

HIGH PRAIRIE ELEMENTARY SCHOOL

2023-24 AERR

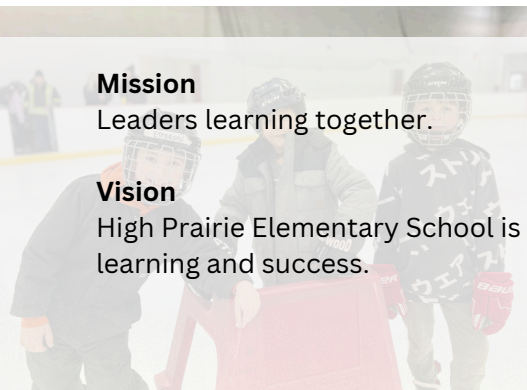


Mission

Leaders learning together.

Vision

High Prairie Elementary School is a place of hope where caring and respect lead to learning and success.



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MESSAGE FROM THE PRINCIPAL

As we reflect on our journey this past year, I am filled with pride in the achievements of our students and the collaborative spirit that permeates our school community. At High Prairie Elementary, our focus as staff, students and families continues to be to foster a culture of respect and kindness within our school building and beyond. Each month, we focus on different virtues that will support students' personal growth and development as socially responsible citizens with the ability to succeed locally and globally.

We believe that fostering a sense of community and togetherness is essential for the holistic development of children. We have worked diligently to strengthen our partnerships with various community agencies. This has allowed us to provide enriched learning experiences that extend beyond the classroom, and also reach out to families within our community to learn more about the programs we and other agencies offer and how we can support families throughout their educational journey.

Our staff continue to work with families to support our learners academically, socially and emotionally. Parent engagement events occur throughout the year and include; School Council, Open House, Parent/Teacher Interviews, Family BBQ and Winter Festival. At High Prairie Elementary, we understand the importance of connection with families and place it among our top priorities. Home and school work together to provide students with the skills and opportunities to become kind, caring, empathetic and engaged citizens in our community.

Academically, we are entering into year one of a pilot project specifically designed to increase literacy and numeracy results. Our focus remains to support each learner in reaching their highest potential through exemplary teaching practices. The administration at High Prairie Elementary are committed to using all data collected to address concerns in student learning and citizenship. We are grateful to our dedicated staff who continually set high standards, commit to new professional learning and have a vested interest in student growth and achievement.



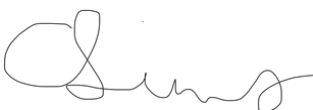
Lyndsay Fleming, Principal

MESSAGE FROM THE SCHOOL COUNCIL CHAIR

As School Council Chair, I am pleased to share our reflections on the recent Annual Education Results Report. This report highlights many of the strengths that make High Prairie Elementary an exceptional learning environment.

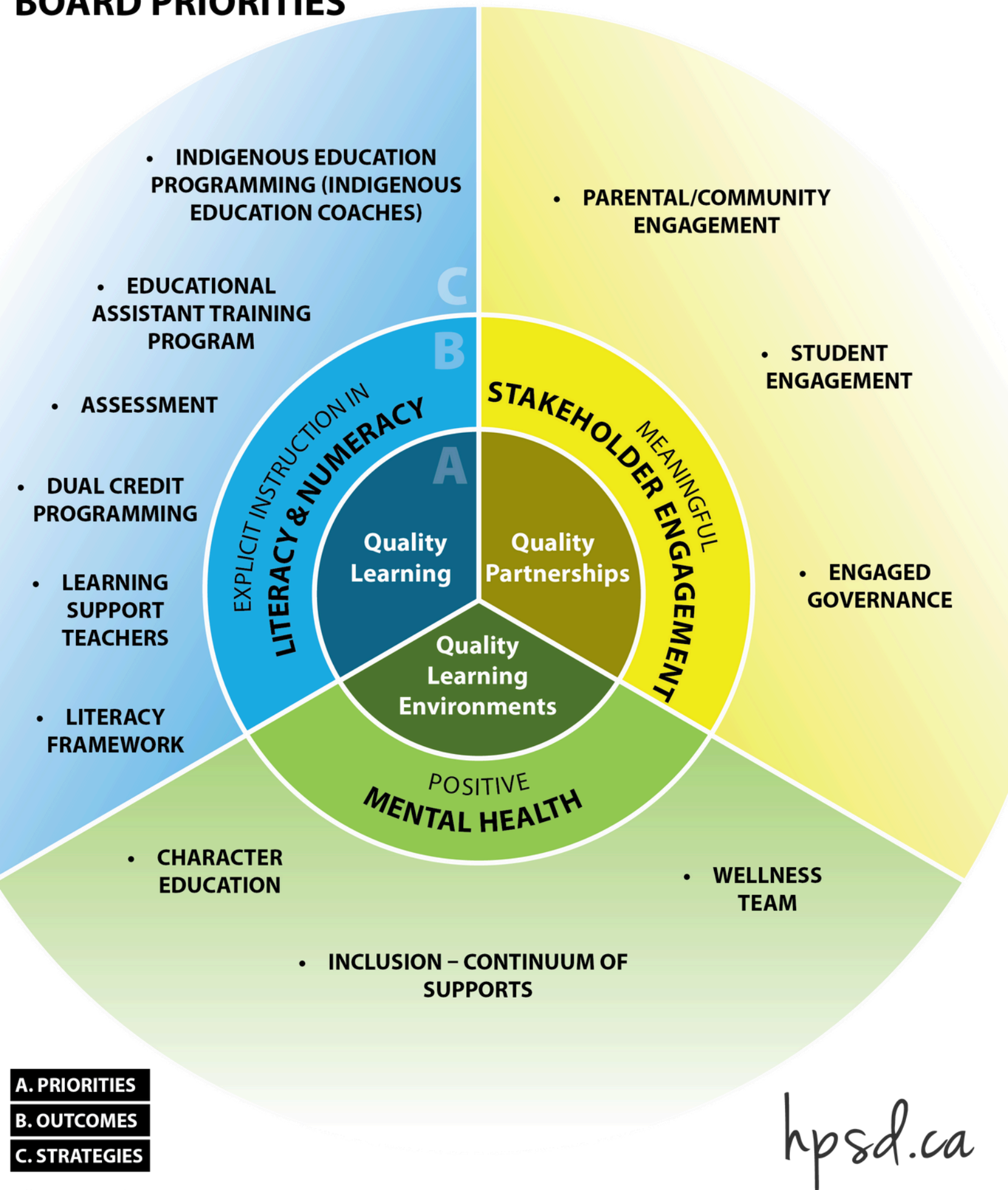
While we celebrate these successes, we also recognize the opportunity for improvement in student engagement. As a School Council, we are committed to working alongside school administration, staff, and families to explore new ways to enhance engagement and motivation for all students. We recognize that engaged students are not only more successful academically but also more connected to their school community, building a foundation of belonging and lifelong learning.

