

DUNSTABLE SCHOOL

Three Year Education Plan

2019-2020

November, 2019

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OUTCOME ONE: Alberta Students are successful.

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OUTCOME THREE: Alberta's education system is inclusive.

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

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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 all parents fill out an annual feedback sheet and our school council members are invited to attend the annual planning day.

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

At Dunstable School we work to provide a unique supportive family-like atmosphere committed to building academic excellence from a foundation based on character and active citizenship.

Historical Background

Dunstable School, located about 30 kilometres south-east of Barrhead, serves approximately 50 students from K – 6. Dunstable School came into existence when the first Dunstable School was built two miles south of the present site. The first teacher was believed to be Mrs. Jean Livesy. Dunstable School derived its name from the small community of Dunstable located about 50 kilometres north of

London, England. According to pioneer and school bus driver, Mr. Jim Redwood (now deceased) the community got its name by a lottery. Wondering how to name it, the four founding settlers decided to each put a name into a hat, and the name drawn was Dunstable.

The one-room school served grades one to ten until 1948 when schools in Belvedere, Sion, Five Lakes, Clifton and Dunstable were centralized. During the summer of 1948, the five-school buildings were moved to the new location, which is the present site of Dunstable School. The enlarged version Dunstable School served 100 students grades one to twelve. Enrolment peaked in 1949 with 126 students and started dropping off in 1962. From 1937 to 1964, grade 11 was the highest grade offered and in 1964 it dropped to grade nine. Since 1973, the school has served grades K – 6.

The present building was completed in 1953. It has a unique architectural design, with the gymnasium in the centre of the school building serving as entrance and hallway. It must be traversed to gain entry to any classroom. With the completion of the new addition in 1999, the large boot-room now serves as an entrance to the two offices and the library/computer room. The school also consists of four classrooms, a staff room and a gym.

Demographics

This year our school will be serving 50 students from kindergarten to grade 6.

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 - Dunstable 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: 	<p>3,4</p>

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ 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 (Dunstable) we will:</u></p> <ul style="list-style-type: none"> ● Make use of the training on Mental Health First Aid that one of our staff members has received. ● Continue with our “Health Mind” messages in our morning assemblies. ● Continue with accessing supports provided by our FSL. ● Continue all of the community building activities that are an integral part of our school culture. ● Continue our staff “Sunshine” activities to promote staff mental wellness. ● Continue working with Rhonda O’Connell - CARE and Relationships ● Continue Bear Houses, Bear of the Week, discussing tattling versus telling, what is bullying... ● Continue our “Health Mind” messages in our morning assemblies. ● Continue all of the community building activities that are part of our school culture. ● Work with BCHS to transition students into Grade 7 ● Participate in the “Guarding Minds at Work” project. ● Take advantage of PD aimed at building capacity to support Mental Health. 	

<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 : <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. 	1, 4

<ul style="list-style-type: none"> ○ 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 - RRSST (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 (Dunstable) we will:</u></p> <ul style="list-style-type: none"> ● Continue to use the RRSST, BAS literacy assessment, and the MIPI to gauge student learning and inform instruction. ● Discuss the results on these tests as a staff to help set direction within our school. ● Continue to take advantage of PD on literacy and numeracy assessments, such as the DRT. ● Work with the PHRD Lead Teacher to implement literacy and numeracy assessments and instructional supports. ● Complete our implementation of Reading and Writing Workshops (Lucy Calkins). ● Continue our focus on "math fact fluency" and use the MIPI to inform instruction and target areas of need with our students. ● Continue our focus on math vocabulary while working to make use of number talks, and other instructional strategies as introduced by our PHRD Lead Teacher. ● Continue to take advantage of PD that supports literacy and numeracy assessment and instruction.
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<p>Support for Staff <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 	
<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: 	<p>3, 4</p>

<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 ○ 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 (Dunstable) we will:</u></p> <ul style="list-style-type: none"> ● Continue to work with Regional Office staff to meet the needs of all our students. ● Continue to include Indigenous knowledge and perspectives in our instruction. ● Continue to support Reconciliation work within our school. ● Assign teachers to the role of monitoring and supporting RTI and FNMI students. ● Have staff attend ERLC session and PHRD sessions to support their teaching and their own learning. ● Investigate and learn more about concept based instruction and Shelly Moore’s approach to inclusive teaching and learning. ● Investigate concept based instruction (CBI) and Shelley Moore’s approach to inclusion. ● Observe lessons that demonstrate CBI and observe lessons that demonstrate purposeful inclusion. ● Take part in division PD and ERLC PD that support these goals. ● Make use of division PD Days and site based PD Days to develop our knowledge of Mental Health priorities, CBI, Purposeful Inclusion, Reading and Writing Workshops, and literacy/numeracy assessments. 	

