

FORT ASSINIBOINE SCHOOL

Three Year Education Plan

2019-2020

November, 2019

TABLE OF CONTENTS

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

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

Historical Background

Demographics

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020: Fort Assiniboine School

OUTCOME ONE: Alberta Students are successful.

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

OUTCOME THREE: Alberta's education system is inclusive.

Jurisdiction Outcome 3-A

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

Jurisdiction Outcome 4-A

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

Section 3: Performance Measure Results and other Quantitative Data

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.

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

Fort Assiniboine School is a small, rural K-9 school located in the hamlet of Fort Assiniboine, Alberta. The vision and mission of the school reflect its deep connection with the community. The hamlet of Fort Assiniboine considers the school the center of the community and the school is best able to achieve its mandate to provide excellent education with strong community support. Fort Assiniboine's economic base is primarily in three sectors: agriculture, forestry, and energy. Fort Assiniboine School provides students with small class sizes that optimize learning opportunities in an inclusive setting, a supportive community atmosphere, and unique educational learning and extracurricular activities that are meaningful and significant for all students.

In addition to the academic, citizenship, and athletic focus, together with Pembina Hills Regional Division Student Services Department and Family and Community Support Services (FCSS), the school provides support to students with special needs, support to families, as well as personal and career counseling. Fort Assiniboine School welcomes in-school mentors, and parent and community volunteers to support 'excellence in learning.'

Vision:

As a small rural K-9 community school, we are committed to providing a respectful, safe, and caring environment in which students are able to develop a positive attitude, and strong work ethic in the pursuit of personal and academic excellence.

Mission:

The purpose of Fort Assiniboine School, together with our community, is to encourage and support individual success.

Motto: "Committed to excellence in learning"

Historical Background

Fort Assiniboine School is located 40 kilometers north of Barrhead. The original school was built in 1912. It grew to a multi-classroom school in 1936 with the centralization of small rural schools. The present building began as a five classroom building in 1953 with an additional classroom and library added in 1956. In 1963 two additional classrooms were added along with a science room, an ancillary room and an infirmary. By 1966, further expansion included the construction of a gymnasium and stage along with an office area and student washrooms. Two portable classrooms were added in 1968 and replaced with two semi-permanent portable classrooms plus the addition of a new library facility in 1988. Since 1988, further modifications have occurred within the building to adjust to the needs of the population; a classroom was converted into a computer lab and various storage areas have been modified. In 2008, the portable classrooms were removed and a new office and foyer were designed. The office moved to the North East end of the school; the boys and girls changing rooms were moved and remodeled; and a new student gathering area was created opposite the office. This area included the installation of large windows facing east. A new entrance canopy was installed with stonework and columns at both the East and the South entrances.

In 1997, the school entered into a partnership with Friends of Environmental Education Society of Alberta (FEESA) and Timeu Forest Products and developed a Forestry Education Program that integrated Forestry and Environmental studies into the Elementary and Junior High curriculums and provided for direct instruction in the Senior High Career and Technology strand. On May 5th, 2000, Mr. Ken Kowalski, MLA and Speaker of the Legislative Assembly of Alberta, officially opened the 'Forestry Education Center.' This partnership greatly contributed to the maintenance and viability of the school in a time of declining enrollment and limited financial resources.

In September 2006, this project expanded to include Energy education with a focus on Integrated Resource Management. The Forestry and Energy Program was a collaborative educational program between educational providers and industry; seeking to provide industry with the opportunity to train and qualify employees, build an informed public awareness of resources issues, and empower educational institutions in the community in which they serve. The program built on the Petroleum Field Operator course and the Registered Apprenticeship Program available to high school students.

As the population in the area continued to decline, so did the enrollment. In 2010, high school students began to be bussed to Barrhead Composite High School and Fort Assiniboine School became a K-9 school. The Forestry and Energy programs followed them and are now operated out of BCHS.

As a result of declining enrollment we continue to come up with dynamic programming options for our junior high school students. We continue to be creative and responsive to student interests in our Career and Technology Foundations Programs. We incorporate exposure to a variety of activities and experiences by rotating through 2 different CTF courses every 5-6 weeks which are often taught through the diverse expertise of community members and staff.

Our mission states we encourage and support individual success. In spite of being a small school, we strive to be creative and flexible, providing a variety of learning opportunities in an effort to fulfill our mission.