In partnership with school staff, we will look for opportunities to involve students more actively in their learning journeys—whether that's through enriching classroom experiences, fostering connections across grade levels, or enhancing extracurricular options. By doing so, we aim to inspire each child to feel both challenged and valued every day at school. We are grateful for the collaboration and input from our families, staff, and community agencies. Together, we look forward to building on our strengths and working to ensure every student feels empowered and engaged in their education at High Prairie Elementary.



Cheyenne Simms, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

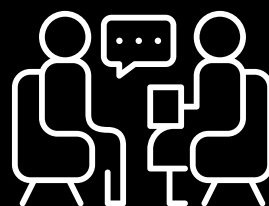
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



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SURVEY
RESPONSES



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ENGAGEMENT
SESSIONS

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 280. 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.



REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 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	80.3	83.3	85.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	83.7	81.2	85.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	73.5	0.0	0.0	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
	PAT6: Excellence	14.7	0.0	0.0	19.8	18.0	18.0	Intermediate	Improved Significantly	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	90.2	93.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	86.4	89.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	86.4	78.1	84.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	80.3	76.5	81.0	79.5	79.1	78.9	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	82	79.5	108	87.9	124	83.3	147	80.3	n/a	Declined	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	6	70.6	20	96.7	11	96.9	19	87.7	n/a	Maintained	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	59	67.8	74	66.9	96	53.1	110	55.0	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	17	100.0	14	100.0	17	100.0	18	98.1	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

Optimal learning occurs when students find their work to be meaningful and connected to their interests or the real world. Building on community partnerships and opportunities to access virtual resources, our staff have worked diligently to provide learning experience for students. These efforts have resulted in an increase in our student's results on this measure. With further examination we have also discovered that over 10% of our parent population answered “I don’t know” to questions related to student engagement, as a result we will increase our presence on Facebook and through our newsletters to showcase the daily learning activities and variety of modes in which students are learning. Our pilot project in literacy and numeracy will also support student engagement through the use of student workbooks, which will support families sequential understanding of student learning in those subjects.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School												Authority												Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	29	99.0	82	82.7	108	90.2	124	81.2	147	83.7	Very High	Maintained	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4			
Parent	9	100.0	6	55.2	20	86.0	11	88.9	19	79.8	High	Maintained	Good	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7			
Student	n/a	n/a	59	92.8	74	84.5	96	61.7	110	72.4	Very High	Maintained	Excellent	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6			
Teacher	20	98.0	17	100.0	14	100.0	17	92.9	18	98.9	Very High	Maintained	Excellent	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8			

COMMENTS

Our results on this measure have exceeded the provincial average, with increases in our student satisfaction of over 10%. The 2023-24 school year was the second year of implementation for our character education program, which was developed based on the 7 Grandfather Teachers in collaboration with our school community and school council. Students receive direct instruction in understanding these virtues and how to portray them in their everyday lives. Our efforts to infuse these virtues and our values of kindness and respect, along with opportunities to participate and display characteristics of active citizenship, are reflected in these positive results.