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 School Level Strategies Include:

- The principal will facilitate weekly staff huddles as required
- The principal will lead monthly staff meetings utilizing the Collaborative Response to Intervention Model

Commentary (July 2019):

Numeracy:

- This year we continued our work on basic facts. We used the Kim Sutton Block Ten material as our starting point but teachers also developed some of their own materials for daily basic fact practice. We also began specifically reporting on basic fact “automaticity” in our progress reports.
- We also used the MIPI this year to assess student strengths and gaps in September. This information proved invaluable in directing instruction for the 2018-2019 school year.
- In conjunction with the Numeracy Coordinator, our teachers learned about Math talks this year and they also worked to build “Daily Math” activities that provide ongoing review and exposure to key concepts throughout the year. and
- Teachers made use of Leaps and Bounds, in conjunction with the MIPI, to further assess students learning gaps.
- We also continued to look at the language we use in our math instruction and the "big rocks" for each grade.
- During our PLC time on division wide PD Days, we looked at ways to make numeracy a part of everyday life for our students and weave it throughout the curriculum.
- We continued with Math Madness problem solving activities through the school year aimed at developing numeracy skills across the school.

Literacy:

- Our Kindergarten teacher and our grade 1 and 2 teacher continued the RRST.
- Our school continued to implement the ERI and LLI programs
- Administration monitored the implementation of the school’s literacy program and worked collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Our teachers measured student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
- Staff were trained in the updated Benchmark Reading Assessment.
- All teachers implemented the Writing Workshops Instructional program and attended PD with the goal of implementing Reading Workshops in the fall of 2019.

Student Mental Health:

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

Citizenship

- All students participated in the annual highway clean-up and recycle program throughout the year.
- Several students participated in the annual Barrhead Music Festival.
- The school participated in the FCC Drive Against Hunger, FCSS Christmas Santa's toy box, Coats for Kids and the QSP cookie dough to buy baby chicks for children in impoverished nations.
- We participated in Movember and donated money to men's health.
- We collected pop can tabs to donate to Ronald McDonald House.

September 2019 Comment on PAT Results:

Our PAT results for the 2018-2019 school year were, once again, very positive. Our students all met the acceptable standard in every subject area (100% acceptable in Math, LA, Science and Social). We also had 50% of our students meet the standard of excellence in Science and 17% reached the standard of excellence in Social Studies.

Our focus on literacy and numeracy instruction continue to pay off, providing our students with the solid foundation they need to be successful on these standardized tests.

Moving forward, we will look to increase the level of excellence achieved in Math and LA.

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.

Additional School Level Strategies Include:

- We will continue to learn about treaties and the legacy of residential schooling.
- We will also host several family nights in order to educate our School Community about the history of Indigenous - non-Indigenous relations.
- We hope to invite an elder into the school this coming year
- We plan to work with the FNMI Liaison to continue our whole school FNMI activities.
- We will also be renewing our focus on UDL so that all students can be successful in our classes.

Commentary (July 2019):

Our goal was to make the inclusion of Indigenous Perspectives a part of everything we already do instead of making it an add on or addition to what we do.

Strategies to Impact Inclusion of Indigenous Perspectives Included:

- This year our initial plan was to build relationships with Alexis School. Our hope was that we could foster positive interactions between our two schools and further to goal of reconciliation. Unfortunately, this connection did not work out. Instead we undertook different actions.
 - In October, our whole school travelled to Busby to listen to Phyllis Webstad speak about her experience in residential school.
 - We did a Reconciliation Unit in grade 5/6.
 - One of the PHPS First Nations liaisons was a part of this project.
 - Students created information boards (Heritage Fair style presentations) which they shared with parents on two evenings in March.
 - We also held a blanket exercise for our grade 5 & 6 students
 - Our monthly virtues were based on the Seven Grandfather Teachings.
 - For National Indigenous Day we invited Busby School to join us and we had the Edmonton Metis Dancers perform and teach us about Metis dance and culture. Parents and community members also joined us.
- Our librarian used out YRL funds to purchase new Indigenous story books and resources for our library.
- We also spend some school funds to purchase Indigenous story books to be shared in the classrooms.
- We did also work to incorporate Indigenous knowledge in our science and language arts classes.
- This year our school was also a part of some research on Indigenous knowledge inclusion. Parents were invited to share their thoughts on the process and provide input into the work that the school is doing to promote reconciliation.

