our grade 6 students also used a daily math review for homework that helped to keep concepts fresh and more fluent. Parents appreciated having this 5 minute review to engage with their children about what they were learning. We administered the MIPI and used the results to inform classroom instruction and meet students where they were at. We are looking forward to increasing our collaboration with other schools to benefit from their tested methods and share our own successes and challenges

- Grades 3 - 6 students have received weekly instruction with Computer Coding, where they learn to tackle multi-step problems in an organized fashion, promoting linear and organized thinking skills.
- The work in literacy with Lucy Calkins, which began the previous year will continue. Staff will attend professional learning and a K-2 resource for word work is being implemented.

### **September 2019** Comment on PAT Results:

Compared to the province, Busby schools results are:

- Higher than the provinces in Math 6, Science 6 and Social Studies 6
- On par with the province in ELA 6

Over the past three years Busby results have continued to improve across all four core subject areas. Even though our results for the 2018/19 school year are on par or above the provincial average, Busby school is committed to professional reflection and as such our teachers have revisited a number of numeracy and literacy strategies to ensure best practices and fidelity across grade levels.

**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.

**Key School Level Strategies Include:**

- At Busby School we continue to employ strategies to encourage engagement of all of our students. These strategies include our reading programs, extra-curricular activities, math investigations, artist in residence program, assessment for learning and Differentiated Instruction and Universal Design for Learning.

**Commentary (July 2019):**

- We hosted Phyllis Webstad, who is the inspiration behind Orange Shirt Day, in October 2018. Ms. Webstad has recently written a book about her experiences and will be sharing her story in a whole school assembly and break out sessions with the grades 4 to 6 students.
- We were invited to a presentation by the Kikino Dancers at Westlock Elementary School. Our entire school (K-6) attended and enjoyed the presentation.
- We also attended a presentation by the GIRSHS Dancers at Dunstable School. Our students engaged in the performance, dancing with one another.
- We celebrated National Indigenous Peoples Day on June 21st.
  - The principal visited each class and shared a grade specific story book celebrating the gifts the Indigenous people have given us
- Our self-identified FNMI students are on par with the non-identified students.

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

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

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

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

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

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

**See the strategies described under the section [Key Priorities and Strategies 2019-2020](#), above.**

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

##### Strategies to maintain a Safe and Caring learning environment

- Busby School will continue to organize arrival processes including greeting at the bus, structured play in the gym and morning assemblies. Here we will discuss any issues we are encountering, and encourage students to behave appropriately.
- Our teachers and staff will continue to treat every child in the school as if they were a student in their class.
- Busby School will begin the Kindness Rocks Project in the fall.
- Busby School will continue with programs to address the development of moral character and safe and caring schools such as the Virtues program, and AAC(All Ages Club)
- Our School will continue to encourage, value and highlight service projects through announcements, our daily assemblies and newsletters.
- Busby School will continue to monitor, review and refine behaviour and discipline policies and procedures, in collaboration with teachers, parents and students.
- Busby School staff will continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth.
- Busby School will continue to participate in service projects.
- We will continue to encourage student pride in keeping their school and yard neat and tidy throughout the year.
- Busby School will continue to maintain a culture of high expectations



- Staff will hold students accountable to do and act their very best at all times.
- Staff will aim to build relationships with students first.
- Teachers will challenge their students to try their best and provide multiple means of learning for their students.
- Teachers will get to know the students and their families by investing time through school and extracurricular activities and community events.

#### Support for students at risk

- We will assign a Counselling fte of 0.1.
  - The main role of this person is to ensure that the needs of the students in our school are matched with the appropriate support from outside services.
- Staff at Busby School will identify at risk students and use individualized approaches to engage learners.
- We will assign Speech and OT Program Assistant(s) to work one-on-one and/or in small groups with students under the direction of our Speech Pathologist(s) and Occupational Therapist.
- Students will have access to a Family School Liaison two days per week.
- When required, we will access PHPS personnel or serve as a referral to outside agencies to ensure our students and families feel supported and receive the resources they require.
- In PLC meetings, Program Assistants and teachers will discuss and plan for effective support of students.
- Busby School's Program Assistants will work with students using Adaptive Technology

#### Early Ed Program

- The B Prep program utilizes classroom space to run its program. By allowing the Preschool to operate in Busby School, we are able to identify students who may be in need of intervention (i.e. Speech/Language, fine/gross motor, or behaviour issues) and address issues earlier rather than later.
- We look forward to offering the B-Prep program through PHPS Early Learning Services to have increased collaboration and sharing of services for our students.
- B-Prep operates on Tuesdays and Thursdays and offers morning and an afternoon session.

