

NEERLANDIA PUBLIC CHRISTIAN SCHOOL

Annual Education Results Report

2019-2020

June 30, 2020

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

School Council Involvement in Education Plan Development

Stakeholder input is sought in various ways as we consider priorities for the next school year. School and system administrators collect this information and consider it during the annual planning meetings each winter. The Board of Trustees then sets the goals, priorities and outcomes based on this information. These become the framework for school education plans.

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

Education Plan Distribution

This Education Plan will be posted on the School website where a 'pdf' version will be available for download. In addition, copies of this plan will be available in the office.

PHPS Foundation Statements

Mandate

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

Purpose

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

Motto

"Together we learn"

School Foundation Statements

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



At Neerlandia Public Christian School we believe:

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

Motto:

"Learning to Serve"

Historical Background

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

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

Demographics

Neerlandia Public Christian School is a K through Grade 9 school located in the hamlet of Neerlandia, and is part of a thriving farm community located north of Barrhead, Alberta. We serve over 200 students as a Christian alternative school within Pembina Hills Regional Division #7. Although alternative status was formalized in 1995, our history of providing Christian education in the community goes back to 1915.

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

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are underlined and blue. Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Division.

2020-2021
<p>OUTCOME ONE: Alberta Students are successful.</p> <p>Jurisdiction Outcome 1-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.</p> <p>OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.</p> <p>OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.</p> <p>Jurisdiction Outcome 3-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.</p> <p>OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.</p> <p>Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.</p>

Key Priorities and Strategies 2019-2020 - Neerlandia Public Christian 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: <ul style="list-style-type: none"> ■ Elementary to Junior High ■ Junior High to Senior High 	<p>3,4</p>

<ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) 	
<ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. 	4,5
<p><u>In our school (NPCS) we will:</u></p> <ul style="list-style-type: none"> ● Work with BCHS to transition our students to grade 10. <ul style="list-style-type: none"> ○ Combine the division basketball tournament at BCHS to take all grade 9s as a school spirit event as well as give a tour of BCHS to introduce grade 9 students to the new setting and probe thinking. ● Continue to provide counselling services through our teacher counsellor ● Utilize district counselling supports for students who need more intensified supports ● Continue to use FCSS counselling services ● Run intramural programs where staff are encouraged to play with students ● Set up intentional supervision schedules to allow staff to connect with students during breaks ● Daily morning devotions in homeroom 	

<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. ○ 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. 	1, 4

<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 our school we will:</u></p> <ul style="list-style-type: none"> ● Continue to use the RRST, BAS literacy assessment, and the MIPI to gauge student learning and information instruction. ● Discuss the results on these tests as a staff to help set direction within our school. ● Continue to attend PD on literacy and numeracy assessments, such as the DRT. ● Work with the PHRD Lead Teacher to implement literacy and numeracy assessments and instructional supports. <ul style="list-style-type: none"> ○ Ensure the school literacy lead and school numeracy lead attend all workshops and meetings to develop capacity within our school teaching community ● Complete our implementation of Reading and Writing Workshops (Lucy Calkins). ● Continue to have elementary classrooms use Words Their Way or equivalent word work program for consistency and fidelity of Language Arts programming ● Continue our focus on “math fact fluency” and use the MIPI to inform instruction and target areas of need with our students. ● Continue our focus on math vocabulary by working to make use of number talks, and other instructional strategies as introduced by the PHSD Lead Teacher. ● Continue to attend PD that supports literacy and numeracy assessment and instruction. ● Begin using a daily math program that reviews all concepts in a 2 week period to maintain consistency and ongoing development of students’ number sense and non-calculator skills 	
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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 	<p>1, 2, 3</p>

<ul style="list-style-type: none"> ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) 	
<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 	3
<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 	3, 4
<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. 	4

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

OUTCOME ONE: Alberta Students are successful.

<p><u>Accountability Pillar Measures:</u></p> <p>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).</p> <p>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).</p> <p>1.3 High School Completion Rate: High school completion rate of students within three years of entering Grade 10.</p> <p>1.4 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.</p> <p>1.5 Drop Out rate: Annual dropout rate of students aged 14 to 18.</p> <p>1.6 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.</p> <p>1.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.</p>
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1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

Jurisdiction Measures:

- 1.9 Student Achievement** - Grade 9 cohort results at the acceptable standard in Mathematics.
- 1.10 Student Achievement** - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.11 Student Achievement** - Number of coded students who graduate (code 41 to 46).
- 1.12 Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

Jurisdiction Outcome 1-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.

