
Fairview High School

Annual Education Results Report/Three Year Education Plan 2021-2024

“Experience Success by Challenging Potential”





Fairview High School Mission Statement

The purpose of the school is to provide educational opportunities for students to maximize their potential in academics, physical fitness, and cultural and practical arts. The practices of the school help students develop habits, attitudes, ideas, and skills, which prepare them to be good citizens who contribute to society in a positive and useful manner.

Fairview High School Vision Statement

FHS is a learning community that experiences success by challenging the potential of all who come through its doors.

Fairview High School Values

At FHS we value:

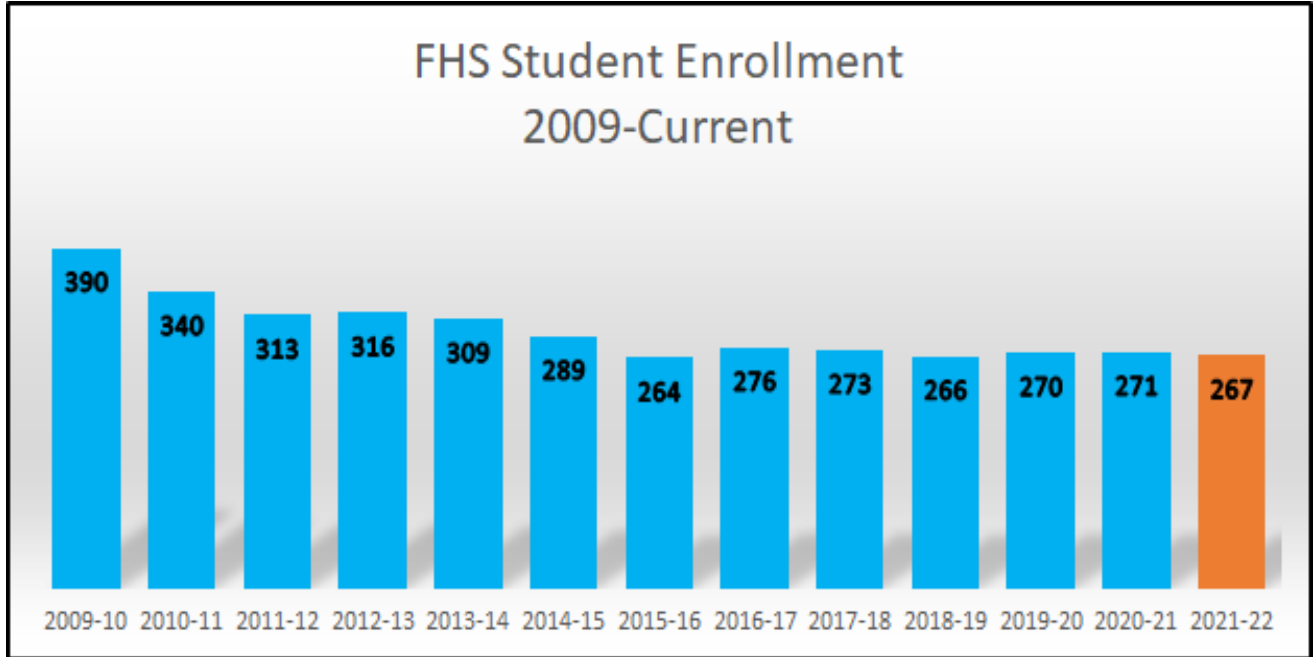
- Success in Learning
- Responsible Citizenship
- Respect and Responsibility
- Collaborative Teamwork for Students and Staff

FHS Accountability Statement

Peace River School Division subscribes to a combined Annual Education Results Report (AERR) and the Three-Year Education Plan (3YEP). This report is a summary of Fairview High School's achievements for the 2020-2021 school year and a Three-Year Education Plan for 2021-2024 beginning in the 2021 school year. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve student learning and results.

Fairview High School Profile

Fairview High School is a Junior / Senior High school with a total of 267 students, as of September 30th, 2021; 141 students in Grades 7-9 and 126 students in Grades 10-12.



At FHS, there are two streams in each of the Junior High grades. In addition to the core curriculum (Mathematics, Language, Science and Social Studies), Junior High students receive instruction in Art, French, Computers, Home Economics, Industrial Arts, Aboriginal Studies, and additional option courses. We also offer a Knowledge and Employability Program to a small number of students.

