

PIBROCH AND SUNNY BEND COLONY SCHOOLS

Three Year Education Plan

2019-2020

November, 2019

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OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-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 is based on the structure of a Hutterite Colony structure. The colony has different men and women assigned to different roles for which they are responsible. The German Teacher is a colony member that is voted in by the men. He is responsible for the children ages 6-15 on the colony. Because of his role, the German Teacher works closely with the school to act as a single representative of the school council. If the German Teacher wants more input on significant issues that he feels he cannot decide on his own, he will either go to the council on colony - a group of usually 5 men who meet daily to decide colony issues together - or he will call a meeting with the parents and the principal to go over the issue, discuss, and decide as a group. For ed planning, the principal meets with the German teacher and the parents to complete school surveys, discuss all aspects of the school and the school year to find out what areas the colony and the parents would like to school to focus on. The principal then takes these suggestions back to the school staff and they work these suggestions into the new school ed plan.

Education Plan Distribution

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

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

Additional Context: Hutterite Schools

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

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

Historical and Demographic Background

Pibroch School is a K-9 school located on the Pibroch Hutterite Colony. The Pibroch Colony is situated north of Westlock along Highway 44. Typically the Pibroch Colony does not send their children to kindergarten, unless they turn 6 early in the new year. Plans are in place for the Pibroch Colony divide as they are establishing a new colony in northwestern Alberta. This will result in lower enrollments in the next 2 to 5 years. Pibroch School had **27** students enrolled at the beginning of the 2019-20 school year. We had 1.0 FTE certificated staff (teachers and principal) and 1 full time support staff members. Student enrolment is found below:

Sunny Bend School is a K-9 school located on the Sunny Bend Hutterite Colony. The Sunny Bend Colony is situated north west of Dapp. Unlike the Pibroch Colony, Sunny Bend parents usually send their children to kindergarten. Sunny Bend School had 27 students enrolled in the fall of 2019-20 school year. Sunny Bend's enrollment will remain fairly stable over the next few years. There were 1.5 FTE certificated staff (teachers including principal) and 4 support staff members (full time). Student enrolment is found below:

Enrollment by Grade	Pibroch				Sunny Bend			
	2016-17	2017-18	2018-19	2019-20	2016-17	2017-18	2018-19	2019-20
Grade								
Early Entry (PUF)	0	0	0		1	0	0	
Kindergarten	2	1	0		4	0	2	1
Grade 1	7	3	5	1	3	5	1	3
Grade 2	4	5	3	5	4	3	5	2
Grade 3	5	3	4	3	2	4	3	4
Grade 4	0	4	4	4	4	2	4	3
Grade 5	3	0	4	4	3	4	2	4
Grade 6	3	3	0	4	1	3	4	2
Grade 7	3	3	3	0	2	1	3	4
Grade 8	5	3	3	3	4	2	1	3
Grade 9	1	4	3	3	1	4	2	1

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 - Sunny Bend and Pibroch Colony Schools

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

<ul style="list-style-type: none"> ■ Junior High to Senior High <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5

In Sunny Bend and Pibroch Colony Schools we will:

- Attend opening day sessions
- Continue to support students with complex communication needs with PODD and sign language
- Continue to develop student/teacher relationships with “Talk Time” each morning
- Continue with UDL and move towards concept based learning
- Continue to request services of District Counselor as required by students
- Advocate for more of a presence from our Division for a Success Coach
- Continue with Wee Thinkers program for K-3
- Implement the Virtues program
- Learn more about the Guarding Minds At Work initiative
- Purchase Fly Leave program
- Hope to provide SLP support for students that require it
- Continue to use District resources to provide inservice sessions to staff

<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 / pont persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont 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. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. 	1, 4