Commentary:

General Comments

- 28 out of 48 students in Grades 7-9 achieved honour roll status in the present school year.
- Several NPCS students were recognized with special awards for their participation as citizens in society. This included 3 students who won the PHRD Citizenship Awards, as well as several students who participated in and won awards for the Legion Remembrance Day Contests.

Numeracy Strategies

- NPCS mathematics teachers administered the MIPI in the early fall.
 - The results for each student and each test question were entered into a spreadsheet which gave teachers two important data sets:
 - which concepts individual students struggled with,
 - which concepts the entire class struggled with.
 - The data was used by the teachers to focus and prioritize the concepts for the school year.
- K-4 teachers at NPCS continued to implement the 10 Block Model of mathematical fluency.
- Discussion around the need for consistent mathematical vocabulary continued and all teachers were observed being very intentional in their choice of vocabulary during instruction, practise and assessment activities.
- Dreambox learning was an online math platform NPCS piloted this year. This program automatically differentiates based on students abilities and success. A PD in-service was provided from Dreambox to help teachers access the data and utilize this to meet student needs in the classroom.
- Students at all grade levels were observed integrating mathematical vocabulary into their explanations of their thinking.

Literacy Strategies

- Teachers at NPCS continued to use a balanced approach to literacy including daily word work, guided reading, systematic writing instruction and intervention programs as required, especially LLI.
- Div 1 teachers were updated in training for the RRST and DRT-2 reading screens.

- RRST and BAS tests were administered, scored, analyzed and used to inform instruction according to PHPS guidelines.
- Lucy Calkins Reading and Writing Workshops were introduced in Div 1 classrooms. Words Their Way was also introduced into the word-work portion of the Language Arts routine.
 - All grade 1-5 teachers are now trained in WTW and utilizing it in their classroom.
- LLI has continued in each Div 1 classroom to support students for whom a balanced approach to instruction is not sufficient.
- Reading intervention groups were established and taught by the literacy lead teacher for NPC. These were the students who required the highest level of reading support. Programs included LLI, ERI, and Fly Leaf.
 - These reading groups continued even when schools were closed and learning moved to the online platform.

Commentary on PAT Results

- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Achievement Tests were cancelled.

Citizenship Strategies

- Each of our classes planned special service projects which ranged from visiting, playing games with, and singing for the elderly in various care centres in Barrhead, bringing songs and fruit baskets to seniors and shut-ins in Neerlandia, writing cards of encouragement and comfort to those who need them, a band performance for seniors, helping with the food bank and other social services, sharing art with seniors, etc.
 - Due to the COVID-19 pandemic, some of the projects were not able to be completed as they are often meant to happen later in the school year as a consummation of learning and practice.
 - The following were able to happen before in-school classes were cancelled:
 - Cards of encouragement
 - The band performing for the seniors
 - Participation in the Remembrance Day Poster and Writing contest
 - Some classes fundraising or having students donate their money (by choice) to charitable causes aligned with our school community and Christian priorities
 - Kindergarten visiting Shepherd's Care Centre in Barrhead

Early Learning Programming

- Our Preschool continued to work closely with both the school and with PHSD.
- We offered two full days per week Kindergarten Program and participated in the RRST screenings. A major focus of this program is the development of pre-literacy and numeracy skills to support students as they transition into grade one. It also assisted in the early identification of at risk students which allowed the teacher to adjust their instruction accordingly.
- Unfortunately, with in-school classes cancelled, students who required follow up teaching and testing of the RRST were not able to receive the testing this spring.
- A speech-language Program Assistant was designated to work with several Kindergarten students on SLP goals provided by a certified SLP. This was a new and expanded program this year.

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

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 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.
- 2.5 Drop Out rate:** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.6 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
- 2.7 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

Commentary:

- NPCS does not have any identified FNMI students who desire, or whose parents desire, special programming at this time, but staff are committed to exploring resources to build a better understanding of issues related to FNMI students who may enrol at NPCS in the future. As the new Alberta Teaching Quality Standard comes into place, we will support our teachers in the professional development required to fully attain it.
- Staff and students participated in Orange Shirt Day.
- We have continued the discussion of what residential schools were and their potential and real impacts.
- NPCS administration previously attended a two day workshop with the PCCE centered around Truth and Reconciliation in Christian Schools. The administration is using this as a platform to further develop plans of providing appropriate and meaningful education around Truth and Reconciliation.
- School administration worked with the NCES to further educate parents and community members about Truth and Reconciliation and how it works with Christianity.
 - Discussions were held, then decisions were made to move forward and have a parent night with the district FNMI coordinators doing the blanket exercise, followed by a Q&A session to help mitigate misunderstandings. Grade 7-9 students were to then participate in the blanket exercise in the following weeks. Unfortunately, due to the COVID-19 pandemic and cancellation of in-school classes, this was not able to be completed this past school year.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