In High School, we offer a diverse program of studies that addresses the needs of all learners including several streams of Mathematics, English, Social Studies, Science, Physics, Biology and Chemistry. Option type courses being offered include French, Forensics, Outdoor Education, Cosmetology, Fitness, Psychology, Archery, Industrial Arts, Foods, and Media Studies.



Fairview High School Council

The Fairview High School Council meets regularly throughout the school year and provides an important advisory role linking the Board, school and school community. The School Council is an important link in the school improvement process and is a collective association of parents, teachers, secondary students, principal, staff and community representative(s) who work together to effectively support and enhance student learning. It provides one means for members of the school community to provide advice and consult with the principal and to advise the Board of Trustees. All FHS parents are encouraged to take an active role in the School Council. Meeting dates are posted on the website at www.fairviewhigh.ca. Matters directly affecting the education of FHS students are discussed regularly. Presentations of the school budget, 3-Year Educational Plan and Annual Education Results Report are given. The executive for 2021-2022 consists of:

School Council Chair: Lynette Craig
School Council Vice Chair: Dawn Schacher
Secretary: Coralee Coghill
Student Representatives: Tanin Pierson
Staff Representative: Miss. Taryn Banach
Board Trustee: Mrs. Robyn Robertson
Principal: Mrs. Shannon Fraser

The School Council fulfils an important role in the school community and the active involvement of parents and guardians is valued.

Fine Arts

Our students in High School can also choose Art 10/20 as part of their optional credits. Students in Jr. High also has access to an art program.



Breakfast Program

Despite the challenges posed by Covid-19, the breakfast program is continuing this year. We are able to offer nutritious snacks to our students each morning thanks to the generous donations from TC Energy, Walmart, and Service Credit Union. Students have access to snacks like fruit, juice, nutri-grain bars, yogurt, yogurt bars, fruit cups, etc. To date, many of our students have taken advantage of the opportunity to enjoy a nutritious snack before heading off to class.



Daily Schedule

The Junior and Senior High students operate on the same bell schedule. Junior High classes are typically 36 minutes. PULSE (People Using Learning Supports Everywhere) time is 40 minutes and looks different for Junior and Senior High. For Senior High, there is a bit more flexibility during PULSE time for them to meet with a teacher, work with partners, or complete assignments. This year our junior high cohorts are working with partner teachers to help foster connections, build relationships, and learn a variety of skills. They also have the opportunity to work on homework completion and other assigned tasks during these times.

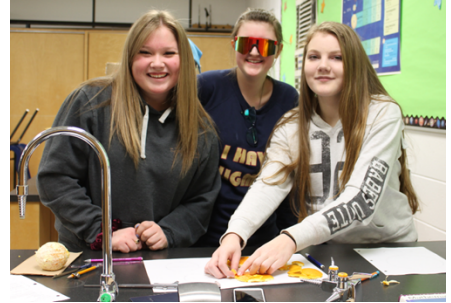
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:55 9:31	A1	A1	A1	A1	A1
9:31 10:07	A2	A2	A2	A2	A2
	BREAK	BREAK	BREAK	BREAK	BREAK
10:19 10:59	Mandatory PULSE	Mandatory PULSE	Mandatory PULSE	Mandatory PULSE	Flexible PULSE
	BREAK	BREAK	BREAK	BREAK	BREAK
11:04 11:40	B1	B1	B1	B1	B1
11:40 12:16	B2	B2	B2	B2	B2
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:01 1:37	C1	C1	C1	C1	C1
1:37 2:13	C2	C2	C2	C2	C2
	BREAK	BREAK	BREAK	BREAK	BREAK
2:18 2:54	D1	D1	D1	D1	D1
2:54 3:30	D2	D2	D2	D2	D2

Diverse Programming

Senior high students at FHS have access to many diversified options through Career and Technology (CTS) courses. These include various modules in Industrial Arts, Home Economics, Cosmetology, Yoga, and Wellness Education. Archery has been



offered to our senior students for seven years now and it is well received by students. At FHS we recognize the importance of these 'hands-on' courses and the positive impact this programming has on high school completion. French as a second language is also offered as an option at the Junior and Senior levels.



Learning Together; Success for All

Consistent with the expectations of the Peace River School Division and Alberta Education, FHS is committed to the full implementation of Inclusive Education. Much work has been done in this area and efforts to promote that further are well underway. I-Coaches (formerly known as Special Education teachers) coordinate the services of Educational Assistants in working alongside classroom teachers to ensure all students at FHS are offered a caring and quality program.

