



**High Prairie Elementary School**

**Annual Education Results Report  
2020-21**



### **About Us**

High Prairie Elementary School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

The elementary school offers programming for students from ECS through to grade 6 with a total student population of over 350. The school supports a broad range of opportunities for students including leadership and French language programs as well as art courses and it is operated by staff with a passion for teaching.

### **Principal's Message**

With exemplary teaching, leadership and collaborative partnerships, High Prairie Elementary School is preparing its students to be socially responsible and to succeed locally and globally. We are focusing on literacy and numeracy goals to inspire, lead and assist our students to achieve their highest levels.

This 3 Year Education Plan will be presented to the High Prairie Elementary School Council in the fall. The purpose of this presentation will be to speak to the results and to generate discussion regarding the various items.

Upon review of the AERR, the School council commented on the following:

1. Low number of parent participants in the survey. Possible solutions could include:
  - Providing parents with the opportunity to complete their Alberta Education Assurance (AEA) survey through the school using Division technology and Internet to assist with completion. Additionally, request codes for parents to complete the online survey in the event they lose their mailed code. This would all have to be in compliance with current health and safety restrictions.
  - Speak to HPSD communications officer on how to improve our parent participation on the survey.
  - Create an in-house survey for our whole HPE parent community to participate in based on the survey questions the government uses.
2. The results of how the students feel with their school experience is consistent in the AERR as well as the HPSD Student Survey:
  - Students feel they are supported in their learning needs
  - Students feel their school is a safe place to learn
  - Appreciate that the survey was not just grade 4 students but grade 4 to 6 students
3. Concern that parents feel disconnected from the school
  - Continue with frequent Facebook posts - reminders, messages, student activity pictures
  - Request video Facebook posts to see the students interaction in their classes
  - Continue with student of the month video presentation from teachers, Month end video, and weekly bucket filler radio posts.
4. Concern for staff well being
  - Want to do something for staff that helps them feel valued

**Staff List**

|                      |                       |
|----------------------|-----------------------|
| Kim Corless          | Principal             |
| Lyndsay Fleming      | Vice Principal        |
| Roberta Barrons      | Teacher               |
| Joyleen Beamish      | Educational Assistant |
| Toni Willier         | Educational Assistant |
| Becki Cardinal       | Teacher               |
| Stacy Chalifoux      | Educational Assistant |
| Stacy Chapman        | Educational Assistant |
| Natalie Cole-Lamothe | Teacher               |
| Shelby Cook          | Educational Assistant |
| Brenda Coulombe      | Teacher               |
| Lori Denty           | Teacher               |
| Magalie Frechette    | Teacher               |
| Dona Gray            | Educational Assistant |
| Shelley Griffiths    | Library Clerk         |
| Melissa Isaac        | Teacher               |
| Dayna Jarvis         | Education Cook        |
| Penny Johansson      | Teacher               |
| Cathy Kryzanowksi    | Secretary             |
| Tanya L'Hirondelle   | Educational Assistant |
| Christopher Langlois | Teacher               |
| Patricia MacKenzie   | Educational Assistant |
| Tannisha Mackenzie   | Teacher               |
| Joanne Murphy        | Teacher               |
| Tammy Napier         | Educational Assistant |
| Charlene Porisky     | Teacher               |
| Rhona Ragan          | Teacher               |
| Jeanne Romick        | Teacher               |
| Sydney Saitz         | Teacher               |
| Alex Smith           | Educational Assistant |
| Claire Smith         | Wellness Coach        |
| Crystal Stecik       | Teacher               |
| Kathy Thompson       | Educational Assistant |
| Amanda Tomkins       | Educational Assistant |
| Leah Willcott        | Educational Assistant |
| Marla Willier        | Secretary             |
| Lisa Zabolotniuk     | Teacher               |

## Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain               | Measure   | High Prairie Elementary 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   | 79.5                           | n/a              | n/a                 | 85.6           | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | Citizenship   | 82.7                           | 99.0             | 94.3                | 83.2           | 83.3             | 83.0                | n/a                | n/a         | n/a     |
|                                | 3-year High School Completion   | n/a                            | n/a              | n/a                 | 83.4           | 80.3             | 79.6                | n/a                | n/a         | n/a     |
|                                | 5-year High School Completion   | n/a                            | n/a              | n/a                 | 86.2           | 85.3             | 84.8                | n/a                | n/a         | n/a     |
|                                | PAT: Acceptable   | n/a                            | n/a              | 65.4                | n/a            | n/a              | 73.7                | n/a                | n/a         | n/a     |
|                                | PAT: Excellence   | n/a                            | n/a              | 9.8                 | n/a            | n/a              | 20.3                | n/a                | n/a         | n/a     |
|                                | Diploma: Acceptable   | n/a                            | n/a              | n/a                 | n/a            | n/a              | 83.6                | n/a                | n/a         | n/a     |
|                                | Diploma: Excellence   | n/a                            | n/a              | n/a                 | n/a            | n/a              | 24.1                | n/a                | n/a         | n/a     |
| Teaching & Leading             | Education Quality   | 91.4                           | 95.4             | 96.6                | 89.6           | 90.3             | 90.2                | n/a                | n/a         | n/a     |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 84.9                           | n/a              | n/a                 | 87.8           | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | Access to Supports and Services                                       | 73.0                           | n/a              | n/a                 | 82.6           | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | Parental Involvement  | 71.2                           | 91.1             | 90.8                | 79.5           | 81.8             | 81.4                | n/a                | n/a         | n/a     |

## Spring 2021 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

| Assurance Domain               | Measure   | High Prairie Elementary School (FNMI) |                  |                     | Alberta (FNMI) |                  |                     | 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   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | Citizenship   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | 3-year High School Completion   | n/a                                   | n/a              | n/a                 | 62.0           | 55.9             | 55.6                | n/a                | n/a         | n/a     |
|                                | 5-year High School Completion   | n/a                                   | n/a              | n/a                 | 68.1           | 65.0             | 63.4                | n/a                | n/a         | n/a     |
|                                | PAT: Acceptable   | n/a                                   | n/a              | 57.9                | n/a            | n/a              | 52.9                | n/a                | n/a         | n/a     |
|                                | PAT: Excellence   | n/a                                   | n/a              | 4.1                 | n/a            | n/a              | 7.0                 | n/a                | n/a         | n/a     |
|                                | Diploma: Acceptable   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | 77.1                | n/a                | n/a         | n/a     |
|                                | Diploma: Excellence   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | 11.2                | n/a                | n/a         | n/a     |
| Teaching & Leading             | Education Quality   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
|                                | Access to Supports and Services                                       | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a     |
| Governance                     | Parental Involvement  | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | 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.

## DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

### Citizenship – Measure Details

| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |        |      |      |      |      |      |      |       |      |       |                    |             |         |           |      |       |      |      |      |       |      |      |      |          |      |         |      |         |      |         |      |         |      |
|---|--------|------|------|------|------|------|------|-------|------|-------|--------------------|-------------|---------|-----------|------|-------|------|------|------|-------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|   | School |      |      |      |      |      |      |       |      |       | Measure Evaluation |             |         | Authority |      |       |      |      |      |       |      |      |      | Province |      |         |      |         |      |         |      |         |      |
|   | 2017   |      | 2018 |      | 2019 |      | 2020 |       | 2021 |       |                    |             |         | 2017      |      | 2018  |      | 2019 |      | 2020  |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |
|   | N      | %    | N    | %    | N    | %    | N    | %     | N    | %     | Achievement        | Improvement | Overall | N         | %    | N     | %    | N    | %    | N     | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall   | 159    | 87.9 | 79   | 90.7 | 21   | 93.3 | 29   | 99.0  | 82   | 82.7  | n/a                | n/a         | n/a     | 2,291     | 77.9 | 1,178 | 77.4 | 944  | 73.2 | 1,084 | 78.3 | 876  | 80.3 | 299,972  | 83.7 | 253,727 | 83.0 | 265,614 | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 |
| Parent  | 5      | *    | 17   | 83.5 | 4    | *    | 9    | 100.0 | 6    | 55.2  | n/a                | n/a         | n/a     | 158       | 77.0 | 251   | 73.1 | 157  | 69.1 | 177   | 73.0 | 89   | 71.0 | 32,863   | 82.7 | 35,482  | 81.7 | 35,247  | 81.9 | 36,891  | 82.4 | 30,905  | 81.4 |
| Student   | 138    | 77.7 | 41   | 91.5 | n/a  | n/a  | n/a  | n/a   | 59   | 92.8  | n/a                | n/a         | n/a     | 1,959     | 64.2 | 741   | 71.5 | 620  | 64.4 | 714   | 72.0 | 605  | 76.3 | 235,647  | 74.4 | 185,623 | 73.9 | 197,090 | 73.5 | 193,577 | 73.8 | 169,741 | 74.1 |
| Teacher   | 21     | 98.1 | 21   | 97.1 | 21   | 93.3 | 20   | 98.0  | 17   | 100.0 | n/a                | n/a         | n/a     | 174       | 92.5 | 186   | 87.6 | 167  | 86.0 | 193   | 90.0 | 182  | 93.4 | 31,462   | 94.0 | 32,622  | 93.4 | 33,277  | 93.2 | 33,945  | 93.6 | 30,197  | 94.1 |

### Comments on Results

Our character education programming and how we integrate this throughout our school day has been very successful. Through the use of the variety of programs Hosts offers, Leader in Me framework, and the Grandfather teachings, we consistently communicate high expectations and provide many opportunities for our children to demonstrate/model and acknowledge excellence in leadership. We will continue to focus on our character education instruction and how we are integrating this throughout our day.