We also created several new programs last year, including;

- Lunch buddies, where grade 6 students supported Kindergarten and Grade 1 students during lunch eating by modelling appropriate behaviours.
- Recess leaders, where grades 4-6 students learned various games and mediation skills and then supported younger grades in positive, cooperative games at recess.
- House colours, where our students work together in their houses to complete various games, tasks and activities.

We continue to see areas of need within our school, specifically around boundaries and gaps in social/emotional learning. We have responded by focusing our HOST and wellness teams on social skills and empathy building.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Science 6	School	n/a	n/a	n/a	n/a	67.9	14.3	*	*	67.6	17.6	71.5	17.4	71.5	20
	Authority	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	69.6	20.6				
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8				
Social Studies 6	School	n/a	n/a	n/a	n/a	60.7	10.7	*	*	73.5	14.7	68.2	12.5	70	15
	Authority	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	65.5	17.5				
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	High Prairie Elementary School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Low	n/a	n/a	34	67.6	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	Intermediate	n/a	n/a	34	17.6	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	34	73.5	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	Intermediate	n/a	n/a	34	14.7	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

COMMENTS

This was the first year that HPE has completed any PAT due to government cancellations, wildfires and Covid. As a result, we are unable to see any trend data regarding our results. We were happy to see that we met 3 of 4 targets. Overall, our acceptable standard is above both HPSD and the province, while our excellence standard is below both HPSD and the province. Social Studies was an area of strength in this cohort. These results indicate a need to ensure that students are not only understanding curricular concepts but are also provided more opportunities to extend that knowledge.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2019-20			2020-21			2021-22				2022-23				2023-24							
			Fall			Fall			Fall		Spring		Fall		Spring		Fall			Spring				
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	33	0.0	0	0.0	0	50	59.2	29	21.7	10	51	50.0	23	35.6	16	
		May Require Attention	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention	ND	ND	ND	ND	ND	ND		65.5	19	92.6	25		40.8	20	78.3	36		50.0	23	64.4	29	
MIPI PNSA	Grade 2	Requires Attention	40	9.4	3	34	14.3	5	36	6.1	2	ND	ND	40	82.1	32	30.6	11	49	52.1	25	22.9	11	
		May Require Attention		50.0	16		40.0	14		39.4	13	ND	ND		ND	ND	ND	ND		ND	ND	ND		
		Does Not Require Attention		40.6	13		45.7	16		54.5	18	ND	ND		17.9	7	69.4	25		47.9	23	77.1	37	
	Grade 3	Requires Attention	42	50.0	11	29	46.2	12	32	35.9	14	ND	ND	41	36.8	14	26.7	8	38	48.5	16	13.5	5	
		May Require Attention		36.4	8		30.8	8		38.5	15	ND	ND		ND	ND	ND	ND		ND	ND	ND		
		Does Not Require Attention		13.6	3		23.1	6		25.6	10	ND	ND		63.2	24	73.3	22		51.5	17	86.5	32	
	MIPI	Grade 4	Requires Attention	42	47.1	8	27	33.3	7	28	45.5	10	ND	ND	33	40.0	4	ND	ND	45	31.7	13	14.3	6
			May Require Attention		47.1	8		52.4	11		45.5	10	ND	ND		20.0	2	ND	ND		ND	ND	ND	ND
			Does Not Require Attention		5.9	1		14.3	3		9.1	2	ND	ND		40.0	4	ND	ND		68.3	28	85.7	36
Grade 5		Requires Attention	49	29.2	7	25	55.0	11	40	44.4	12	ND	ND	27	39.1	9	ND	ND	39	37.1	13	20.0	7	
		May Require Attention		54.2	13		25.0	5		48.1	13	ND	ND		39.1	9	ND	ND		37.1	13	22.9	8	
		Does Not Require Attention		16.7	4		20.0	4		7.4	2	ND	ND		21.7	5	ND	ND		25.7	9	57.1	20	
Grade 6		Requires Attention	43	56.8	21	30	33.3	7	25	42.1	8	ND	ND	50	78.9	15	ND	ND	34	37.5	12	9.1	3	
		May Require Attention		24.3	9		38.1	8		47.4	9	ND	ND		42.1	8	ND	ND		34.4	11	21.2	7	
		Does Not Require Attention		18.9	7		28.6	6		10.5	2	ND	ND		15.8	3	ND	ND		28.1	9	69.7	23	
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																								

COMMENTS

We have entered into a multi-year pilot project in numeracy. These assessments provide our teachers with a solid baseline of student achievement prior to the start of our new project, which grounds teachers in the Numeracy Framework being created by HPSD. Our teachers have participated in professional development around numeracy talks and best practices in development of basic facts. In collaborative analysis of our data and development of best practices, our staff have agreed to the following foundational instructional strategies for students' success;

- the use of manipulatives where appropriate for concrete understanding
- consistent use of math vocabulary
- visual aids throughout the classroom (number lines, hundreds charts, etc.)
- regular practice of basic math facts.
- regularly engaging in problem-solving activities that promote critical thinking.

