SWAN HILLS SCHOOL

Annual Education Results Report
2019-2020
June 30, 2020

TABLE OF CONTENTS

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 Parent Advisory Council participates in our yearly planning by attending a regularly scheduled PAC meeting where we present our school plans from the school planning day and have them give input and suggestions for change. Throughout the school year, we present updates on how we are progressing with our plan. Currently, SHS and its PAC are considering ways to increase attendance to allow for greater parent voice to assist the school in planning.

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.

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

School Vision
"To promote confident, caring, responsible and productive global citizens that are lifelong learners."
Further, we would like to see:
● staff work more collaboratively to improve learning and achievement.
● students engage in school and take more responsibility for their learning and performance.
● parents and the community becoming more involved with the school, and supporting staff and students in their endeavours.
● Staff, students, parents, and community members collaboratively supporting an environment that is welcoming, caring, respectful, safe, and that has at its base an appreciation for learning and responsibility.

Mission Statement
Together, in cooperation, we will provide a diverse education which challenges individuals to achieve exemplary academics, character and citizenship.

Motto
Together we can; Together we will

Teachers
We believe that we must risk new methods of teaching and explore new ways of learning to meet the needs of the children that attend our school.

Learning
We believe learning is unique to each individual and that all children can learn. With the appropriate supports and a combination of intrinsic and extrinsic motivation, students can grow, learn, and succeed.

Education
We believe that education is a lifelong endeavour. It is empowering.

School Profile

Swan Hills School offers the best academic, physical, social and emotional development for students. Currently housing Preschool through to Grade 12, Swan Hills School serves the needs of this vibrant community with an attached swimming pool, preschool, PAWS programming and two gymnasiums.

The school's motto, "Together We Can; Together We Will" speaks to the program model that is in place at the school. We have committed ourselves to work as a team of staff, students and parents to provide the best opportunities for our students and children. We ensure a high standard of personalized instruction for all children.

Historical Background

Swan Hills School serves the town of Swan Hills. The area essentially serves the oil and gas industry. Born in the legends of the native Indians and developed through the discovery of oil, in many ways the story of Swan Hills is an echo of the story of Alberta.

The name Swan Hills was first given to the area by the Indigenous People of the area, who believed that giant swans nested on the estuary of the Assiniboine River. During the summer prairie thunderstorms it was said the thundering wing beats of these great birds filled the air as they fled for shelter. The

settlement of the Swan Hills Area by European homesteaders seemed almost accidental. Originally bound for the rich farmland in the province's northern Peace River region, early settlers set off from Edmonton by way of the Swan Hills in order to make use of the shortest route around the muskeg so prevalent in the area. But the route was difficult, and many were forced to either turn back or stake a claim in a place that was not their destination.

The government of Alberta virtually ignored the entire area until pressure from these waves of settlers forced it to open a wagon trail through the Swan Hills Area in 1911. However, after this achievement, the area once again fell into oblivion, and remained so for the first half of the 20th century, as settlers cleared and homesteaded, and tried to build a new life for themselves. Eventually they succeeded, and once again began to pressure the government to create a transportation link with the rest of the province that would allow them to take their grain and livestock to market. But it wasn't until the mid-1950s that the government of Alberta agreed to construct a major highway through the area.

This road construction was to change the fate of The Swan Hills Area forever.   In September, 1956, a foreman with Home Oil named Fred Willock set out along the new road to prospect for oil in the area; only one of many oil prospectors who converged on the area, sending down their well shafts in the hope of striking it rich.   Willock did. In the spring, he helped drill the well that brought in the Swan Hills field; which became the third largest oil discovery in Canada (containing an estimated four billion barrels of oil), and helped to propel Alberta into the decades of oil prosperity that it has enjoyed ever since.

In 1959, the oil company Amoco Canada, together with British American (Gulf) helped make history by striking the first well of the South Swan Hills Unit. By the time the field's boundaries were defined in 1963, the South Swan Hills Unit encompassed 100 square miles, had a capacity of producing 831 million barrels of oil and had 193 working wells.

There's nothing like an oil boom to help build a town, and like so many other Alberta communities that owe their existence and prosperity to oil, Swan Hills is no different. During the years of the oil boom, the base camp that had been set up for the workers quickly exploded into a town site as homes, schools and recreational facilities were put in for the oil companies' employees.