### Student Learning Engagement – Measure Details

| The percentage of teachers, parents and students who agree that students are engaged in their learning at school. |        |     |      |     |      |     |      |     |      |       |                    |             |         |           |     |      |     |      |     |      |      |      |     |          |     |      |     |      |     |         |      |      |  |
|---|--------|-----|------|-----|------|-----|------|-----|------|-------|--------------------|-------------|---------|-----------|-----|------|-----|------|-----|------|------|------|-----|----------|-----|------|-----|------|-----|---------|------|------|--|
|   | School |     |      |     |      |     |      |     |      |       | Measure Evaluation |             |         | Authority |     |      |     |      |     |      |      |      |     | Province |     |      |     |      |     |         |      |      |  |
|   | 2017   |     | 2018 |     | 2019 |     | 2020 |     | 2021 |       |                    |             |         | 2017      |     | 2018 |     | 2019 |     | 2020 |      | 2021 |     | 2017     |     | 2018 |     | 2019 |     | 2020    |      | 2021 |  |
|   | N      | %   | N    | %   | N    | %   | N    | %   | N    | %     | Achievement        | Improvement | Overall | N         | %   | N    | %   | N    | %   | N    | %    | N    | %   | N        | %   | N    | %   | N    | %   | N       | %    |      |  |
| Overall   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 82   | 79.5  | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 877  | 83.1 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 230,956 | 85.6 |      |  |
| Parent  | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 6    | 70.6  | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 90   | 79.2 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 30,994  | 89.0 |      |  |
| Student   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 59   | 67.8  | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 605  | 74.1 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 169,789 | 71.8 |      |  |
| Teacher   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 17   | 100.0 | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 182  | 96.1 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 30,173  | 96.0 |      |  |

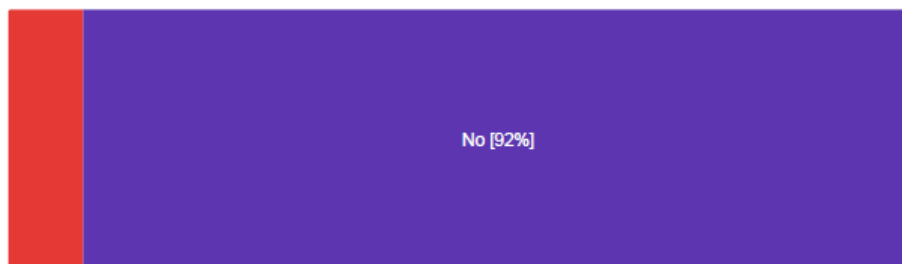
### Comments on Results

Teachers at HPE immerse students in a variety of learning engagements that provide them with multiple perspectives and opportunities to grow and learning from these experiences:

- Use of our Indigenous Education Coach to support teachers in the integration of the indigenous perspective throughout the curriculum (Grandfather Teachings, First Nations storytelling, Medicine Wheel, Land Based Learning - Tipi teachings, Hunting and Trapping, Meat Smoking and preparing, Flora and Fauna of the area, Blanket Exercise
- Teachers combine the use of art, music and technology throughout the curriculum enabling students to connect to the curriculum skills and concepts

The chart below is from the 2020-21 HPSD School Survey sent to all students in grades 4-12. The data below is in response to the student question in this measure, “do you like learning language arts”. While 44% of students surveyed in the AEA survey said no to this question, the data below indicates that students feel their education and the classes they are taking are valuable and important.

The classes I miss were unimportant



### Program of Studies – Measure Details

| 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. |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |         |      |         |      |         |      |         |      |
|--|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|  | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |         |      |         |      |         |      |         |      |
|  | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      |                    |             |         | 2017      |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |
|  | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall  | 21     | 95.2 | 38   | 92.3 | 21   | 95.2 | 29   | 95.8 | 23   | 66.2 | n/a                | n/a         | n/a     | 1,596     | 82.9 | 858  | 84.1 | 647  | 78.5 | 825  | 82.1 | 594  | 80.5 | 207,304  | 81.9 | 175,907 | 81.8 | 181,846 | 82.2 | 184,393 | 82.4 | 157,680 | 81.9 |
| Parent   | 5      | *    | 17   | 85.2 | 4    | *    | 9    | 97.2 | 6    | 48.6 | n/a                | n/a         | n/a     | 158       | 82.9 | 252  | 83.6 | 157  | 77.0 | 177  | 77.8 | 90   | 78.6 | 32,874   | 80.1 | 35,489  | 79.9 | 35,252  | 80.1 | 36,901  | 80.1 | 30,817  | 81.7 |
| Student  | n/a    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a                | n/a         | n/a     | 1,264     | 76.2 | 420  | 80.2 | 323  | 71.1 | 455  | 80.0 | 322  | 76.2 | 142,957  | 77.7 | 107,780 | 77.2 | 113,304 | 77.4 | 113,541 | 77.8 | 96,676  | 74.9 |
| Teacher  | 21     | 95.2 | 21   | 99.4 | 21   | 95.2 | 20   | 94.4 | 17   | 83.8 | n/a                | n/a         | n/a     | 174       | 89.7 | 186  | 88.6 | 167  | 87.3 | 193  | 88.6 | 182  | 86.8 | 31,473   | 88.0 | 32,638  | 88.4 | 33,290  | 89.1 | 33,951  | 89.3 | 30,187  | 89.2 |

### Comments on Results

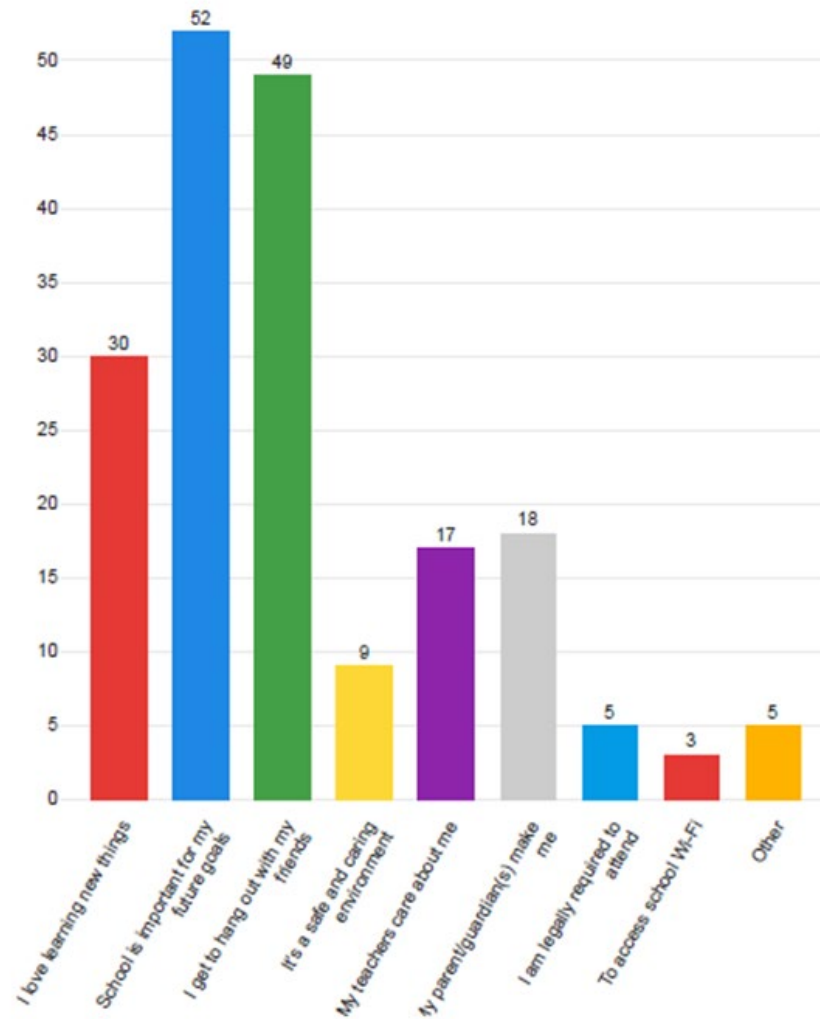
Our teachers continue to persist and enhance student-learning opportunities. Field trips are both virtual and physical. By using computer technology, students are allowed to link with museums and schools around the world. Skating, swimming, skiing, and snowshoeing are a few examples of the physical education opportunities made available to our students. It is with the encouragement of our HPSP district office that we are able to maintain our ingenuity and resourcefulness, partnering with our local high school for career coaching and mentorship at the elementary level.