<ul style="list-style-type: none"> ○ Orient and develop capacity of new teachers to PHPS ● Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. <ul style="list-style-type: none"> ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards. ● All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: <ul style="list-style-type: none"> ○ Reading Readiness Screening Tool - RRST (Literacy) ○ BenchMark Assessment System - BAS (Literacy) ○ Math Intervention Programming Instrument - MIPI (Numeracy) ● The principal's role is to ensure implementation and alignment by: <ul style="list-style-type: none"> ○ Ensuring and facilitating logistics for implementing the specified assessments ○ Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers ○ Supporting teacher release time to participate in Communities of Practice and or grade level training ○ Monitoring implementation of the Literacy and Numeracy strategy ○ Being a participant in professional learning 	
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<p><u>In Sunny Bend and Pibroch Colony Schools we will:</u></p> <ul style="list-style-type: none"> ● Continue to draw on support from District Literacy and Numeracy coordinator ● Learn more about the MIPI program and implement ● Administer DRT-2 assessment ● Assign Numeracy lead teacher between the 2 Colony schools ● Assign Literacy lead teach between the 2 Colony schools ● Continue to use EPPC funding to implement these strategies ● Continue to use Kim Sutton Math program for division 1 students 	
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<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students 	<p>3</p>

<ul style="list-style-type: none"> ○ 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: <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 	<p>3, 4</p>
<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. 	<p>4</p>

- 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)

In Sunny Bend and Pibroch Colony Schools we will:

- Implement planning strategies discussed at Keynote address
- Use resources assigned by District
- Continue to attend PD specific to outlined goals
- Support Program Assistants in PD and other avenues for students with complex communication needs

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:

Literacy:

- Administration will ensure availability and access to multiple levels of LLI program resources
- Teachers will measure student growth along the literacy continuum semi-annually and provide anecdotal feedback on an ongoing basis in the interest of program improvement
 - Continue to use Fountas/Pinnell benchmark Reading Assessments
- Continue use of Daily 5 for div 1 students.
 - Seek additional training for staff.

Numeracy

- The Principal will ensure resources for Daily 5 math are available to teachers.
- The Principal will ensure the Kim Sutton “10 Block Model for Math Fact Fluency” resources and training are provided to teachers for utilizing on a daily basis

General

- The Principal will work with the colony to attempt to have all kindergarten students start in January of the year they turn 6.
- We will continue to provide ESL intervention for kindergarten students.
- Enhance the CTS opportunities for students at both colony schools.

Commentary (June 2019):

Literacy:

- LLI was continued at both Pibroch and Sunny Bend colony schools this year, involving students from k-7.
- Teachers and PAs were trained in the use of the LLI resources by the PHPS Literacy Coordinator.
- Program assistants and teachers were responsible for implementing LLI with various groups in the schools.
- Groupings of students were fluid and flexible throughout the school year as students progressed at different rates.
- Teachers at both schools used the Fountas and Pinnell benchmark reading assessments to track students reading achievement at 3 points during the school year - September, January, and June.
- Daily 5 teaching strategies were used in Language Arts for grades k-9 at Sunny Bend and Pibroch.
- The “Words Their Way” word work program was purchased and used at both colony schools.
- Each school worked with the district Literacy Coordinator to ensure proper pedagogical approaches were being implemented.
 - Programs were meeting the intended pedagogical approaches and minor adjustments were made where necessary.

- Programs currently align with the standards of the District Literacy Strategy team.
- The LLI kits continue to be an asset to the colony schools as they are of high quality and have a focus section for ESL students, providing valuable strategies and intervention.

Numeracy

- The MIPI results for 2019 - 2020 are as follows:
 - At Pibroch, the average results from Grades 2-9 (no 7's) is 63% while the district average is 68%.
 - At Sunny Bend, the average results from Grades 4 - 8 is 66% while the district average is 63%.

Citizenship

- Both school's staff further developed the collaborative problem solving (CPS) approach to work with students who needed to improve their citizenship qualities.
 - Opportunities were taken to work with individual students ranging from grade 1 to 9 to develop lagging skills to become positive contributors to the classroom environment.

September 2019 Comment on PAT Results:

The very low numbers of students who are enrolled in grade 6 and 9 means that individuals' results are analyzed by teachers rather than the group. The staff team uses the PAT data along with Mipi scores (numeracy) and the F&P (literacy) data to inform programming decisions.

