

**NEERLANDIA PUBLIC CHRISTIAN SCHOOL**

**Three Year Education Plan  
2019-2020  
November, 2019**

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

OUTCOME THREE: Alberta's education system is inclusive.

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

Jurisdiction Outcome 4-A

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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 school council meets monthly and we regularly review how the school is doing and ask for input. We have a clear and shared focus on developing our students so that they are equipped to serve God joyfully in all areas of life.

### **Education Plan Distribution**

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

### **PHPS Foundation Statements**

#### **Mandate**

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

#### **Purpose**

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

#### **Motto**

"Together we learn"

## School Foundation Statements

**Mission Statement:** Neerlandia Public Christian School will provide a Christ-centred education so that students are equipped to serve God joyfully in all areas of life.



At Neerlandia Public Christian School we believe:

- Our students are developing a deeper understanding of the Biblical story so they will be able to serve others in their learning and play!
- Each child and staff member is a unique and valuable gift from God with different strengths and talents and is worthy of respect.
- As a school community, we are called to help our students discover their gifts and talents so that they have the confidence to use them as they seek to uncover and live out God's plan for each of them.
- In an attitude of Grace where risks are encouraged, challenges issued and children are able to grow as learners
- That each child, being made in God's image, deserves to, and has the ability to learn and show their learning in the ways which work best for them.
- Learning is a process, not an event, and deep learning is transformational for the learner and our world, leading to the Glory of God.
- Learning is Christ-centered and true learning reaches well beyond the classroom walls.

**Motto:**

"Learning to Serve"

## **Historical Background**

The first settlers in Neerlandia arrived in 1911 and were mostly of Dutch descent. It was a community built in true pioneer spirit by people with a strong work ethic and Christian faith. We believe that these traits have been passed down from generation to generation. In 1915 a small school had started in Neerlandia, however, it was not until 1917 that the Shoal Creek School District #3460 was formed and then, in 1919, the first school building was officially opened. Neerlandia Public Christian School has always been governed under the public school system, but it also has a unique history of providing Christian education. In 1995 the school received official Alternate School Status and officially became the Neerlandia Public Christian School. In December of 2015, Neerlandia Public Christian School moved into a brand new, state of the art building with a balanced learning environment in every classroom and a spacious CTS kitchen.

Neerlandia Public Christian School's motto is: "Learning to Serve". This is a continuing goal and vision for the student body. Over the years the school community has expanded to include families from many different Christian backgrounds and denominations. Students come from Barrhead and beyond the school's geographic attendance boundaries because of the alternate Christian status. The school community is blessed to be able to offer Christian education and hopes to continue to grow with the Lord's continuing grace and faithfulness.

## **Demographics**

Neerlandia Public Christian School is a K through Grade 9 school located in the hamlet of Neerlandia, and is part of a thriving farm community located north of Barrhead, Alberta. We serve approximately 190 students as a Christian alternative school within Pembina Hills Regional Division #7. Although alternative status was formalized in 1995, our history of providing Christian education in the community goes back to 1915.

We incorporate a Christian world and life view in all the subject areas, challenging students to apply their learning to a faithful life of service. Devotions begin every school day and Bible is taught as a core course in Grade K through Grade 9. All staff members meet for devotions every Tuesday morning and regular assemblies, focused on the year's theme, are held each month. We also emphasize service projects of various kinds throughout the year as we try to teach the students to serve God and others.

## 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

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

**OUTCOME TWO**: Alberta's education system supports First Nations, Métis and Inuit students' success.

**OUTCOME THREE**: Alberta's education system respects diversity and promotes inclusion.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

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

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

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

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

**Key Priorities and Strategies 2019-2020 - Neerlandia Public Christian School**

<p><b><u>Student - Teacher relationships</u></b>  <b><i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></b></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</b> of students from feeder schools</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 (NPCS) we will:</u></b></p> <ul style="list-style-type: none"> <li>● Work with BCHS to transition our students to grade 10</li> <li>● Continue to provide counselling services through our teacher counsellor</li> <li>● Utilize district counselling supports for students who need more intensified supports</li> <li>● Send appropriate staff to Mental Health PD to build capacity</li> <li>● Continue to use FCSS counselling services</li> <li>● Run intramural programs where staff are encouraged to play with students</li> <li>● Set up intentional supervision schedules to allow staff to connect with students during breaks</li> <li>● Daily morning devotions in homeroom</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