- 3.1 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.
- 3.2 Programs - (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.
- 3.3 Programs - PHPS Satisfaction survey:** Percentage of parents satisfied with the range of programs classes offered at the school.
- 3.4 Programs - PHPS Satisfaction survey:** Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.
- 3.5 Programs:** Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.
- 3.6 Programs - PHPS Satisfaction survey:** Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.
- 3.7 Programs -** Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.
- 3.8 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.
- 3.9 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents and students satisfied with their teachers.
- 3.10 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the performance of their school administrators.
- 3.11 Excellent Staff - PHPS Satisfaction survey:** Percentage of parents, staff and students satisfied with behavior expectations at their school.
- 3.12 Excellent Staff - PHPS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.
- 3.13 PD (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.

Jurisdiction Outcome 3-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:

- 3-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

- 3-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.
- 3-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.
- 3-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.
- 3-A.5 PHPS Satisfaction survey: Meeting learning needs.** Percentage of parents agreeing that their children appear confident about what they are learning at school.

Commentary:

Educational Programming

- NPCS offered a broad range of studies including the fine arts, technology, health, physical education and religious education. This was achieved through scheduled Art, Music, Band, and Design classes. Music classes with the music specialist teacher were expanded to include grades 3-6 this year, with the intent of increasing to all grades in the next year. This is an increase from only grade 6 the previous school year.
 - Opportunities to learn and participate in Drama were provided through students joining the extra-curricular Drama group to put on a play for the Easter concert. The remaining students worked during class time to practice the music to provide choral support to the Easter play. Unfortunately, the Easter concert had to be cancelled due to the COVID-19 pandemic, which cancelled classes shortly before the concert was to take place.
- For Jr. High, students had the chance to sign up for and participate in 5 Options classes including Band, Art, Recreational Studies, Film Studies, and Design. Students were also able to choose from 8 CTF courses, including Foods, Woodworking, Hunter Ed Training, Winter Pursuits, Outdoor Photography, Computers, Lego Robotics, and Electronics.
- All NPCS teachers attended the PCCE Christian Educators conference in Edmonton in October. New teachers also attended the Tft training provided in conjunction with the PCCE conference. NCS provided financial support through covering registration costs for this event.
- Teachers in all grades developed a Storyline Theme to trial implementing this year. Some classrooms had more confidence and success in this than other classrooms. The focus for this year was to develop the theme, create a bulletin board for a classroom anchor of all activities to this Storyline theme, and experiment with different ways to integrate this into unit plans and lesson concepts.
 - Additional support was provided through PCCE leadership attending one of our site-based PD days to further develop understandings and methods to implement Storyline into the everyday classroom. Unfortunately, this PD was provided on the last day before in-school classes were cancelled, so teachers could not integrate this PD into their class the following week (and remainder of the year).
- All teachers included growth in Christian perspectives on education as part of their professional growth plan and took steps to work towards these goals. For many, this included

the whole staff strategy of attending the PCCE Christian Educators Conference, collaborating with teachers from other PCCE partner schools, and site-based PD involving PCCE leadership.

- PE programs included extracurricular or co-curricular activities including the grade 9 Jasper Ski Trip, Jr. High ski trip to Misty Ridge, grade 8 hike to Clearwater Creek, as well as participating in all PHSD interschool sport activities which were offered before the COVID-19 Pandemic.

ExtraCurricular

- We ensured that our coaches are up to date on the latest APs and protocols.
- Our students had the opportunity to participate in a wide variety of curricular and extra curricular events.
 - This included numerous sporting opportunities for grades 4-9 such as cross country runs, running club, participation in volleyball, soccer, and basketball. Unfortunately, Jr. High Badminton and Track and Field were cancelled due to the COVID-19 pandemic, as well as the Elementary Pembina Hills Small Schools Athletic Meet.
- Admin and PE teachers worked to further integrate participation in the elementary sports program that participated in PHSD tournaments for soccer, cross-country running, volleyball and basketball.
- Our students also had the opportunity to participate in a variety of arts-based activities including music festivals, and several in-school performances.
- Many of our students participated in the Kiwanis Music Festival and our junior high band students had the opportunity to participate in our Remembrance Day and Christmas assemblies.
- Our students also participated in several major assemblies including Thanksgiving, Remembrance Day, and Christmas.