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

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

Accountability Pillar Measures:

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

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

Key School Level Strategies Include:

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

Commentary (July 2019):

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

Developing an Understanding and Respect for Indigenous Culture and Experiences:

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

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 Include:

Welcoming, Caring, Respectful and Safe Learning Environments:

- The principal will lead regular staff meetings to address issues and concerns
- We will post and follow specific routines and organizational expectations
- We will continue to implement the Respecting Diversity Program and Democratic Classroom strategies.

Support for Students at Risk

- Our school will engage with the School Link Team and the Student Services team to support programming for Tier 2 and 3 students.
- Our School will use the tools provided by Student Services with the intention of efficient planning, monitoring, collaboration of services, deployment of services and communication.
- We will increase communication with parents regarding students' individualized needs and growth
- LLI kits are stored at the colony schools.

Inclusive practices

- Co-develop and implement UDL-based practice, cross-curricular competencies, or other innovations to teaching and learning.
- We will develop core units that provide students opportunities to demonstrate their knowledge in a variety of ways (multiple intelligences)

Early Learning Programs

- We will work with PHRD Principal of Early Learning to identify students with early learning needs and to plan programming needs and resources for the students
- We will assign a program assistant to work with the identified child(ren).
- Our School Administration, student services team and staff will collaborate with the Director of Student Services and Student Services staff to place each student in the division RTI model.

Commentary (July 2019):

Welcoming, Caring, Respectful and Safe Learning Environments:

- The teachers and administration at both locations have strong relationships with the German teacher, a colony member in charge of working with the children.
 - Time is spent each morning talking with the German teacher to keep connected and updated on what is happening in the school.
 - These strong relationships allow for further consistency between the adults in the children's lives and further adds to the healthy learning environment.
- The staffs of Pibroch and Sunny Bend Schools are committed to ongoing maintenance and enhancement of a safe and orderly environment. All staff realize that without a safe orderly environment, learning cannot take place.
- Both schools implemented the Preferred Activity Time (PAT Time) strategy for positively addressing student behaviour and management.
 - This system was effective in both schools and allowed for continuity between different staff members for consistent student expectations.
- Both schools implemented the Zones of Regulation as part of the Health program.
 - All staff worked together through PLCs and staff meetings to further develop their understanding of the zones and how to apply this to every aspect of the student's school day. The consistency of use by staff, combined with the easy to understand the nature of the program, made this an easy program to implement.

- The Zones program was a key part of many newly purchased Health curriculum resources that were used at both schools.
 - Health teachers agreed that it was easy and enjoyable to provide health lessons this school year with these resources being made available.
- Many PE resources and equipment were purchased, giving students a variety of games, exercise, and activities to do.
 - Staff also recognized the benefits of having more options to choose from to provide better programming and make for easier planning, including less redundancy of activities during the school year.
 - At Pibroch, 11 Chess games were purchased and taught to the children and they have thoroughly enjoyed the game.
- Both schools designated a healthy snack time in the morning.
 - Students were given the opportunity to bring healthy snack choices instead of junk food, a common food of choice in the past.
 - At the beginning of the year, staff would discuss different snacks and whether or not they could indeed be considered healthy, or if they should be considered junk food.
 - As students fully learned and understood the differences, it became very normal to see only healthy foods in the classroom.
 - There is still room for growth as some students try to sneak junk food to eat outside during their recess breaks.
- Both schools had designated recess supervision schedules and staff not only went out to supervise, but actively played and engaged with students.
 - This created less recess issues as more kids were involved with playing and interacting, resulting in lower amounts of bullying or harassment as they weren't as bored.
 - Staff interacting also helped model proper attitudes and behaviour for students so they would learn healthy, appropriate ways of playing and interacting together, rather than being left to fend for themselves.
- Both staffs further developed the collaborative problem solving (CPS) approach to work with students who needed to improve their citizenship qualities.
 - The CPS approach was a key learning point at the Mental Health conference and gave the principal and other staff an opportunity to further refine and develop this skill. It is a process that takes time and practice to properly implement.
 - Opportunities were taken to work with individual students ranging from grade 1 to 9 to develop lagging skills to become positive contributors to the classroom environment.
- Our school reviewed the Student Code of Conduct with staff, the school council, and students.