Principals:

Mr. Adamson	1948-49	Mrs. D. Chilton	1989-90
Mr. Winter	1949-50	Mr. K. VanDeKeere	1990-96
Mr. Niachuk	1950-52	Mr. M. Hardcastle	1996-98
Mr. Doyle	1952-53	Mr. M. Thiesen	1998-04
Mrs. V. Utas	1953-57	Mr. K. Fischer	2004-08
Mr. G. Zytaruk	1957-59	Mr. A. Menduk	2008-11
Mr. W. Penchuk	1959-74	Mrs. A. Kluin	2011-14
Mr. P. Basahti	1974-79	Mrs. C. Assenheimer	2014-16
Mr. J. Norton	1979-89	Mrs. L. Hiemstra	2016-present

Demographics

Fort Assiniboine School serves students residing in the community of Fort Assiniboine and surrounding area including Timeu, Topland, Goose Lake and Camp Creek area. Over the past 20 years, Fort Assiniboine School has seen its student population drop from approximately 280 to 87. This is attributed to the rural depopulation trend. Although Fort Assiniboine School is classified as a “small school by

necessity” according to Alberta education criteria, it is the school of choice for most of the residents in the Fort Assiniboine School attendance boundaries.

The kindergarten program at Fort Assiniboine School consists of 2 full days a week. In order to have the instructional hours balance out over the school year, kindergarten students start the year a week later and conclude the school year one week earlier than the remainder of the school.

Fort Assiniboine School consists of approximately 4 Certificated 1.0 F.T.E teaching staff, one 0.5 FTE teacher and 1 principal who teaches 0.5 FTE. Our staff includes 7 support staff in various capacities (office, librarian, and program assistants) throughout the school.

Our classes are grouped as follows:

- Kindergarten
- Grade 1 / 2
- Grade 3 / 4
- Grade 5 / 6
- Grade 7 / 8
- Grade 9

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: Fort Assiniboine School

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

<ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In our Fort Assiniboine School we will:</u></p> <ul style="list-style-type: none"> ● Continue to utilize the expertise of our Success Coach to lead our Mental Health Literacy Project ● Continue to utilize the expertise of our Success Coach to lead student programs like Rainbows (dealing with loss from death/divorce), Noon Activities (games, crafts, yoga, etc), and other positive proactive Mental Health activities (Girls Group, Anxiety stress busters, Time management skills, etc.). ● Utilize the expertise of our Division Counselling Lead Teacher supports to provide whole class instruction for positive Mental Health topics such as Multiple Intelligences, Brain Function (how the brain reacts to stress), Self Regulation awareness and strategies, Relationship skills and more. ● Utilize the expertise of our Division Counselling Lead Teacher to support staff in dealing with challenges from the diversity of learners in our classrooms. ● Continue to develop our Collaborative Response Model. We will incorporate a more definitive schedule for school based teams to meet and collaborate this school year. ● Continue to focus on an d support staff well-being and self care. We will discuss ahead of time the purpose and administration of the Guarding Minds at Work Survey and develop a plan to support staff needs as revealed by the survey. ● Provide release time and support for our new Grade 1-2 teacher to attend PHPS New Teacher programs and the ATA New Teacher Conference ● Continue to utilize the My Blueprint program in our Gr. 5-9 classes ● Continue to collaborate with Barrhead Composite High School to discuss and implement a transition plan for our grade nine students. 	

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

- A Numeracy Committee will include certificated representation from **each of the schools**, preferably the assigned school leads / point persons.
- The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :
 - Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
 - **Lead grade level and division level training sessions** intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy.
 - Orient and develop capacity of new teachers to PHPS
- **Schools will assign a Lead Teacher** (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.
 - 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 Fort Assiniboine School we will:

- Continue to collaborate with the District Lead Teacher to support our classroom teachers in Numeracy and Literacy
 - At elbow teacher support in classrooms with whole class instruction, assessment, etc.
 - Release time for teachers to consult with Lead Teacher
 - Advice on purchasing quality resources for teachers
 - Advice on which PD to attend (ex. ERLC sessions)
 - Participate in common PD (ex. Jennifer Seravallo - Literacy)
- Continue to participate in the PHPS Jr. High Literacy Project
 - Mrs. Pauline Payne is a member of this professional C.O.P.
 - We have budgeted for purchase of books to continue participation in this excellent program
- Designate Mrs. Debbie Breitzkreitz as our Lead Literacy Teacher
- Designate Mr. Dallas Wyman as our Lead Numeracy Teacher

- Continue to participate in the Numeracy Steering committee (Lorna Hiemstra is our representative)
- Continue to implement Division Policy and administer required testing in Literacy & Numeracy

<p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p>	<p>Alberta Education Outcome(s) impacted</p>
<ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	<p>1, 2, 3</p>
<ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services 	<p>3</p>
<ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers' capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as "success coaches" ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors 	<p>3, 4</p>

<ul style="list-style-type: none"> ● 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 	
<ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) 	4
<p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Provide release time for all our teachers to participate in Communities of Practice, grade level training, and professional learning opportunities ● Pay a proportional portion of the salary of the District PA Mentor (\$5000) ● Implement all of the above strategies 	