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.**

Additional School Level Strategies - We will:

- Guide our students to build positive student-student relationship.
- Encourage stronger student-teacher relationships through team building activities.
- Continue our Bear Houses
- Continue our Character Education/virtues program.
- Define bullying and using our WITS.
- Implement a Mental Health awareness campaign

Commentary (July 2019):

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ
- We continued to promote the WITS approach to building a safe and caring school environment.
- We implemented a Bear of the Week program to strengthen community among students.
- We also took time during our morning assemblies to highlight mental health, virtues, and positive student-student interactions
- Over 95% of students, parents and staff are satisfied that their school is safe and caring.

Character Education

- This year we continued to use bucket fillers, our virtues program, bear houses, and Kinderbuddy activities to build and strengthen student-student relationships. Cross grade interactions are usually very positive in our school. The challenge can be with same grade peer groups.
- We continued to explore a virtue of the month. We devoted time each week during our morning assemblies to highlight these virtues. Our Grade 5&6 students also took a leadership role in demonstrating and representing these virtues during our morning assemblies.
- This year our Student Leadership Group organized our dress up days, Friday treat days, and they also set up whole school activities and approached our Parent Council for playground equipment. The goal was to provide student leadership and ownership of activities, thereby building school spirit and participation in activities. The group was very successful in their efforts.
- We used our Virtues Bulletin board to display the names of students caught demonstrating each virtue.
- We maintained our “Bear of the Week” program again this year. The idea was to get to know each other in a different way. We spend a lot of time together at school, but we don’t always know what students are interested in outside of school or in their spare time. This gave us a chance to get to know each other.
 - Each week, two students were selected to be our Bears of the Week.
 - They were given the opportunity to do a whole school “Show and Share” at our morning assembly.
 - This year we also included staff in the Bear of the Week program.
- We hosted a monthly Pizza with the Principal acknowledging students who demonstrated our different virtues.
- 100% of staff are satisfied with the recognition they receive for their accomplishments.

Support for Students at Risk

- As needed we called upon PHPS Education Services staff to help us support students at risk. Their support and suggestions were greatly appreciated.
- We made use of our FSL worker to provide ongoing support to students in need.

Inclusive practices

- In order to make math more accessible to all, our teachers drew on their knowledge of multiple intelligences and multiple representations to present math facts and concepts in a variety of different ways.
 - Music and songs, for example, were used as a part of the Kim Sutton Block Ten to build to help build basic fact fluency.
 - Students also built visual representations of fact families in Grade 1/2 and in Grade 5/6 each student create a personalized math fact sheet.
 - Math centers were also used in all classrooms to make math more interactive and engaging, and to provide more than just worksheet practice making math more hands on.

Impact Self-Regulation:

- As a staff, we continued to use the language of Self Regulations as we shared practices and observations about student behaviour being guided by the questions why? And why now?
- We continued to use the Reggio approach but adjusted things to fit with self-regulation as well.

Student Mental Health:

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

Early Learning Supports

- We received support for individual students as required.
- We received great support from Early Learning as we navigated the path toward taking over the preschool program and creating our own Early Learning Program.

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:

- Personal Professional Growth Plans and Administrator Support
 - Staff will engage in work aimed at improved assessment (eg. Using the MIPI and Leaps and Bounds)
 - Staff will also participate in Learning Series activities
 - Our PLC time will be spent exploring topics associated with our Education Plan and other PD topics as the need arises.
- Strategies to support formative and summative assessments, UDL, and DI:
 - Staff will continue to develop units of study based on UDL/DI principles, with a particular focus on using UDL in Math class (Shelley Moore).
 - Staff will focus on increased use of formative assessment in Math instruction using Leaps and Bounds.
- Communication regarding Student Progress and Classroom Activities:
 - Staff will continue to report to parents and students on a regular and ongoing basis.
 - Staff will use Freshgrade as a tool for ongoing communication.
 - We will continue to send home regular progress reports as well.
- Strategies to maintain effective instructional uses of technology

- We maintain a 1:1 computer access ratio for students at Dunstable School. The students are also able to access a class set of iPads.