Satisfaction with instruction, teachers and administration

- Satisfaction with instruction, teachers and administration continued to be very high.
 - Evidence for this can be taken from the PHSD online satisfaction surveys and through dialogue and anecdotal notes from conversations with parents and students, especially through School Council meetings (meeting most months of the school year).
 - Administration and teachers continue to work with parents through classroom communication tools such as Dojo and Remind101
 - Monthly newsletters are written and sent to all families and interested community members (who do not have children in the school) keeping everyone informed of the activities, success, and challenges happening in the school community.
- During the delivery of online, at-home learning, throughout the COVID-19 pandemic, the administration created weekly videos and distributed these to all students and their families to keep families up to date with relevant announcements and important communication through this unprecedented time. Parents and students were able to participate in these weekly videos through submission of questions or ideas for video segments, addressing the need for information as well as getting to know the school administration on a more personal level through the video segments and interviews. Most of the teachers participated in at least one video segment to help families feel connected and up to date during the pandemic.
 - Student and parent feedback was overall extremely positive to this

Professional Development

- All of the teachers attended the Christian Educators Conference where they worked on Tft and Bible curriculum.
- Teaching staff included growth in Christian perspectives on education as part of their

professional growth plan.

- Site based PD days included presentations of Concept Based Instruction (CBI) and practical reflection on current practice with the movement towards a CBI approach.
 - The principles of CBI included how to integrate the Tft Throughlines into planning units and lessons.
 - 4 more teachers attended PHSD PD for CBI this past school year (five half day sessions).
- Grade 1-3 teachers implemented learning from previous PD for the Jump Math resource and fully incorporated Jump Math in their classrooms.
 - Follow up support was given throughout the year by the PHSD Numeracy Coordinator and school admin.
 - Teachers observed increased confidence and fluency in math concepts compared to previous programs and resources.
- The grade 1, 3, and 4 teachers had attended PD for Words Their Way in the past. This year the grades 2 and 5 teachers also attended WTW PD training and began implementation into their classroom literacy programming.
- Teachers continued to develop planning which incorporated regular practice of basic math facts and non-calculator skills into their mathematics class routines to give students the necessary skills and prepare them for Part A of the Math PAT in grades 6 and 9.
- All LA teachers continued the implementation of the Benchmark Assessment, with the emphasis on how to use this information to inform planning and instruction.
 - All of this data was updated in Dossier up until the COVID-19 pandemic.
- Our K and 1 teacher also continued to administer the RRSST and interpret the results of the RRSST.
 - This information was used to inform planning and instruction so that identified students received targeted small group and/or individual instruction.
- NPCS teachers participated in the division opening day session with Dr. Jody Carrington.
- School administration participated in the Inclusive Ed Lead cohort for PHSD to further develop knowledge and skills for meeting the needs of Tier 2 and 3 students.
- New staff members were sent for SIVA training to ensure that we use the latest in preventative strategies and behaviour management.

Communication regarding Student Progress and Classroom Activities

- Teachers communicate student progress in a variety of ways. They communicate through things such as agendas, DOJO, Remind101 and by regularly updating powerschool in grades 4-9. Tests are often sent home to be reviewed, signed and returned.
- Phone call contacts and two parent conferences per year also add to our contacts. Parent conferences had 98% attendance in both October and March.
- In addition to this, progress reports were sent home during the school year and a final report card was sent home in June.
- When learning switched to online, at-home learning, the whole school used the Google Classroom platform to keep consistency among the school and all ages of students. This was done to keep platforms simpler for parents so they would not have to learn and navigate multiple platforms depending on the age of their children.
 - From the very outset of the pandemic, consistency, scheduling, and planning between all grades in the school was a major focus to ensure families could have their needs met in a smooth, consistent, and manageable framework.
 - Grades were uploaded into the Google Classroom platform to keep students and parents informed of progress and success.

- Final report cards included extensive writing of comments compared to typical school years, highlighting the learning in school from September to March 15th, then the learning at home from March 16th-June 25th.
 - Marks were given for each section of the year.
 - For many students, the marks were quite consistent (within 5% from in school to at-home), with some increasing or some decreasing.
 - Although a small number of students did not participate as much as hoped, these students and parents were regularly contacted and offered support from both teachers and administration, or in some cases the PA assigned to work with the students.