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

- All teachers will use a balanced approach to literacy instruction.
- Our school will identify teachers with whom the Literacy Coordinator will work to build Foundational Classroom Literacy programs
- Our school will use designated intervention programs to support the needs of struggling readers: ERI, LLI or other, as discussed with Literacy Coordinator
- Administration will monitor the implementation of the school's literacy program and work collaboratively with the district Literacy Coordinator and Literacy Steering Committee to ensure the program aligns to standards of the District Literacy Strategy
- Elementary teachers will conduct assessments as directed by the Literacy Steering Committee and supported by the Coordinator.
- Beginning September 2019 we plan to coordinate Gr. 1-9 ELA Writing Projects to ensure a more balanced approach (ie. there are many writing genres, we will analyze our Gr. 1-9 progressions and ensure that all are covered and prevent overuse of any one style, for example personal narrative).
- For 2019-2020, we have allotted time in our daily schedule for our Lead Literacy Teacher to provide support for teachers and students. One area of focus will be the Fly Leaf program for students with significant language delays and individual and/or small group programming for students who are more than one grade level below expected reading level.

Numeracy

- Our school may pilot programs and resources with coordination and support of the Numeracy Committee
- Administration will monitor the implementation of the school's numeracy program and work collaboratively with the district Numeracy Steering Committee
- FAS staff will focus resources and support on improving numeracy skills for All students. We will continue to
 - collaborate with teachers to further develop the use of differentiated learning activities within the mathematics curriculum
 - Make a word wall in each classroom that focuses on math vocabulary.
 - Maintain reading programs and individualized tools to help students in this school improve their reading skill to better understand math word problems.
 - Utilize Mathletics web based program to challenge and reinforce fluency
 - Utilize Kim Sutton math program to improve math fluency
 - Implement "Math Talks" to increase mental processing and collaboration among students
- For the 2019-2020 school year we have scheduled a common numeracy block for Grades 3-6

first thing in the morning. We will be piloting a level based approach to allow students to work at their skill level for each instructional unit.

Instructional Design Strategies

- Investigate UDL strategies to provide engaging and meaningful activities for all students
- Continue to investigate and initiate Shelley Moore Inclusive Ed practices
- Encourage students to self and peer assess according to specific criteria to encourage objectivity.
- Work with students using Adaptive Technology (eg. Read and Write Gold)

Citizenship

- We will continue our Virtues Program with daily (Green and Gold tickets) and monthly recognition of students (ex. Awards presented at Assembly for Respect, Perseverance, Enthusiasm, etc.

Commentary (July 2019):

Literacy Strategy:

- We utilized the expertise of the PHPS Literacy Coordinator and completed all BAS assessments for Gr. 1-6 and RRST for Kindergarten & Gr. 1
- All Gr .1-6 Classrooms are using Words Their Way spelling program
- Jr. High ELA classes all benefited from additional resources from the PHPS Jr High Literacy Project. We will continue to be involved in all these programs for the 2019-20 School Year.
 - Gr. 7 students participated in Rocky Mountain Book Awards
 - Gr. 8 Students received excellent young readers resources from Yellowhead Regional Library four times per year
 - Gr. 9 students participated in the PHPS Grade 9 Book Award Program
- ELA Teachers in Gr. 5-9 participated in ERLC PD Session from Jennifer Seravallo with PHPS Literacy Coordinator

Numeracy Activity

- All of our teachers participated and benefitted from Grade Level Meetings led by the PHPS Numeracy Coordinator
- We have seen an interesting improvement in student cognition about numeracy since the implementation of “Math Talks” (introduced to our classrooms by the PHPS Numeracy Coordinator.
 - There is definitely a deeper understanding of concepts and a wider range of students reached with this teaching strategy.
- Students in K-9 increased the amount of time spent on number fluency (ex. Kim Sutton program) and we witnessed a marked improvement overall
- Gr. 5&6 fine tuned some “Daily Math” activities and we will expand this to Gr. 1-9 next year.
 - The spiralling of number concepts throughout the year is not a new concept, but we are renewing a focus on it (PHPS Grade Level meetings provided some excellent collaboration and resources in this area).
- Our entire school participated in “March Madness” Mathletics online competition and finished 89th out of 890 Canadian Schools.

Classroom Instruction Activity

- During our PLC time this year we watched and discussed Shelley Moore's "Five Moore Minutes" and how concepts apply to the diversity of learners in our classrooms
- Our Grade 3&4 Classroom team (2 teachers, 1 Program Assistant) participated in the Inclusive Ed Community of Practice led by PHPS Lead Teacher of Inclusion
 - This was an excellent pedagogical experience! We are extremely grateful for the time and effort put in by the Lead Teacher to organize and implement these meetings.
 - Next fall we plan to continue using this collaborative structure and process to reflect on our teaching practices and what works best for our challenging students
 - We look forward to the return of the PHPS Program Assistant Mentor to join us in this process (We have allotted money in our budget to ensure service time provided at our school for next year).
- Our use of assistive technology had mixed results. We are not abandoning its use, but we need additional time and training to fully evaluate its effectiveness.