- **Schools will assign a Lead Teacher** (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.
  - 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:
  - Reading Readiness Screening Tool - RRST (Literacy)
  - BenchMark Assessment System - BAS (Literacy)
  - Math Intervention Programming Instrument - MIPI (Numeracy)
- The principal's role is to ensure implementation and alignment by:
  - 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

**In our school we will:**

- Continue to use the RRST, BAS literacy assessment, and the MIPI to gauge student learning and information 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.
  - Ensure the school literacy lead and school numeracy lead attend all workshops and meetings to develop capacity within our school teaching community
- Complete our implementation of Reading and Writing Workshops (Lucy Calkins).
- Continue to have elementary classrooms use Words Their Way or equivalent word work program for consistency and fidelity of Language Arts programming
- 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 will 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.
- Begin using a daily math program that reviews all concepts in a 2 week period to maintain consistency and ongoing development of students' number sense and non-calculator skills

<p><b>Support for Staff</b>  <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"> <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>	<p>1, 2, 3</p>
<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> <li>○ Facilitating access to and support from division staff and/or external services</li> </ul> </li> </ul>	<p>3</p>
<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> </ul> </li> </ul>	<p>3, 4</p>

<ul style="list-style-type: none"> <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>	
<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> <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> </li> </ul>	4
<p><b><u>In our school we will:</u></b></p> <ul style="list-style-type: none"> <li>● Continue to work with district staff to meet the needs of our students. This includes the division Inclusive Ed specialist and the PA mentor, which our school is helping to fund the position.</li> <li>● Host parent sessions in the evening to do a blanket exercise and work with the district FNMI lead for our school to inform parents and help bridge levels of understanding. We will work with the district FNMI lead to educate students.</li> <li>● Continue to support Reconciliation work within our school</li> <li>● The principal and associate principal will monitor and support RTI and FNMI students, in collaboration with the classroom teachers</li> <li>● Provide release time for teachers to work with the PHPS Inclusive Ed Specialist to plan lessons and units that provide access and opportunity for all learners within the classroom (UDL).</li> <li>● Encourage staff to attend appropriate ERLC and PHPS sessions to gain further skills and understanding</li> <li>● Continue to attend or provide PD for concept based instruction</li> <li>● Send appropriate staff on field trips to ensure access and success for all students in each grade group</li> </ul>	



## 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:**

- To enhance student learning opportunities:
  - NPCS will continue to offer a broad range of studies including the fine arts, technology, health, physical education and religious education.
  - NPCS will continue to creatively ensure that students have access to quality fine arts opportunities, including specifically scheduled art, music, band, and drama classes.
  - NPCS will continue to provide a range of appropriate co-curricular and extracurricular activities for students, both academic and athletic.
  - Students, teachers and parents at NPCS will work together to set goals during October Goal-Setting interviews.
  - The teachers in NPCS will attend in-services on PD days and early dismissal days that support UDL and Teaching for Transformation.
  - NPCS teachers in K-7 will continue to communicate and share assessment tools and student performance using those tools; e.g. Kindergarten assessments, DRA word recognition screening, etc.

**Commentary (July 2019):**

Numeracy

- Teachers at NPCS continued to use a balanced approach to literacy including daily word work, guided reading, systematic writing instruction and intervention programs as required, especially LLI.
- Teachers at NPCS participated in the district literacy sessions as organized by the Literacy Coordinator
- Div 1 teachers were updated in training for the RRST and DRT-2 reading screens.
- RRST and BAS tests were administered, scored, analyzed and used to inform instruction according to PPHS guidelines.
- LLI has continued in each elementary classroom to support students for whom a balanced approach to instruction is not sufficient.
- Reading intervention groups were established and taught by the literacy lead teacher for NPCS. These were the students who required the highest level of reading support. Programs included LLI, ERI, and Fly Leaf.

Literacy

- NPCS mathematics teachers administered the MIPI in the early fall.
  - The results for each student and each test question were entered into a spreadsheet which gave teachers two important data sets:
    - which concepts individual students struggled with,
    - which concepts the entire class struggled with.

- The data was used by the teachers to focus and prioritize the concepts for the school year.
- Elementary teachers at NPCS continued to implement the 10 Block Model of mathematical fluency.
- Discussion around the need for consistent mathematical vocabulary continued and all teachers were observed being very intentional in their choice vocabulary during instruction, practise and assessment activities.
- Regular conversation was held at PLC meetings related to teaching strategies and common language that help students develop numeracy skills.
  - The teachers have also begun to explore the numeracy progressions and to look at how numeracy impacts all subjects.
- Lucy Calkins Reading and Writing Workshops were introduced in Div 1 classrooms. Words Their Way was also introduced into the word-work portion of the Language Arts routine.
- Students at all grade levels were observed integrating mathematical vocabulary into their explanations of their thinking.