In response to the significant struggles in division 2 (grades 4-6), we have created a congregated class setting to support numeracy in grades 4-6. Students in this class are a minimum of 2 grade levels behind and have a diagnosed learning difficulty or are waiting for assessment.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20 ¹					2020-21 ¹					2021-22 ¹					2022-23					2023-24				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	37	57.7	15	ND	ND	37	29.2	7	42.1	8	57	52.4	22	41.2	14	53	45.2	19	28.1	9	33	13.6	3	0.0	0
		Experiencing some difficulty		30.8	8	ND	ND		29.2	7	21.1	4		21.4	9	26.5	9		26.2	11	31.3	10		36.4	8	15.4	
		Appropriate development		11.5	3	ND	ND		41.7	10	36.8	7		26.2	11	32.4	11		28.6	12	40.6	13		50.0	11	84.6	22
RTR LeNS	Grade 1	None-Minimal Development	39	ND	11.0	ND	18.0	21	72.0	18	5.3	1	33	58.6	17	6.9	2	50	62.2	28	ND	ND	51	50.0	22	21.4	9
		Developing Skills		ND	15.0	ND	6.0		24.0	6	94.7	18		41.4	12	89.7	26		31.1	14	ND	ND		ND	ND		
		Developing Well-Mastered		ND	2.0	ND	1.0		4.0	1	0.0	0		0.0	0	3.4	1		6.7	3	ND	ND		50.0	22	78.6	33
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	40	86.4	19	100.0	2	34	75.0	9	45.5	5	36	38.2	13	21.1	8	40	47.5	19	47.4	18	49	32.7	16	26.1	12
		Approaching Expectations		13.6	3	0.0	0		0.0	0	0.0	0		14.7	5	10.5	4		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		0.0	0	0.0	0		25.0	3	54.5	6		47.1	16	68.4	26		52.5	21	52.6	20		67.3	33	73.9	34
	Grade 3	Not Yet Meeting Grade Expectations	42	50.0	13	ND	ND	29	57.1	8	100.0	7	32	32.3	10	25.8	8	41	34.1	14	43.9	18	38	41.7	15	26.5	9
		Approaching Expectations		19.2	5	ND	ND		14.3	2	0.0	0		25.8	8	22.6	7		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		30.8	8	ND	ND		28.6	4	0.0	0		41.9	13	51.6	16		65.9	27	56.1	23		58.3	21	73.5	25
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	42	81.8	18	ND	ND	27	0.0	0	100.0	9	28	84.6	22	92.3	24	33	46.9	15	51.6	16	45	64.4	29	46.5	20
		Approaching Expectations		4.5	1	ND	ND		0.0	0	0.0	0		7.7	2	7.7	2		50.0	16	41.9	13		31.1	14	48.8	21
		Meeting Expectations		13.6	3	ND	ND		100.0	1	0.0	0		7.7	2	0.0	0		3.1	1	6.5	2		4.4	2	4.7	2
	Grade 5	Not Yet Meeting Grade Expectations	49	71.4	20	100.0	1	25	83.3	15	100.0	5	40	62.5	20	ND	ND	27	11.1	3	16.0	4	39	29.7	11	30.8	12
		Approaching Expectations		14.3	4	0.0	0		5.6	1	0.0	0		15.6	5	ND	ND		55.6	15	52.0	13		48.6	18	51.3	20
		Meeting Expectations		14.3	4	0.0	0		11.1	2	0.0	0		21.9	7	ND	ND		33.3	9	32.0	8		21.6	8	17.9	7
	Grade 6	Not Yet Meeting Grade Expectations	43	80.0	28	100.0	1	30	61.5	16	ND	ND	25	95.8	23	100.0	14	50	38.3	18	15.4	6	34	16.1	5	50.0	17
		Approaching Expectations		2.9	1	0.0	0		11.5	3	ND	ND		4.2	1	0.0	0		48.9	23	74.4	29		58.1	18	47.1	16
		Meeting Expectations		17.1	6	0.0	0		26.9	7	ND	ND		0.0	0	0.0	0		12.8	6	10.3	4		25.8	8	2.9	1
Legend:			Footnotes:																								
Fall: September - January			¹ Schools only required to submit one assessment per student due to COVID complications																								
ND: No data collected for the corresponding grade/school year			² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								
Spring: February - June																											

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

Footnotes:
¹ Schools only required to submit one assessment per student due to COVID complications
² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades

COMMENTS

We have entered into a multi-year pilot project in literacy. These assessments provide our teachers with a solid baseline of student achievement prior to the start of our new project, which grounds teachers in the Literacy Framework and best practices in literacy. Our teachers have participated in professional learning on a new Phonics program which highlights direct instruction of phonics and morphology. In collaborative analysis of our data and development of best practices, our staff have agreed to the following foundational instructional strategies for students' success;