Citizenship

- Two students were nominated for PHPS Citizenship Awards this year - Gr. 3 Student Layla Petryshen and Gr. 6 student Kresten McKort
- Our Parent Society continued to organize Highway Clean-up and many of our families participated again this year
- We re-instated our "Community Clean-up" in the Spring and all K-9 students participated in a town wide garbage pick-up on May 16.
- Unfortunately, we did not get to continue some of our partnership programs with Seniors this year.
 - Due to renovations and construction at the Fort Friendship Center our Jr. High students did not serve Mother/Father's Day Tea.
 - Our Kindergarten class did participate in two lunches and activity sessions with our Seniors.

September 2019 Comment on PAT Results:

This year we had a significantly small number of students participating in P.A.T.s - two grade 9 students and four grade 6 students.

In Grade 6 LA we have been focusing on vocabulary and this seemed to help with comprehension scores. This group will be continuing to work on "word attack skills" in grade 7.

In Grade 6 Math we saw a significant improvement in Part A results with 100% of students attaining the acceptable standard. This was a nice positive affirmation of the time and effort put into improving basic facts and computational skills throughout the year in all grades. We will increase our focus on division, problem solving and Shape and Space with this group.

In Grade 6 Science our group had a couple of challenge areas - they found vocabulary and changing variables difficult. There was a positive correlation of results related to Flight as the students were fortunate to get "hands-on" time with local pilots who brought their light planes to Fort Assiniboine for students to climb in, observe, and ask questions (no flying, just to be clear).

In Gr. 6 Social and Gr. 9 Social we had an interesting discussion on how values from home may/may

not affect our students understanding/application of value based topics in Social Studies. We proposed we will incorporate more simulation type activities in the future (ex. Mock legislature in gr. 6) to assist students in learning political processes more. Our students have been involved in the "Student Vote" program for the past 3 years and this seems to have helped their understanding of the voting process.

In Gr. 9 Science we noticed that our students who had participated in CTF Soldering had improved their scores in calculating and understanding schematic diagrams, circuits, and electrical components.

In Gr. 9 Math the students improved their scores on Part A . This group had spent significant time practicing these type of questions throughout the year and had continuous "warm-up" activities that spiralled concepts to show connections.

In Gr. 9 LA we found the group was reluctant to "go back and re-read" and this negatively affected their scores. We have identified this as a school wide LA strategy - students are constantly reminded to "show evidence from the text" which requires re-reading.

Gr. 9 Social Studies was delivered by Video Conference with Prairie Rose School Division last year. The students were grouped with similar small classes from around southern Alberta and had some great political discussions. The test results were not as positive as we had hoped, but overall we felt this was a much better educational experience than a stand alone Social Studies 9 class with only 2 students.

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:

Fort Assiniboine School will

- Work closely with PHRD's FNMI and FSL workers to track and support at-risk students.
- Find ways to bring in our FNMI community members to share their stories, gifts and culture in order to celebrate and embrace FNMI culture.
- Celebrate via presentations/authors visits etc.
- Implement curriculum changes, particularly related to FNMI perspectives
- Our School staff will participate in opportunities to develop knowledge, skills and understanding in support of providing instruction that includes the FNMI perspective.

Commentary (July 2019):

Supporting First Nations, Metis and Inuit Students

- Our FNMI students are well supported and experiencing academic and social success in our school
- Our teachers have a growth mindset and are working hard to continuously implement changes to curriculum with FNMI cultural elements becoming a part of everyday teaching.
 - We are still on the path to increasing our knowledge and understanding as a staff and a school community.
 - Implementation of Reconciliation strategies is a continuous learning process.
- We brought in a new presentation this year, Mr. Ian Porteous and "The Cultural Wheel".
 - He taught our K-6 students several traditional Metis dances and treated them to some raw maple syrup poured onto ice.
- We continue to organize activities on Aboriginal Day in or around June 21.
 - We are fortunate to have members of our school community who volunteer to do cooking and cultural activities with our students.
 - Our grade 3&4 class made stew and bannock for the entire school.
 - Our local volunteer performed a short smudge ceremony to bless and give thanks for the food.
- PHPS FNMI Liaison Darleen Olson attended our School planning day on April 12 .
 - She gave a presentation on written resources, read us a traditional Metis story, and had us try out some traditional games and activities.
 - It was valuable time for preparing for full implementation of new TQS standards and ask a wide variety of questions.