FHS has two 0.25 academic advisors; Mrs. Annette Laue and Mrs. Kerry Wiebe, who are integral in timetabling students, ensuring effective senior high student programming and in distributing scholarship information. These counselors are also responsible for the placement in, and supervision of, students in Work Experience and RAP. FHS also offers the Green Certificate program and Special Projects.

FHS also has the services of two part-time Youth Education Support Workers, Ms. Kristy Currie and Ms. Kelly Alexander. The mandate for these workers has changed to provide a greater focus on educational topics. Youth Education Support services are part of the Inclusive Education program and work as effective student advocates in a highly collaborative manner.

We also have a full-time social worker, Mrs. Chris Kaip, at FHS. She regularly consults with students and works to build mental health capacity in a variety of ways to our student population.

Students' Union

In addition to mentoring, FHS staff works with our Students' Union to nurture high levels of citizenship for students. Covid-19 has recently reduced the scale and ability of our students union to engage in whole school activities. However, this group has typically helped to organize events such as: Terry Fox Run, dances, Halloween activities, Christmas breakfast, charitable donations to shelters and food banks, and theme days. Their role continues to evolve as we adapt to our new learning climate while navigating through the challenges imposed by Covid-19.



Awards

FHS has an extensive Awards program that enables the school to acknowledge students for their accomplishments in the classroom, on the sports field, and in the community. Currently, through the kind and generous support of individuals, businesses, and organizations from Fairview and area we are able to present awards that exceed \$6000. We are certainly appreciative of the support we receive from individuals, businesses, and organizations that enables us to recognize

students. This is certainly a program that we hope to maintain and grow and we are confident that working with all stakeholders we will ensure that the Awards Program at FHS is one that reflects the positive qualities of schooling. As the African proverb states, “It takes a community to raise a child” and the Awards Program at FHS is a great example of that.



Varsity Athletics at FHS

FHS has a very active extra-curricular program with numerous clubs and athletic teams. Volleyball and basketball seasons are quite busy with Senior and Junior teams in both men's and ladies' divisions. At the Junior level, due to high level of interest, there is often a second team to accommodate the demand for student participation. FHS also fields teams in golf, badminton, cross-country running and curling and has a large number of students compete in track and field during May and June. Sports programs are continuing this year with new measures to help keep students safe. FHS depends on teachers and community members volunteering their time to coach athletic teams and we are very thankful to these dedicated individuals.





Community Partnerships

FHS takes pride in the many educational partnerships formed with the community business sector and support agencies including Ignite (North Peace Youth Support Association), Youth Centre, Family and Community Support Services, Fairview Chamber of Commerce, Fairview Community Resource Center (FCRC), Child and Family Services of Alberta (CFSa), Grande Prairie Regional College, Fairview Campus (GPRC), Public Library, Harvest Lodge, Fairview Fairplex, Fairview Curling Rink, Crossroads, Service Clubs (Lions Club, Rotary Club and Youth Interact Rotary Club) and the RCMP. The community of Fairview is supportive of FHS and community partnerships are a vital part of FHS programming. Community businesses eagerly

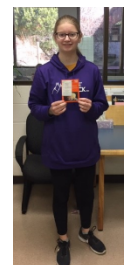
participate in off-campus opportunities for students for Work Experience and RAP placements. We also invite elders and presenters to our school to support and promote reconciliation with First Nations, Metis and Inuit members in our community and our students attend events that promote their heritage and culture.



Safe and Caring Schools:

Positive Behaviour Intervention and Support (PBIS)

During 2016-17, FHS began implementing a Positive Behaviour Intervention and Support (PBIS) model to address behaviour challenges as well as to provide a model through which to teach, support, model and encourage appropriate behaviours at school. PBIS is a nationally and internationally approved process of intervention and support that works to proactively impact student behaviour in a positive manner by teaching appropriate conduct in various school settings, providing a structure through which to respond to behaviour challenges and to recognize students for actions that reflect desired school conduct.



When students are observed by school staff exhibiting kindness, helping and supporting others, working diligently, demonstrating rigor, experiencing success, helping make FHS a better place etc. they are given a KUDO which is placed in a container in the office for weekly draws. The overall philosophy is that we want to focus on the many positive actions of students, which vastly outnumber the negative actions that occur at school. It is very much a response to intervention (RTI) approach that is in keeping with district and provincial initiatives. It is a systems approach of enhancing the capacity of schools to adopt effective practices and establish both the overall social culture and intensive behaviour supports needed to achieve academic and social success for all students.