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

Accountability Pillar Measures:

- 4.1 Safe and Caring:** Overall teacher, parent and student are in agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 4.2 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.
- 4.3 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.
- 4.4 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 4.5 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.

Jurisdiction Measures:

- 4.6 Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.
- 4.7 Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.
- 4.8 Safe and Caring - PHPS Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.
- 4.9 Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 4.10 Character - PHPS Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.
- 4.11 Character:** Number of service projects/groups facilitated by the school in which students participated.
- 4.12 Character:** Number and Percentage of students involved with or who participated in service projects.
- 4.13 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

- 4.14 Education Quality - PHPS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.
- 4.15 Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).
- 4.16 Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.
- 4.17 Work Preparation** - 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.
- 4.18 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.
- 4.19 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).
- 4.20 Parent / Community Involvement - PHPS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.
- 4.21 Parent / Community Involvement -- PHPS Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community’s involvement in student learning.
- 4.22 Parent / Community Involvement** - Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 4.23 Parent / Community Involvement** - 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.)
- 4.24 Parent / Community Involvement** - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)
- 4.25 Technology / Management - PHPS Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.
- 4.26 Technology / Management** - 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)
- 4.27 Technology / Management** - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.
- 4.28 Technology / Management** - Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

- 4-A.1 Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.
- 4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees**

4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

Commentary:

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

Throughout the 2019-20 school year the NPCCS staff continued to encourage each other in our growth as a Christian professional learning community, with special emphasis on the Teaching for Transformation principles of Storyline and Deep Hope strategies and how they connect to Universal Design for Learning Principles.

- Teachers were given site-based PD time to work with PCCE (Prairie Center For Christian Education) lead teachers to deepen our understanding of formational learning experiences and our understanding of our places in God's Story.
- The teaching staff attended the Prairie Centre for Christian Education Teachers Convention and this was supported by the NCES and school/district administration through the covering of registration costs (NCES paid) and setting up the calendar so it would be non-student operational days during the convention.
- Teachers were encouraged to collaborate with teachers from other Christian schools in the refinement of their Teaching for Transformation Storyline Themes with the focus on attempting different activities this year to get a feel for how to fully implement Storyline in the following school years.
- Several professional development days focussed on planning for successful inclusion by using Shelley Moore's planning tools, in combination with CBI principles of universal access, designed upfront with clear connections to our work on the development of Teaching for Transformation units and practices.
 - Administration worked with teachers to send four more teachers for CBI training this year, meaning 11/15 teachers at NPCCS are now trained in CBI.
 - Implementation of CBI and getting it engrained in our practice will be the focus and priority moving forward.
- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
 - Office staff are looking at other school examples of Athletic Code of Conducts to make a further refined and thorough document for NPCCS. This is to ensure fair play policies and guidance to parents, athletes, and coaches for expecting commitments and behaviours.

Inclusive Practices / Supports for At Risk Students

- Staff continued to work with the admin to ensure alignment on division procedures for IPPs and Inclusive Education.
- Students with the highest reading needs were put into reading intervention groups with the lead literacy teacher to receive explicit, direct reading instruction to close the gaps and give the students the literacy skills necessary to succeed in the classroom. Groups had fluidity throughout the year as student's reading levels changed and the appropriate intervention programs were established to meet the reading challenges of each student.
- NPCCS teachers participated in division initiatives and training and have continued to follow Division guidelines for reporting in Literacy programs and Powerschool.
- We have continued to assign a .10 FTE counselling position that supplements the personal, career and education counseling carried out by junior high teachers in the context of homeroom, health, social studies CTS and other classes.
- We continued to use the FCSS/PHSD Success Coach to work with specific students during the school year.
- School administration followed up with the SIVA training to write PSMEs and ensure that the

approach to working with the student was built on authentic, positive relationships and truly knowing the child; proactive and caring, not reactive or punitive.

- Jr. High teachers and support staff were given tools and strategies such as visual schedules, key learning targets, and break systems to allow certain students more success in the classroom.
- Admin continued to work with teachers to shift the mindset for certain activities such as school field trips. The biggest adjustment was changing the mindset from “Can this student really succeed on this type of field trip?” to “How do we put proper supports in place so that all students can succeed on this field trip?”. Although this has continued to be a significant shift in mindset for some staff, most staff now see the benefits and were astounded with the success of one student in particular. Not only did staff see the benefits, parent volunteers on the field trips noted publicly that they saw the positives and the impact.