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:

- Fort Assiniboine School will provide instruction in social emotional skills:
 - Work with students to create student led and planned playground activities
 - Expand the use of the zones of regulation program to improve social skills, self-control and conflict management skills
 - Utilize the WITS program to help all students develop conflict management skills (Walk Away, Ignore, Talk it Out, Seek Help)
 - Maintain and/or expand on Character Education initiatives, Green and Gold awards, Roots of Empathy, Peer Mentoring, and Bear Houses).
 - Continue to provide information on anti-bullying for parents and for students.
 - Host activities during Anti-Bullying Week (3rd week in November)
- Fort Assiniboine School will provide opportunities for mentorship and character development
 - Encourage more in house and community mentorship for our students. Especially male mentors.
 - Work with Student Union students to promote student leadership
 - Utilize the expertise of our Success Coach to host positive, proactive wellness activities (ex. Girls Lunch, intramurals, cooking classes, Rainbows , etc.)
 - Extend our friendship luncheon buddies to school buddies to work together year long.
- Fort Assiniboine School will continue to teach students social interaction skills through a Virtues program and consistent implementation of our Student Code of Conduct and Behavior
 - Continue to use google docs to record behavior notes
 - Investigate collaborative problem solving and try strategies within our school to build positive relationships.
 - Revise and modify the behaviour plan(s) to ensure the success of all students
 - Continue to hold daily assemblies to introduce and celebrate demonstrations of virtues by students and staff.
 -

Inclusive Practices / Support for students at Risk

- Fort Assiniboine School will access student services support on a more consistent and regular basis
- Fort Assiniboine School will support students, teachers and parents to work together to set goals during October Goal-Setting, March Celebration of Learning and May Transition Planning.
- Fort Assiniboine School will continue to the development and maintenance of a comprehensive counselling plan that supports high school completion, students at risk, student engagement, a respectful – Safe and Caring Environment, and guidance and career counselling.

Early Learning Supports

- Fort Assiniboine School will continue to partner with the local Preschool society with guidance from the Division Principal of Early Learning.

Commentary (June 2019):

Welcoming, Caring, Respectful and Safe Learning Environments:

- Our school continues to use the WITS program to encourage positive conflict management.
 - We participate in weekly cross-grade buddy programs and see many positive results with younger students feeling cared for and seeking help from peers.
 - We continue to read the WITS pledge on a daily basis at our morning assembly (Walk Away, Ignore, Talk it Out, Seek Help)
- Our morning assemblies were a daily affirmation of the positive things occurring at our safe and caring school and an excellent way to share learning experiences
 - Potential conflicts were dealt with in a proactive manner with the entire staff and student population hearing the same message at the same time
 - Examples of successful and unsuccessful conflict resolution could be shared with entire school
 - Daily celebrations shared through pictures and stories
- Our Grade 5&6 class participated in the next level of the WITS program learning about positive ways to resolve student conflicts
 - LEADS stands for
 - Look & Listen
 - Explore Points of View
 - Act
 - Did it Work?
 - Seek Help
- Our School continues to utilize a Virtues program to inform and highlight positive character traits. We give out “Green and Gold” awards for positive acts of citizenship.

Inclusive Practices / Support for students at Risk

- The addition of a Success Coach to our staff has been an excellent strategy.
 - The Success coach has provided at risk students with an additional resource for support.
 - Students have actively sought assistance from our Success Coach, and in turn, have

been able to return their focus to academic success.

- The Success Coach has been able to spend time with individuals and groups doing proactive, positive activities and freed up time for teachers.
 - Implementation of Rainbows, Girls Group, Noon Activities was very successful
 - Our Success Coach initiated and collected resources for a new CTF option for our Jr. High students - Cosmetology
 - At risk students received prompt, consistent and quality support from our Success Coach
 - Our success coach and staff received excellent support from our District Lead Counsellor Ms. Karin Hitchcock
 - Our Success Coach provided many quality resources to our teachers
 - Our Success Coach did some whole class instruction and brought in Karin Hitchcock to assist
- All Grades have participated in purposeful Mental Health pedagogy.
 - Our Grade 1&2 participated in the Roots of Empathy program and was selected to provide exemplars for national research.
 - Our Grade 3&4 class received excellent weekly Health & Wellness instruction from our Success Coach and an additional program on Brain Function from our District Lead Counsellor Ms. Karin Hitchcock.
 - Our Jr. High participated in bi-monthly sessions, led by District Counsellor Charlene Assenheimer, on Anxiety and Stress recognition and management

Early Learning Supports

- Our school has actively requested and received support from our Early Learning team. Students, staff, and parents have greatly benefitted from SLP, OT, and Behaviour supports.

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:

Activities to support professional development

- The principal will lead a Professional Learning Community dialogue focused on student achievement.

- The principal will ensure all core-subject Long-range plans, Unit plans and Daily plans at Fort Assiniboine School are closely aligned with the Program of Studies and include an assessment plan clearly outlining the use of both formative and summative assessment.
- Support whole staff growth plan discussion and one on one debriefing with administrator in September and May.
- The principal will continue to use Administration Walk-Throughs, as well as regular written and verbal feedback to support teacher growth.
- The principal will supply internal coverage within the school for staff to go and observe promising teaching, collaboration, and assessment practices within and outside the school as needed.
- Support and deployment of of Program Assistants
 - We will expand the diversity of our PA's skills through effective collaboration in house and through PLC and district PD opportunities.
 - We will ensure PAs are assigned so they are matched to create effective classroom teams.
 - We will utilize the expertise of the Division's PA Mentor Mrs. Lindsay Hayes

Communication regarding Student Progress and Classroom Activities

- 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.
 - Integrate the use of digital tools such as Fresh Grade, e-mails, twitter, to continue to communicate regularly with parents; especially to emphasize positive behaviours, achievement and growth.
 - Traditional tools such as classroom and school newsletters, phone calls and agenda communication are also important and will continue.
- Continue to communicate effectively using multiple media approaches to inform parents and communities (radio, newspaper, sign, website, newsletters, email, remind 101, Facebook, Fresh Grade twitter) as well as traditional methods; phone calls, agenda notes and newsletters.