Our students also take part in events such as Orange Shirt Day, Terry Fox Walk and Pink Shirt Day to show support for friends, family, and community members that are touched by these experiences.



Budget Highlights – Fall 2021

Budget Report

Peace River School Division No. 10

2021-2022 Spring Budget

SCHOOL: Fairview High

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2021-2022 Spring Budget	2020-2021 Spring Budget
Funding Framework Allocation	\$116,403	\$102,375
Total AB ED: Service & Supports	\$116,403	\$102,375
% of Revenue and Allocations to Budget Center	97%	97%

AB ED: Differential Cost Funding	2021-2022 Spring Budget	2020-2021 Spring Budget
FNMI Allocation: School: Current Year	\$3,300	\$3,300
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	55 Student	55 Student
Total AB ED: Differential Cost Funding	\$3,300	\$3,300
% of Revenue and Allocations to Budget Center	3%	3%

Total Revenue and Allocations to Budget Center	\$119,703	\$105,675
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Expenditures

Other Staffing Costs	2021-2022 Spring Budget	2020-2021 Spring Budget
School Based Certificated Sub Cost	\$13,320	\$13,320
Days of School Certified Subs	60.00 Days	60.00 Days
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
School Based Certificated Sub Benefits	\$1,332	\$1,332
School Based Certificated Sub Cost	\$13,320	\$13,320
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$700	\$700
Total Other Staffing Costs	\$15,352	\$15,352
% of Expenditures	13%	15%

Contracted Services	2021-2022 Spring Budget	2020-2021 Spring Budget
Certificated Inservice/Reg Fees	\$3,500	\$3,500
Student Awards	\$8,000	\$3,400
Postage & Phone	\$1,800	\$1,775
Advertising	\$0	\$500
Expense Reimbursement	\$2,000	\$2,000
Field Trips	\$4,000	\$4,000
Contracted Building Grounds Maintenance	\$3,700	\$3,627
Contracted Equipment & Vehicle Maintenance	\$2,000	\$1,000
Association Fees	\$300	\$300
Total Contracted Services	\$25,300	\$20,102
% of Expenditures	21%	19%

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Supplies	\$63,180	\$55,800
Library Supplies	\$2,000	\$500

SCHOOL: Fairview High - Budget Report

2021-2022 Spring Budget

Supplies	2021-2022 Spring Budget	2020-2021 Spring Budget
Furniture & Equipment	\$13,871	\$13,921
Total Supplies	\$79,051	\$70,221
% of Expenditures	66%	66%

Total Expenditures	\$119,703	\$105,675
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Summary

	2021-2022 Spring Budget	2020-2021 Spring Budget
Total Revenues and Allocations To Budget	\$119,703	\$105,675
Total Expenditures	\$119,703	\$105,675
Variance	\$0	\$0

Assurance Measures Completion Numbers

	Fairview High School									
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Overall	271	71.7	103	75.5	119	73.6	141	75.7	95	79.1
Parent	14	68.6	12	76.7	18	62.9	18	75.6	12	70.7
Student	240	55.8	74	62.6	84	63.9	107	62.8	66	72.6
Teacher	17	90.6	17	87.1	17	94.0	16	88.8	17	94.1

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Fairview High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	79.1	75.7	74.9	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	93.5	87.4	84.7	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	91.1	91.6	88.9	86.2	85.3	84.8	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	64.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	84.4	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	20.0	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	83.4	84.0	87.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.7	80.0	82.4	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Spring 2021

School: 1402 Fairview High School

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Data Updated
Student Growth and Achievement	Student Learning Engagement	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021
	Citizenship	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021
	3-year High School Completion	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 01, 2021
	5-year High School Completion	2019/2020	2018/2019	School Years 2016/2017, 2017/2018, 2018/2019	Mar 01, 2021
	PAT: Acceptable	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Aug 24, 2020
	PAT: Excellence	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Aug 24, 2020
	Diploma: Acceptable	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Aug 24, 2020
	Diploma: Excellence	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Aug 24, 2020
Teaching & Leading	Education Quality	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021
	Access to Supports and Services	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021
Governance	Parental Involvement	2020/2021	2019/2020	School Years 2017/2018, 2018/2019, 2019/2020	Feb 16, 2021