In 1967, Swan Hills again took a place in history by becoming the first township incorporated during Canada's centennial year. The town is young, and because of that its residents enjoy a wonderful lifestyle incorporating new schools, new technology, new facilities and a young and vibrant population. It's a young town full of the opportunity that has always characterized the west. Part of this opportunity culminated in the development of the Alberta Special Waste Treatment Facility . Built in 1987, this world-class facility helps to diversify Swan Hills' economy.

In 2009, the Town of Swan Hills celebrated its 50th Anniversary. Swan Hills School saw over 275 alumni return to Swan Hills to enjoy the festivities and fun of the week long celebration. At the start of the 2010-11 school year thirty students and their families left the Town of Swan Hills and this was of great concern to us. We have implemented better measures as a school to ensure that population swings would not affect staffing or resources to the school.

Swan Hills' first school consisted of 2 portables placed on site in 1960. Two classrooms were added in 1962 and by 1964 the community had grown to the point where some permanent facilities were needed. An addition consisting of 6 classrooms, a science room, an ancillary room (large classroom), a library and the present large gym were added. This complex served the community until 1972 when 2 more portable classrooms were added. These were removed in 1985. In 1974 the school board with its own funds added space for gym storage and a mechanical room. In 1975, 6 classrooms were added to the building. At the same time the Town of Swan Hills funded an indoor heated swimming pool. In 1979, 2 classrooms, 2 ancillary rooms (present stage), a primary gym and a new library were added. Aside from regular upgrading, the facility remained the same until 1995 when a new administrative suite, staff workroom, a no barrier washroom, wheelchair access, counsellor's office, staff washrooms, computer lab, conference room and a renovated staff room were added.

Past Principals of Swan Hills School

1960/61	Mr. Arkenstal	1997/00	Mr. Cam Oulton
1961/65	Ms. R.W. MacGregor	2004/06	Mr. Robert Gallagher
1965/68	Mr. C.C. Moore	2006/09	Mrs. Pauletta Renkema
1968/70	Mr. Ed McGill	2009/11	Mr. Bryan Richardson
1970/75	Mr. Larry Lambert	2012/2017	Mrs. Sheila Gardiner
1975/94	Mr. Doug Seebach	2017/present	Mr. Slade Sekulich
1995/97	Mr. Ron Kenworthy		

Section 2: Outcomes, Measures, and Commentary

Alignment of Outcomes to Key Strategies

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

2020-2021

*(The 2019-2020 plan was built on the foundation of the 5 outcomes defined in Alberta Education's previous business plan.
The measures and strategies were re-aligned to the current Outcomes as part of planning for 2020-2023)*

OUTCOME ONE: Alberta Students are successful.

Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

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

Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

PHSD high schools have identified a variety of strategies that align with the <u>Alberta Education High School Completion Strategic Framework</u>. They align with the current Alberta Education Outcomes as follows:

1. <u>Personalized Learning</u> *"Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students."* **OUTCOME ONE**
2. <u>Successful Transitions</u> *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."* **OUTCOME ONE**
3. <u>Collaborative Partnerships</u> *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."* **OUTCOME FOUR**
4. <u>Positive Connection</u> *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."* **OUTCOME FOUR**
5. <u>Tracking Progress</u> *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

Key Priorities and Strategies 2019-2020 - Swan Hills School

	Alberta Education Outcome(s) impacted
Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	

● 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:
  ○ Teacher advisory structures to support enhanced student-teacher relationships
  ○ Use of MyBluePrint as a tool to organize and plan for student success
	1

● 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:
  ○ 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:
  ○ 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.
  ○ **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:
  ○ Create staff deployment and programming structures to focus on transitions from:
    ■ Elementary to Junior High
	3,4

■ 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)	
● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the "Student Orientation to School" questionnaire.	4,5

In Swan Hills School we will:
● Resume training of staff for Go-To Educator
● Educate staff on the NME (Neurosequential Model of Education) and Collaborative Response Models
● Assign teachers to have classes in more than one Division, with the intent of adding new ideas, opportunity for role modeling, and addressing school culture
● Continue to allocate adequate High School Completion Counselling time
    ○ In addition to designated people, teachers will meet with individual students on a regular basis outside of class time to assist students academically and personally
    ○ Assign additional staff to support grade 9-12 academic counselling
● Continue with the PAWS classroom & school wide programming, leadership groups, counselling
    ○ Support and programming by PAWs as required, ie: specific focus group activities
    ○ Adapt programming, place students in K&E programs to address students unique needs
● Integrate breakout programming rooms for students with academic, behavioural, and emotional needs in each division
● Implement Mental Health strategies that are engaging and relevant for students	

Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	Alberta Education Outcome(s) impacted

● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator.
    ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy.
● A Literacy Committee will include **certificated representation from each of the schools**, preferably the assigned school leads / point persons.
● A Numeracy Committee will include certificated representation from **each of the schools**, preferably the assigned school leads / point persons.
● The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :
    ○ Support and develop teachers' capacity to achieve the division's standards of effective math instruction and the balanced approach to literacy.
	1, 4

- **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 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 Swan Hills School we will:
- Identify point-of-contact staff members identified for Literacy and Numeracy
- Administer MIPI assessments to Grades 1-10 math students in September for teachers to recognize concepts where extra support may be needed throughout the upcoming semester
  - Provide time for administration and analysis of assessments, in addition to collaborative time
- Provide resources to deliver appropriate programming (Number Talks book, F&P resources (shared or guided resource), LLI box), as able
- Implement training for PA support staff to ensure understanding of math language and strategies
  - Additional PAs to be trained for LLI
- Provide intervention earlier for students who score markedly low on the RST
- Continue literacy and numeracy strategies, as able, with one-on-one support (PA) for students identified with concerns
- Ensure 2 cycles of LLI support for Division 2
- Open invitations to Math PD for all staff - or could be provided in-house by those who attended live
- Identify struggling students in Gr. 9 and make accommodations until streamlined programming can occur in Gr. 10.

	Alberta Education Outcome(s) impacted
Support for Staff *A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.*	

● 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)	1, 2, 3

● **School principals will assign certificated staff** (lead inclusion teachers, or point person) to be responsible for:
   ○ 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

● Division administration will continue to assign roles within district lead teacher / coordinator assignments to:
   ○ 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:
   ○ 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:
   ○ 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

● 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:
    ○ 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

In Swan Hills School we will:
● Admin will ensure appropriate and relevant resources and training are available to teachers to meet student needs
● Increase time for Spec. Ed./Inclusive Ed. teacher to support classroom teachers in individual programming
● The Inclusive Ed. teacher and Admin will assess needs and coordinate the provision of services with district resources
● Support the training and skill development of Program Assistants
    ○ Implement collaboration time for PAs to collaborate with each other and PAs to collaborate with Special Ed Facilitator
    ○ Schedule time for teaching staff and PAs to work with PA mentor
    ○ Plan for and provide PA (and teacher, as needed) training consistent with their roles working with students
● Incorporate FNMI Liaisons' knowledge into classroom programs in meaningful and relevant ways
● Div. Meetings and teacher-directed days will used for identifying and strategizing for at-risk students
● Teachers will attend sessions to facilitate the success of at-risk students
● We will ask experts to train all staff in-house (such as psychologist) rather than just suggesting strategies
● Staff will attend relevant PD to learn strategies that are student and age appropriate and relevant to a situation
● Seek training to address and support unstructured/multi-graded class environments
● Advocate for video-conferencing/Google Hangouts PD sessions
● Consider use of teacher-directed days for in-house and in-district collaboration
● Recommend a PD Fund Plan that would allow teachers to "pool" money for 1-3 years so that Specialist Council PD Sessions are affordable. These councils provide detailed sessions that are very meaningful; currently, they are inaccessible.
● Staff will collaborate with subject partners in our own building more frequently, using teacher-directed days	

OUTCOME ONE: Alberta Students are successful.

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:

Although continued FTE could not be provided for the Literacy Lead, key aspects of the role were carried out. Teachers were provided direction and support with testing and resources. Plans were laid to train more support staff to assist with LLI, and most were trained during the course of the year. Assessments were performed as scheduled, with data driving suggestions for classroom interventions.

No additional FTE was available for the Numeracy Lead this year, though all teachers received support

in use of the MIPI. Teaching staff collaborated on analysis of results to identify common areas of concern with numeracy at each grade level. From these results, a multi-grade level plan has been established to address problem areas, and a Division 2 numeracy block is planned for the coming year.

Continuous blocks of language arts were in place, and Division 3 had a continuous math block throughout the year.