Students at HPE are provided with a wide range of programs:

- French language
- Music
- Intramurals
- HOSTS Programs
- Red Cross Swimming
- One to one technology
- Skating and swimming
- myBluePrint
- Land Based Learning

The chart below shows that students from our school appreciate the programming provided to them and understand how it supports them in their future goals.

I attend school because:





## Safe and Caring – Measure Details

| 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. |        |      |      |       |      |      |      |       |      |      |                    |             |         |           |      |       |      |      |      |       |      |      |      |          |      |         |      |         |      |         |      |         |      |
|--|--------|------|------|-------|------|------|------|-------|------|------|--------------------|-------------|---------|-----------|------|-------|------|------|------|-------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|  | School |      |      |       |      |      |      |       |      |      | Measure Evaluation |             |         | Authority |      |       |      |      |      |       |      |      |      | Province |      |         |      |         |      |         |      |         |      |
|  | 2017   |      | 2018 |       | 2019 |      | 2020 |       | 2021 |      |                    |             |         | 2017      |      | 2018  |      | 2019 |      | 2020  |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |
|  | N      | %    | N    | %     | N    | %    | N    | %     | N    | %    | Achievement        | Improvement | Overall | N         | %    | N     | %    | N    | %    | N     | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall  | 159    | 93.1 | 78   | 95.5  | 21   | 94.1 | 29   | 99.5  | 82   | 82.9 | n/a                | n/a         | n/a     | 2,284     | 86.6 | 1,178 | 86.8 | 944  | 84.1 | 1,083 | 86.5 | 877  | 87.3 | 299,627  | 89.5 | 253,494 | 89.0 | 265,382 | 89.0 | 264,204 | 89.4 | 230,987 | 90.0 |
| Parent   | 5      | *    | 17   | 94.1  | 4    | *    | 9    | 100.0 | 6    | 57.1 | n/a                | n/a         | n/a     | 158       | 85.4 | 252   | 85.1 | 157  | 82.1 | 177   | 83.6 | 90   | 81.6 | 32,868   | 89.9 | 35,486  | 89.4 | 35,247  | 89.7 | 36,899  | 90.2 | 30,969  | 90.5 |
| Student  | 138    | 88.1 | 40   | 92.5  | n/a  | n/a  | n/a  | n/a   | 59   | 92.9 | n/a                | n/a         | n/a     | 1,952     | 78.4 | 740   | 81.4 | 620  | 77.3 | 713   | 80.7 | 605  | 83.5 | 235,302  | 83.3 | 185,384 | 82.5 | 196,856 | 82.3 | 193,364 | 82.6 | 169,813 | 84.0 |
| Teacher  | 21     | 98.1 | 21   | 100.0 | 21   | 94.1 | 20   | 99.0  | 17   | 98.8 | n/a                | n/a         | n/a     | 174       | 95.9 | 186   | 93.9 | 167  | 92.9 | 193   | 95.1 | 182  | 96.7 | 31,457   | 95.3 | 32,624  | 95.0 | 33,279  | 95.1 | 33,941  | 95.3 | 30,205  | 95.4 |

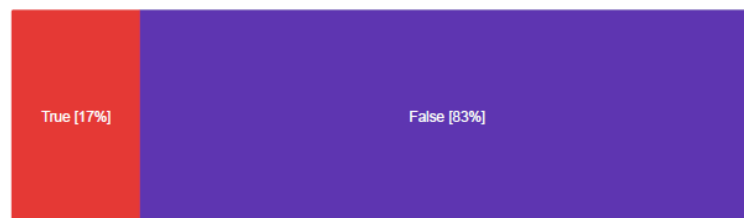
## Comments on Results

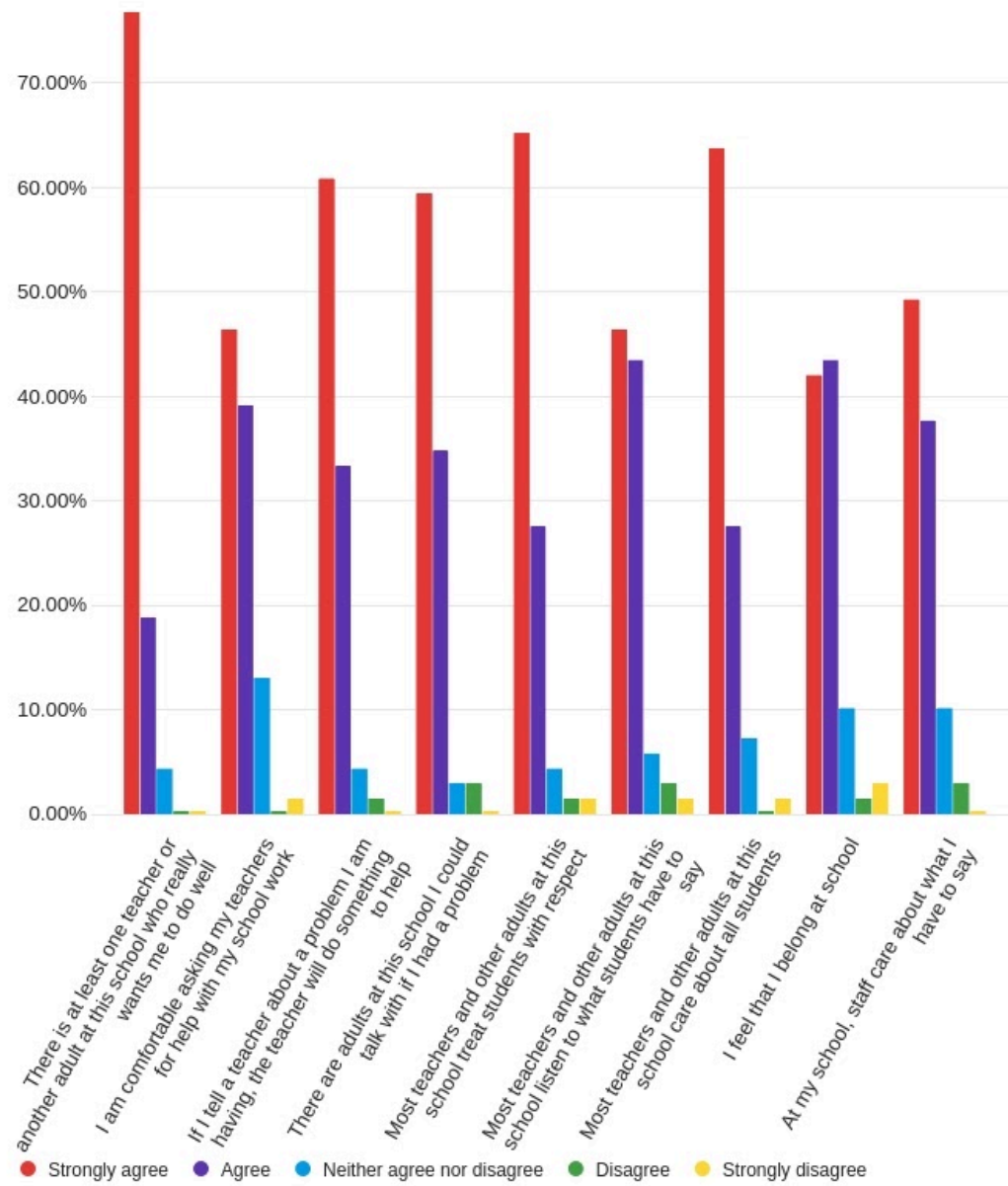
HPE students are taught the importance of showing respect and caring for others through a variety of learning engagements each week:

- Habit focused assemblies led by each grade
- Announcements led by students
- Radio news and newspaper reports for community
- Radio show for bucket fillers
- Indigenous Education Coach with 7 Grandfather Teachings and Land Based Learning
- Our wellness coach promotes active and healthy living and Youth Relationships (Whole class/small group/ individual instruction and guidance)
- Hosts (with Gr. 6 students - boys and girls club)
- Student competencies goal setting and review of goals (immersed in classroom learning)
- Restorative justice approach to discipline

With this measure, parents responded negatively to 2 key questions: “students treat each other well at your child’s school” and “teachers care about your child”. They also responded quite favourably (83%) to the question “your child is treated fairly by adults at school”. With this measure, 2 questions had suppressed data due to low response rates from parents and guardians which makes it more difficult to respond to the overall measure. That being said, in the same measure, students responded overwhelmingly to these same questions in favour of the school stating that their teachers care about them (95% agree) and other students treat them well (95% agree). This is also reflected in the HPSD School Survey in which 95% of students also say that “Most teachers and other adults at this school care about all students”. Further, the chart below also shows that students feel that bullying is not a common experience at our school.