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.5	68.0	64.5	63.8	N/A	N/A
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.5	12.5	4.7	10.1	N/A	N/A

Comment on Results

(an assessment of progress toward achieving the target)

- Due to Covid-19 restrictions, the spring 2021 Provincial Achievement Tests were cancelled.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- Use PULSE time to review for PAT/final exams as we approach exam season.
- Staff are working to meet the needs of individual learners. We have weekly staff meetings to discuss student needs and required support.
- Professional development time will be allotted for teachers to work collaboratively in identifying universal tier one educational practices for core subjects in each grade level.
- Ensure equitable student access to devices, other technologies, and to assistive technologies to support student learning. This includes both at-home and in-school learners.
- Discuss high school planning with our grade nine students so they have a further understanding of the importance of a high level of achievement in grade 9.
- Review essential outcomes in each department and look to align these ideas so they are developed at specific grade levels.
- Maintaining high expectations of excellence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	84.2	75.6	86.5	82.3	N/A	N/A
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.8	9.8	22.7	17.2	N/A	N/A

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	90.7	86.4	80.3	87.3	85	93.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	85.8	64.1	55.8	62.7	65	N/A
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	0.3	0.0	1.0	1	0.8
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.0	49.3	53.1	74.7	55	64.8
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	83.8	82.8	87.1	76.7	75	66.7

Comment on Results

(an assessment of progress toward achieving the target)

- Due to Covid-19 restrictions, the spring 2021 Diploma exams were cancelled.
- Our drop-out rate continues to remain low. This is an indicator that we are constantly working to meet the needs of all learners.
- We are happy to see strong results in the areas of high school completion and drop-out rate.
- These results are, in part, due to our academic advisors on staff who continually assist and monitor students course completion and high school diploma requirements.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- Work with diploma teachers at our PD day(s) to discuss diploma exam results and to share practices to ensure continued success with these measures. Part of the Collaborative Response process.
- Encourage teachers to apply for writing and marking panels for the diploma exams, where available.
- Continue to fund the academic counseling positions, which directly support students planning for their high school and post-secondary careers. They also support students in accessing scholarship opportunities.
- Provide students with the opportunity to engage in post-secondary and career fairs. These may become available in an online setting in the future.
- Support students in transitioning to the working world by encouraging their involvement in the work experience program and registered apprenticeship program where available.
- High School Redesign continues to allow students to access supports that help them meet their individual learning needs.

- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Continue community and post-secondary partnerships to assist with global digital responsibilities
- Utilize the Youth Education Support Workers to meet whole-class needs in areas that may impact academic achievement and future wellbeing.
- Continue to communicate with parents, students, and staff using a variety of modes of communication such as School Messenger, school website (www.fairviewhigh.ca), Facebook, Newsletter, PowerSchool, foyer television and Remind.
- Encourage students to take advantage of diploma prep courses when they become available.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	71.4	71.7	75.5	73.6	75.7	79.1

Comment on Results

(an assessment of progress toward achieving the target)

- Our student-led mentorship program has shown positive results thus far.
- We will continue to work on communication needed around what constitutes “citizenship.”
- We will continue to emphasize in our classrooms and school community the need to be actively involved in our greater community and to develop the values of active citizenship in our students.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- Continue to promote the Positive Behaviour Intervention Support (PBIS) system, the Cobra Kudos program, which highlights characteristics of a successful student and recognizes student contributions in doing so.
- Continue to encourage all students to participate in Work Experience, Summer Work Experience, Registered Apprenticeship, Green Certificate, SHAD, SKILLS, Science Olympics, Mighty Peace Day, etc. These programs encourage attitudes and behaviours that will make students successful at work related endeavors when they finish their high school career. Many of these programs are in a state of transition to align with the new Covid reality.
- Have all classes engage in a citizenship project to be completed prior to the end of the year.
- Have citizenship themed activities in PULSE time to provide opportunities for students to demonstrate active citizenship. There are some challenges around this with Covid restrictions.
- Continue communication to students, parents and staff in relation to the active citizenship activities that are occurring at our school.
- Students will take part in presentations that encourage respecting themselves and their peers. They have access to programs that promote the attitudes behind being a good citizen. (Encounters with Canada, boys/girls groups, second step program, Students Union, etc.)
- Continue to clearly communicate and reinforce school expectations for learners with a clear emphasis on the importance of providing a safe and caring learning environment for all.
- Recognize student accomplishments in these areas through scholastic achievement awards.
- Class presentations by the Youth Education Support (YES) worker.
- Have the 7 Sacred Teachings be taught and emphasized in school.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for **First Nations, Métis and Inuit** measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	57.1	46.4	33.3	N/A	N/A
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.5	17.9	3.6	4.2	N/A	N/A
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	92.0	*	80.0	N/A	N/A
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	20.0	*	6.7	N/A	N/A