Literacy
- Administration monitored the implementation of the school's literacy program to ensure the program aligned to standards of the District Literacy Strategy
  The Literacy Lead supported literacy programs in the school, ensuring teachers had access to relevant resources and advocated for PA training in LLI to provide additional pullout and in-class supports
    - Division One students participate in an ERI (Early Reading Intervention) program to bring student's reading ability to grade level.
    - We are continuing   the LLI program that has expanded the ERI program to reach even more students.
    - Our school continued to implement the ERI and LLI interventions
- A point of contact teacher has been identified, and, in the 2018-2019 school year, FTE was provided for this Literacy Lead to support colleagues.
- Participating teachers measured student growth along the literacy continuum semi-annually and provided anecdotal feedback on an ongoing basis in the interest of program improvement
    - Measures: Reading Readiness Screening Tool
    - Benchmark Reading Assessment is another measure that should be reported.
- Consideration of strengths in language arts suggests other subjects may benefit with continued dedication to establishing foundational knowledge and then bringing students to a higher level (conceptual) understanding of topics.

Numeracy
- All teachers worked on math vocabulary and ensuring that teachers were using the appropriate vocabulary with students.
- A continuous block of math was implemented in all elementary classrooms.
- Elementary teachers Implemented variations of programs supporting numeracy that focus on vocabulary, basic operations, numeracy strand, and problem solving.
- Elementary teachers used the Math Profile Assessment to gauge basic skills of students moving into division two.
- Grade level math teachers received professional support on MIPI implementation.

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.

Commentary on PDE Results
- Due to the COVID-19 pandemic, and the cancellation of in-school classes during the spring of 2020, Provincial Diploma Exams were cancelled.

Citizenship Strategies

- Needs a comment

Early Learning Programming

- We utilized the support of our district team to help support our youngest students.
- Our kindergarten teacher maintained regular communication with this team throughout the year, and they visited regularly.
- This year we planned for the integration of a school based Early Learning program guided by the Division Early Learning Principal.

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:

The Division FNMI Liaison supported FNMI students in cooperation with school staff, finding some significant successes at various points during the year. Unfortunately, due to the cancellation of in-school classes, some of the supported students had difficulty continuing at the same pace. However, a soon-to-graduate student who moved from SHS to Barrhead, despite several disruptions, through support from the FNMI Liaison and several district teachers and administrators, was able to successfully conclude the school year and achieve certification of completion.

Some staff have included versions of the blanket exercise in lessons where appropriate, and others continue seeking relevant and appropriate ways to present FNMI perspectives.

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:

Admin attended fall networking meeting. Flex Room options continued as before, but with added opportunities for students to receive more teacher-led CTS courses in such areas as Foods, Woods, ComTech, and Rec Studies. New CTS and CTF programming continued to be successful and is anticipated to continue in the next school year.

An extracurricular fundraising committee with representatives from each Division was established to more efficiently organize activities. Extracurricular sport participation saw growth in divisions 2 to 4.

Educational Programming
- Swan Hills School School has completed a third year of MFWHSR
  - Admin attended spring networking meeting, presented at the fall session
  - Flex Room options are continuously wide and varied
  - Teachers continue to focus on building strong and positive culture by engaging students in extracurricular activities and leadership opportunities.
- We enhanced engagement in the Woodworking room for our junior and senior high students through visits to forestry sites
- Established new CTF offerings to pique interest in Sr. High CTS. New CTS and Elective courses

were piloted in Div. 4, including Psychology, Fitness & Weight Training, Com-Tech Photography and Design Studies, expanded Sr. High Foods. Additional programs and new format planned for the 2019-2020 school year.

ExtraCurricular

- We ensured that all fundraising plans for extra-curricular activities were in place and that those activities were made affordable for parents.
- We continued to encourage our students to participate in extracurricular activities, especially our sports' teams and had a great increase in participation this past year.
- We included our grade 5 and 6 students in junior basketball to increase the interest and build our teams for future years.
- Division 2 participation in the PHPS sport league increased in all sports.