#### General Comments

- All of our grade nine students participated in the School Expo and in the orientation to high school at Barrhead Composite High School.
- 25 out of 54 students in Grades 7-9 achieved honour roll status in the present school year.
- All of our grade nine students (100%) participated in sessions on career decision making including the School Expo and health classes.
- Several NPCS students were recognized with special awards for their participation as citizens in society. This included 3 students who won the PHRD Citizenship Awards, as well as several students who participated in and won awards for the Legion Remembrance Day Contests.
- All of our students (100%) participated in at least one service project, many in several.
  - NPCS students participated in 3 on-going annual service projects; Highway Cleanup, Terry Fox Run, and Community and school grounds cleanup.
  - We continued our partnership with a small northern Saskatchewan First Nations Community through LAMP and organized a drive to supply food for their school breakfast and lunch programs as well as clothes, games and books.
- Each of our classes also undertook special service projects which ranged from visiting, playing games with, and singing for the elderly in various care centres in Barrhead, bringing songs and fruit baskets to seniors and shut-ins in Neerlandia, writing cards of encouragement and comfort to those who need them, a band performance for seniors, helping with the food bank and other social services, sharing art with seniors, etc.

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

Overall our PAT results were promising as we were ahead of the province in all subject areas for grades 6 and 9. We had 100% meet the acceptable level in grade 6 ELA and grade 6 Math. We would like to have 100% meet the acceptable level in all subject areas, even if the province ranges from 67-92% for the acceptable standard.

Of note, our grade 6 science had 42.1% meet the standard of excellence (provincially was 31.6%) and grade 9 science was 55% excellence (provincially 29.6%).

Our grade 6 ELA had a low percentage meet the standard of excellence, at 5.3% (provincially 19.6%).

Our grade 9s had a high level of excellence in ELA and Math, being 6.7% and 10.8% higher than the rest of the province in this area.

Teachers worked in groups to highlight areas of strength and weaknesses in all the PATs and will adjust their teaching strategies and time on certain areas to address the following areas for growth:

Grade 6 ELA - students could use more work with conventions such as apostrophe, ellipsis, italics, and parentheses, and in understanding what it means within the text. Students had problems discerning the figurative message specifically from articles and poems.

Grade 9 ELA - Students struggled with understanding vocabulary in order to draw a conclusion in a magazine article. Students were also unable to understand the view of the poet.

Grade 6 Science - Evaluate an experimental design to determine the hypothesis

- Explain why airplanes and sports cars are streamlined
- Given a diagram, label two bodies in space
- Interpret seasonal changes in length of day from the given information
- Identify two characteristics of handwriting analysis

Grade 9 Science

- Use physical and chemical properties to evaluate if a new substrate has been produced
- Analyze a given demonstration and identify if the reaction is endothermic or exothermic
- Determine the relative concentrations of three solutions
- Identify the role of an optical telescope

Grade 6 Math - Perimeter, area, multiplication and division, decimals were areas students were lower than the provincial average. We will spend more time on shape and space understanding and will continue to focus on basic facts (multiplication, division) and place value in all the elementary grades.

Grade 9 Math - Polynomials, perimeter, and surface area were areas of weakness. More time spent on shape and space in all of junior high should benefit this area.

Grade 6 Social - Areas to improve on would be understanding primary sources, understanding principles of democracy, and recognizing media bias. Areas to be proud of would be knowledge of political systems and map reading skills.

Grade 9 Social - Areas to focus on and improve this year would be graph interpretation, comparing and making inferences from multiple sources. Areas to be proud of include analyzing a political cartoon, knowledge of political and judicial system.



