HIGH PRAIRIE ELEMENTARY SCHOOL
2024-25 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

High Prairie Elementary School staff, students, and families are committed to fostering a culture of respect, kindness, and responsibility within our school and the broader community. Each month, students engage in a focused virtue that supports their personal growth and development as socially responsible citizens who are prepared to succeed locally and globally. This work is supported through high-quality teaching practices, intentional student leadership opportunities, and strong collaborative partnerships within our community.

In the area of Student Growth and Achievement, we continue to prioritize literacy and numeracy as core academic goals. HPSD has developed literacy and numeracy frameworks which HPE use to guide their instructional planning and assessment. These frameworks support targeted instruction that responds to ongoing implementation of new curriculum. Our focus remains on ensuring that each learner is supported in progressing toward and achieving grade-level expectations.

Within the Learning Supports domain, staff work closely with families to meet the academic, social, and emotional needs of all learners. Parent engagement remains a key priority, and opportunities for involvement are offered throughout the year, including School Council meetings, Open House, Parent-Teacher Interviews, Family Game Nights, and our annual Winter Festival. High Prairie Elementary recognizes the essential role of strong home–school relationships in building students' capacity to become kind, empathetic, and engaged citizens.

The Alberta Education Assurance Results (AERR) data was reviewed with the High Prairie Elementary School Council in November and will again be discussed in January 2026.

Lyndsay Fleming, Principal

Message for the School Council Chair

On behalf of the High Prairie Elementary School Council, I would like to express our appreciation for the dedication and hard work shown by the staff in supporting our students' learning and well-being. We are proud of the school's continued focus on strengthening literacy and numeracy outcomes, and we recognize the thoughtful planning and purposeful instruction that goes into helping every child grow as a learner.

As a council, we fully support the school's efforts to build strong foundations in reading, writing, and mathematics. We see the commitment staff have made to developing clear frameworks and consistent practices across grades, and we know these efforts are making a positive difference for students.

We also value the work happening every day to promote citizenship, character education, and social-emotional development. High Prairie Elementary is a place where students are encouraged to be kind, empathetic, and respectful, and we appreciate the caring environment created by teachers and support staff. These skills are essential for student success—both in school and in the community—and we are grateful for the intentional focus placed on helping children grow in these areas.
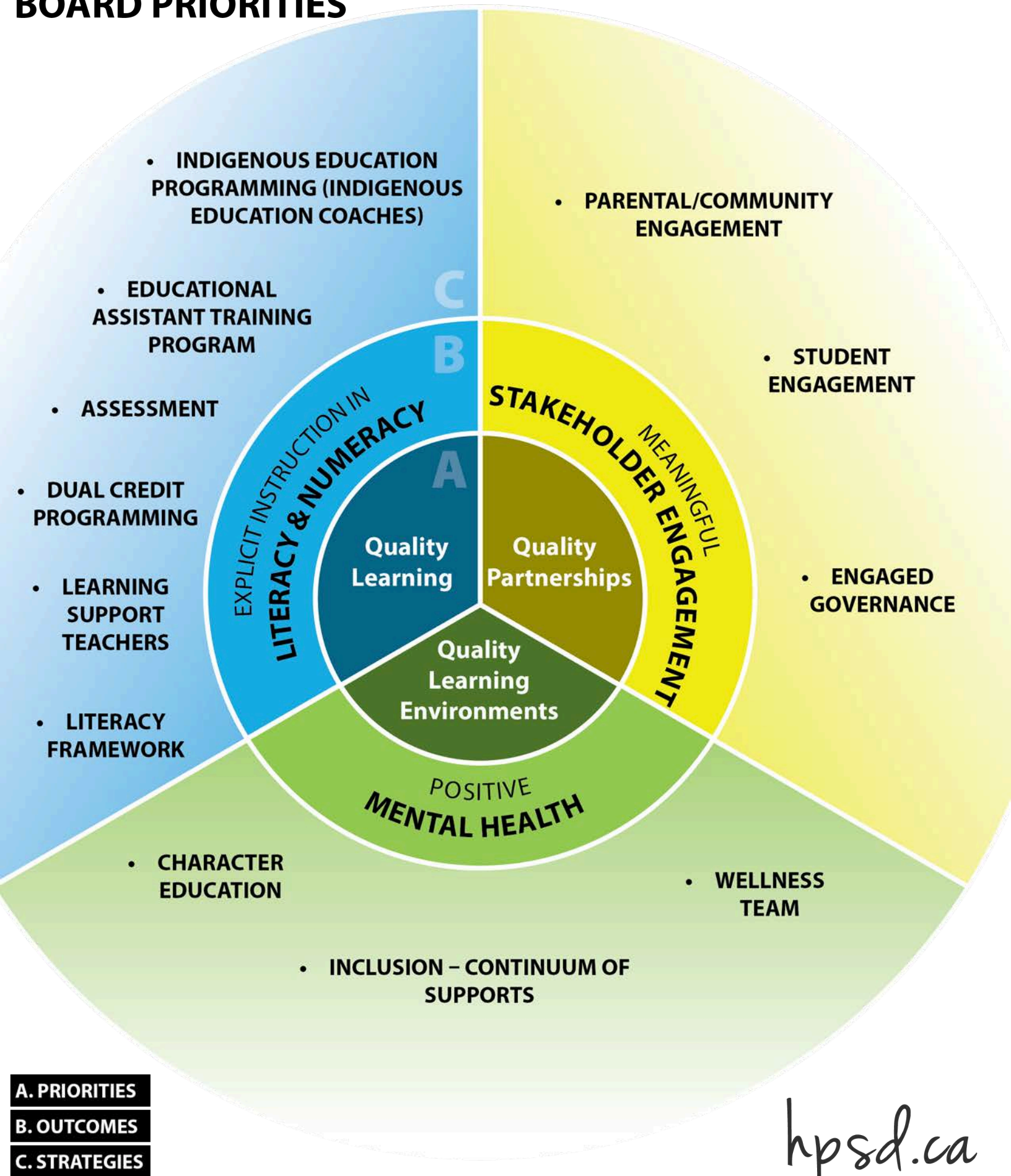
School Council looks forward to continuing our partnership with the school and supporting initiatives that contribute to positive learning experiences for all students. We are excited about the direction the school is heading and remain committed to working together to help every learner reach their full potential.