Comment on Results

(an assessment of progress toward achieving the target)

- Due to Covid-19 restrictions, the spring 2021 Provincial Achievement Tests were cancelled.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- The school will continue to explore opportunities to interact with the FNMI community with the overall goal of improving learning opportunities for students and academic success. Continue adding to the resource / contact list.
- Continue to work with our senior high FNMI students to gain feedback on their educational experiences and to provide ideas for improving educational opportunities for the future.
- Introduce FNMI students to the academic opportunities that are available to them in post-secondary. This could include academic counsellors and student services with a focus on FNMI. (consider GPRC FNMI Circle department, they may be able to support this)
- Have presenters speak to the students about past experiences and future opportunities.
- Develop awareness about the FNMI culture by having student and staff involvement in various school and district activities such as: Sisters in Spirit walk, Every Child Matters (Orange Shirt) Day, Sweat Lodge, Indigenous People's Day, Eagle Feather Graduation Ceremony, and Hand Games. Try to implement on a more regular basis in classroom activities. Incorporate resources into various curricula.
- Continue PD for teachers as part of the Teaching Quality Standard.
- Engage with the divisional FNMI coordinator to enhance programming.
- Use Collaborative Response to support the needs of these learners.
- The FNMI academic advisor role will continue to support learners by:
 - Liaising with students and parents on an on-going basis.

- Monitoring attendance and access appropriate services and resources as they are required by the student.
- Coordinate with academic counsellors to provide high school planning, post-secondary and scholarship information. MyPass and MyBlueprint is available to all students to support in this planning.
- Coordinate with the YES worker to provide appropriate services as required.
- Infusing FNMI culture into several aspects of the school.
- Collaborate with Metis 6 to assist in accomplishing this goal.
 - Seek opportunities to have an elder presence at FHS.
- Provide all FNMI students with wrap-around support, with emphasis on our grade 12 students that will allow them to successfully complete high school.
- We will utilize resources from the Rupertsland Institute, which provides Metis students with bursaries, career and education advice.
- Could have a success wall in the school with profiles of all people who have experienced success after high school. Could have an intentional focus on people with FNMI backgrounds.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					
	201	2017	2018	2019	2020	2021
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	65.6	66	*
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	46.9	47	N/A
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	1.7	0.0	0.0	0.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	5.9	48.8	34.1	*	40	*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	*	*	*	62.5	63	*

Comment on Results

(an assessment of progress toward achieving the target)

- We are still pleased with the low drop-out rate.
- Due to small numbers, data for three measures were suppressed.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- The school will continue to explore opportunities to interact with the FNMI community with the overall goal of improving learning opportunities for students and academic success.
- Continue to work with our senior high FNMI students to gain feedback on their educational experiences and to provide ideas for improving educational opportunities for the future.
- Have presenters speak to the students about past experiences and future opportunities.
- Develop awareness about the FNMI culture by having student involvement in various school and district activities such as: Sisters in Spirit walk, Every Child Matters (Orange Shirt) Day, Sweat Lodge, and Indigenous People's day.
- Use Collaborative Response to support the needs of these learners.
- The FNMI academic counsellor role will continue to support learners by:
 - Liaising with students and parents on an on-going basis.
 - Monitoring attendance and access appropriate services and resources as they are required by the student.
 - Coordinate with academic counsellors to provide high school planning, post-secondary and scholarship information. MyPass and MyBlueprint is available to all students to support in this planning.
 - Coordinate with the YES worker to provide appropriate services as required.
 - Infusing FNMI culture into several aspects of the school.
- Collaborate with Metis 6 in order to accomplish this goal.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	74.0	78.8	82.2	83.9	74.7	70.8

Comment on Results

(an assessment of progress toward achieving the target)