Satisfaction with instruction, teachers and administration

- Please describe...According to Satisfaction Survey data, students appear generally satisfied with their teachers, administration, the quality of education they receive, and the opportunities available to them in their school, as responses to questions measuring these aspects have risen favorably. Parents responses indicate less satisfaction with their children's teachers and the type or amount of communication they receive about progress and achievement. Staff satisfaction rose in most areas, but results indicate students need to be further challenged to achieve their best. Staff appear satisfied with their administration, and both staff and students had a significant increase in agreement that administration was aware of what occurred in classrooms due to frequent observation.
- Teachers are becoming more used to using teacher-directed PD days effectively, making opportunities for collaboration with in-school colleagues as well as those in other schools.
  - Teachers met to collaborate on CTF & CTS programming, numeracy talks and plans for meeting noted concerns.
  - Teachers attended professional development on the neuro-sequential model

Professional Development

- We encourage teachers to participate as much as they felt necessary in professional development activities at the district level.
  - Our staff utilized the support of our CLTs on a regular basis and participated in most district training.
  - Teachers were supported to increase their skills and application of:
    - common assessment practices, consistent assessment, and balancing formative and summative assessments.
- Teachers were supported in receiving PD relevant to district and provincial priorities (literacy, numeracy, and diversity), and were provided PLC time for collaboration on the same as well as on aspects of professional growth plans.
- Teachers were provided with enough PLC time to discuss and create common assessment strategies among junior and senior high staff as a HSR strategy.
  - During the year, time was provided for teachers to work on meeting the goals in their PLC plan including

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

<u>**Accountability Pillar Measures:**</u>
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.

<u>**Jurisdiction Measures:**</u>
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:

The review of the Student Code of Conduct with School Council was an effective sharing.

The majority of teaching staff have completed the Go-To Educator training, with the few remaining expected to complete by the next school year.

Student Satisfaction Survey responses suggest they are aware their teachers care for them and want to provide support.

Welcoming, Caring, Respectful and Safe Learning Environments
- Our school reviewed the Student Code of Conduct with staff, the school council, and students.
  - An updated digital copy of our Student Code of Conduct was put on the school website.
  - Staff referred students to the office only when they have been unable to rectify behavioural issues.
  - An Office Referral form continued to be used to communicate details of all incidents and provided for clear communications.
  - We continued to keep track of incidents and made adjustments to school discipline policies to encourage improvements and reductions in office referrals.
  - We ensured that we had proper supervision in place.
  - We continued to tighten up our discipline and attendance policies to provide students with the structure they need to be successful.
  - Amendments were made to the Discipline Cycle to allow for younger students and special needs students whose maturity and/or issues may require consequences different from the stated plan.
- Our school moved forward with several staff trained through the Go-To Educator program
  - We will resume training in the next school year and work toward all staff having the tools for working more effectively with students.
- Teachers in general built strong relationships with all students and communication with parents to help ensure that students at risk did not fall through the cracks.
- Staff continued the attribute and character education program within Division 1 & 2 which involves students, staff, parents and the greater community.
  - We employed programs such as Kelso's Choices and others that help students learn to make positive behaviour decisions.
- In collaboration with PAWS, we worked with our junior/senior high students to develop proper social skills, conflict resolution skills and mindfulness.

- We encouraged and maintained a bully-free environment by participating in Pink Shirt Day and regular discussion about how we treat each other.
- We also began work on celebrating diversity including utilizing the Safe Space resources.
- We communicated regularly to parents, to specifically emphasize positive behaviors, achievement and growth of students.
- We continued to introduce a monthly trait at assemblies.
  - Leadership students took ownership of these assemblies by presenting and discussing the monthly trait.
- We display and refer to self-regulation charts, using the language naturally to more greatly accustom students to use.

Inclusive Practices / Supports for At Risk Students
- Swan Hills School provides excellent programs for students whose learning, physical or mental disabilities range from mild to severe through programs to assist with high school completion issues.
- The school has established an instructional support team of special education teachers, special needs aides, counsellors and an administration team that works closely with the parents, students, community and outside agencies so that all the needs of the students are met.
- The school provides skilled aides and instructional teacher support for identified special needs students and for students in the school experiencing difficulty or are at risk of non-completion of their high school program.
- Students' programs are regularly reviewed, informally as well as formally (by teachers individually, teachers & PAs, and collaborative groups of teachers) to ensure goals are met and students are challenged
  - Students are now identified in Gr. 7 as potentially requiring K & E in Gr. 8 & 9- inform parents, students, other staff- try to arrange accommodations for Gr. 8 & 9
  - Evidence of the success of this process is seen by the number of students who move from K & E Jr High to becoming successful 'dash 2' diploma students.
  - Students with identified needs are supported by PAs as they are integrated in classrooms and pulled out to address specific needs.
- Parents have received communications on positive aspects of student behaviour as well information on supports applied to address inappropriate behaviours.
- Our school administration, staff and school council participated in professional learning opportunities to broaden understanding of LGBTQ.
- Our Counsellor met with students on a regular basis to review student progress and their program, encouraging them to complete extra credits, do work experience/RAP, apply for scholarships, improve their attendance, etc.
- Our HSC person met with students at risk on a regular basis ensuring that they were on track and getting the supports needed.
- Monitoring student attendance was a priority for administration.
- A common comment in all analysis is the need for greater engagement, student motivation, and personal accountability (ensuring work is completed in a timely manner so teachers can help ensure understanding).