Cheyenne Sims, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES

INDIGENOUS EDUCATION PROGRAMMING (INDIGENOUS EDUCATION COACHES)

EDUCATIONAL ASSISTANT TRAINING PROGRAM

ASSESSMENT

DUAL CREDIT PROGRAMMING

LEARNING SUPPORT TEACHERS

LITERACY FRAMEWORK

PARENTAL/COMMUNITY ENGAGEMENT

STUDENT ENGAGEMENT

ENGAGED GOVERNANCE

CHARACTER EDUCATION

WELLNESS TEAM

INCLUSION – CONTINUUM OF SUPPORTS

C
B
A

EXPLICIT INSTRUCTION IN LITERACY & NUMERACY

MEANINGFUL STAKEHOLDER ENGAGEMENT

POSITIVE MENTAL HEALTH

Quality Learning

Quality Partnerships

Quality Learning Environments

A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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Effective September 2025

2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS
Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT
A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.
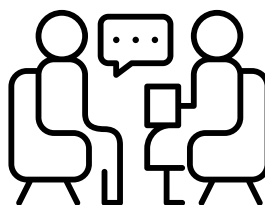
NEW DIGITAL TOOL
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS
Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.

364 SURVEY RESPONSES

23 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 250. 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.

Fall 2025 Required Alberta Education and Childcare 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	78.6	80.3	83.8	83.9	83.7	84.4	Very Low	Declined	Concern
	Citizenship	71.7	83.7	85.0	79.8	79.4	80.4	Intermediate	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.7	93.1	93.1	87.7	87.6	88.2	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.8	86.2	88.7	84.4	84.0	84.9	Very Low	Declined Significantly	Concern
	Access to Supports and Services	76.3	86.4	85.0	80.1	79.9	80.7	Low	Declined	Issue
Governance	Parental Involvement	72.8	80.3	80.8	80.0	79.5	79.1	Low	Maintained	Issue

Fall 2025 Required Alberta Education and Childcare Assurance Measures - 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	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	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

Fall 2025 Required Alberta Education and Childcare Assurance Measures - EAL Summary

Assurance Domain	Measure	High Prairie Elementary School (EAL)			Alberta (EAL)			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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	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. 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 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).

4. 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.