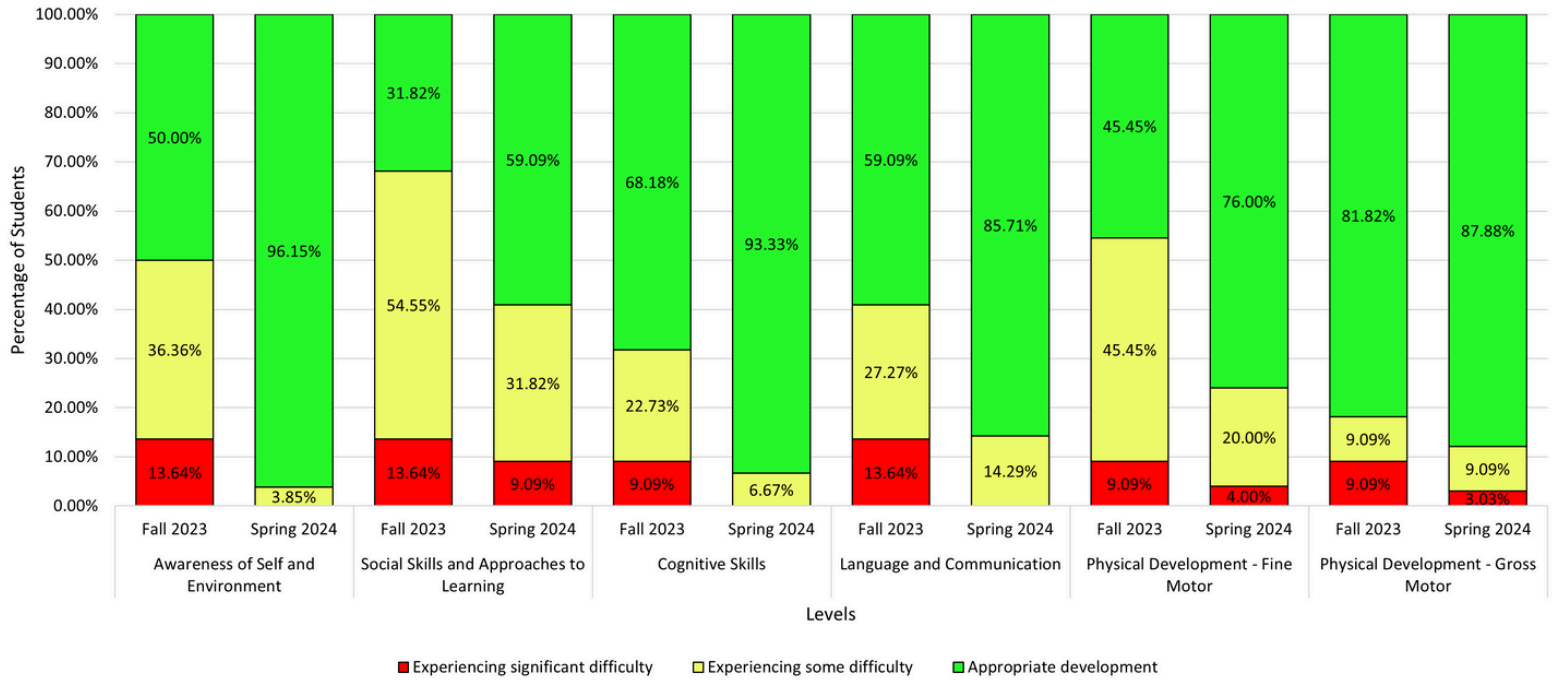
- daily independent reading
- regular shared reading and read-a-louds
- regular reading comprehension activities
- use of visual supports: environmental print/subject-specific vocabulary
- direct instruction in mechanics, conventions and word study
- daily writing in different genres
- use of cross-curricular vocabulary in writing
- clear expectations and next steps for literacy skills

Within Division 1 (K-3) we see significant growth over the course of the year with approximately 3/4 of students meeting the expectations. Our new literacy programs will help teachers continue to support learners' progression and provide targeted supports for students not yet meeting expectations. A deeper look into our literacy data shows that while students may not yet be meeting grade expectations, there is significant personal growth within the school year, with typically one to two grade levels of growth throughout the school year.