#### **Commentary (July 2019):**

##### Welcoming, Caring, Respectful and Safe Learning Environments:

- Busby School continued to be a safe and caring environment where students feel safe to play and learn.
  - Each morning our students were greeted as they got off the bus followed by a whole school assembly.
  - At each assembly, students were celebrated for in and out of school accomplishments, announcements were made, rules were reviewed and discussed, and all students and staff participated in "Brain Gym" stretches and movements to prepare for the day.
- The Character Education program enhanced our teaching as a whole school in individual teachers' classrooms.
- Our school has very few office referrals for behaviour issues.
- Busby School continued to work together to ensure that our only 'spoken' rule is "Just Be Nice", as that is the Busby way.

- Service projects continued to be an integral part of character development at Busby School.
  - The children have an understanding that it is their duty to try to improve people's lives outside of school and at home and we had excellent participation in all of the service projects we do. Examples include:
    - Operation Christmas Child Shoe-boxes,
    - Food Bank,
    - Terry Fox Run,
    - UNICEF.
- The school is respected by the students. When we do a school yard clean-up we are hard pressed to find any garbage to pick up.
- We maintained a Counselling fte of 0.1.
- Our Family School Liaison worker met with parents and students to recommend and refer to community supports when necessary.
  - She worked with students who were identified by parents or staff, as well as other children in the school as she is able.
  - Some of the topics/ areas she worked on included: self-esteem, developing appropriate social relationships, maintaining and building positive friendships, and other topics as required.
- We received extensive support from our behaviour consultant who works with a wide range of students and their families.

#### Student Mental Well Being

- The PHPS Coordinator of Counselling provided support and guidance to our Family School Liaison through one on one sessions and group meetings.
- In the upcoming year we have taken advantage of an opportunity to have a narrative therapy practicum student work with our students in need (fte of 0.1)
- The Family School Liaison's caseload was monitored by the principal and additional supports were accessed as required (PHPS and community agencies).
- Our class sizes are relatively small and individual needs were well addressed.

#### Support for students at risk:

- Teachers sought opportunities for the Speech Language Pathologist and Occupational Therapist(s) to work with whole classrooms, small groups, and individual students.
- Additional times outside of the four scheduled School Link Team visits were utilized to provide support for students.
- Many students received support and teachers' capacity was built to deal with students with similar needs in the future.
- 11 students utilized the Tiny Eye program to assist with speech concerns

#### Early Ed Program: B-Prep

- The B-Prep program ran during each semester of the 2018-2019 school year.
  - There were on average 25 students enrolled throughout the year.
  - These numbers look to be consistent for the upcoming school year.

**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:**

Professional Development

- Staff professional development will continue to focus on UDL, DI, Assessment for Learning, Numeracy, Literacy.
- Staff professional growth plans will include the implementation and support of the use of Differentiated Instruction and Universal Design for Learning and the Literacy Strategy.
- Walkthroughs by the Administrator will continue to be used to support teacher growth.
- Busby School teachers will collaborate with other schools/teachers to develop common assessment tools and products for differentiating instruction. (PD days, inter-school visits, collaborative groups)
- Busby teachers will continue to use, and learn about Project Based Learning
- The teachers in this school will attend in-services provided by the District, and other PD as available from ERLC, etc.

Strategies associated with the use of formative assessment:

- Teachers will implement the procedures of PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.

Strategies associated with the use of learning technologies:

- Busby School will continue to integrate technology into student assignments and projects, maintaining the one-to-one computer to student ratio in our grade 5/6 class.
- We will continue to integrate SMARTBoard technology, blogs, google apps for Education (GAFE), various ipad apps, Mathletics, Senteo review, among others, into instruction.
- We will promote professional learning in technology for the staff.
- Our students will share examples of their technology use with parents.
- Staff at Busby will use Fresh Grade to increase student and parent engagement in learning

**Commentary (July 2019):**

Professional Development:

- All teachers participated in the Numeracy professional learning series facilitated by PHPS.