5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. 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.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	82	79.5	108	87.9	124	83.3	147	80.3	141	78.6	Very Low	Declined	Concern	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	6	70.6	20	96.7	11	96.9	19	87.7	29	80.2	Very Low	Declined	Concern	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	59	67.8	74	66.9	96	53.1	110	55.0	96	62.0	Very Low	Maintained	Concern	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	17	100.0	14	100.0	17	100.0	18	98.1	16	93.6	Low	Maintained	Issue	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

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. We are seeing a slight increase in student responses indicating that students perceive themselves as more actively involved and connected to their learning experiences. Our school based data indicates that our pilot project has increased student engagement. Our numeracy programming is very hands on and our students enjoy working through their literacy workbook and seeing their own progress. When examining the data, we see that parents feel the literacy (86%) and numeracy (86%) learning their children do is engaging, but only 69% of parents feel their children are learning what they need to know. This indicates a disconnect in either understanding the curriculum as it is being implemented or a need to better share with parents learning outcomes. Teachers have been encouraged to add to their classroom newsletters what topics they are covering in core subjects and we are making an effort to not only share student work on Facebook but also explain the outcomes and reasons for various lessons.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	82	82.7	108	90.2	124	81.2	147	83.7	141	71.7	Intermediate	Declined Significantly	Issue	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	6	55.2	20	86.0	11	88.9	19	79.8	29	60.6	Low	Declined	Issue	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	59	92.8	74	84.5	96	61.7	110	72.4	96	63.3	Intermediate	Declined	Issue	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	17	100.0	14	100.0	17	92.9	18	98.9	16	91.1	Intermediate	Maintained	Acceptable	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

COMMENTS

Overall, this data indicates a need to strengthen understanding, visibility and consistency in how active citizenship is taught, reinforced and communicated in our school and school community. This is the third year of our character education program which heavily relies on support from our Indigenous Education Coach, unfortunately we were without a coach for most of the school year. With a new Coach in place it is our hope that the previous success we saw with this program will continue as we return to more explicit instruction on each virtue. Across all stakeholders the data indicates that there is concern for students following the rules. As a result we have increased supervision in hallways during transition times and have implemented check ins with administration by grade or class to review relevant rules during different parts of the year. In parent and student responses we also see between 15-30% answering "don't know", as a staff we have discussed "teachable moments" and using specific vocabulary about citizenship, kindness and respect to support students understanding. We have also made an effort to explain to parents in newsletters, emails and Facebook how certain activities such as Reading Buddies, House Colours and Recess Leaders provides students with opportunities to develop as leaders and community members.

PAT Course by Course Results by Number Enrolled.												Target		Target	
		Results (in percentages)										2025		2026	
		2021		2022		2023		2024		2025					
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.4	3.1	n/a	n/a	62	5
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.8	4.9				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7				
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46.9	6.3	n/a	n/a	55	8
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	7				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1				
Social Studies 6	School	n/a	n/a	60.7	10.7	*	*	73.5	14.7	50	9.4	70	15	55	12
	Authority	n/a	n/a	64	11.5	49.2	7.2	65.5	17.5	55.7	14.6				
	Province	n/a	n/a	67.8	20.1	66.2	18	68.5	19.8	64.1	18.5				

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1608 High Prairie Elementary School

Course	Measure	Achievement	Improvement	Overall	High Prairie Elementary School 2025 N	%	Prev 3 Year Average N	%	Alberta 2025 N	%	Prev 3 Year Average N	%
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	32	50.0	34	73.5	50,053	64.1	59,230	67.4
	Standard of Excellence	Low	Maintained	Issue	32	9.4	34	14.7	50,053	18.5	59,230	18.9

School: 1608 High Prairie Elementary School (FNMI)

Course	Measure	Achievement	Improvement	Overall	High Prairie Elementary School (FNMI) 2025 N	%	Prev 3 Year Average N	%	Alberta (FNMI) 2025 N	%	Prev 3 Year Average N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	15	46.7	17	70.6	3,434	43.7	4,444	47.0
	Standard of Excellence	Very Low	Maintained	Concern	15	6.7	17	5.9	3,434	7.9	4,444	6.9

School: 1608 High Prairie Elementary School (EAL)

Course	Measure	Achievement	Improvement	Overall	High Prairie Elementary School (EAL) 2025 N	%	Prev 3 Year Average N	%	Alberta (EAL) 2025 N	%	Prev 3 Year Average N	%
Social Studies 6	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,834	60.7	10,688	65.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,834	15.2	10,688	16.1

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 2020/21 to 2021/22. School years 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 wildfires 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. 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.
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

HPE had not participated in the PAT for several years due to a variety of factors, so there are only 2 years of data. The previous cohort was much smaller and engaged with the assessment, observations from staff during the administration of the PAT was that many students did not take the process seriously which may have resulted in students not performing at their full potential. Mathematics was an area of strength in this cohort and has been for several years. Additionally, some students reported anxiety over completing the assessment online. Veretta had not yet created many samples for grade 6 students to become more familiar and confident navigating the digital portal.