- Teachers strive to find interesting ways to present information and to build student confidence when learning foundational skills.
- Greater attention in class with fewer distractions (talking, technology, etc.) is beneficial.
  - To reduce distraction, cell phones and other electronic devices were allowed for classroom use only under strict teacher supervision, with students directed when to use them (Kahoots, quick research, etc.).
  - Teachers noted an increase in attentiveness and engagement in most classes.
- The Mental Health Literacy, Go-To Educator training was used in student relations
  - We plan for the balance of staff members to receive training in the coming year.
- Our school engaged with the School Link Team to support programming for Tier 2 and 3 students.
  - Consultations with NME specialist, with further support and training planned for the fall.

Engaging and communicating with the community
- Attendance at town hall and Interagency meetings to spread word of school activities and to share relevant information.
- The School Council that provided feedback to the school administrators from both the parents and the community.
- We continued to work well with our Parent Advisory Council and the Grizzly Cubs fundraising group.
  - We have currently met most of our fundraising goals, so are planning to expand on and enhance such projects as the bottle-refill stations, and then we will identify new goals.
- We continued to be active participants in our community and worked well with many community agencies.
  - We partnered, with the support of PAWS in many cases, with the RCMP, Emergency Services, Fire Department, FCSS, seniors, Community Health, and local oil companies on a number of different projects and activities.
  - We continued to work with our local businesses to provide Work Experience and RAP opportunities for our students.
  - We experienced an increase in community partners requesting student volunteers for upcoming activities, which provided greater opportunities for students to become involved.
- The staff work hard to recruit volunteers for the school to help with the numerous special events held throughout the year.
- We continued to encourage parents to get involved and volunteer at the school and saw a greater number of dads being involved.

Strategies associated with the use of learning technologies
- Technologically, the school is one of the best equipped throughout the province of Alberta
  - Each classroom in the school has computers, televisions, interactive SMARTboards, and LCD projectors.
  - In addition, the school boasts three fully equipped computer labs and a fourth "mobile laptop" lab for classroom use.

- - In 2012, we added a set of IPads for our primary students.
    - In 2014, we added Chromebooks in our div. 2 and are piloting one-to-one computers in our Grade 9 classroom.
  - With this easy accessibility to computers, students are well-served when it comes to the research and resources that can be found online.
    - We are proud of our ability to democratize technology and allow social media and its related applications into classrooms.
  - Technology use ranges from moderate to high depending on courses and need.
  - Teachers have been encouraged to find, use, and share, relevant applications that benefit student learning (but not merely for the sake of use).

Communications Strategies
- Communication has continued through newsletters - moving toward electronic only - and website news. Newsletters are also published in the local newspaper. Teachers are encouraged to provide a monthly progress report to parents and students. Teachers using Freshgrade provide weekly updates, and some use this as a means for communicating more than grade information.
- Our school maintained a very open communication policy with its parents and the greater community.
- While the parents are updated on school activities through monthly newsletters, the school also showcases its activities to the business community through administrative updates in the community newsletter and news articles posted in the Grizzly Gazette.
- Our librarian continued posting school news on Facebook in order to get our good news stories out to the community.
  - She used our town General Discussion page to post news, and it was very well-received.
- With the addition of the electronic sign, we have been able to share relevant information on events and activities with the larger community.

Budgets and School Generated Funds
- We were frugal with our field trip spending by having teachers and students fundraise for the majority of their activities.
  - We increased fees for our sports' teams to compensate for a lack of funding in that area.
- We did not make any large purchases of any kind this past year in order to combat our growing deficit.