**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:**

- Participation in Professional Development related to building staff foundational knowledge in the area of First Nations History and Culture, especially related to the ongoing work of Truth and Reconciliation

**Commentary (July 2019):**

- NPCS does not have any identified FNMI students who desire, or whose parents desire, special programming at this time, but staff are committed to exploring resources to build a better understanding of issues related to FNMI students who may enrol at NPCS in the future. As the new Alberta Teaching Quality Standard comes into place, we will support our teachers in the professional development required to fully attain it.
- Staff and students participated in Orange Shirt Day.
- We have continued the discussion of what residential schools were and their potential and real impacts.
- NPCS administration previously attended a two day workshop with the PCCE centered around Truth and Reconciliation in Christian Schools. The administration is using this as a platform to further develop plans of providing appropriate and meaningful education around Truth and Reconciliation.
- School administration are working with the NCES to further educate parents and community members about Truth and Reconciliation and how it works with Christianity.

- Discussions were held, then decisions made to move forward and have a parent night with the district FNMI coordinators doing the blanket exercise, followed by a Q&A session to help mitigate misunderstandings.
- Grade 7-9 students will then participate in the blanket exercise in the following weeks.

**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 Key School Level Strategies Include:**

Welcoming, Caring, Respectful and Safe Learning Environments / Teaching for Transformation

- To encourage each other in the growth of a Christian Professional Learning Community.
  - Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days
  - Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
  - Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning
  - Teachers will seek out opportunities to involve students in service opportunities and, where possible, relate these to Teaching for Transformation learning outcomes
  - The Neerlandia Christian Education Society will be asked for continued financial

support for teachers attending the PCCE Convention and for collaboration with other PCCE educators

- Neerlandia Public Christian School will celebrate its school community with “Home Group” assemblies in which “families” of students from all grade levels work together on a common monthly theme.
  - This year we are focussing on the theme “Living the Story”, where staff take turns telling their story of how God has had an impact on their life.
  - The goal is to help the students and staff realize they are all part of God’s story.
- NPCS will continue to have a weekly assembly to begin each week with praise and worship of our King and to celebrate student successes in all areas including academic, diligence, spiritual growth as evidenced by outstanding support for others, sports, fine arts and other extra curricular achievements.
- NPCS will integrate programs to address the development of moral character and safe and caring schools such as: DARE (Drug and Alcohol Resistance Education ), COOL Camp, and PARTY (Preventing Alcohol and Related Trauma in Youth)
- At the junior high level, the homeroom teachers will be responsible for both the daily devotion time and the Bible study time at that grade level

#### Inclusive practices

- We will re-emphasize work on Block One of the Three Block Model

#### Early Learning Programs

- Our Christian Education Society will run two half day preschool program each a week.
- The Principal of Early Learning will observe, make suggestions and help with referrals for speech/language or OT as required.

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

##### Welcoming, Caring, Respectful and Safe Learning Environments / Teaching for Transformation

Throughout the 2018-19 school year the NPCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on Teaching for Transformation principles and strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given release time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and our understanding of our places in God’s Story.
- The teaching staff were encouraged to attend all or part of the Prairie Centre for Christian Education Teachers Convention and this was supported by the administrators through the covering the sub time for teachers choosing to attend. The teachers who attended reported back at the next PLC.
- Our school administration previously attended a workshop sponsored by the Prairie Center for Christian Education which was focussed on ensuring that our policies around creating safe and caring spaces align with Christian Principles, legislation and Board and System Policies. Our policies align.
- The Neerlandia Christian Education Society continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation units with the focus on deepening the

learning experiences by strengthening activities which engage the students at the levels of heart and hands. This did not occur regularly, however.

- Several early dismissal times and some of the school-based professional development days focussed on planning for successful inclusion by using Shelley Moore's planning tools, in combination with CBI principles of universal access, designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.
- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

#### Support for Students at Risk

- Staff worked with admin to get up to date on the division procedures for IPPs and Special Education.
- Students with the highest reading needs were put into reading intervention groups with the lead literacy teacher to receive explicit, direct reading instruction to close the gaps and give the students the literacy skills necessary to succeed in the classroom. Groups had fluidity throughout the year as student's reading levels changed and the appropriate intervention programs were established to meet the reading challenges of each student.
- NPCS teachers participated in division initiatives and training and have continued to follow Division guidelines for reporting in Literacy programs and Powerschool.
- We have continued to assign a .10 FTE counselling position that supplements the personal, career and education counseling carried out by junior high teachers in the context of homeroom, health, social studies CTS and other classes.
- New staff members were sent for SIVA training to ensure that we use the latest in preventative strategies and behaviour management.
  - School admin follow up with the SIVA training to write PSMEs and ensure that the approach to working with the student is built on authentic, positive relationships and truly knowing the child; proactive and caring, not reactive or punitive.