Support for Students at Risk

- In 2018, three of the support staff, as well as the principal, were trained in the use of PODD - a communication system for non-verbal students with complex communication needs.
 - The staff have integrated the PODD communication and language into every activity they do with these two students as it is like teaching another language - immersion with plenty of exposure is one of the main keys to any success.
 - In 2019-2020 three more staff including the principal will get trained.
- At least half of the staff from each school attended the Mental Health and Wellness conference in October of 2016. Unfortunately, all of those staff do not exist at either colony in 2019.

Inclusive practices

- All of our students are learning English as their second language.
- We have 2 students with very high needs in the classrooms full time. At times, they will be taken home during the day due to low energy levels. Otherwise, they are fully immersed in the classroom setting with the exception of being removed for physio and one on one work with the Program Assistants.

Early Learning Programs

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

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

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

Accountability Pillar Measures:

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

Jurisdiction Measures:

- 4.2 (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- 4.3 PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 4.4 PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 4.5 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 4.6 PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 4.7 PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 4.8 PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.9** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)
- 4.10** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.11** Average age of computers in schools.

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs

and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

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

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

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

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

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

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

Key School Level Strategies Include:

Professional Development

- We will continue to seek opportunities to bring the two colonies together to support educational opportunities such as team building exercises.
- The entire Pibroch and Sunny Bend staff will be attending the Saskatchewan Hutterian Educators Association Conference on October 24 and 25 in Saskatoon to gain a better understanding and appreciation of the Hutterite culture
- We will work with district lead Teachers to continue to
 - Develop PBL units.
 - Integrate literacy and numeracy throughout all curricula and courses.
 - Continue to implement CTF and CTS courses based on student needs and interests

Communication regarding Student Progress and Classroom Activities

- Teachers will continue to implement the strategies indicated in PHRD Administrative Procedure 60-10 as they relate to regular contact with the home, including written and oral communications, to discuss student progress.
- We will implement a daily communication system (i.e. agendas or communication folders).

Educational Programming

- We will utilize ADLC courses when needed
- Staff will work together to provide a wider range of programs and options classes at school (ie: foods study, outdoor ed, chess, drama).

Commentary (July 2019):

Professional Development

- PLCs were combined between Sunny Bend and Pibroch colony staff to work together on literacy strategies.
- Staff continue to go to Hutterite teacher PD conferences to find appropriate ways to meet the learning needs of Hutterite students in a colony school setting.
 - This includes the entire Pibroch and Sunny Bend staff attending the Saskatchewan Hutterian Educators Association Conference on October 24 and 25 in Saskatoon to gain a better understanding and appreciation of the Hutterite culture
- One Program Assistant will be attending the 'Celebrating The Challenges Conference 2019' in Edmonton on October 17-19 which is the Council For Inclusive Education.
- Other activities to affect staff collaboration and engagement included:
 - Google Docs for report cards
 - Google docs for staff meeting agendas and notes

Communication regarding Student Progress and Classroom Activities

- Teachers communicate on a daily basis with parents through student agendas.
 - Communication was both individually about the student's achievement during the week, as well as communication about what the class was learning for the day.
 - Every family appreciated the implementation of the agendas in the colony schools this year.
 - Parents were more aware of what their children were learning and the general events going on in the school.
- Survey results indicate overall satisfaction as well.

Educational Programming

- Staff continue to teach students in all required subjects and provide CTS and options courses that meet students' needs and interests.
- ADLC courses have been used to aide teachers in deliver appropriate courses to students who need them.
- Staff at both colonies continued to work together to create a purchase list of Physical Education equipment that have vastly expanded the PE opportunities for the students.
- Food study and Drama were also option classes for the students at Pibroch.
- At Sunny Bend, Outdoor Education was a new option class.