- FHS offers a broad range of studies to meet the needs and interests of students.
- Offering optional programs posed some challenges when operating in the somewhat restrictive environment resulting from Covid during the year of 2020-2021.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- Yoga, archery, outdoor education program options will continue.
- French is available to all students in the school and will continue to be available for both Junior and Senior High students.
- Students will continue to have access to health, physical education, art, and computer courses in both Junior and Senior High.
- All students will continue to meet with our academic counsellors to determine what programs they are interested in taking for the subsequent year. This will continue to help guide programming decisions so they are reflective of the needs of our student population.
- Continue to communicate with stakeholders about the broad number of programs available to all students.
- Enhance course options and PD opportunities provided through innovative approaches and technologies to support learning.
- Create learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta's K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					
	2016	2017	2018	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	82.8	80.5	77.2	88.4	83.2	87.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.6	81.5	87.6	91.5	84.0	83.4
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.4	85.7	77.5	85.3	85.8	75.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	71.4	71.7	75.5	73.6	75.7	79.1
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.1	74.0	83.3	83.8	80.0	76.7
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.	75.3	75.1	86.7	86.6	84.3	86

Comment on Results

(an assessment of progress toward achieving the target)

- The quality of education at FHS continues to remain strong as is represented by the survey results from students, parents and teachers.

Strategies

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.
- The FHS School Council is active and parents are involved in supporting decision making for students at FHS. We will continue to promote parent involvement in our School Council, as well as Student's Union representation. The Student's Union currently attends School Council meetings.
- Parents can support their child with high school, post-secondary, and career planning by using myBlueprint.
- Opportunities to engage parents are being planned throughout the year including Parents Matter Week, Parent-Teacher Interviews, Orientation sessions and School Council.
- The High School Redesign program still focuses on core instruction. High School Students use this time to complete course work, study for upcoming assessments, and work together on work. It requires students to develop a sense of independence in their learning and a sense of time management, both key components for life after High School.
- Promote school activities and important events that offer opportunities for parents to provide feedback on decisions regarding their children's education via Facebook, Remind, the school newsletter, electronic sign, television monitors around building, telephone call-out messages, parent emails, PA announcements and the local media.
- Provide students, teachers, administrators and other education professionals with access to well-designed, safe, high-speed, reliable and sustainable networks and technology infrastructures.

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Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Local Outcome Five: Positive Safety Attitudes

Performance Measures	Result		Targets	
	2020	2021	2022	2023
Inspections are completed monthly as per our Divisional Health & Safety Manual	N/A	76.5%	85%	85%
Assigned training shall be completed and tracked through PSW	86%	81%	95%	95%
Percentage of sites that show reported incidents and near misses on PSW.	86%	85%	95%	95%
Percentage of sites that successfully provided safety education / activities on a monthly basis.	46%	69%	95%	95%
Percentage of sites that successfully complete six fire alarm drills and two lockdown drills on an annual basis.	42%	24%	95%	95%

Comment on Results

With COVID still playing a large roll in education our fire and lockdown drills have decreased due to social distancing and cohorting requirements. School inspections, training, incident reporting and monthly safety education and activities are being completed diligently by our schools.

Strategies

- The divisional Health and Safety Manual that includes awareness and compliance of Occupational Health and Safety Legislation will be reviewed by the Joint Worksite Health and Safety Committee and maintained annually.
- Sites will provide meaningful, monthly education/activities for students and staff with direction, support, and resources from the division.
- Communicate the use of Public School Works (PSW) as a tool for Health and Safety.
- Monthly safety messages from September through June will be divisionally developed for sites.
- Safety and Wellness Coordinator will be available to meet and will provide support and resources on safety matters in meeting OH&S compliance.

FHS Results

Comment on Results

- At the school level, FHS completed all six fire drills and Covid modified lockdown drill reminders. We incorporated safety messages into each newsletter and provided meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division.

Strategies:

- PRSD is now following a new 3-year plan with 3 goals and specific strategies for those goals. In future, results will be reported using different metrics and a locally developed report.

- Provide resources to focus and guide reaching compliance with the Health and Safety Manual.
- FHS will continue to provide meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities.
- Promote and communicate the value of Public School Works as a tool for Health and Safety.
- Monthly safety messages from September through June will be divisionally developed for FHS.
- FHS will incorporate key safety messages into their communications and activities, as appropriate for their context and audience.
- Conduct a minimum of 6 fire drills and 2 lockdown drills during the school year.