Strategies to support formative and summative assessments, UDL, DI

- Our school will continue to develop capacity to effectively use formative and summative assessments, UDL, and DI:
 - Teachers will use targets, proofs, and exemplars with students.
 - Teachers will use assessment for learning practices daily (rubrics, checklists, peer/self-assessments, journals, blogs, think/pair/share and exit slips).
 - Teachers will collaborate with other schools/teachers to develop common lesson and assessment tools. (PD days, inter-school visits)

Technology use for instruction

- Teachers at FAS will continue to integrate technology into instruction and through providing student choice in acquisition and representation of their learning, (EG: Read Write Gold, Google Drive, and Google Classroom etc.)
- We will continue to implement ever-greening plans to maintain computers and technology to an effective level.

-

Commentary (July 2019):

Activities to support professional development

- Our staff actively pursue personal professional development on a consistent basis.
 - All staff participate in PHPS PD opportunities and many continue to collaborate with PHPS staff beyond designated PD time.
 - For example, the Jr. High Math teachers collaborated to develop a common final assessment
 - Our Lead Literacy teacher attended 4 day training for Literacy Assessment (progression from RRST)
 - Our Jr. High LA Teacher, Pauline Payne, joined the Pembina Hills Jr. High Literacy Program which provided resources, collaboration time, and excellent Literacy PD
- Staff have utilized budgeted PD funds to attend ERLC sessions for numeracy and literacy (many sessions recommended by our PHPS Numeracy & Literacy Coordinator Lisa Gehring)
 - Several staff attended the ERLC Literacy session facilitated by Jennifer Serravallo

Satisfaction with instruction, teachers and administration

-

Strategies to support formative and summative assessments, UDL, DI

- (To be reported on after 2019-2020 school year)

Communication regarding Student Progress and Classroom Activities

- Our Jr. High teachers actively post student progress to Power School and contact parents in person promptly if any issues arise.
- Our Division 1 teachers regularly utilize Fresh Grade to post student results and commentary to share with parents
- Our grade 3&4 classroom teachers implemented Fresh Grade for the first time.
 - Initial reactions were positive by parents, teachers, and students.
 - More time, practice, and training needed to make the program more consistent and effective. We will continue growing in its implementation next school year.
- Our Elementary K-6 teachers communicate daily with parents using a class agenda, and send home monthly newsletters
- We continue to have a high percentage of parents attend Goalsetting Meetings in the fall and Celebration of Learning meetings in Spring.
 - Parent Council feedback has indicated that parents like the one on one format for goal setting and the option to have open house style and/or one on one time during Celebration of Learning times.

Technology use for instruction

- Our K-2 students have access to one-to-one iPads
- Our Grade 3-9 students have individual Chromebooks assigned for use and utilize Google Classroom for research and assignments
- Our Grade 3&4 class participates in monthly "Virtual Field Trips" through the CILC (Center for Interactive Learning) and interacts with experts from zoos, museums, schools, aquariums, and

more

- Our Grade 5-9 teachers utilize document cameras for demonstrations and showing student exemplars
- Our Jr. High CTF courses include opportunities to learn about soldering small devices, digital photography, and coding

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

- We will continue to communicate through multiple means such as website, newsletter, school council and open discussions with students, parents and teachers.
- We will create and implement community based projects to collaborate effectively with the seniors at the Friendship centre and the general community according to our Motto and Vision statements.

Extra-Curricular Planning and Supports

- ...

Budgets and School Generated Funds

- Have a budget that is balanced while maintaining quality programs for students and honoring all district commitments
- Continue to be fiscally responsible in the management of school funds.
- Continue to support Parent Society’s fundraising activities.
- Continue to partner with industry to acquire guest speakers and other ‘extras’ that generally fall out of the usual budget.
- Continue with our current fundraising projects.
- In 2019-2020, we will be combining smaller classes and utilizing teacher expertise for Gr. 3-9.
 - Gr. 3-5 will be combined for Social Studies, Art, Health, and PE
 - Gr. 6-9 will be combined for PE and CTF

Communications:

- ...

Commentary (June 2018):

Engaging and communicating with the community

- Our Kindergarten class continued a fantastic tradition visiting with our local Seniors Group at the Fort Assiniboine museum.
 - Ed Graham annually facilitates an excellent day of hands on learning that includes panning for gold, braiding rope, and a tour of the old school house and museum.
- As previously mentioned, we ran into a roadblock with our Jr. High students connecting with our local Seniors as the Friendship Centre underwent major renovations and was unavailable most of the year. We will actively pursue this intergenerational connection again next year.