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. We will continue to align classroom assessments with the new curriculum and PAT expectations ensuring that students experience similar question types, reading demand and numeracy problem solving. We will provide opportunities for students to complete assessments online to mitigate anxiety of testing format. Our grade 6 team will collaborate to analyze instructional strategies, identify gaps in learning and adjust grade level plans accordingly.

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

Numeracy Data			2020-21 Fall Enroll Total	2020-21 Fall %	2020-21 Fall #	2021-22 Fall Enroll Total	Fall %	Fall #	Spring %	Spring #	2022-23 Fall Enroll Total	Fall %	Fall #	Spring %	Spring #	2023-24 Fall Enroll Total	Fall %	Fall #	Spring %	Spring #	2024-25 Fall Enroll Total	Fall %	Fall #	Spring %	Spring #
Nelson Pre-Assessment PNSA	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	48.0	12
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	46	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	52.0	13
	Grade 1	Requires Attention	ND	ND	ND		0.0	0	0.0	0		59.2	29	21.7	10		50.0	23	35.6	16		27.6	8	28.6	8
		May Require Attention	ND	ND	ND	33	34.5	10	7.4	2	50	ND	ND	ND	ND	51	ND	ND	ND	ND	30	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		65.5	19	92.6	25		40.8	20	78.3	36		50.0	23	64.4	29		72.4	21	71.4	20
MIPI PNSA	Grade 2	Requires Attention		14.3	5		6.1	2	ND	ND		82.1	32	30.6	11		52.1	25	22.9	11		34.9	15	18.6	8
		May Require Attention	34	40.0	14	36	39.4	13	ND	ND	40	ND	ND	ND	ND	49	ND	ND	ND	ND	48	ND	ND	ND	ND
		Does Not Require Attention		45.7	16		54.5	18	ND	ND		17.9	7	69.4	25		47.9	23	77.1	37		65.1	28	81.4	35
	Grade 3	Requires Attention		46.2	12		35.9	14	ND	ND		36.8	14	26.7	8		48.5	16	13.5	5		57.5	23	7.9	3
		May Require Attention	29	30.8	8	32	38.5	15	ND	ND	41	ND	ND	ND	ND	38	ND	ND	ND	ND	40	ND	ND	ND	ND
		Does Not Require Attention		23.1	6		25.6	10	ND	ND		63.2	24	73.3	22		51.5	17	86.5	32		42.5	17	92.1	35
MIPI EICS	Grade 4	Requires Attention		33.3	7		45.5	10	ND	ND		40.0	4	ND	ND		31.7	13	14.3	6		46.2	12	30.6	11
		May Require Attention	27	52.4	11	28	45.5	10	ND	ND	33	20.0	2	ND	ND	45	ND	ND	ND	ND	44	11.5	3	13.9	5
		Does Not Require Attention		14.3	3		9.1	2	ND	ND		40.0	4	ND	ND		68.3	28	85.7	36		42.3	11	55.6	20
	Grade 5	Requires Attention		55.0	11		44.4	12	ND	ND		39.1	9	ND	ND		37.1	13	20.0	7		58.3	21	18.9	7
		May Require Attention	25	25.0	5	40	48.1	13	ND	ND	27	39.1	9	ND	ND	39	37.1	13	22.9	8	40	5.6	2	8.1	3
		Does Not Require Attention		20.0	4		7.4	2	ND	ND		21.7	5	ND	ND		25.7	9	57.1	20		36.1	13	73.0	27
	Grade 6	Requires Attention		33.3	7		42.1	8	ND	ND		78.9	15	ND	ND		37.5	12	9.1	3		21.4	6	17.2	5
		May Require Attention	30	38.1	8	25	47.4	9	ND	ND	50	42.1	8	ND	ND	34	34.4	11	21.2	7	33	7.1	2	10.3	3
		Does Not Require Attention		28.6	6		10.5	2	ND	ND		15.8	3	ND	ND		28.1	9	69.7	23		71.4	20	72.4	21