Bullying is a common experience at my school





### School Improvement – Measure Details

| 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. |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |       |      |      |      |       |      |      |      |          |      |         |      |         |      |         |      |         |      |
|--|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|-------|------|------|------|-------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|  | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Authority |      |       |      |      |      |       |      |      |      | Province |      |         |      |         |      |         |      |         |      |
|  | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      |                    |             |         | 2017      |      | 2018  |      | 2019 |      | 2020  |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |
|  | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N     | %    | N    | %    | N     | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall  | 158    | 88.5 | 77   | 91.4 | 21   | 95.2 | 29   | 89.4 | 76   | 84.8 | n/a                | n/a         | n/a     | 2,272     | 79.6 | 1,166 | 79.3 | 934  | 77.4 | 1,083 | 81.1 | 850  | 76.7 | 297,632  | 81.4 | 251,246 | 80.3 | 263,364 | 81.0 | 262,079 | 81.5 | 224,041 | 81.4 |
| Parent   | 5      | *    | 15   | 93.3 | 4    | *    | 9    | 88.9 | 4    | *    | n/a                | n/a         | n/a     | 152       | 77.6 | 240   | 78.8 | 150  | 73.3 | 176   | 76.7 | 79   | 68.4 | 31,845   | 80.8 | 34,237  | 79.3 | 34,159  | 80.3 | 35,896  | 80.0 | 28,016  | 81.7 |
| Student  | 137    | 91.2 | 41   | 95.1 | n/a  | n/a  | n/a  | n/a  | 59   | 93.2 | n/a                | n/a         | n/a     | 1,950     | 72.3 | 741   | 79.8 | 617  | 73.1 | 714   | 81.0 | 600  | 79.8 | 234,964  | 81.1 | 185,106 | 80.2 | 196,592 | 79.4 | 192,917 | 79.6 | 167,992 | 79.1 |
| Teacher  | 21     | 85.7 | 21   | 85.7 | 21   | 95.2 | 20   | 90.0 | 17   | 76.5 | n/a                | n/a         | n/a     | 170       | 88.8 | 185   | 79.5 | 167  | 85.6 | 193   | 85.5 | 171  | 81.9 | 30,823   | 82.2 | 31,903  | 81.5 | 32,613  | 83.4 | 33,266  | 85.0 | 28,033  | 83.4 |

### Comments on Results

In the last three years, there has been a huge amount of change that HPSD and HPE has adapted to to provide the support our children need, especially given the ongoing global pandemic. In the 2020-21 school year, staff were required to keep strict health and safety measures in place to ensure the overall health and safety of our students and our school community. Some of the activities that changed to accommodate the health restrictions included:

- strict cohorting which resulted in a loss of in-person collaborative learning with students (both between grades and between schools)
- no field trips which are used as a hands-on, experiential learning, inclusive of land-based learning, that is extremely beneficial to our students
- Learning remotely due to health restrictions (quarantine due to COVID-19) intermittently which resulted in a decrease in cohesiveness and continuity of learning
- 3 HPE teachers taught online permanently last year to provide a well-balanced education to children across the division in grade 5 and grade 6

All this being said, we were very pleased to note that through all these setbacks, many of which were beyond our control, our student population still felt that their school was one that they were proud of with 93% of students responding in favour of that question for this measure.

We will be monitoring the response to this measure from our staff in the future to evaluate whether their drop in sentiment for this measure was as a result of the points noted above or if further investigation is warranted. We will also be monitoring the “Education Quality” measure in this survey in which 100% of teachers said they were satisfied with the overall quality of basic education.

### Work Preparation – Measure Details

| 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. |        |      |      |      |      |      |      |       |      |       |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |
|--|--------|------|------|------|------|------|------|-------|------|-------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|  | School |      |      |      |      |      |      |       |      |       | Measure Evaluation |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |
|  | 2017   |      | 2018 |      | 2019 |      | 2020 |       | 2021 |       |                    |             |         | 2017      |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      | 2017     |      | 2018   |      | 2019   |      | 2020   |      | 2021   |      |
|  | N      | %    | N    | %    | N    | %    | N    | %     | N    | %     | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    |        |      |
| Overall  | 21     | 85.7 | 29   | 89.9 | 20   | 95.0 | 27   | 95.0  | 16   | 100.0 | n/a                | n/a         | n/a     | 322       | 77.8 | 419  | 78.4 | 317  | 73.2 | 359  | 80.3 | 261  | 80.7 | 61,674   | 82.7 | 65,186 | 82.4 | 66,088 | 83.0 | 68,221 | 84.1 | 58,109 | 85.7 |
| Parent   | 5      | *    | 11   | 90.9 | 4    | *    | 7    | 100.0 | 4    | *     | n/a                | n/a         | n/a     | 150       | 70.7 | 236  | 69.9 | 151  | 59.6 | 169  | 71.6 | 82   | 65.9 | 30,828   | 75.1 | 33,176 | 74.6 | 33,423 | 75.2 | 34,944 | 76.0 | 28,862 | 77.8 |
| Teacher  | 21     | 85.7 | 18   | 88.9 | 20   | 95.0 | 20   | 90.0  | 16   | 100.0 | n/a                | n/a         | n/a     | 172       | 84.9 | 183  | 86.9 | 166  | 86.7 | 190  | 88.9 | 179  | 95.5 | 30,846   | 90.4 | 32,010 | 90.3 | 32,665 | 90.8 | 33,277 | 92.2 | 29,247 | 93.7 |

### Comments on Results

Students at HPE are immersed in the philosophies of the book “Leader in Me”. Throughout the year we focus on the different habits and provide students with many leadership opportunities, as well as, ways to acknowledge those that are filling others’ buckets. In grade 5 and 6 students are provided with the opportunity to explore the program “My Blue Print”. This program starts them on the path of thinking about different careers they may want to pursue.

## Lifelong Learning – Measure Details

| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. |        |      |      |      |      |      |      |      |      |       |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |
|--|--------|------|------|------|------|------|------|------|------|-------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|  | School |      |      |      |      |      |      |      |      |       |                    |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |
|  | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |       | Measure Evaluation |             |         | 2017      |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      | 2017     |      | 2018   |      | 2019   |      | 2020   |      | 2021   |      |
|  | N      | %    | N    | %    | N    | %    | N    | %    | N    | %     | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall  | 21     | 80.0 | 32   | 74.1 | 21   | 90.5 | 29   | 90.8 | 17   | 100.0 | n/a                | n/a         | n/a     | 323       | 73.8 | 423  | 73.9 | 317  | 66.1 | 367  | 73.2 | 265  | 76.9 | 62,589   | 71.0 | 66,144 | 70.9 | 66,943 | 71.4 | 69,182 | 72.6 | 59,478 | 82.1 |
| Parent   | 5      | *    | 14   | 65.4 | 4    | *    | 9    | 86.7 | 4    | *     | n/a                | n/a         | n/a     | 150       | 63.8 | 240  | 62.4 | 150  | 51.4 | 174  | 62.7 | 84   | 63.9 | 31,326   | 64.8 | 33,714 | 64.0 | 33,876 | 64.0 | 35,454 | 64.6 | 29,693 | 75.3 |
| Teacher  | 21     | 80.0 | 18   | 82.8 | 21   | 90.5 | 20   | 95.0 | 17   | 100.0 | n/a                | n/a         | n/a     | 173       | 83.7 | 183  | 85.4 | 167  | 80.9 | 193  | 83.6 | 181  | 89.8 | 31,263   | 77.3 | 32,430 | 77.8 | 33,067 | 78.8 | 33,728 | 80.6 | 29,785 | 88.9 |

### Comments on Results

Strong supports are set in place for students who need accommodating. Work with the school LST through classroom visits, mentoring and connections with our collaborative teams and parents shows our attention to students' learning.