Commentary (July 2019):

Support professional development

- Our teachers participated in jurisdiction PD throughout the year aimed at building knowledge of numeracy progressions, literacy progressions, mental health and inclusive education.
- Monthly PLC time was used to discuss instructional strategies and ways to include Indigenous knowledge in our classes and to discuss numeracy and literacy strategies, in particular, Writing Workshops.
- Staff also met with other teachers to collaborate on math and literacy instruction.
- As a whole staff, we visited McDougall School in Edmonton to observe Reading and Writing Workshops in actions.

Satisfaction with instruction, teachers and administration

- 100% of staff, students and parents were satisfied with the administration at the school.
- 85% of parents are satisfied with the overall quality of education at our school.
- 90% of parents are satisfied with the teachers at our school..

Communication regarding Student Progress and Classroom Activities

- 90% of parents are satisfied with communication about their child's progress.
- The grade 5 and 6 class experimented with Freshgrade as a communication tool this year. Our kindergarten and our grade 1/2 teacher also made an effort to use Freshgrade.
- It was well received.

Technology use for instruction

- All students in our school have access to netbooks, chromebooks, and iPads.
- Our Grade 5 and 6 students make regular use of Google Classroom and all students from grade 3 up make regular use of Google Drive, Google Docs, and Google Slides.
- With the assistance of our parent council, we purchased new chromebooks with touchscreens making it easier for our K/1/2 students to also use the chromebooks.

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. (NEW Measure in 2015)

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

Key School Level Strategies Include:

- Engaging and communicating with the community:
 - We will maintain active communication with parents and the community.
- Budgets and School Generated Funds:
 - We work to maintain a balanced budget through careful fiscal management in collaboration with Regional Office Business Services

Commentary (July 2019):

Engaging and communicating with the community

- Our Christmas Concert and Spring Tea were very well attended.
- School council successfully recruited numerous volunteers for various school events including

fundraising events and our school's ham bingo.

- Our school was used after hours by different community groups throughout the school year including yoga classes, Wednesday night volleyball and 4H and Riding Club Meetings.

Extra-Curricular Planning and Supports

- Our students were able to take part in soccer, volleyball and basketball this year. We played against teams from PNCS, WES, Busby, and Clyde. We also participated in PHPS tournaments for each of these sports.
- We brought in different performers throughout the year and we were able to send our K/1/2 students to the Children's Festival, while our Grade 5 and 6 students went to the Legislature.

Budgets and School Generated Funds

- Our school buys school supplies for our K-2 students, and then charges parents for those supplies. Students in grades 3 and up will be responsible for purchasing their own supplies.
- We continued our hot dogs sales and our popcorn Friday sales. These are not big money makers, but they are enjoyed and looked forward to by our students.
- Our overall budget was lean this past year and we did not have many field trip opportunities. We did have two performers come out to the school and we combined with Busby to have our Grade 6 class go to the Legislature for a day. We were able to host a third performer thanks to support from Fort Assiniboine school.

Communications:

- Our school maintains both a website and a Facebook page. We find we receive the most traffic on our Facebook page.
- We send out monthly newsletters to all parents and our bus drivers are also provided with a copy of this newsletter. Each month the newsletter is also uploaded to our website.

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
	6	100	16.7	7	98.6	23.6

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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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	62.5	71.1	88.6	95.5	80.0	81.3	94.8
Parents	*	*	86.7	*	*	*	100
Students	62.5	71.1	82.4	93.4	80.0	81.3	89.6
Teachers	*	*	96.7	97.5	*	*	*

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	n/a	n/a	83.3	100	n/a	*	100
Parents	*	*	66.7	*	*	*	100
Teachers	*	*	100	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	89.7	92.3	96.0	94.7	100	92.6	100
Students	95.0	86.4	93.3	100	82.6	75.0	84.0
Staff	85.7	87.5	92.0	100	100	100	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	14	14	10	10	10	10	10

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	52	70	74	66	57	60	51
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	80.9	84.2	85.4	95.5	74.6	84.2	89.2
Parents	*	*	86.7	*	*	*	100
Students	80.9	84.2	69.4	93.5	74.6	84.2	78.3
Teachers	*	*	100	97.5	*	*	*

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	96.6	100	100	94.7	95.0	96.3	95.2
Students	95.0	95.7	100	100	100	100	100
Staff	100	100	100	100	100	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	95.3	98.7	98.1	99.1	95.7	97.5	99.2
Students	94.7	93.2	91.2	49.0	60.9	93.3	94.6
Staff	95.8	89.6	94.8	100	100	100	100