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

COMMENTS

2024-25 marked the first year of our multi-year pilot project in numeracy. Grounded in the HPSD Numeracy Framework our teachers have been participating in professional development around numeracy talks, and best practices following our numeracy program Math Up. In our first year teachers and students were learning the program and language around the program. We see that the majority of our grades saw a decrease in students that require attention over the school year, this is most notable in grades 2 and 3. 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.

2024-2025 also marked the first year in our congregated class setting to support students in grades 4-6 who are a minimum of 2 grades below grade level and have or are awaiting assessment for a learning difficulty. These students saw significant gains with only 3 of 14 students remaining in this setting for the next school year.

Literacy Data

Assessment	Grade	Category	2020-21[1] Enrollment Total	Fall %	Fall #	Spring %	Spring #	2021-22[2] Enrollment Total	Fall %	Fall #	Spring %	Spring #	2022-23 Enrollment Total	Fall %	Fall #	Spring %	Spring #	2023-24 Enrollment Total	Fall %	Fall #	Spring %	Spring #	2024-25 Enrollment Total	Fall %	Fall #	Spring %	Spring #
EYE LeNS	Kindergarten	Experiencing significant difficulty	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	46	ND	ND	60.7	17
		Experiencing some difficulty		29.2	7	21.1	4		21.4	9	26.5	9		26.2	11	31.3	10		36.4	8	15.4	4		ND	ND	ND	ND
		Appropriate development		41.7	10	36.8	7		26.2	11	32.4	11		28.6	12	40.6	13		50.0	11	84.6	22		ND	ND	39.3	11
RTR LeNS	Grade 1	None-Minimal Development	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	30	27.6	8	31.0	9
		Developing Skills		24.0	6	94.7	18		41.4	12	89.7	26		31.1	14	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Developing Well-Mastered		4.0	1	0.0	0		0.0	0	3.4	1		6.7	3	ND	ND		50.0	22	78.6	33		72.4	21	69.0	20
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	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	48	48.9	23	32.6	15
		Approaching Expectations		0.0	0	0.0	0		14.7	5	10.5	4		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		25.0	3	54.5	6		47.1	16	68.4	26		52.5	21	52.6	20		67.3	33	73.9	34		51.1	24	67.4	31
	Grade 3	Not Yet Meeting Grade Expectations	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	40	45.0	18	12.8	5
		Approaching Expectations		14.3	2	0.0	0		25.8	8	22.6	7		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		28.6	4	0.0	0		41.9	13	51.6	16		65.9	27	56.1	23		58.3	21	73.5	25		55.0	22	87.2	34
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	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	44	71.0	22	55.3	21
		Approaching Expectations		0.0	0	0.0	0		7.7	2	7.7	2		50.0	16	41.9	13		31.1	14	48.8	21		25.8	8	28.9	11
		Meeting Expectations		100.0	1	0.0	0		7.7	2	0.0	0		3.1	1	6.5	2		4.4	2	4.7	2		3.2	1	15.8	6
	Grade 5	Not Yet Meeting Grade Expectations	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	40	31.4	11	30.8	12
		Approaching Expectations		5.6	1	0.0	0		15.6	5	ND	ND		55.6	15	52.0	13		48.6	18	51.3	20		57.1	20	43.6	17
		Meeting Expectations		11.1	2	0.0	0		21.9	7	ND	ND		33.3	9	32.0	8		21.6	8	17.9	7		11.4	4	25.6	10
	Grade 6	Not Yet Meeting Grade Expectations	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	33	41.9	13	39.3	11
		Approaching Expectations		11.5	3	ND	ND		4.2	1	0.0	0		48.9	23	74.4	29		58.1	18	47.1	16		41.9	13	39.3	11
		Meeting Expectations		26.9	7	ND	ND		0.0	0	0.0	0		12.8	6	10.3	4		25.8	8	2.9	1		16.1	5	21.4	6