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:

- The principal will continue to work on developing relationships and meetings with the German Teacher and Colony leadership to create a deeper, more consistent level in the future with the intent of developing proper systems for having colony input and decision making in the school
- We will collaborate with the German teacher and the colony parents to create an acceptable and collaborative form of a School Council that does not interfere with traditional colony structures, yet allows parents to have more collaboration and input in school decisions
- We will continue with the monthly morning meeting at Sunny Bend Colony with all of the parents, the German School Teacher, and the Head Preacher of the colony attending.

Extracurricular

- Pibroch attended the annual soccer tournament at Sunny Bend with Neerlandia and Pembina North in attendance.
- The colonies also take part in the annual Terry Fox Run where we walk/run around the entire colony.
- Both colonies also take part in the Suspenders Race in the spring time and our times compete with those of other colonies around the province.

Budgets and School Generated Funds:

- Staffing levels at Sunny Bend and Pibroch are managed and monitored to address student growth and classroom needs
- We will manage budgets and reserves to upgrade teaching resources
- There are unique budgeting challenges for Sunny Bend Colony School due to the extraordinarily high percentage of tier 6 students needing one-on-one PAs.
 - After consulting with regional office staff, it was decided that the principal and Superintendent would take the information, regarding the funding and budget issues, to the colony boss and seek ways to collaborate with the colony to address funding and staffing needs.
 - It was agreed that the Sunny Bend Colony would contribute financially to help offset the budget for both colonies as the colony decided not to provide further 'volunteer program assistants' for the 2019-2020 school year.
 - It is agreed that this will continue to be monitored by all parties involved to ensure everyone's needs and concerns are being met with this solution on a year by year basis.

Commentary (July 2019):

Engaging and Communicating with the Community

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

parents on a couple of matters.

- This was a shift in the approach to decision making and collaboration between the colony and the school.
- There were more discussions, meetings and interactions with parents and the colony council, especially at Sunny Bend.
 - In working through the culture of having the German teacher traditionally as the sole communicator with the school, the principal used “random” (yet planned) meetings with parents or colony council members to both give information and seek input on significant school decisions.
 - Sunny Bend Colony allowed implementation of a monthly morning meeting with all of the parents, the German School Teacher, and the Head Preacher of the colony attending.
 - The meetings were used to discuss school issues, make decisions as a group, and update parents on overall student progress or behaviours.
 - The Sunny Bend Brethren boss continues to seek more opportunities for discussion and interaction with the principal
 - These interactions were both casual, impromptu exchanges, as well as official meeting requests and designated times.
- All members of the council and the parents appeared to be very welcoming of these interactions and meetings.
 - When done without putting an official title of “School Council”, the German teacher did not seem to oppose these meetings - he was very opposed in the past because he thought it would be counter to the colony culture and tradition.

Extracurricular

- Both colony schools continue to get together for an afternoon of games and sport activities.
 - This tradition has helped the students start to understand and appreciate the other colony better and allow them to start cultivating relationships with each other.
 - It was evident to staff that this event is becoming more comfortable for the students and they are less shy or inhibited in their interactions with one another.
- Both colony schools participated in the annual “Skirts and Suspenders 1 km Race”, which is an event done each year by several colonies in the central Alberta region.
 - Students stay at their own colony location and race 1 km in this timed event, later sharing results with other colonies to have some friendly competition.
 - The event allows students to set personal goals and work towards them, while comparing their results to friends, relatives, and peers from other sites.
 - It was a very enjoyable event that will surely be continued in years moving forward.
- Other activities to affect collaboration and engagement included:
 - The board approved an alternate calendar for colony dates to allow the colony staff to honor the Hutterite Colony religious holidays.
 - Both colonies hosted a Mother’s Day and Father’s Day events for all colony members to attend and participate in.
 - Pibroch travelled to Sunny Bend in late June for a picnic and activity day.
 - Year end BBQ’s were held at both colony schools to celebrate the end of the school year.

Budgeting

- The administration continued to work collaboratively with the associate superintendent and

other district principals to purchase resources for the Instructional Media Center (IMC) to share resources with other schools who could not afford the purchase of the resources on their own budget.