In response to the significant struggles in Division 2 (grades 4-6), we have created a congregated class setting to support literacy in grades 4-6. Students in this class are a minimum of 2 grade levels behind and have a diagnosed learning difficulty or are waiting for assessment.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (EYE)

EYE Assessment - Breakdown of Percentages Across All Domains (HPE)



COMMENTS

The Early Years Evaluation provides us with thorough insight into each child's developmental stage. This supports the development of appropriate programming to support students' individual learning needs, such as literacy/numeracy interventions, speech/language assistance and fine/gross motor interventions. The data from this year shows a much less diverse spectrum in ability level entering Kindergarten than is typical of our historic data. The above data indicates there was improvement in all domains by most students.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	95.4	82	91.4	108	96.1	124	90.2	147	93.1	Very High	Maintained	Excellent	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	9	90.7	6	80.0	20	92.4	11	93.8	19	92.9	Very High	Maintained	Excellent	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	n/a	n/a	59	94.1	74	95.9	96	80.7	110	88.2	High	Maintained	Good	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	20	100.0	17	100.0	14	100.0	17	96.0	18	98.1	Very High	Maintained	Excellent	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

The measure has been maintained in parent and teacher data and increased with student data. We believe this is due to the improvements in our core programming and explicit communication to our stakeholders about programming being offered. The development of our school newsletter and enhanced social media posts that focus not only on events but also on daily learning activities. We have been working towards systemic approaches to learning and learning materials across grade levels which will be continued and enhanced with our new pilot projects in literacy and numeracy. We have also created opportunities for teachers to co-teach twice a week to support teacher growth and consistency in programming. This also provides students with additional teacher time to learn concepts in smaller groups.

Staff meet 2-3 times a month to develop programming (often specifically related to our pilot project) together to support each other and student learning. We have strong supports in place for students in need of accommodations, with our LST working with classroom teachers to provide mentoring, collaborative planning, providing some small group instruction as well as supporting connections with families.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

HPE has developed ongoing plans that prioritize professional learning, supervision and evaluation in alignment with the Alberta Teacher Quality Standard (TQS). Our supervision and evaluation is designed to ensure continuous improvement in teaching practices and positive student outcomes.

Professional Learning

Processes and Strategies

- Targeted professional development in literacy and numeracy in line with our pilot project.
- Training in evidence-based practices such as explicit instruction, trauma-informed teaching and differentiation strategies.
- Collaborative planning time within HPE with pilot project schools and divisional schools.

Impact

Enhanced teacher capacity in literacy and numeracy instruction. Increased student engagement in core subjects and continued monitoring of student performance to adjust for supports as needed.

Supervision

Processes and Strategies

- Ongoing supervision through classroom observations, walk throughs and conversations.
- Teachers are provided a yearly plan that indicates areas of focus for each month connected to the TQS. Teachers have a reference sheet of expectations and “look fors”.
- Debriefing conversations happen in person or via email dependent on the level of observation.

Impact

Teachers are aware of the expectations in relation to their professional obligations regarding the TQS. Teachers are provided with timely constructive feedback, which fosters growth in instructional practices.

Evaluation

Processes and Strategies

- Evaluation of new teachers is conducted through classroom observations, structured formal observations and walk-throughs.
- New teachers are supported by a mentor teacher, commonly teaching the same or similar grade) and vice principal and divisional coaches.
- Regular reflection and goal-setting to address professional growth and instructional practices.

Impact

New teachers develop strong foundational practices while mentoring staff to refine their skills and share their knowledge, resulting in overall school improvement.

This structured approach to professional learning, supervision and evaluation ensures high-quality teaching and fosters a culture of continuous improvement.

ASSURANCE DOMAIN: LEARNING SUPPORTS

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	82	73.0	108	90.5	124	78.1	147	86.4	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	6	30.0	20	89.0	11	81.5	19	83.7	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	59	97.2	74	89.6	96	71.8	110	82.1	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	17	91.8	14	92.8	17	81.0	18	93.3	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

We have seen improvement by students, parents and staff on this measure. We created some dedicated spaces for service providers; this highlighted not only their importance in our school but also allowed students and families to learn who our service providers were. We've also worked with our staff to ensure that families receive consistent updates on services provided for their children. We continue to develop our community partnerships with our student support services team within our school. These include but are not limited to HOSTS, Children's Resource Council, Wellness Coach, Division-wide supports (SLP, OT, Counselling services), hot lunch program, educational assistants, Indigenous Education Coach, Prairie River Junior High mentorship program, and LST 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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	82	84.9	108	93.3	124	86.4	147	86.2	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	6	63.0	20	93.1	11	96.6	19	84.8	n/a	Maintained	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	59	92.5	74	86.9	96	68.6	110	77.0	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	17	99.2	14	100.0	17	94.1	18	96.8	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

HPE results continue to be on par or above the overall provincial averages across all stakeholders. We do see a decrease in parent satisfaction; moving forward parent engagement will be a focus, with community engagement activities and communication with families.

In 2023, we started a new character education program. Each month, teachers directly instruct on the meaning of virtues that are highlighted at our monthly assemblies. Teachers acknowledge the hard work, dedication, and leadership of students by recognizing a student who best exemplifies the virtue in our Student of the Month award.