#### Inclusive practices

- NPCS teachers participated in the division opening day session with Shelley Moore's introduction to inclusion series.
- NPCS teachers participated in the division and school based PD based the new curriculum updates as well as Concept Based Instruction (CBI).
- School administration participated in Shelley Moore's 3 day training session on "Inclusion in Elementary Classrooms".
- Jr. High teachers were given tools and strategies such as visual schedules, key learning targets, and break systems to allow certain students more success in the classroom.
- Admin worked with teachers to shift the mindset for certain activities such as school field trips. The biggest adjustment was changing the mindset from "Can this student really succeed on this type of field trip?" to "How do we put proper supports in place so that all students can succeed on this field trip?". Although this has been a significant shift in mindset for some staff, most teachers now see the benefits and were astounded with the success of one student in particular. Admin will continue to work with staff towards full inclusion in all situations and recognizing that with proper supports, all students can succeed in all situations.

#### Early Learning Programs

- Our Preschool continued to work closely with both the school and with PHRD.
- We offer a two full days per week Kindergarten Program and participated in the RRST

screenings. A major focus of this program is the development of pre-literacy and numeracy skills to support students as they transition into grade one. It also assisted in the early identification of at risk students which allowed the teacher to adjust their instruction accordingly.

#### **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

- The NPCS principal 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.
- The administrators at NPCS will continue to use Walk-Throughs to support teacher growth.
- Administrators will use their Cognitive Coaching Training to hold meaningful conversations with individual teachers and with the staff as a whole, related to observations of trends during regular classroom walkthroughs.
- Personal professional growth plans will continue to direct the nature of school based professional development activities.

##### Professional Development Activities:

- Teachers will be encouraged to collaborate with each other and with teachers in other schools. Substitute time will be made available for collaboration.
- Each teacher will commit to:
  - continue to develop formative assessment strategies, including effective use of assessment rubrics;
  - attend related regional and divisional workshops;
  - access opportunities for divisional and regional collaboration
- Program assistants at NPCS will be provided with opportunities to meet with supervisors, staff and or administration to discuss effective supports of students.
- Key staff will attend VITRA training and/or SIVA training to better support students with behavioural and/or mental health challenges.

##### To encourage each other in the growth of a Christian Professional Learning Community:

- Administration will present staff with options (substitutes, travel costs, subsistence, etc.) to

support and encourage attendance at the Prairie Centre for Christian Education Convention and at PCCE Teaching for Transformation Training days

- Teaching staff will include growth in Christian perspectives on education as part of their professional growth plan
- Teachers will be supported by workshops and peer (local and from other Christian schools) collaboration time to learn and implement Teaching for Transformation strategies in their lesson and unit planning.
- Teachers will seek out opportunities to involve students in transformational learning experiences.
- The Neerlandia Christian Education Society will be asked for continued financial support for teachers attending the PCCE Convention and for collaboration with other PCCE educators.

Strategies to support formative and summative assessments, UDL, DI and TfT:

- The NPCS staff will continue to be able to demonstrate that they are balancing formative and summative assessment strategies
- Teachers will continue to address multiple means of presentation and representation in their plans.
- The administration, supported by the learning coaches, will continue to assist and facilitate means to encourage teachers in the implementation of formative assessment and Differentiated Instruction strategies, individually or in groups.
  - In particular the focus will be on numeracy strategies as we work to incorporate numeracy across all subjects.
- Staff will use a common vocabulary related to formative and summative assessment, literacy strategies and numeracy, universal design for learning and teaching for transformation.

Communication regarding Student Progress and Classroom Activities:

- Teachers at NPCS will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written, electronic and oral communications, to discuss student progress.
- The administrators at NPCS schools read report cards prior to distribution to parents.
- Teachers at NPCS will continue to increase their use of PowerSchool and the Web site.
- NPCS will strive to maintain the high level of parental involvement in Parent-Teacher conferences.

**Commentary (July 2019):**

Activities to support professional development

- See commentary under Outcome 3 regarding professional development activity related to Teaching for Transformation.
- Most of the teachers also attended the Christian Teachers Conference where they worked on TfT and Bible curriculum.
- Teaching staff included growth in Christian perspectives on education as part of their professional growth plan.
- PLCs included presentations by the PHPS Inclusive Education Specialist to learn to use Shelley Moore's Inclusive planning tools.
  - Teachers had an opportunity to begin using these tools for planning for the specific students in their classroom and were guided in how to provide appropriate support to



all levels of learners in the classroom.