- This has allowed the colony schools, as well as other PHRD schools, to use the resources needed to address literacy strategies and bridge between not currently having resources and when the schools have enough banked to purchase the necessary resources.
- Money was spent at both colony schools to purchase a Physical Education equipment to further expand the PE program and overcome limitations of not having a gymnasium.
- Teachers at Pibroch borrowed science equipment (microscopes and slides) from RF Staples to allow the students to experience them.
- The administration at the colonies continues to work with the senior leadership of PHRD and the Director of student learning to address funding needs with the inclusive education needs of the colony schools, especially Sunny Bend.

Communications:

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

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

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

School Data (From October APORI)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
Pibroch Colony	3	*	*	7	46.4	0.0
Sunny Bend Colony	6	50	0	7	66.1	1.8

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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
3 Year							
4 Year							
5 Year							

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

Sunny Bend	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).

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

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

Sunny Bend	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).

Pibroch	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4 year							
6 Year							

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

Sunny Bend	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).

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

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

Sunny Bend	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).

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

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

Sunny Bend	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).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		90.3	88.6	n/a	*	81.5	87.0
Parents		*	*	n/a	*	*	n/a
Students		90.3	88.6	n/a	*	81.5	87.0
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		85.4	79.2	97.1	95.0	76.7	95.8
Parents		100	*	97.1	95.0	*	100
Students		70.8	79.2	n/a	n/a	76.7	91.7
Teachers		n/a	*	*	*	*	n/a

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

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		*	*	*	*	*	*
Parents		*	*	*	*	*	*
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		100	*	*	100	n/a	100
Parents		100	*	*	100	*	100
Teachers		n/a	n/a	*	*	*	n/a

Jurisdiction Measures:

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage at Acceptable				100	n/a	100	0
Percentage at Excellence				0	n/a	0	0

Sunny Bend	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018	2018-2019
Percentage at Acceptable				100	0	75	100
Percentage at Excellence				0	0	25	0

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent		00.5	0.05	0.05	0.025	.025	.025

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent		0.05	0.05	0.05	0.025	.025	.025

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number				5	3	5	3
Percent		*	100	62.5	33	62.5	37.5

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number				3	2	4	4
Percent		*	0	43	29	66.7	80

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

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

Sunny Bend	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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	91.7	100
Students		100	100	76.5	66.7	100	76.5
Staff		75	100	100	100	100	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		81.8	100	100	100	84.6	80.00
Staff		100	66.7	100	100	100	0

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	1	1	1	1	1

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	1	1	1	1	1

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	26	29	31	28	29
Percent		*	100	100	100	100	100

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	19	27	26	28	26
Percent		*	100	100	93	96.5	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).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number				1	0	1	1
Percent				13	0	50	12.5

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number				1	0	1	1
Percent				50	0	25	20

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year		*	0	0	0	0	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Logins per school year		*	0	0	0	0	0

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	0	0	0	0	0
Percent		*	0	0	0	0	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	0	0	0	0	0
Percent		*	0	0	0	0	0

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

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

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		*	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.

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

Sunny Bend	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.

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

Sunny Bend	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).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		89.7	89.1	n/a	*	93.8	92.1
Parents		*	*	n/a	*	*	n/a
Students		89.7	89.1	n/a	*	93.8	92.1
Teachers		*	*	*	*	*	

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		91.7	96.7	100	100	92.0	85.5
Parents		100	*	100	100	*	100
Students		83.3	96.7	n/a	n/a	92.0	90.9
Teachers		n/a	*	*	*	*	n/a

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	100	100	100	100	100
Staff		100	100	100	100	100	40

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	100	100	100	100	100
Staff		100	66.7	100	100	100	60.0

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

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.”
“My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		95.0	90.7	100	100	98.6	100
Students		97.1	93.8	51.4	91.7	95.8	89.2
Staff		95.8	100	94.4	84.5	93.3	63.3

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	87.5	100	96.3	97.9	100
Students		62.1	97.0	51.4	93.3	94.2	93.3
Staff		83.3	72.2	94.4	56.4	80.0	70.0