These results also indicate that programs such as lunch buddies, recess leaders, wellness clubs and House Colours are supporting the development of a positive school culture where students feel welcome, cared for, respected and safe.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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 HPSSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	29	91.1	23	71.2	34	85.6	28	76.5	37	80.3	High	Maintained	Good	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	9	91.1	6	51.7	20	84.0	11	66.0	19	68.4	High	Maintained	Good	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	20	91.0	17	90.6	14	87.1	17	86.9	18	92.2	High	Maintained	Good	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

We continue to offer a hybrid model of in-person and Zoom options for our School Council and Parent/Teacher Interviews in an effort to make accessing and participating easier for all families. We recognize that not all families have the ability to attend meetings after school due to work hours, and so we have made attempts to adjust meeting times and days of the week. In the 2023-24 school year, we attempted several formats for engaging families, including a new Family BBQ night, a less formal open house, winter festival and special person lunches. We continue to ask for feedback from our families so we can be responsive in timing events. While our parent satisfaction is still below the province, we do see that this number is climbing as a result of our initiatives.

SUPPLEMENTAL MEASURES

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									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	20	81.7	17	90.0	14	85.7	17	68.6	18	83.3	Intermediate	Maintained	Acceptable	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	20	81.7	17	90.0	14	85.7	17	68.6	18	83.3	Intermediate	Maintained	Acceptable	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

HPE has seen a significant increase in satisfaction with professional development services. This increase is believed to be in part from an effort to involve staff in feedback and decision-making regarding professional development being offered at the school level. We were able to be responsive to feedback throughout the school year and provide professional development that was relevant and timely to the needs of our teachers. The focus of professional development going forward into this school year will be on our pilot project programs in literacy and numeracy. Our continued areas of focus are;

Explicit literacy instruction - strengthen foundational literacy skills.

Strategies

- training in Plaid Phonics
- structured daily phonics lessons integrated into our literacy blocks
- use of multisensory teaching methods to reinforce learning

Explicit numeracy instruction - increased student engagement and confidence in numeracy.

Strategies

- training in the Math Up framework and core components
- incorporating manipulatives and visuals
- incorporating number talks and daily critical thinking/problem-solving

Data-driven instruction - improved student learning through tailored instruction and responsive teaching practices.

Strategies

- Use of diagnostic assessments
- frequent formative assessment
- collaborative planning time to analyze and plan targeted intervention

HPSD professional development funds will allow teachers to access a variety of professional learning that is specific to their areas of interest throughout the year on top of the instruction provided through the school and division.

SUPPLEMENTAL MEASURES

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																	
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020			2021			2022			2023			2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	29	90.8	17	100.0	33	85.0	26	88.5	36	78.5	High	Maintained	Good	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9					
Parent	9	86.7	4	*	20	75.0	11	81.3	18	66.7	High	Maintained	Good	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3					
Teacher	20	95.0	17	100.0	13	95.0	15	95.7	18	90.3	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6					

COMMENTS

We have seen a significant decrease in this measure. Results indicated that 78% of parents were satisfied or very satisfied that their child was being taught the necessary skills for lifelong learning, yet when asked if high school students demonstrated these skills, 33% were dissatisfied, and 22% did not know. This can be attributed to the age of elementary students and the potential that parents do not currently have high school aged children. As we embark on our new pilot project in numeracy, there is a strong focus on career-based projects, coding and fostering critical thinking, collaboration and problem-solving skills. Our teachers will also be completing a professional development series on executive functioning (working towards goals, self-regulation, flexibility, time management, etc.) and how to support student development. We will continue to review our strategies and monitor our results and impact on stakeholder understanding of the knowledge, skills, and attitudes that will help our students continue to be lifelong learners.

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										Authority										Province																			
	2020				2021				2022				2023				2024				2020				2021				2022				2023				2024			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
	Measure Evaluation																																							
Overall	29	95.8	23	66.2	34	89.3	28	89.1	37	95.0	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8							
Parent	9	97.2	6	48.6	20	91.0	11	84.3	19	93.5	Very High	Maintained	Excellent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3							
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	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7							
Teacher	20	94.4	17	83.8	14	87.6	17	93.9	18	96.5	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2							

COMMENTS

HPE is above the province on this measure. We continue to offer a French language program to our students in grades 3-6. We also have a music teacher and a robust music program for all grades. Our winter and spring concerts have moved towards displaying not only students' voices but their talents with instruments as well. Each year our grade 5 students will continue to see a professional musical to learn more about musical professions. Students have scheduled physical education 3 times a week, and grades 3-6 are able to participate in intramurals multiple times a week. Our wellness clubs have provided students with opportunities to develop interests and skills in a variety of topics within this measure. Our results do indicate that parents have some concerns about technology, we will continue to review our opportunities to access and learn about new technologies and coding this year.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	92.1	82	71.2	108	91.8	124	80.3	147	85.4	Intermediate	Maintained	Acceptable	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	9	92.6	6	22.2	20	88.3	11	81.3	19	79.6	Intermediate	Maintained	Acceptable	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	59	97.2	74	89.6	96	71.8	110	82.1	Intermediate	Maintained	Acceptable	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	20	91.7	17	94.1	14	97.6	17	88.0	18	94.4	Intermediate	Maintained	Acceptable	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS

HPE results continue to be comparable and slightly above the provincial average. However, we do see a slight decrease in parent results. Our results indicated that a significant number of parents do not know if students are able to access supports or what supports are available. While we have made a concerted effort to reach out to families that we are aware of, this indicates a need to share available resources with all parents through our social media, newsletters and school council. Our connections with community agencies have helped HPE to support families in finding community resources when school resources are not available. We have seen an increase in access to programs such as PUF as a result of our community outreach efforts.