- PLCs involved several presentations of Concept Based Instruction (CBI) and the new curriculum.
  - The principles of CBI included how to integrate the Tft Throughlines into planning units and lessons.
  - Staff were guided through the CBI process by participating in a Concept Based Lesson and reflecting on how this deepened their learning and understanding compared to simply content based lessons.
  - All K-4 teachers attended PHPS PD for two days on CBI.
  - Many teachers altered unit plans and worked on incorporating CBI into their lesson pedagogy, with positive results.
- All math teachers attended PHPS sessions on numeracy delivered by the PHPS Numeracy Coordinator.
  - As a result, Div 2 teachers are working toward daily math routines that review all concepts over a two-week cycle.
- Grade 1-3 teachers attended PD for the Jump Math resource and fully incorporated Jump Math in their classrooms.
  - Follow up support was given throughout the year by the PHPS Numeracy Coordinator and school admin.
  - Teachers observed increased confidence and fluency in math concepts compared to previous programs and resources.
- The grade 1, 3, and 4 teachers attended PD for Words Their Way.
  - This word work program was then implemented in the classroom.
- Reflection on the effectiveness of the 10 Block Model was a part of our conversations during School Based PD days and early outs, particularly with the teachers new to using it this year.
  - The teachers and administrators noticed an increase in the confidence and fluency of our elementary students compared to previous years.
  - We also noticed that there is an increased consistency of mathematical vocabulary across all grades, with teachers consulting with one another to ensure that they were consistent.
- New teachers were also trained in the implementation of the latest Benchmark Assessment, with the emphasis on how to use this information to inform planning and instruction.
  - All of this data was updated in Dossier.
- Our K and 1 teacher also continued to work with the PHPS Literacy Coordinator and NPCS Lead Literacy Teacher in administration and interpretation of the RRST.
  - This information was used to inform planning and instruction so that identified students received targeted small group and/or individual instruction.
- Our School engaged in opportunities to support our Interim teacher with district lead mentor supports.

#### Satisfaction with instruction, teachers and administration

- Satisfaction with instruction, teachers and administration continued to be very high.

#### Communication regarding Student Progress and Classroom Activities

- Teachers communicate student progress in a variety of ways. They communicate through things such as agendas, DOJO and by regularly updating of powerschool in grades 4-9. Tests are often sent home to be reviewed signed and returned.



- Phone call contacts and two parent conferences per year also add to our contacts. Parent conferences had 98% attendance in October.
- In addition to this, progress reports were sent home during the school year and a final report card was sent home in June.

#### Technology use for instruction

- Technology is now a routine part of both instruction and student demonstration of learning at all levels.
- All junior high students are enrolled in an Information Technology option in grade seven and Digital Citizenship is a required unit in this course.

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

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

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

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

#### **Jurisdiction Measures:**

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

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

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

**Key School Level Strategies Include:**

Engaging and communicating with the community:

- NPCS will invite all parents and community supporters to the annual kick-off breakfast on the first day of school which is also our Grand Opening.
- NPCS will continue to be intentional in inviting parents and community members to specific assemblies throughout the school year.
- NPCS will use multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email and Facebook Page
- In September, NPCS staff will identify and plan projects which can involve parents and community members; e.g., Welcome Breakfast, Terry Fox Run, Spring Clean-up.
- In August, teachers at NPCS will plan out their field trips and fundraisers so that they are, as much as possible, balanced throughout the year.
- NPCS staff will explore strategies to encourage more parental involvement in Junior High fundraisers as well as athletic events (driving).
- NPCS staff will ask the School Council for help in recruiting parents as classroom liaisons to organize athletic and fundraising events.
- NPCS will continue to encourage the high level of parent participation in special classroom and school events such the Celebration of Learning, St. Nick’s Day, DEAR events, pysanka painting, etc.

Extra-Curricular Planning and Supports:

- ...

Budgets and School Generated Funds:

- NPCS will monitor the school budget regularly and planning for a reduction in school operating reserves in alignment with PHPS policy.

**Commentary (July 2019):**

Engaging and communicating with the community

- Our school council meets monthly and works closely with the school staff and administration to ensure the embedding of our core Christian values into the daily work of our school and is

regularly updated on student achievement.