- All teachers attended jurisdictional PD days and made connections with other PHS teachers that continued beyond the two district days.
- EPPC funds were used for additional PD and collaboration time.
- Program Assistants attended training sessions for Speech and Language and literacy supports.
- All program assistants were trained in lift operation.
- Our entire staff participated with other small schools to learn about math fact fluency and vocabulary and increased our foundational knowledge of First Nations, Metis and Inuit history in Canada
- Our small staff size and collaborative spirit, enable us to engage in conversations both formally and informally. We have ongoing discussions about students' reading and writing.
- Early dismissal times were used to develop Professional Learning Community goals. Teachers:
  - Learned how to facilitate small group reading and writing instruction,
  - Discussed how to implement math fact fluency and vocabulary strategies.
  - Discussed student progress and how to adjust instruction if students were not progressing.
- The combined classes and teaching assignments contributed to teachers having common students and therefore a collective interest in ensuring students are successful.
- We were creative in our timetabling to allow for targeted intervention strategies and support.

Communication of student progress (formative assessment):

- ...

Use of learning technologies

- ...

**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 PHS 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:**

- Teachers in Busby school will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
- Strategies to engage parents and the community in alignment with PHPS’ strategy to promote communication:
  - Our school will continue to distribute weekly newsletters recognizing the work of parents, staff and students.
  - Busby School will continue to invite parents and community members to assemblies.
  - We will continue to honour our volunteers during our Art Show and Volunteer Tea.
  - Busby School’s activities in the community will be promoted by newspapers, website, newsletters, message board, school sign, Facebook and invitations to parents.
  - Meet the Teacher BBQ, Author’s Night, BBQ and Kindergarten Registration, and the Art Show and Volunteer Tea will continue to bring the community and parents into the school.
  - Busby School’s Advisory Committee and school staff will work together to solicit parent and student involvement for school activities.
  - Busby School will continue to support the School Council by identifying specific and meaningful roles (eg, welcoming new parents, etc)

- Our website will continue to highlight the school and activities
- We will continue to recognize student successes in co-curricular competitions (Science Fairs, Music Festivals, 4H, etc.)
- Our school will continue to recognize accomplishments of staff and students during assemblies.
- The administrator will continue to review and discuss teacher personal professional growth plans and aid in the alignment of these growth plans to the goals of the school, jurisdiction and province.
- Busby School provides a range of appropriate co-curricular and extracurricular activities for students.

**Commentary (July 2019):**

- Students at Busby School are expected to be active participants in their learning and their school community.
  - There are many opportunities to be involved through the All Ages Club (AAC), the Terry Fox Run, Remembrance Day service and Legion poster/essay/poem submissions, Food Bank, FCSS - Tree of Warmth and Adopt a Family, and other initiatives.
  - There is a strong tradition of the older students being role models and leaders by planning and running events throughout the year (Penny Carnival at Halloween, Indigenous Games Day, etc.).
  - From grades four to six, students have the opportunity to play on the Bobcat sports teams to develop sportsmanship and athletic skills.
- Busby School has tremendous parent and community support.
  - Parents are always in the school helping out in classrooms, providing hot lunch, volunteering on field trips and special events, or attending School Council and Busby Parent Advisory Council Society meetings.
  - Parents provide 100% of the funding for field trips and programs so there is no direct cost to families to participate.
    - Camp Encounter, the Alberta Legislature, Bennett Centre overnight trip, Pine Valley Gymnastics, Artist in Residence (Rooney and Punyi), and extracurricular bussing for Bobcat games are some of the many initiatives provided by our parents this year.
  - The Busby & District Lions, Busby Firefighters, and Busby Fish & Game are also great community support for our school.
- Busby School is a small, family and community oriented school.
  - Events include: Welcome Back BBQ and Book Fair, Terry Fox Run, Penny Carnival at Halloween, Remembrance Day Service, Christmas Concert at Busby Hall, monthly class lead assemblies, monthly class served hot lunches, 100% attendance at goal setting and parent/teacher/student interviews, School Council and Busby Parent Advisory Council Society meetings, sporting events, field trips, Authors' Night & BBQ, year end water fight, and many more.
- This year for our annual Volunteer Tea & Art show we hosted an Artist in Residence for the week prior.
  - The residency involved hoop dancing and the instructor worked with each of our classes each day to produce a performance that allowed students to use hoops in a

variety of ways and improve their physical literacy overall.