### Fountas & Pinnell (F&P)

*This literacy assessment tool is used with students in Grades 2-6.*

|                                | 2018-19 | 2019-20 | 2020-21 |
|--------------------------------|---------|---------|---------|
| Approaching Grade Expectations | 154     | 89      | 82      |
| Meeting Grade Expectations     | 15      | 8       | 3       |
| Exceeding Grade Expectations   | 11      | 7       | 18      |

### Comments on Results

HPE is in their 10th year of working with Fountas and Pinnell as an informative assessment on where children are in their reading and comprehension skills. This assessment is used to provide teachers with the understanding of students' challenges and strengths in reading and comprehension. They then formulate instruction that will support each child and help them move forward in their literacy development. This data informs our practice by understanding focus areas, small group structure, Leveled Literacy Intervention participation, Guided Reading groups, etc.

### Math Intervention/Programming Instrument (MIPI)

*This numeracy assessment tool is used with students in Grades 2-10.*

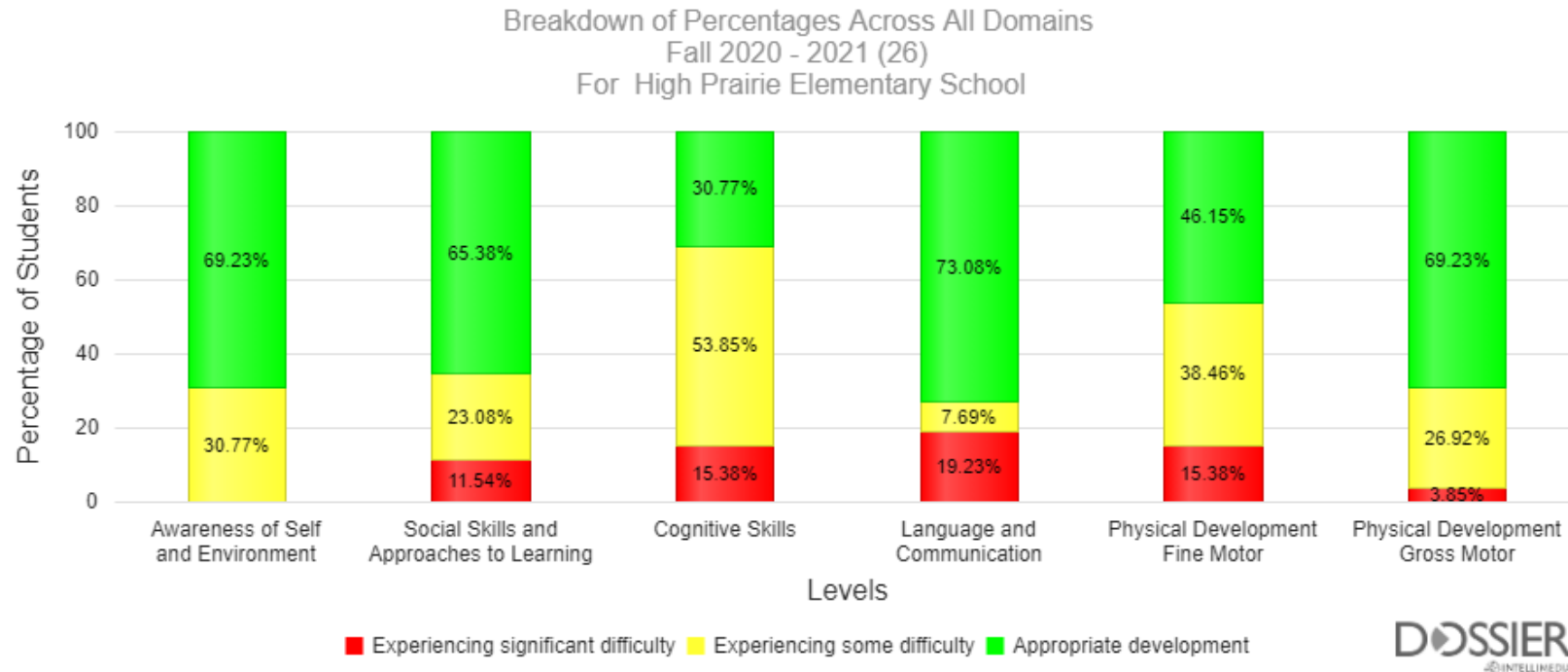
|                            | 2018-19 | 2019-20 | 2020-21 |
|----------------------------|---------|---------|---------|
| May Require Attention      | 28      | 45      | 52      |
| Requires Attention         | 24      | 29      | 36      |
| Does not Require Attention | 18      | 21      | 35      |

### Comments on Results

This assessment helps our teachers see the areas of strength and areas of challenge in numeracy for each child. From this data, we do small group work, differentiated instruction, the use of manipulatives, and cyclical teaching. This ensures that skills and concepts are revisited numerous times throughout the year in meaningful ways to support all our children in their learning.

**Early years Evaluation – Teacher Assessment (EYE-TA)**

*This literacy assessment tool is used with students in Kindergarten.*

**Comments on Results**

The Early Years Evaluation Assessment provides us with a thorough insight into each child's development stage. This helps us plan to set in place supports necessary our learners' needs: Educational Assistant needs, Leveled Literacy Intervention, Speech/Language assistance, Collaborative Response Team focus. We use this information and compare further assessments throughout the children's elementary years, Fountas and Pinnel and MIPI and Words Their Way, as a way to track the effectiveness of our programs.

## DOMAIN 2: TEACHING AND LEADING

### Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |        |       |      |      |      |      |      |       |      |       |             |             |         |                    |      |       |      |     |      |       |      |     |      |          |      |         |      |         |      |         |      |         |      |
|---|--------|-------|------|------|------|------|------|-------|------|-------|-------------|-------------|---------|--------------------|------|-------|------|-----|------|-------|------|-----|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|   | School |       |      |      |      |      |      |       |      |       |             |             |         | Authority          |      |       |      |     |      |       |      |     |      | Province |      |         |      |         |      |         |      |         |      |
|   | 2017   |       | 2018 |      | 2019 |      | 2020 |       | 2021 |       |             |             |         | Measure Evaluation |      |       | 2017 |     | 2018 |       | 2019 |     | 2020 |          | 2021 |         | 2017 |         | 2018 |         | 2019 |         | 2020 |
|   | N      | %     | N    | %    | N    | %    | N    | %     | N    | %     | Achievement | Improvement | Overall | N                  | %    | N     | %    | N   | %    | N     | %    | N   | %    | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall   | 155    | 97.2  | 79   | 95.3 | 21   | 99.2 | 29   | 95.4  | 82   | 91.4  | n/a         | n/a         | n/a     | 2,290              | 87.6 | 1,181 | 87.7 | 946 | 84.3 | 1,086 | 88.1 | 876 | 86.7 | 300,253  | 90.1 | 254,026 | 90.0 | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 |
| Parent  | 5      | *     | 17   | 89.9 | 4    | *    | 9    | 90.7  | 6    | 80.0  | n/a         | n/a         | n/a     | 158                | 83.7 | 252   | 83.4 | 157 | 78.6 | 177   | 83.3 | 90  | 80.4 | 32,880   | 86.4 | 35,499  | 86.0 | 35,262  | 86.4 | 36,907  | 86.7 | 31,024  | 86.7 |
| Student   | 134    | 94.4  | 41   | 97.6 | n/a  | n/a  | n/a  | n/a   | 59   | 94.1  | n/a         | n/a         | n/a     | 1,958              | 84.5 | 743   | 86.9 | 622 | 81.0 | 716   | 87.0 | 604 | 86.0 | 235,901  | 88.1 | 185,888 | 88.2 | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 |
| Teacher   | 21     | 100.0 | 21   | 98.4 | 21   | 99.2 | 20   | 100.0 | 17   | 100.0 | n/a         | n/a         | n/a     | 174                | 94.6 | 186   | 92.9 | 167 | 93.3 | 193   | 93.9 | 182 | 93.7 | 31,472   | 95.9 | 32,639  | 95.8 | 33,297  | 96.1 | 33,953  | 96.4 | 30,201  | 95.7 |

### Comments on Results

Continued improvement in core programming: strong writing assessment, Jump Math, Words Their Way. We have strong support set in place for students who need accommodating. Work with the school LST through classroom visits, mentoring and connections with our collaborative teams and parents shows our attention to students' learning.