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

Literacy Data

Assessment	Grade	Category	2023-24 Enrollment Total	Fall %	Fall #	Spring %	Spring #	2024-25 Enrollment Total	Fall %	Fall #	Spring %	Spring #
EYE	Kindergarten	Experiencing significant difficulty	33	13.6	3	0.0	0	46	ND	ND	ND	ND
		Experiencing some difficulty		36.4	8	18.2	2		ND	ND	ND	ND
		Appropriate development		50.0	11	81.8	18		ND	ND	ND	ND
HLAT	Grade 1	Poor	51	96.0	48	33.3	17	30	100.0	30	37.0	10
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		4.0	2	49.0	25		0.0	0	55.6	15
		Proficient		0.0	0	9.8	5		0.0	0	7.4	2
		Exemplary		0.0	0	7.8	4		0.0	0	0.0	0
	Grade 2	Poor	49	45.7	21	9.1	4	48	37.8	17	14.0	6
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		47.8	22	70.5	31		55.6	25	86.0	37
		Proficient		6.5	3	18.2	8		6.7	3	0.0	0
		Exemplary		0.0	0	2.3	1		0.0	0	0.0	0
	Grade 3	Poor	38	11.1	4	8.6	3	40	30.0	9	2.7	1
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		83.3	30	60.0	21		56.7	17	91.9	34
		Proficient		5.6	2	28.6	10		13.3	4	5.4	2
		Exemplary		0.0	0	2.9	1		0.0	0	0.0	0
	Grade 4	Poor	45	12.5	5	0.0	0	44	18.4	7	5.3	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		75.0	30	68.3	28		55.3	21	86.8	33
		Proficient		10.0	4	29.3	12		23.7	9	7.9	3
		Exemplary		2.5	1	2.4	1		2.6	1	0.0	0
	Grade 5	Poor	39	3.1	1	0.0	0	40	8.3	3	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		81.3	26	71.0	22		59.5	22	95.0	38
		Proficient		15.6	5	22.6	7		32.4	12	5.0	2
		Exemplary		0.0	0	6.5	2		0.0	0	0.0	0
	Grade 6	Poor	34	0.0	0	0.0	0	33	3.0	1	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		64.5	20	57.6	19		84.8	28	100.0	32
		Proficient		35.5	11	39.4	13		12.1	4	0.0	0
		Exemplary		0.0	0	3.0	1		0.0	0	0.0	0

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

COMMENTS

2024-25 marked the first year of our multi-year pilot project in literacy. Grounded in the HPSD Literacy Framework our teachers have been participating in professional development around our new phonics program which highlights direct instruction of phonics and morphology. This year the program will expand to include a new writing program and reading program with support from a divisional consultant. We see that the majority of our grades saw a decrease in students that require attention over the school year on the LeNS, CC3 and RCAT, this is most notable in grades 4-6. An analysis of our HLAT data highlighted the need for a specific writing program that spanned from K-Gr. 6, while we do see students advancing, most noticeably in grades 2, 5 and 6 a consistent approach will support student learning and increased gains. While we may not see students reaching grade level within the year, we are seeing significant increases in their abilities. 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

2024-2025 also marked the first year in our congregated class setting to support students in grades 4-6 who are a minimum of 2 grades below grade level and have or are awaiting assessment for a learning difficulty. These students saw significant gains with only 3 of 14 students remaining in this setting for the next school year.