- The Bobcat sports program develops athletic and sportsmanship skills in our grades 5 and 6 students.
  - All students are welcome to play soccer, volleyball, and basketball against other Pembina Hills schools.
  - Our teacher coaches spend many recesses practicing with the students. Busby hosts the soccer tournament each October on our three soccer fields.
  - This year, we also participated in the Running Room Indoor Games at the Butterdome.
  - Students did exceptionally well competing against other schools.
  - The grade 4 students join the program in February and March as “Bobkittens” to prepare them for grades 5 and 6.
- Our morning assemblies are valued by students and staff.
  - It is an opportunity to gather together and make announcements, celebrate school and personal accomplishments, review and discuss discipline and rules, build community, and participate in “Brain Gym” activities to prepare for our day.

Communications:

- We continue to produce a weekly school newsletter that goes home with other forms in our “Wednesday envelopes”.
- Parents appreciate the updates, pictures, calendars, and community events that are supplied each week.
- We maintain a Busby School Facebook page as well as the school website.
- Parents are regularly in the school and engage with teachers about their child’s progress in addition to our regular progress reports, use of agendas, email, and phone calls.



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

#### OUTCOME ONE: Alberta Students are successful.

##### Accountability Pillar Measures:

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

School Data (From October APORI)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	19	94.7	11.8	15	90.3	15.0

##### 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

**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).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3 Year							
4 Year							
5 Year							

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall							

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4 year							
6 Year							

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage							

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage							

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	97.0	95.9	97.7	96.8	97.4	89.7	88.4
Parents	98.0	96.7	100	*	100	*	77.8
Students	93.1	91.1	95.3	93.7	92.3	89.7	87.5
Teachers	100	100	*	100	100	*	100

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	100	79.2	90.0	83.3	77.4	n/a	81.3
Parents	100	72.7	90.0	*	71.4	*	62.5
Teachers	100	85.7	*	83.3	83.3	*	100

**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							
Percentage at Excellence							

**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
Percent	0.1	0.1	0.1	0.1	0.1	0.1	0.1

**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							
Percent							

**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							
Percent							

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	95.5	92.9	94.7	97.5	95.3	94.9
Students	97.4	97.7	95.1	100	97.7	100	82.1
Staff	100	100	100	90.0	100	100	53.8

**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	8	8	9	9	9	9	9

**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	93	112	102	95	92	102	101
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							
Percent							

**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							

**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							
Percent							

**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							

**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							
Percent							

**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							
Percent							

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

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

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	96.5	95.0	96.4	96.2	98.1	84.7	87.5
Parents	98.0	96.7	98.3	*	100	*	80.0
Students	91.5	88.4	94.4	92.5	94.3	84.7	82.4
Teachers	100	100	*	100	100	*	100

**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	100	100	100	97.4	100	97.7	97.4
Students	100	100	100	100	100	97.2	97.5
Staff	100	100	100	100	100	100	85.7

**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	100	99.6	98.4	95.6	99.6	97.6	97.4
Students	99.1	80.4	96.4	85.2	57.6	95.8	79.5
Staff	100	98.6	100	98.3	100	100	85.7

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	98.3	94.9	95.7	94.3	94.9	86.1	90.6
Parents	100	94.4	94.4	*	90.5	*	85.2
Students	95.0	90.4	96.9	94.2	94.1	86.1	86.6
Teachers	100	100	*	94.4	100	*	100

**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		0.9	1.0	1.0	0.0	0.0	0.0
Level 5		1.8	1.0	2.0	0.3	2.0	0.9
Level 4		5.4	3.8	3.9	0.7	6.1	8.2
Level 3		4.5	5.7	6.9	1.7	11.1	10.9
Level 2		3.6	1.9	6.9	0.7	5.1	3.6
Level 1		83.9	86.7	79.4	96.5	75.8	76.4

**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							

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	85.7	88.1	88.3	76.6	82.6	n/a	75.8
Parents	80.3	85.1	88.3	*	82.1	*	67.7
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	91.1	91.1	*	76.6	83.0	*	83.9

**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	100	100	n/a	88.9	100	n/a	76.2

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.2	100	95.2	92.1	97.5	93.0	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							

**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	97.2	100	97.6	100	97.5	97.7	94.9
Students	100	100	100	100	100	100	100
Staff	100	100	100	100	100	100	100