- Our school continued to produce a newsletter format where articles are shorter, real pictures are included and it is printed in colour. This letter began with an article by the principal which connected the academic work of our school with the Christian principles which are integral to the unique nature of NPCCS.
- We kept the website updated and our assistant principal kept our Facebook Page updated and relevant.
- Interested parents were engaged in dialogue around the “controversy” of St. Nicks Day and Black Pete.
  - The school has chosen to eliminate Black Pete from the festivities due to the controversial tone.
  - This has led to great discussions about society sensitivities, cultural awareness and our role as a Christian school in these types of issues.
- The Christmas concert filled the church building again this year with parents, community members, and relatives, allowing students to demonstrate curricular learning and an opportunity to worship and acknowledge Jesus’ birth.
- Parents and community members were invited to our more prominent assemblies, including Thanksgiving, Remembrance Day & Easter.

#### Extra-Curricular Planning and Supports

- We ensured that our coaches are up to date on the latest APs and protocols.
- Our students had the opportunity to participate in a wide variety of curricular and extra curricular events.
  - This included numerous sporting opportunities such as cross country runs, track and field, participation in the Pembina Hills Small Schools Athletic Meet, volleyball, soccer, basketball and badminton.
- New admin and a couple of new teachers worked to develop an elementary sports program that participated in PHPS tournaments for volleyball and basketball.
- Our students also had the opportunity to participate in a variety of arts-based activities including Bach to Beetles, music festivals, and several performances.
- Many of our students participated in the Kiwanis Music Festival and our junior high band students had the opportunity to participate in our Christmas concert, with the elementary students doing the choral pieces and Jr Highs doing the play.
- Our students also participated in several major assemblies including Thanksgiving, Remembrance Day, Easter and our Farewell to Staff Year End Assembly.

#### Budgets and School Generated Funds

- We maintained accurate records and were on track with our budget.
- Because of a couple of smaller than average classes, we did use some of our reserves this year.

### 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
	39	93.6	24.4	35	89.1	25.5

##### 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	87.0	92.9	85.6	88.8	93.3	89.3	92.3
Parents	90.5	100	97.1	93.9	99.4	95.0	98.1
Students	73.5	80.7	68.9	72.6	80.6	74.7	78.9
Teachers	97.1	98.0	90.9	100	100	98.3	100

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	83.9	89.4	91.7	89.7	95.3	93.8	91.1
Parents	75.0	88.9	83.3	87.1	90.6	95.8	90.5
Teachers	92.9	90.0	100	92.3	100	91.7	91.7

**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	71.4	80.8	88.9	84.2	90.5	85.0	85.0
Percentage at Excellence	23.8	23.1	11.1	26.3	19.0	25.0	30.0

**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	–	–	–	41	39	25	29
Percent	42.0	42.0	60.0	65	63	47	62

**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	96.6	94.7	95.2	96.0	98.7	100	100
Students	73.0	65.3	74.3	70.5	74.1	71.7	94.9
Staff	93.8	100	100	91.7	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	19	15	15	15	15	15	15

**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	180	186	182	174	179	190	182
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	1	1	1	1	1	1	1
Percent	1.0	1.0	1.0	1.0	1.6	1.9	2.1

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year	21	22	18	21	20	21	0

**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	–	–	–	60	62	53	46
Percent	30	41	100	100	100	100	100

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	0	0	0	0	0	0	0

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

	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	91.3	95.6	93.4	92.8	94.3	93.2	95.9
Parents	88.1	95.5	98.2	95.8	99.4	99.2	100
Students	85.9	91.5	83.9	84.3	85.8	80.4	89.3
Teachers	100	100	98.2	98.4	97.8	100	98.4



**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	100	100	100	100
Students	91.5	92.3	92.7	98.2	94.9	97.1	100
Staff	93.8	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	99.1	98.2	97.9	98.0	98.9	99.4	100
Students	83.1	85.3	85.9	69.6	73.6	89.6	94.3
Staff	92.7	97.4	96.7	100	97.2	99.1	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	84.7	89.0	88.8	89.1	92.9	91.0	87.3
Parents	74.5	85.2	94.1	89.8	96.1	95.8	82.5
Students	86.8	81.9	75.3	80.1	82.4	77.1	81.8
Teachers	92.9	100	97.0	97.4	100	100	97.4

**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		0.5	0.0	0.0	0.6	0.0	0.5
Level 5		0.0	0.5	0.0	0.6	0.5	0.5
Level 4		2.7	1.6	1.2	2.8	2.7	4.4
Level 3		3.7	4.9	3.5	4.5	2.7	4.9
Level 2		7.0	5.5	9.9	6.1	8.2	8.2
Level 1		86.1	87.4	85.5	85.5	85.9	81.3