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

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	69.4	90.2	93.9	n/a	n/a	85.4	86.9
Parents	*	*	*	n/a	*	*	n/a
Students	69.4	90.2	93.9	n/a	n/a	85.4	86.9
Teachers	n/a	*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	100	83.3	77.8	57.9	45.8	81.5	92.6
Parents	100	100	*	57.9	45.8	*	100
Students	100	66.7	77.8	n/a	n/a	81.5	85.2
Teachers	n/a	n/a	*	*	*	*	n/a

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

Pibroch Percentages		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		0.0	0.0	0.0	0.0	0.0	0.0
Level 5		0.0	0.0	0.0	0.0	0.0	0.0
Level 4		0.0	0.0	0.0	9.1	7.1	6.9
Level 3		3.8	0.0	6.5	12.1	14.3	17.2
Level 2		15.4	7.1	9.7	12.1	10.7	6.9
Level 1		80.8	10.7	83.9	66.7	67.9	69.0

Sunny Bend Percentages		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Level 6		4.5	4.3	3.6	3.6	10.3	11.1
Level 5		0.0	0.0	0.0	0.0	0.0	0.0
Level 4		4.5	4.3	3.6	3.6	17.2	14.8
Level 3		4.5	4.3	3.6	3.6	3.4	3.7
Level 2		13.6	13.0	10.7	21.4	20.7	11.1
Level 1		72.7	73.9	78.6	67.9	48.3	59.3

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

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

Sunny Bend	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).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		69.6	n/a	n/a	n/a	74.6	56.9
Parents		*	*	n/a	*	*	n/a
Students		69.6	n/a	n/a	n/a	74.6	56.9
Teachers		*	*	*	*	*	*

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		76.1	n/a	100	85.0	77.3	100
Parents		76.1	n/a	100	85.0	*	100
Students		n/a	n/a	n/a	n/a	77.3	n/a
Teachers		n/a	*	*	*	*	n/a

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers		n/a	n/a	n/a	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers		n/a	n/a	n/a	*	*	*

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	No Data

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	87.5	100	100	100	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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students							

Sunny Bend	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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		93.8	93.8	100	100	93.8	88.2
Staff		100	100	100	100	100	50.0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		54.4	100	100	100	100	80.0
Staff		100	100	100	100	100	80.0

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

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

Students: I am satisfied with my teachers.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		93.8	93.3	94.1	41.7	87.5	88.2

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		81.8	100	100	100	92.9	80

4.7 PHS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the 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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		90	100	100	100	No Data*	72.7
Students		87.5	100	88.2	91.7	93.8	70.6
Staff		75	100	100	100	100	100

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

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	No Data*	100
Students		81.8	90.9	91.7	92.3	100	73.3
Staff		100	100	100	100	100	0

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

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

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

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents							
Students							
Staff							

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents							
Students							
Staff							

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

Number by area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pibroch			4	2	1	9	11

Number by area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Sunny Bend			1	3	1	3	2

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
Pibroch							

Ratio by school	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Sunny Bend							

4.11 Average age of computers in schools.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:							

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Average for all:							

Jurisdiction Outcome 4-A

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

Jurisdiction Measures:

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

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

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

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

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').

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			–	100	100	100	100
Students			–	87.5	75.0	87.5	94.1
Teachers (1)			New 2015	100	100	100	100
Teachers (2)			New 2015	100	100	100	100

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			–	100	100	100	100
Students			–	91.7	84.6	84.6	93.3
Teachers (1)			New 2015	100	100	100	No Data
Teachers (2)			New 2015	100	100	100	No Data

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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students				82.4	93.3	100	52.9
Teachers				100	66.7	100	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students				91.7	92.3	100	100
Teachers				100	100	100	100

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

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

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

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

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

Pibroch	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	88.2	91.7	81.3	64.7

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Teachers (1)			New 2015	100	100	100	No Data
Teachers (2)			New 2015	100	100	100	No Data
Students			New 2015	91.7	76.9	93.3	73.3

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

Students: My teachers know ME. My teachers know what I need to learn next, even if it's different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. ('Most' or 'Some' of the time, do not count 'Rarely').