Engaging and communicating with the community

- Work Preparation
 - All of our grade nine students (100%) participated in sessions on career decision making including the School Expo and health classes.
- Engaging and communicating with the community
 - All of our students (100%) participated in two service projects (Terry Fox Run and LAMP); many students planned for several service projects which were to be done towards the end of the school year. Unfortunately, due to the COVID-19 pandemic, many of these service projects had to be cancelled when in-school classes were cancelled.
 - We continued our partnership with a small northern Saskatchewan First Nations Community through LAMP and organized a drive to supply food for their school breakfast and lunch programs as well as clothes, games and books. We again filled the truck and trailer to maximum capacity.
 - Our school council met monthly and worked closely with the school staff and administration to ensure the embedding of our core Christian values into the daily work of our school and is regularly updated on student achievement.
 - Follow up questions and dialogue with school administration are built into each meeting agenda providing opportunity for input at each meeting.
 - Our school continued to produce a newsletter format where articles were shorter, real pictures were included and it was printed in colour. This letter began with an article by the principal which connected the academic work of our school with the Christian principles which are integral to the unique nature of NPCCS.
 - We kept the website updated and our assistant principal kept our Facebook Page updated and relevant.
 - The Easter concert was in full preparation and nearly ready when in-school classes were cancelled. Unfortunately, the concert was unable to happen this year.
 - Parents and community members were invited to our more prominent assemblies, including Thanksgiving, Remembrance Day & Christmas.

Strategies associated with the use of learning technologies

- Technology is now a routine part of both instruction and student demonstration of learning at all levels.
 - This became even more of a reality this year due to the online, at-home learning environment brought on by the COVID-19 pandemic. All students and teachers had a quick and steep learning curve with the technology platforms, yet all succeeded.

- All junior high students are enrolled in an Information Technology option when they are in grade seven, or new to our school in grade 8 or 9, and Digital Citizenship is a required unit in this course.

Communications Strategies

- Classroom teachers in Div 1 sent home regular (monthly) classroom newsletters and updates
- Div 1 and 2 teachers all used the Dojo or Remind101 platforms to communicate directly with parents on a daily (as needed) basis. This has resulted in a noticeable decrease in phone calls to the school office.
- Office administration sent home monthly newsletters informing the wider school community of events, learning, and opportunities up until March, when schools were cancelled. These newsletters didn't happen again until the end of June as office support staff were laid off temporarily between April and mid-June.
 - To continue with communication and connection between the school office and the home, the principal did a Monday Morning Message video each week during the online, at-home learning to keep parents and students informed of pertinent information
 - Students and parents could email the principal common questions or concerns to get answers on the weekly video segments.
 - Some of the questions and video segments were more about having a bit of fun and getting to know the personal side of school staff. Many questions were relevant to actual information needed during the unique learning time.
- Updates were sent through the school website on an as needed basis.
- All sports teams used a platform such as Remind101 to keep parents fully informed of schedules and team events.

Budgets and School Generated Funds

- We maintained accurate records and were on track with our budget.
 - This was a unique year with COVID-19 and the government adjustments to funding, creating different approaches to the budgeting monitoring procedures. In the end, the school did remain on track with spending and was able to keep on track with short-term and long term spending and upgrades to the school resources.
- Because of a couple of smaller than average classes, we did use some of our reserves this year. The enrollment numbers are increasing significantly going forward, meaning reserves will not need to be used because of smaller enrollment going forward.
- The new funding model from the government has changed the planning season and spring budgets for our school as we no longer wait until the September 30th count. The spring budgeting for next school year meant more communication and consultation with the Senior Administration from RO.
- NCES and school classrooms collaborated to ensure a hot lunch fundraiser was done twice a month. This generated funds for field trips, classroom resources, and NCES' annual budget income. The fundraisers were a success, bringing in approximately \$400 profit each time. This helps the school continue to do co-curricular and extra-curricular events without needing to charge new fees to enable these events.
- The grade 9 students donated an outdoor tent for the school to use in the future for events such as the opening day pancake breakfast or elementary PHSD track and field events when NPCS is the host school. This is a tent valued at approximately \$4000 brand new.
- Ukuleles were purchased to enhance the elementary music program.

- Classroom teachers continue to work with school administration to purchase needed items and identify resources needed both currently and in the future. Staff meetings occasionally have opportunities to update budget requests or purchase needs. This allows all teachers and school programs the opportunity to have a say in some purchasing and to understand the needs of the entire school community while making plans.