SUPPLEMENTAL MEASURES

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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	99.5	82	82.9	108	93.8	124	88.5	147	88.4	Very High	Maintained	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	9	100.0	6	57.1	20	92.9	11	98.1	19	87.4	High	Maintained	Good	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	59	92.9	74	88.3	96	73.3	110	80.2	High	Maintained	Good	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	20	99.0	17	98.8	14	100.0	17	94.1	18	97.8	Very High	Maintained	Excellent	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS

Although we see a slight dip in parent satisfaction HPE is slightly above the provincial average across all stakeholders. Our results indicate that parents' concern in this measure is in regard to student-to-student behaviour, as they report 90% or higher satisfaction with adults in the school setting. Our school continues to move towards a restorative justice approach to discipline which will engage our parents more fully in discussion about events. It is our belief that having a more open dialogue with parents about ongoing issues between students will see results in this measure. We have seen success in our student data which shows an increase in satisfaction. We continue to provide opportunities for our older students to be leaders and work with our youngest students in the classroom and during play. This has provided them with opportunities to learn conflict-resolution skills and become positive role models.

As a staff we are constantly working towards having consistent responses to behaviours and ensuring that negative behaviours are treated consistently and in a fair manner. HPE students are taught the importance of showing respect and caring for others through a variety of learning engagements such as our monthly virtues, kindness counts, girls/boys groups and land-based learning and grandfather teachings.

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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	28	97.1	76	92.8	108	91.7	122	80.2	147	83.5	Very High	Maintained	Excellent	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	8	100.0	4	*	20	90.2	10	91.3	19	72.2	High	Declined	Acceptable	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	n/a	n/a	59	98.3	74	94.6	96	76.0	110	90.9	Very High	Improved	Excellent	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	20	94.2	17	87.4	14	90.4	16	73.3	18	87.5	High	Maintained	Good	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

HPE has put a concerted effort towards working with community agencies in the community ensuring that our families and staff are aware of supports that are available to support student needs. While there continue to be issues with availability and lengthy waitlists for community-based supports, HPE has developed working relationships with AHS, CRC and WJS to support universal programming within the school community. Last year HPE participated in the Heart River Housing Block Party and CRC Early Years Fair to support developmental screeners and access to supports in the school and community for families. An analysis of our results reveals that 25% “don’t know” if there is adequate services for their child. We will continue to work on providing all families with information about supports available to students.

SUPPLEMENTAL MEASURES

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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	29	89.4	76	84.8	105	79.7	123	71.1	147	88.1	Very High	Improved Significantly	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	9	88.9	4	*	18	66.7	11	63.6	19	100.0	Very High	Improved Significantly	Excellent	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	n/a	n/a	59	93.2	74	87.8	95	67.4	110	75.5	Intermediate	Maintained	Acceptable	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	20	90.0	17	76.5	13	84.6	17	82.4	18	88.9	Very High	Maintained	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

HPE has seen significant improvement on this measure in all areas and exceeds the provincial average. As we implement the new curriculums, we have been very open with parents about the professional development opportunities for teachers and the growth and changes in our programming. We attribute this increase to the establishment of our character education programs, our changes to the newsletter format and our increased social media presence beyond events but looking at the day to day learning of our students. Community building within our school with programs such as House Colours, recess leaders and lunch buddies have helped students to feel a sense of belonging and pride in being part of our school.

Our staff were provided with more data from numerous provincial screening assessments to have a better understanding of student needs. Working collaboratively with each other, administration and divisional coaches and supports they have received training on various resources to support the implementation of new curriculums to ensure quality instruction continues.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	95.0	16	100.0	33	90.0	23	86.2	34	91.2	Very High	Maintained	Excellent	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	7	100.0	4	*	20	80.0	10	80.0	17	82.4	Very High	Maintained	Excellent	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	20	90.0	16	100.0	13	100.0	13	92.3	17	100.0	Very High	Maintained	Excellent	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

COMMENTS

HPE continues to exceed the provincial average in this measure. Our character education program is based around the concept that we are all “good people learning to be better” which applies to your character, academics and preparation for the future. It is important that we provide students with opportunities to be leaders in our school. These opportunities to lead also provide real-life examples of work readiness skills, such as being responsible and showing up for an assigned job on time. Students work with different groups and learn that cooperation and fair play are important in a variety of contexts. Our work with Prairie River Junior High mentorship students, EW Pratt work experience students, and the Grad walk of honour (where EWP and PVO graduates walk our halls and we celebrate their achievements) allow our teachers to talk about the future with concrete examples and role models for our students.