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

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

*Students: I am satisfied with my teachers.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	94.7	100	97.6	94.6	95.0	95.3	92.3
Students	100	100	100	95.6	97.7	91.2	100



**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	100	97.7	92.9	92.1	100	No Data*	69.2
Students	97.4	97	97.4	97.8	95.3	94.4	70
Staff	100	100	100	66.7	100	100	9.1

\*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	100	98	97.6	97.4	100	95.3	100
Students	97.4	95	97.6	97.8	97.7	97.2	100
Staff	100	100	100	100	100	100	87.5

**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
BU	84	52	33	33	34	52	119

**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	2017-201	2018-2019
BU	1.16	1.16	1.44	0.93	1.01	0.68	1.18

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-201	2018-2019
Average for all:	1.58	1.72	1.30	1.99	2.01	2.33	1.86

## Jurisdiction Outcome 4-A

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

### Jurisdiction Measures:

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

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

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

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

*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	100	97.8	97.6	92.1	92.5	95.3	97.4
Students	100	93.2	100	100	97.7	91.7	94.9
Teachers (1)	–	–	New 2015	100	100	100	100
Teachers (2)	–	–	New 2015	100	100	100	100

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

*Students: The principal regularly visits my class.*

*Teachers: My principal and or assistant principal regularly visit my classroom.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students	97.4	91.1	92.9	91.1	97.7	94.4	62.5
Teachers	100	90.9	71.4	87.5	100	100	42.9

**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	100	100	100	100
Teachers (2)	–	–	New 2015	100	100	100	100
Students	–	–	New 2015	93.3	97.7	100	97.5

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

*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	97.8	97.7	91.7	87.5
Teachers	–	–	New 2015	100	100	100	100

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

*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	94.7	95.0	100	87.2

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

**Accountability Pillar Measures:**

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	96.6	94.2	93.3	96.7	88.6	n/a	84.9
Parents	96.0	84.7	93.3	*	77.1	*	69.8
Teachers	97.1	100	*	96.7	100	*	100

**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	2018-2019
Overall	97.4	91.5	78.0	87.9	99.3	88.2	76.6
Parents	100	83.3	58.3	*	100	*	66.7
Students	94.9	83.3	97.7	92.5	97.8	88.2	77.5
Teachers	*	100	*	83.3	100	*	85.7

**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	2018-2019
Overall	96.5	96.0	96.5	98.7	100	94.1	91.1
Parents	93.2	95.8	93.1	*	100	*	79.6
Student	96.3	92.1	100	97.5	100	94.1	93.6
Teachers	100	100	*	100	100	*	100

**Jurisdiction Measures:**

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	78.9	75.2	78.8	78.4	79.7	91.2	70.4
Parents	62.2	47.8	58.8	*	62.5	*	54.8
Students	91.3	92.1	98.8	94.9	96.7	91.2	87.2
Teachers	83.3	85.7	*	61.8	80.0	*	69.0

**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	100	98	97.6	97.4	100	92.6	97.4
Students	97.4	100	100	100	100	100	97.5
Staff	100	100	100	100	100	100	100

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	100	100	97.4	100	96.2	97.4
Students	97.4	100	100	100	97.7	95.8	100
Staff	100	100	100	100	100	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	98	97.6	92.1	92.5	88.9	100
Staff	100	100	100	100	100	100	100

**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	–	–	–	92.1	92.5	88.9	89.5
Students	97.4	85	88.1	95.2	90.7	91.7	87.5
Staff	100	100	100	100	100	100	33.3

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	100	100	92.1	100	92.6	87.9
Students	100	100	100	100	97.7	95.8	100
Staff	100	100	100	100	100	100	100

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

*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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	91.9	100	96.3	87.2
Students (Gr 10-12)			New 2015				
Staff			New 2015	100	100	100	91.7

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	97.2	100	83.3	88.9	92.5	88.0	94.3
Students (Gr 7-12)							

**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.*

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student	97.2	96	97.6	97.8	97.7	87.5	97.5
Staff	100	100	100	90.0	88.9	100	58.3

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars	\$1,500	\$800	\$500	\$500	\$15,500	\$25,000	\$18,000

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	35	37	38	36	29	37	38

**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.)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	8	8	8	8	48	46	45

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number							