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students			New 2015	100	100	93.8	88.2
Teachers			New 2015	100	100	100	100

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students			New 2015	100	100	86.7	86.7
Teachers			New 2015	100	100	100	No Data

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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	100	100	100	100

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	100	100	100	100

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

Accountability Pillar Measures:

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

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		*	*	*	*	*	*
Parents		*	*	*	*	*	*
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		76.5	*	*	76.9	n/a	82.8
Parents		76.5	*	*	76.9	*	82.8
Teachers		n/a	*	*	*	*	n/a

5.2 School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		94.4	100	n/a	n/a	87.3	82.9
Parents		*	*	n/a	*	*	n/a
Students		94.4	100	n/a	n/a	87.3	82.9
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		77.4	100	n/a	100	90.3	100
Parents		71.4	*	*	100	*	100
Students		83.3	100	n/a	n/a	90.3	100
Teachers		n/a	*	*	*	*	n/a

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

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		92.1	100	n/a	n/a	87.3	98.1
Parents		*	*	n/a	*	*	n/a
Student		92.1	100	n/a	n/a	87.3	98.1
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		100	100	85.4	95.8	94.4	100
Parents		100	*	85.4	95.8	*	100
Student		100	100	n/a	n/a	94.4	100
Teachers		n/a	*	*	*	*	n/a

Jurisdiction Measures:

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

(APORI Data, comes in May).

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		90.1	90.9	n/a	n/a	76.1	77.0
Parents		*	*	n/a	*	*	n/a
Students		90.1	90.9	n/a	n/a	76.1	77.0
Teachers		*	*	*	*	*	*

(APORI Data, comes in May).

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall		75.7	83.3	n/a	58.6	79.9	88.9
Parents		71.4	*	*	58.6	*	*
Students		80.0	83.3	n/a	n/a	79.9	88.9
Teachers		n/a	*	*	*	*	n/a

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

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

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	100	94.1	75.0	87.5	94.1
Staff		100	100	100	100	100	50

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		80.0	100	100	88.9	100	100
Students		81.8	90.9	100	100	92.3	93.3
Staff		50.0	100	100	100	100	60.0

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

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

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	100	100	100	100	100
Staff		100	100	100	100	100	100

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	100	100	92.3	100	100
Staff		81.8	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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents							
Staff							

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents							
Staff							

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		–	–	100	84.6	100	100
Students		87.5	81.3	64.7	25.0	100	64.7
Staff		100	100	100	100	100	75.0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		–	–	100	66.7	100	100
Students		63.6	81.8	58.3	69.2	71.4	86.7
Staff		100	100	100	100	100	80.0

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

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

Students: My school is important to the community.

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		100	93.8	100	91.7	100	100
Staff		100	100	100	66.7	100	50.0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	87.5	100	100	100	100
Students		100	90.9	100	100	100	100
Staff		50	66.7	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.

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	88.9	100	100	100
Students (Gr 10-12)			New 2015				
Staff			New 2015	66.7	66.7	80.0	75.0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents			New 2015	88.9	88.9	100	100
Students (Gr 7-12)			New 2015				
Staff			New 2015	66.7	100	75.0	20.0

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

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	100	100	100	100	100
Students		28.6	100	66.7	57.1	44.4	77.8

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents		100	75.0	100	100	100	100
Students		60.0	100	100	n/a	100	60.0

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

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

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student		100	93.8	100	75.0	100	88.2
Staff		100	100	100	66.7	100	75.0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student		81.8	81.8	100	84.6	100	93.3
Staff		100	100	100	100	93.3	60.0

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars		\$0	\$0	\$0	\$0	\$0	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Dollars		\$0	\$0	\$0	\$0	\$0	0

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		–	0	1	0	0	0

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		–	1	1	0	2	2

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

Pibroch	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		–	5	5	6	5	5

Sunny Bend	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number		–	4	5	6	5	5

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

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

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