### In-service Jurisdiction Needs– Measure Details

| The percentage 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. |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |        |      |
|---|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
|   | School |      |      |      |      |      |      |      |      |      |                    |             |         | Authority |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |        |      |
|   | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      | Measure Evaluation |             |         | 2017      |      | 2018 |      | 2019 |      | 2020 |      | 2021     |      | 2017   |      | 2018   |      | 2019   |      | 2020   |      | 2021   |      |
|   | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    | N      | %    |
|   |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |        |      |
| Overall   | 21     | 82.5 | 21   | 88.7 | 21   | 96.8 | 20   | 81.7 | 17   | 90.0 | n/a                | n/a         | n/a     | 173       | 80.5 | 186  | 78.1 | 165  | 74.3 | 194  | 75.7 | 179      | 80.8 | 31,288 | 84.3 | 32,428 | 84.3 | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 |
| Teacher   | 21     | 82.5 | 21   | 88.7 | 21   | 96.8 | 20   | 81.7 | 17   | 90.0 | n/a                | n/a         | n/a     | 173       | 80.5 | 186  | 78.1 | 165  | 74.3 | 194  | 75.7 | 179      | 80.8 | 31,288 | 84.3 | 32,428 | 84.3 | 33,074 | 85.2 | 33,766 | 85.0 | 29,619 | 84.9 |

### Comments on Results

In the 2020-21 school year, professional development for teachers focused on teacher training in the areas of the Collaborative Response Model (CRM) process, Dossier training, staff wellness, Individual Service Plan (ISP) training, and Professional Learning Community (PLC) time. All of the abovementioned professional development was provided to ensure that teachers had the necessary training to provide continuity of learning to students, especially given the ongoing global pandemic.

Wellness training for our staff was crucial given the ongoing public health crisis. PLC time was critical to learning as our staff were unfolding a common planbook across the Division to facilitate continuity of student learning as learners in Kindergarten to Grade 9 were able to transition to and from HPSP At-Home Learning to accommodate families as they chose which learning format best-suited their children and their family. The value of these professional development opportunities was evidenced in the measure above.

While not captured in this measure, professional development opportunities were also provided to our Educational Assistants in the 2020-21 school year. This training directly supports both the students and the teachers in curriculum delivery, which was impacted due to students transitioning to and from quarantine and HPSP At-Home Learning. Key outcomes from professional development opportunities for our Educational Assistants included Non-Violent Crisis Intervention, First Aid training, speech-language training, and technology training.

## DOMAIN 3: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

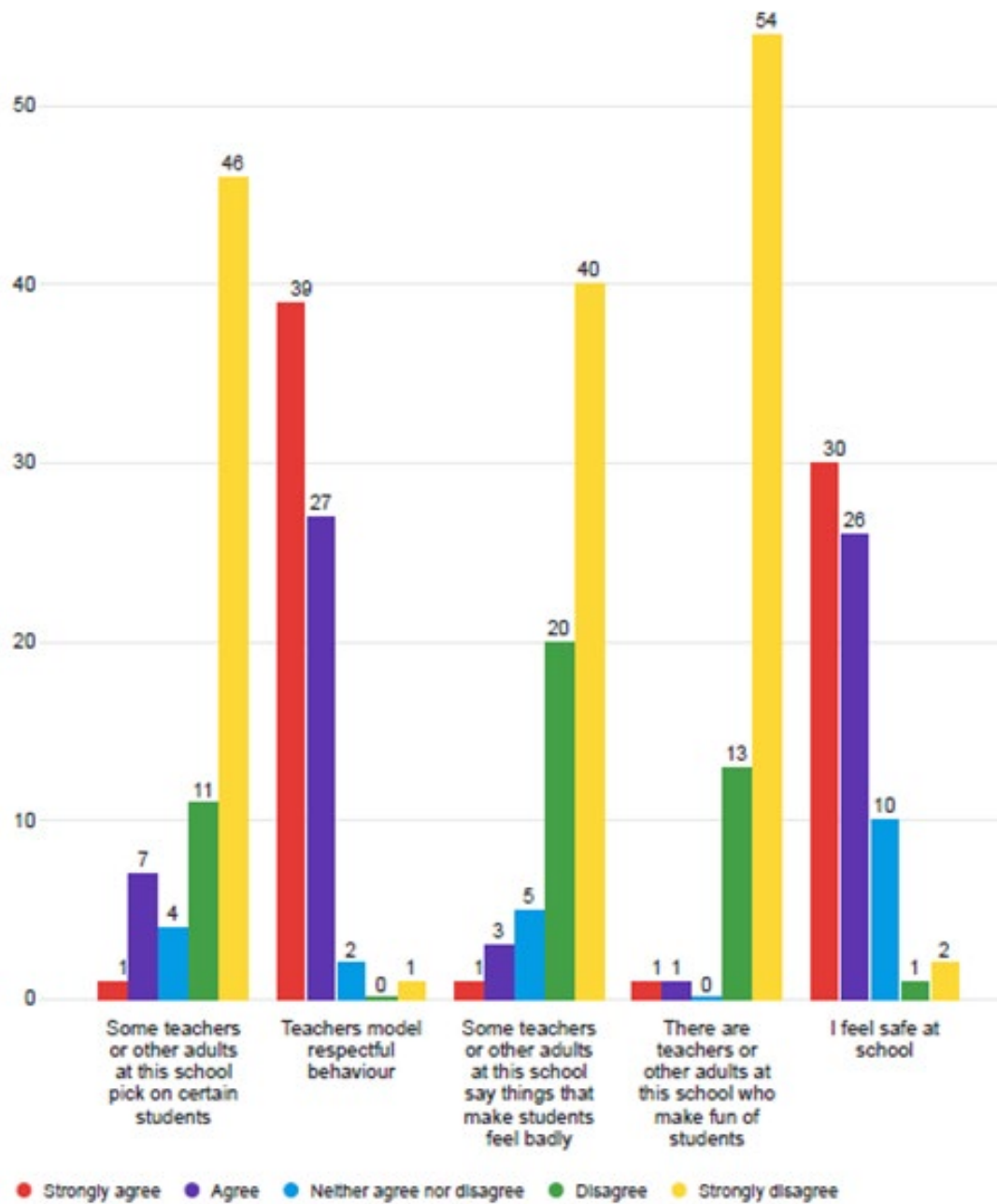
| The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. |        |     |      |     |      |     |      |     |      |      |                    |             |         |           |     |      |     |      |     |      |     |      |     |          |     |      |     |      |     |      |     |         |         |      |
|---|--------|-----|------|-----|------|-----|------|-----|------|------|--------------------|-------------|---------|-----------|-----|------|-----|------|-----|------|-----|------|-----|----------|-----|------|-----|------|-----|------|-----|---------|---------|------|
|   | School |     |      |     |      |     |      |     |      |      |                    |             |         | Authority |     |      |     |      |     |      |     |      |     | Province |     |      |     |      |     |      |     |         |         |      |
|   | 2017   |     | 2018 |     | 2019 |     | 2020 |     | 2021 |      | Measure Evaluation |             |         | 2017      |     | 2018 |     | 2019 |     | 2020 |     | 2021 |     | 2017     |     | 2018 |     | 2019 |     | 2020 |     | 2021    |         |      |
|   | N      | %   | N    | %   | N    | %   | N    | %   | N    | %    | Achievement        | Improvement | Overall | N         | %   | N    | %   | N    | %   | N    | %   | N    | %   | N        | %   | N    | %   | N    | %   | N    | %   | N       | %       |      |
| Overall   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 82   | 84.9 | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | n/a  | 877 | 84.7 | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a     | 231,091 | 87.8 |
| Parent  | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 6    | 63.0 | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | n/a  | 90  | 79.0 | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 30,980  | 88.2    |      |
| Student   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 59   | 92.5 | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | n/a  | 605 | 79.3 | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 169,900 | 79.8    |      |
| Teacher   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 17   | 99.2 | n/a                | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | n/a  | 182 | 95.7 | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | 30,211  | 95.3    |      |

### Comments on Results

At HPE, we infuse wellness and character education throughout the day/week. Students recognize hard work or caring acts in others in our weekly bucket filler radio news, Teachers acknowledge the hard work, dedication, and leadership of a student in each class once a month - Student of the Month, our South Peace News Student Team shares the many learning engagements happening at HPE each week in the paper and every three weeks on the radio, our HOST program is working with small groups and whole classes on friendships and how to make friends, and our indigineous success coach works closely with the classroom teachers to help deliver the Seven Grandfather Teachings.