**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	81.3	83.7	84.0	81.7	88.4	86.3	79.4
Parents	82.4	88.6	86.1	82.1	94.6	92.6	87.9
Students	75.7	78.7	75.0	76.3	83.3	78.0	70.5
Teachers	85.7	83.8	90.9	86.5	87.3	88.3	79.8

**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	90.5	90.0	100	92.3	100	97.2	92.3

**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	89.7	89.0	90.5	98.0	93.4	96.6	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	100	98.7	100	98.0	100	96.6	98.3
Students	92.0	96.1	91.7	95.2	91.1	95.9	100
Staff	93.8	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	98.2	97.3	95.2	100	98.7	93.1	98.3
Students	91.2	90.9	89.1	94.2	91.4	92.7	98.7

**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	95.9	93.5	96.1	96.0	No Data*	98.3
Students	70.3	68.8	68.5	75.5	88.9	70.5	100
Staff	93.8	92.3	100	100	100	100	100

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

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.4	97.3	91.7	100	100	100	100
Students	87.6	85.7	88.0	88.5	94.7	95.9	98.7
Staff	91.7	76.9	100	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)**

Number by area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
NP	62	50	60	95	67	95	189

**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
NP	1.93	1.85	1.24	0.97	1.03	1.23	1.27

#### 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	1.30	1.99	1.92	2.08	2.44

#### 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	93.1	90.7	88.9	90.2	92.1	96.6	95.0
Students	79.3	81.8	80.7	75.5	79.3	85.4	88.5
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: My 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	82.1	73.3	72.9	68.9	87.7	72.9	92.4
Teachers	93.8	83.3	86.7	100	88.9	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	95.2	96.5	94.8	97.4

**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	80.2	86.2	78.1	98.7
Teachers	–	–	New 2015	100	100	100	91.7

**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	96.1	96.1	93.1	98.3

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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	84.8	84.1	87.6	90.6	95.0	97.9	91.9
Parents	75.3	68.2	86.2	82.7	89.9	97.5	88.6
Teachers	94.3	100	88.9	98.4	100	98.3	95.3

**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	86.7	95.6	90.7	94.8	97.1	91.0	91.5
Parents	88.2	100	90.9	97.0	100	95.8	100
Students	86.1	86.8	81.3	87.5	91.4	77.1	89.8
Teachers	85.7	100	100	100	100	100	84.6

**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	94.9	98.5	95.5	95.4	96.7	96.0	96.6
Parents	92.0	100	96.5	94.4	97.1	97.9	96.8
Student	93.9	95.6	90.1	91.7	93.0	91.5	94.3
Teachers	98.8	100	100	100	100	98.6	98.7

**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	73.9	76.6	80.5	81.8	83.9	84.6	77.3
Parents	55.2	76.5	83.9	81.1	76.3	79.1	57.1
Students	75.6	78.3	77.4	78.7	79.4	84.3	83.9
Teachers	91.0	75.0	80.3	85.5	96.1	90.3	90.9

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	98.3	97.3	90.3	98.0	97.4	94.8	100
Students	89.3	92.1	91.8	93.4	93.0	93.8	98.7
Staff	93.8	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	93.1	98.6	100	100	98.7	100	100
Students	78.8	97.4	98.2	98.1	100	98.9	100
Staff	93.8	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	98.2	93.2	98.3	92.2	96.1	94.8	98.2
Staff	93.8	100	93.3	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	–	–	–	98.0	94.7	94.8	88.3
Students	73.0	66.2	68.8	65.7	74.1	69.1	85.9
Staff	93.8	100	100	100	91.7	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	98.6	100	98.0	100	100	100
Students	91.9	96.1	94.4	99.0	100	94.8	100
Staff	93.8	100	100	91.7	100	100	100

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

*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	98.0	97.3	98.3	100
Students (Gr 10-12)			New 2015				
Staff			New 2015	91.7	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	98.2	84.0	86.7	98.0	92.9	98.1	90.9
Students (Gr 7-12)	96.2	100	89.3	100	100	97.9	92.3

**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	73.9	74.0	68.5	100	82.5	100	89.9
Staff	93.8	84.6	93.3	98.1	91.7	84.2	93.8

**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	\$0	\$0	\$0	\$3000	\$2000	\$1000	\$500

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	40	40	40	30	10	10	12

**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	25	25	25

**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							