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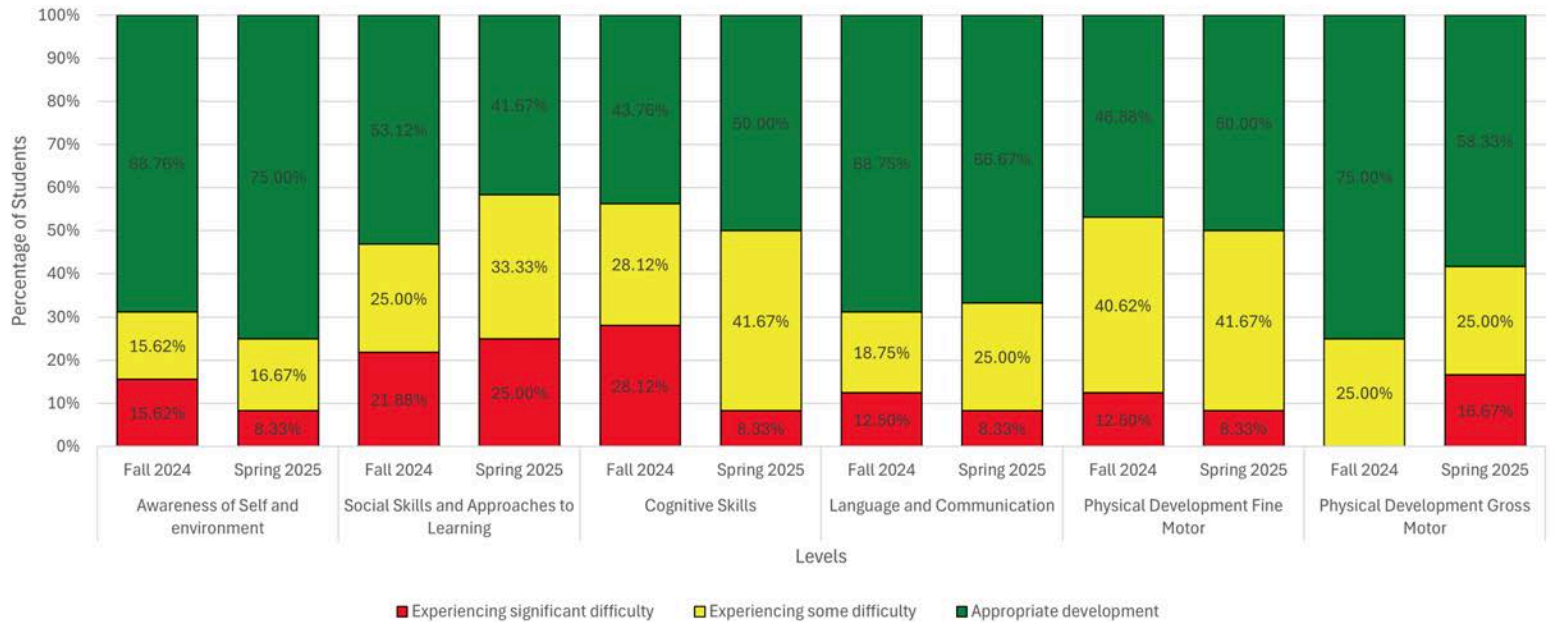
COMMENTS

The Early Years Evaluation provides detailed insight into each child's developmental stage, allowing staff to plan and deliver programming tailored to their individual learning needs, including literacy and numeracy interventions, speech and language supports, and fine and gross motor development activities. The previous cohort presented with a less diverse spectrum of ability level entering kindergarten, this cohort reflects similar developmental dispersal as historic data excluding the previous year. While most students continue to demonstrate growth in various domains, there is less movement into the "appropriate development" category compared with historic trends. The move from "significant difficulty" to "experiencing some difficulty" suggests incremental progress for students who face developmental challenges. This cohort had a significant group of high needs students that require 1:1 or 1:2 supports to function in the classroom setting.

In Kindergarten our teachers have been working with a consultant on play based learning and integrating motor skills and language development into daily play opportunities. The majority of students completed their phonics program within their year and were ready to move into the grade 1 book this year.

Education Quality – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	82	91.4	108	96.1	124	90.2	147	93.1	141	84.7	Intermediate	Declined Significantly	Issue	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	6	80.0	20	92.4	11	93.8	19	92.9	29	80.2	Intermediate	Declined	Issue	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	59	94.1	74	95.9	96	80.7	110	88.2	96	81.3	Very Low	Declined	Concern	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	17	100.0	14	100.0	17	96.0	18	98.1	16	92.6	Intermediate	Maintained	Acceptable	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

COMMENTS

The majority of teachers, parents and students continue to indicate satisfaction with the overall quality of basic education at High Prairie Elementary, though some trends are emerging. A significant number of parent's continue to answer "don't know", indicating a need for us to be more proactive in explaining and sharing our learning and teaching practices with families. This measure takes into account several questions, when asked directly how satisfied parents are with the quality of education, 93% of parents reported very satisfied or satisfied. In questions that required more detailed knowledge of the daily work of their children parents reported less confidently. Student satisfaction has reduced slightly, a small group of students reported dissatisfaction due to perception of specific staff members not the greater school community. Teacher satisfaction rates remain strong but highlight the need for continued accountability and clear expectations.

To continue strengthening satisfaction and confidence in the quality of education we have increased communication of learning opportunities and sharing congregated data from this report with our School Council. We are seeing an increase of participation in School Council and working with those in attendance on what they would like to see in our school. We continue to work with our staff on professional development to bring all staff to the same standards and understanding of best practices.