Staff help students who have been bullied







### Access to Supports & Services – Measure Details

| The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. |        |     |      |     |      |     |      |     |      |    |                    |             |         |           |     |      |     |      |     |      |      |      |     |          |     |      |     |      |     |         |      |      |  |
|--|--------|-----|------|-----|------|-----|------|-----|------|----|--------------------|-------------|---------|-----------|-----|------|-----|------|-----|------|------|------|-----|----------|-----|------|-----|------|-----|---------|------|------|--|
|  | School |     |      |     |      |     |      |     |      |    | Measure Evaluation |             |         | Authority |     |      |     |      |     |      |      |      |     | Province |     |      |     |      |     |         |      |      |  |
|  | 2017   |     | 2018 |     | 2019 |     | 2020 |     | 2021 |    |                    |             |         | 2017      |     | 2018 |     | 2019 |     | 2020 |      | 2021 |     | 2017     |     | 2018 |     | 2019 |     | 2020    |      | 2021 |  |
|  | N      | %   | N    | %   | N    | %   | N    | %   | N    | %  | Achievement        | Improvement | Overall | N         | %   | N    | %   | N    | %   | N    | %    | N    | %   | N        | %   | N    | %   | N    | %   | N       | %    |      |  |
| Overall  | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a  | 82 | 73.0               | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 876  | 83.2 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 230,761 | 82.6 |      |  |
| Parent   | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a  | 6  | 30.0               | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 90   | 74.7 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 30,936  | 78.9 |      |  |
| Student  | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a  | 59 | 97.2               | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 604  | 84.1 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 169,631 | 80.2 |      |  |
| Teacher  | n/a    | n/a | n/a  | n/a | n/a  | n/a | n/a  | n/a | n/a  | 17 | 91.8               | n/a         | n/a     | n/a       | n/a | n/a  | n/a | n/a  | n/a | 182  | 90.8 | n/a  | n/a | n/a      | n/a | n/a  | n/a | n/a  | n/a | 30,194  | 88.7 |      |  |

### Comments on Results

At HPE there are a variety of supports and services that our students access on a regular basis:

1. HOSTS programing
  - Kids in the Know (Kindergarten - Gr.8) - An interactive safety education program designed to increase the personal safety of our students and help reduce the risk of victimization. Canada specific and tailored to meet curricular outcomes
  - Kimochis (Kindergarten- Gr.2) - Key.Mo.ChEE means “feeling” in Japanese. Kimochis look like toys but they are communication tools that give children the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships in order to make responsible decisions to handle challenging situations constructively.
  - Slumberkins (Pre-K - Kindergarten) Slumberkins designs approachable tools that promote early emotional growth. The stories use research-based techniques to teach important social-emotional skills while deepening connection and trust for the child.
  - GoZen (Grades 4-6) - An animated program with worksheets and posters tailored into seven different series focused on mental wellbeing, resiliency, mindfulness and anxiety relief. Ranging from 1 module to 10 module sessions depending on classroom needs.
  - Paths (Grade 1 & 3) -Promoting Alternative Thinking Strategies.
  - One circle (Girls Grades 6-9) - Evidence-based program focused on increasing wellbeing, friendships and helping girls navigate the 21st century. Encouraging girls to light their fires and stay in control of their lives. 8-12 week lunchtime program.
2. Wellness Coach - Individual and small group work from Kindergarten to grade 6
3. Division Wide Supports - Occupational Therapist Support, Speech Language Support, Counselling Support
4. Breakfast for Learning - Students access a food bin in their class each day (apples, oranges, fruit cups, granola,)
5. Our Educational Assistants are a huge part of the partnerships at HPE. Many of our children have them as one of their “go to” adults in the building, they are diverse in their skills as they move from division 1 to division 2, they support our teachers with the small group learning that is essential for all of our children’s learning and emotional development needs to be met.
6. Our Indigenous Education Coach provides an abundance of support to our teachers and students through finding resources, arranging land based learning opportunities (Tipi Teachings, Hunting and Trapping, Meat preparation, drum making, drumming presentations, Forest walks to understand the plant life from an Indigenous perspective), story telling, Seven Grandfather Teachings, etc.

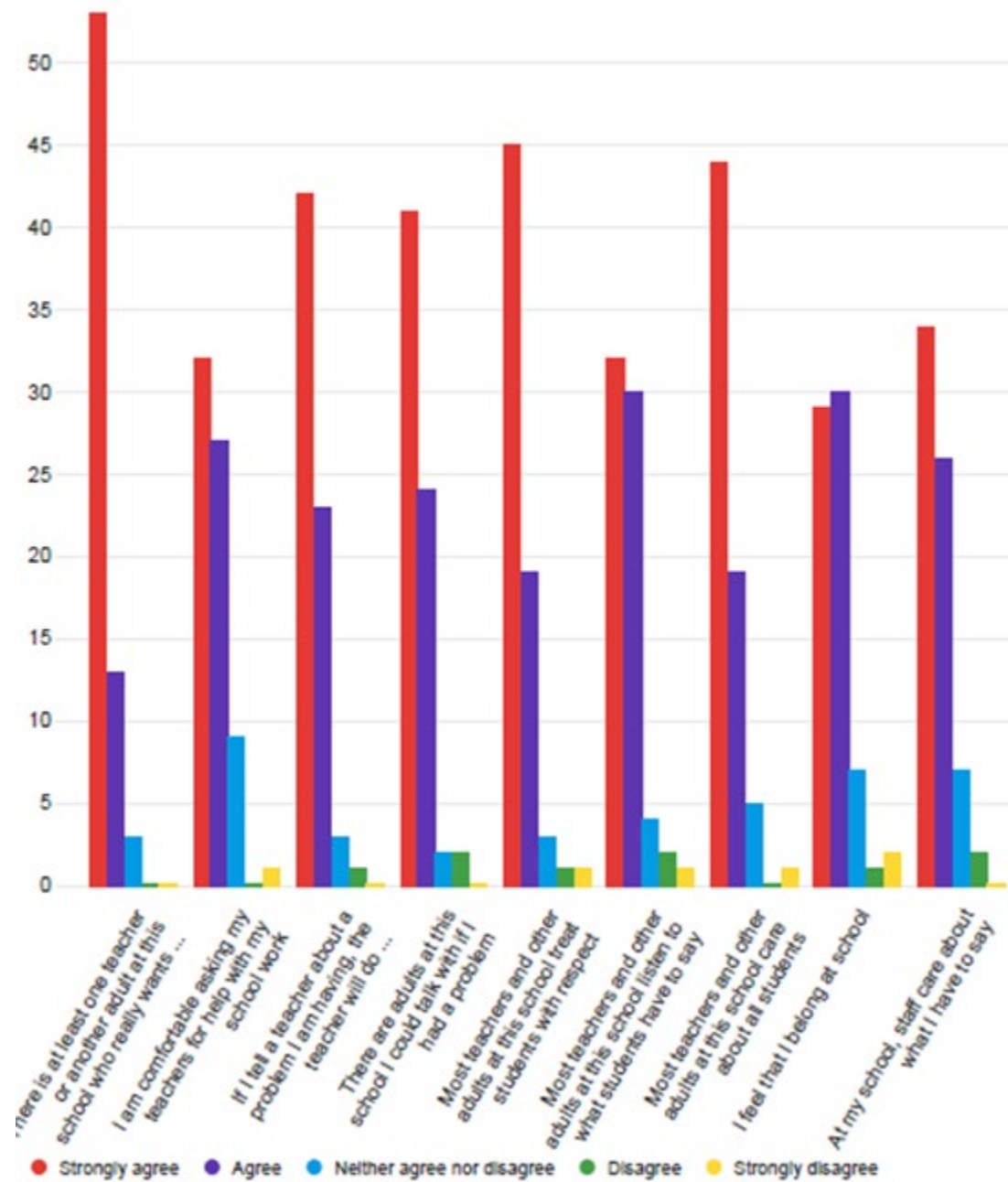


● True ● False

7. Lunch Program - This program is available 5 days a week. We average 70-110 lunches per day, helping our families provide the necessary nutrition our students need to be ready to learn