Extra-Curricular Planning and Supports

- Our students paid no fees to participate in extracurricular activities.
 - This was due to the exceptional hard work of our Parent Society who covered the expenses for busing and any fees for tournaments, races, uniforms, etc.
- Our small school provided ample opportunities for Gr. 5-9 to participate in extracurricular activities this year. We are fortunate to have great support from staff and parents to share the workload.
 - Elementary students participated in Cross Country, Volleyball, Basketball and hosted a Track & Field meet with Swan Hills
 - Jr. High students had the opportunity to participate in Cross Country, Volleyball, Basketball, Badminton, and Track & Field
- This past year saw an unfamiliar barrier arise - transportation.
 - There was a severe shortage of buses and/or drivers available outside of regular school hours.
 - Therefore we programmed the majority of our extracurricular activities during the school day.
 - This was not ideal and next year we would like to reduce the amount of instructional time used for extracurricular activities.

Budgets and School Generated Funds

- Our school based budget went through a major correction in Oct. 2018.
 - We successfully balanced a potential large deficit by making some creative changes to our Program Assistant schedule without drastically affecting service to students.
- For 2019-20 we have made some additional creative changes to our schedule to ensure our Literacy Lead teacher and Principal get dedicated time, our teachers are within regulations for instructional minutes, and our budget is balanced.
- We received exceptional financial support from our Parent Society. They funded our school almost \$35,000.
 - Extracurricular bussing (bus cost, not driver) - aprox. \$12,000
 - Instructional Supplies - approx . \$10,000
 - Security Door between School & Library - approx. \$7000
 - Guest Speakers and Presentations - approx. \$4000
 - Extracurricular Fees (tournaments, races, etc.) - approx. \$1000

Communications:

- Our school maintains an informative FaceBook page and website with weekly updates of activities and celebrations.
 - Data shows engagement with just under 200 members subscribed to our Facebook page.
- Our school has received positive feedback in our surveys regarding our school website and Facebook page.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

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

School Data (From October APORI)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence
	6	75	0	12	74.7	4.9

School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

School Data (From October APORI)	2019			Previous 3 year Avg		
	N	Acceptable Standard	Standard of Excellence	N	Acceptable Standard	Standard of Excellence

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	84.7	87.2	84.8	84.1	78.4	74.0	85.8
Parents	80.0	85.0	*	86.7	*	81.1	87.7
Students	77.0	76.5	72.9	79.0	78.4	66.9	83.9
Teachers	97.1	100	96.7	86.7	*	*	*

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	61.7	100	100	91.7	n/a	62.5	50
Parents	40.0	*	*	100	*	62.5	50
Teachers	83.0	100	100	83.3	*	*	*

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	100.0	66.6	100.0	100.0	33.3	80.0	50.0
Percentage at Excellence	0.0	0.0	0.0	33.3	0.0	0.0	0.0

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	1.1	0.2	0.1	0.15	0.10	0.6	0.6

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	–	–	–	6	4	4	3
Percent	5.0	5.0	25.0	33	29	23	10

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

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

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	87.1	96.0	90.0	92.9	96.3	92.3
Students	76.3	90.2	88.9	62.2	81.3	80.5	82.2
Staff	90.0	100	100	87.5	100	100	93.3

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	8	8	9	10	10	10	10

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number	86	96	87	88	79	80	80
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	5	5	18	8	4	3	2
Percent	6	5	19	44	29	18	10

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	20	20	100	160	140	30	20

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	–	–	–	18	14	6	20
Percent	100	20	20	100	100	35	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	2	10	2	3	3	2	2

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	90.4	89.6	85.9	86.9	80.6	68.3	82.3
Parents	85.0	82.5	*	96.7	*	66.7	80.0
Students	89.1	86.2	75.1	74.0	80.6	70.0	84.6
Teachers	97.1	100	96.7	90.0	*	*	*

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

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

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	100	100	97.1	100	100	100
Students	94.9	95.3	94.4	94.7	93.8	92.9	100
Staff	100	100	100	91.7	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	100	97.8	96.0	94.7	94.2	97.5	99.4
Students	84.2	89.6	90.6	61.7	98.4	87.6	90.0
Staff	96.7	98.7	100	88.2	100	100	98.9

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	91.8	90.4	87.0	90.0	85.6	77.4	84.1
Parents	83.3	87.5	*	94.4	*	69.6	81.6
Students	91.9	83.6	79.5	86.6	85.6	85.3	86.7
Teachers	100	100	94.4	88.9	*	*	*