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	78.8	91.2	85.6	96.1	78.3	79.2	95.8
Parents	*	*	66.7	*	*	*	100
Students	78.8	91.2	90.2	96.5	78.3	79.2	91.7
Teachers	*	*	100	95.7	*	*	*

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		0.0	0.0	0.0	1.9	0.0	.00
Level 5		1.5	2.7	1.8	0.0	1.7	3.6
Level 4		7.4	6.8	7.0	7.4	6.8	5.5
Level 3		5.9	4.1	5.3	16.7	13.6	10.9
Level 2		10.3	13.5	12.3	1.9	0.0	0
Level 1		75.0	73.0	73.7	72.2	78.0	80.0

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	n/a	n/a	78.1	90.0	n/a	n/a	90.9
Parents	*	*	75	*	*	*	90.9
Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teachers	*	*	81.3	90.0	*	*	*

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	<6n	<6n	100	83.3	<6n	*	*

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	92.6	92.3	100	100	80.0	92.6	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							

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	92.9	96.2	96.2	100	85.0	96.3	95.2
Students	95.0	95.5	93.3	100	91.3	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	85.7	96.2	100	100	90.0	96.3	95.2
Students	90.0	90.9	93.3	100	91.3	100	92.0

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 performance of our principals at my school.

Students: I am satisfied with the performance of our school's principal(s).

Staff: I am satisfied with the performance of the principals (and assistant principals) at my school.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	92.3	92.0	100	100	No Data*	95.2
Students	100	90.9	100	91.7	90.9	91.7	96.0
Staff	100	100	90.0	100	100	100	100

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

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.4	100	100	94.7	100	96.3	100
Students	100	100	100	100	100	100	100
Staff	75.0	87.5	60	100	100	100	100

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

Dunstable	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SCHOOLS	94	47	50	38	44	32	223

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
Dunstable	0.53	0.61	0.69	0.45	0.89	0.98	1.25

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	2.81	3.52	1.94

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	90.0	88.9	95.2
Students	–	–	–	94.1	78.3	87.5	92.0
Teachers (1)	–	–	New 2015	100	100	100	80.0
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: My principal regularly visits my class.

Teachers: My 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	–	–	96.7	100	86.4	100	100
Teachers	–	–	70.0	100	85.7	100	100

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

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	94.1	100	100	92.0

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	94.1	78.3	91.7	100
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	100	89.5	100	90.5

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	n/a	n/a	81.7	92.5	n/a	n/a	94.1
Parents	*	*	63.3	*	*	*	94.1
Teachers	*	*	100	92.5	*	*	*

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	81.8	84.2	97.1	84.9	87.0	75.0	79.5
Parents	*	*	100	*	*	*	71.4
Students	81.8	84.2	94.1	94.7	87.0	75.0	87.5
Teachers	*	*	*	75.0	*	*	*

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	90.9	97.4	90.7	91.7	93.6	93.6	90.0
Parents	*	*	72.2	*	*	*	100
Student	90.9	97.4	100	100	93.6	93.6	97.9
Teachers	*	*	100	83.3	*	*	*

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	2018-2019
Overall	79.5	100	71.5	85.3	87.0	85.4	91.7
Parents	*	*	42.9	*	*	*	*
Students	79.5	100	88.2	94.4	87.0	85.4	91.7
Teachers	*	*	83.3	76.2	*	*	*

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	92.0	96.2	100	85.0	92.6	95.2
Students	100	95.5	93.1	100	95.7	100	100
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	89.7	100	100	100	100	96.2	100
Students	100	100	96.7	100	100	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	92.6	90.9	100	100	90	88.9	95.0
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	–	100	92.3	100	90.0	88.9	95.2
Students	84.2	95.5	96.7	100	60.9	91.7	96.0
Staff	100	87.5	100	100	100	100	100

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

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

Students: My school is important to the community.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	100	100	94.7	100	92.6	100
Students	95.0	100	93.1	100	100	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	100	100	96.3	100
Students (Gr 10-12)			New 2015				
Staff			New 2015	100	100	100	100

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	78.6	69.2	88.5	92.9	95.0	88.0	89.5
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	100	90.5	100	100	100	87.5	87.5
Staff	100	100	93.1	88.2	100	100	100

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	\$1,000	\$5,000	\$5,500	\$65,000	\$1000	\$8000	\$15000

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	25	30	30	25	3	6	5

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	14	20	20	20	15	18	20

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							