● True ● False



**Program of Studies - At Risk Students – Measure Details**

| Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |       |      |      |      |       |      |      |      |          |      |         |      |         |      |         |      |         |      |
|---|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|-------|------|------|------|-------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|   | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Authority |      |       |      |      |      |       |      |      |      | Province |      |         |      |         |      |         |      |         |      |
|   | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      |                    |             |         | 2017      |      | 2018  |      | 2019 |      | 2020  |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |
|   | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N     | %    | N    | %    | N     | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall   | 21     | 93.7 | 79   | 90.7 | 21   | 96.8 | 29   | 92.1 | 82   | 71.2 | n/a                | n/a         | n/a     | 332       | 87.8 | 1,179 | 86.4 | 944  | 81.3 | 1,084 | 86.3 | 876  | 83.4 | 160,737  | 84.9 | 253,515 | 84.2 | 265,362 | 84.7 | 264,165 | 84.9 | 230,686 | 82.7 |
| Parent  | 5      | *    | 17   | 84.3 | 4    | *    | 9    | 92.6 | 6    | 22.2 | n/a                | n/a         | n/a     | 158       | 81.1 | 252   | 79.1 | 157  | 72.0 | 177   | 78.5 | 90   | 72.1 | 32,800   | 77.2 | 35,439  | 77.0 | 35,184  | 77.8 | 36,846  | 78.1 | 30,874  | 76.7 |
| Student   | n/a    | n/a  | 41   | 91.0 | n/a  | n/a  | n/a  | n/a  | 59   | 97.2 | n/a                | n/a         | n/a     | n/a       | n/a  | 741   | 84.7 | 620  | 80.0 | 714   | 85.5 | 604  | 84.1 | 96,489   | 83.4 | 185,470 | 81.7 | 196,933 | 81.9 | 193,409 | 82.2 | 169,631 | 80.2 |
| Teacher   | 21     | 93.7 | 21   | 96.7 | 21   | 96.8 | 20   | 91.7 | 17   | 94.1 | n/a                | n/a         | n/a     | 174       | 94.4 | 186   | 95.3 | 167  | 91.8 | 193   | 95.0 | 182  | 93.9 | 31,448   | 94.1 | 32,606  | 94.0 | 33,245  | 94.5 | 33,910  | 94.4 | 30,181  | 91.2 |

**Comments on Results**

At HPE our students have the following supports available:

- HOSTS
- Wellness coach
- Counselling
- Speech and Language consultant, Occupational Therapist
- We have provided Tech support for students accessing counselling services throughout the community
- Leveled Literacy Intervention Program

**Inclusion – Pyramid of Intervention**

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

### **First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)**

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goal of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

All schools received one hour of coach-led professional development each month.

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

## DOMAIN 4: GOVERNANCE

### Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |
|--|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|  | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |
|  | 2017   |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      |                    |             |         | 2017      |      | 2018 |      | 2019 |      | 2020 |      | 2021 |      | 2017     |      | 2018   |      | 2019   |      | 2020   |      | 2021   |      |
|  | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    |        |      |
| Overall  | 21     | 88.6 | 38   | 91.1 | 21   | 90.3 | 29   | 91.1 | 23   | 71.2 | n/a                | n/a         | n/a     | 330       | 83.2 | 432  | 82.3 | 323  | 77.4 | 370  | 83.7 | 272  | 77.6 | 63,905   | 81.2 | 67,509 | 81.2 | 68,116 | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 |
| Parent   | 5      | *    | 17   | 89.2 | 4    | *    | 9    | 91.1 | 6    | 51.7 | n/a                | n/a         | n/a     | 156       | 76.0 | 247  | 75.5 | 156  | 67.1 | 177  | 77.4 | 90   | 68.5 | 32,505   | 73.9 | 34,998 | 73.4 | 34,944 | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 |
| Teacher  | 21     | 88.6 | 21   | 93.0 | 21   | 90.3 | 20   | 91.0 | 17   | 90.6 | n/a                | n/a         | n/a     | 174       | 90.5 | 185  | 89.0 | 167  | 87.7 | 193  | 90.0 | 182  | 86.7 | 31,400   | 88.5 | 32,511 | 88.9 | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 |

### Comments on Results

Parental involvement, as it relates to this measure, dropped significantly this year compared to previous years. Parents and visitors were not able to enter the school or participate in school events like assemblies, classroom events, and any other school-based events in which parents have participated in previous years. Options for including families in virtual events in the 2020-21 school year were not as widely accepted in that year, however, we are now seeing a higher percentage of our families attending virtual opportunities in this school year. We again hope to see that this measure improves as we navigate through the global pandemic.

HPE has a very active school council. Attendance averages around nine participants each month. Areas of support include:

- Red Cross Swimming
- Ski Trip
- Field trips at every grade level
- Club Moo program (previous years)
- Playground equipment

However, the school council has stated that they do feel more detached from the school in this past year than ever before. Ways to alleviate this feeling are:

- Continue with frequent Facebook posts - reminders, messages, student activity pictures
- Request video Facebook posts to see the students interaction in their classes
- Continue with student of the month video presentations from teachers, Month-end video, and weekly bucket filler radio posts.

## Satisfaction with Program Access – Measure Details

| Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. |        |      |      |      |      |      |      |       |      |      |                    |             |         |           |      |       |      |      |      |       |      |      |      |          |      |         |      |         |      |         |      |         |      |  |
|---|--------|------|------|------|------|------|------|-------|------|------|--------------------|-------------|---------|-----------|------|-------|------|------|------|-------|------|------|------|----------|------|---------|------|---------|------|---------|------|---------|------|--|
|   | School |      |      |      |      |      |      |       |      |      | Measure Evaluation |             |         | Authority |      |       |      |      |      |       |      |      |      | Province |      |         |      |         |      |         |      |         |      |  |
|   | 2017   |      | 2018 |      | 2019 |      | 2020 |       | 2021 |      |                    |             |         | 2017      |      | 2018  |      | 2019 |      | 2020  |      | 2021 |      | 2017     |      | 2018    |      | 2019    |      | 2020    |      | 2021    |      |  |
|   | N      | %    | N    | %    | N    | %    | N    | %     | N    | %    | Achievement        | Improvement | Overall | N         | %    | N     | %    | N    | %    | N     | %    | N    | %    | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |  |
| Overall   | 21     | 84.4 | 77   | 85.7 | 21   | 95.2 | 28   | 97.1  | 76   | 92.8 | n/a                | n/a         | n/a     | 327       | 80.3 | 1,165 | 80.8 | 937  | 75.6 | 1,081 | 83.2 | 870  | 81.0 | 159,543  | 73.2 | 251,836 | 72.8 | 263,978 | 73.1 | 262,662 | 75.2 | 228,281 | 71.8 |  |
| Parent  | 5      | *    | 16   | 75.0 | 4    | *    | 8    | 100.0 | 4    | *    | n/a                | n/a         | n/a     | 153       | 72.2 | 243   | 68.6 | 152  | 63.5 | 173   | 74.1 | 87   | 71.1 | 31,898   | 61.6 | 34,350  | 61.2 | 34,371  | 61.1 | 35,963  | 68.4 | 29,417  | 65.7 |  |
| Student   | n/a    | n/a  | 41   | 96.3 | n/a  | n/a  | n/a  | n/a   | 59   | 98.3 | n/a                | n/a         | n/a     | n/a       | n/a  | 737   | 85.7 | 618  | 78.2 | 714   | 84.6 | 601  | 85.2 | 96,258   | 80.0 | 184,949 | 78.9 | 196,411 | 78.8 | 192,861 | 79.0 | 168,839 | 71.9 |  |
| Teacher   | 21     | 84.4 | 20   | 85.7 | 21   | 95.2 | 20   | 94.2  | 17   | 87.4 | n/a                | n/a         | n/a     | 174       | 88.4 | 185   | 88.0 | 167  | 85.0 | 194   | 90.8 | 182  | 86.7 | 31,387   | 78.1 | 32,537  | 78.3 | 33,196  | 79.3 | 33,838  | 78.1 | 30,025  | 77.8 |  |

## Comments on Results

Supporting students with diverse needs in the 2020-21 school year resulted in a number of challenges operationally. Due to ongoing changes to requirements and restrictions to ensure student and staff safety, identification, testing, and provision of services and supports realized a longer than previously expected time between each stage. High Prairie Elementary worked to mitigate these delays and provide the needed supports through our Educational Assistants, Wellness Coaches, Counselling Consultants, and Speech-Language Pathologists, Occupational Therapists, Behaviour Management Consultants, Learning Support Teachers to assist those students.