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		2.0	3.1	1.3	1.3	1.3	0.0
Level 5		1.0	2.1	6.5	5.1	8.8	11.3
Level 4		4.1	4.2	2.6	12.8	11.3	7.5
Level 3		12.2	15.6	11.7	12.8	8.8	16.3
Level 2		6.1	6.3	9.1	2.6	7.5	6.3
Level 1		74.5	68.8	68.8	65.4	62.5	58.8

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	77.4	72.4	66.4	62.2	62.8	59.6	71.2
Parents	77.7	73.4	*	66.7	*	73.8	72.3
Students	77.8	56.6	47.6	45.5	62.8	45.4	70.1
Teachers	76.8	87.2	85.1	74.5	*	*	*

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	81.0	83.3	83.3	*	*	*	*

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	79.3	83.9	87.5	80.0	93.1	85.2	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	96.8	100	94.3	96.6	96.3	100
Students	94.6	100	94.4	96.8	100	97.6	100
Staff	100	100	100	100	100	100	100

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

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

Students: I am satisfied with my teachers.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	96.6	96.8	100	90.0	96.4	85.2	96.2
Students	86.8	82.1	83.3	88.3	87.5	92.5	95.6

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	93.5	100	90.0	89.7	No Data*	88.5
Students	89.5	85.4	100	87.4	93.8	90.2	100
Staff	100	100	100	86.4	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	96.6	100	100	97.1	100	100	100
Students	100	84.6	100	88.1	93.8	95.1	97.7
Staff	100	84.6	100	100	100	100	83.3

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
Fort Assiniboine	75	39	50	37	60	39	95

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
Fort Assiniboine	0.63	0.6	0.79	0.54	0.87	1.00	1.07

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	2.50	2.93	2.31

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	96.8	95.8	85.7	89.7	96.3	84.6
Students	97.4	95.2	94.4	83.3	87.5	87.8	93.3
Teachers (1)	–	–	New 2015	85.7	100	100	83.3
Teachers (2)	–	–	New 2015	83.3	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	89.5	87.7	82.4	85.9	96.9	95.1	68.9
Teachers	88.9	84.6	57.1	89.5	100	100	91.7

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	85.7	100	100	83.3
Teachers (2)	–	–	New 2015	87.5	100	100	100
Students	–	–	New 2015	90.3	93.8	82.1	91.1

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	86.5	93.3	87.8	95.6
Teachers	–	–	New 2015	85.7	100	100	100

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	–	–	New 2015	94.3	96.6	92.6	96.2

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	81.3	86.7	100	95.0	n/a	64.9	60.7
Parents	71.2	80.0	*	100	*	64.9	60.7
Teachers	91.4	93.3	100	90.0	*	*	*

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	73.5	84.1	56.4	66.1	90.9	75.4	90.5
Parents	66.7	75.0	*	66.7	*	85.7	100
Students	87.1	77.3	56.4	65.0	90.9	65.0	81.0
Teachers	66.7	100	*	66.7	*	*	*

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

(APORI Data, comes in May).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	90.7	91.0	91.5	86.0	95.0	70.5	85.8
Parents	81.7	83.3	*	88.9	*	62.8	78.2
Student	90.3	89.7	85.8	74.7	95.0	78.1	93.5
Teachers	100	100	97.2	94.4	*	*	*

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	66.4	78.5	86.3	71.1	81.8	65.6	84.5
Parents	39.6	75.0	*	68.0	*	62.1	82.9
Students	85.9	79.9	75.4	64.7	81.8	69.2	86.1
Teachers	73.8	80.6	97.2	80.6	*	*	*

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	93.1	90.3	96.0	91.4	89.7	96.3	88.5
Students	89.2	95.1	72.2	89.1	87.5	97.5	86.7
Staff	100	100	100	86.4	100	100	100

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

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	89.7	93.5	96.0	97.1	96.6	100	96.2
Students	68.4	95.1	100	91.3	93.8	95.1	97.8
Staff	100	100	100	95.5	100	100	100

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

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

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	92.3	96.0	81.4	89.3	100	100
Staff	100	100	100	63.6	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	–	–	–	87.9	86.2	96.3	100
Students	73.7	79.5	61.1	71.9	90.6	95.1	91.1
Staff	100	100	100	90.9	100	100	100

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

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

Students: My school is important to the community.

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

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Parents	100	96.7	100	97.1	96.6	100	100
Students	97.4	97.6	94.4	90.5	100	97.5	100
Staff	100	100	100	86.4	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	94.0	96.6	100	100
Students (Gr 10-12)			New 2015				
Staff			New 2015	81.0	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	82.8	67.7	72.0	85.7	88.0	92.3	95.2
Students (Gr 7-12)	87.5	78.9	88.2	83.6	100	95.1	100

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	81.6	85.7	66.7	75.4	100	95.1	92.9
Staff	100	91.7	100	89.5	90.6	92.3	95.6

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	\$55,000	\$28,022	\$53,700	\$37,353	\$37747.33

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	20	25	5	15	10	20

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	25	25	25	60	75	20	129

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							