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.

Through these actions, the school aims to sustain high levels of satisfaction while ensuring all stakeholders feel informed, valued and engaged in the education process.

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.
- Learning cycles have been introduced to provide teachers with a brief but intensive look into a specific area of their practices.

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.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	82	73.0	108	90.5	124	78.1	147	86.4	141	76.3	Low	Declined	Issue	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	6	30.0	20	89.0	11	81.5	19	83.7	29	62.9	Very Low	Declined	Concern	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	59	97.2	74	89.6	96	71.8	110	82.1	96	82.2	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	17	91.8	14	92.8	17	81.0	18	93.3	16	83.8	Low	Maintained	Issue	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

There was a significant drop in parent satisfaction in this measure. Analysis of these questions shows that the issue is not dissatisfaction but a lack of knowledge with approximately 30% of parents answering "don't know" to these questions. The data indicates a need for increased communication and transparency regarding the support services available to students, and for strategies to ensure all stakeholders are aware of how to access these services effectively. We will be including a support services section of our newsletter every 2-3 months with information about services available and programs that are being offered. We have provided dedicated space for our service providers but will increase our signage and awareness with both students and families about the roles of these individuals. We are increasing our social media awareness as well. Families that receive services are provided with ongoing progress reports and feedback. We will 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 and EW Pratt mentorship programs, 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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	82	84.9	108	93.3	124	86.4	147	86.2	141	79.8	Very Low	Declined Significantly	Concern	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	6	63.0	20	93.1	11	96.6	19	84.8	29	70.7	Very Low	Declined	Concern	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	59	92.5	74	86.9	96	68.6	110	77.0	96	73.1	Low	Maintained	Issue	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	17	99.2	14	100.0	17	94.1	18	96.8	16	95.5	High	Maintained	Good	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

There has been a decrease in satisfaction among parents and students. While, in conversation with most students, they continue to feel supported, a small cohort of students expressed negative perceptions regarding the school climate which has influenced the overall results. These responses suggest some students are experiencing challenges with the consistency of expectations and interactions with some adults in the school. The parents of this small cohort have also reported concern to staff responses to student behaviour, indicating that some families perceive the accountability and responsibility expectations as overly strict or inconsistent. As a result staff have had ongoing conversations about school culture, expectations for student behaviours and consequences for not meeting those expectations. HPE is committed to implementing school-wide restorative practices to support students reflection on choices and repairing relationships. We have increased student voice by having a student leadership team and provided opportunities for student to talk with administration about the school culture. Staff are working with families to communicate about behavioural issues early and to be clear about the disciplinary process and supports available to students and families. Each staff member created a classroom culture framework for their classroom which highlights positive behaviour strategies, relationship building and consistency across the school in disciplinary process. The student leadership team has been creating events to promote a positive school culture with activities designed to allow staff and students to work together and develop belonging and increase connection. Our House Colours events allow students build relationships and leadership opportunities with a smaller group within our school. Students feel a sense of pride about their house and build positive relationships with those in other grades and areas of the school. Our school celebrates acts of kindness between students both on our attendance daily and during our monthly assemblies. These combined strategies aim to rebuild confidence in the school climate and strengthen relationships with all stakeholders.

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 HPSD 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.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	71.2	34	85.6	28	76.5	37	80.3	45	72.8	Low	Maintained	Issue	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	6	51.7	20	84.0	11	66.0	19	68.4	29	60.6	Low	Maintained	Issue	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	17	90.6	14	87.1	17	86.9	18	92.2	16	85.0	Low	Maintained	Issue	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

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 continue to adjust times and days of the week for all meeting types to support access for families around other obligations. While our School Council has a robust group of dedicated parents their children are exclusively in grades K-3. In conversation with families of older students regarding participation in School Council their families' other activities limit their ability to participate. We continue to ask for feedback from our families so we can be responsive in timing events. Parent/Teacher Interviews continue to be well attended we will continue to work on transparency and communication of changes made as a result of parent input. HPE has been working with Prairie River and EW Pratt on joint activities and ideas for parent involvement with parents of older students and to aid in transition to those schools.

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										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	17	90.0	14	85.7	17	68.6	18	83.3	15	91.1	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	17	90.0	14	85.7	17	68.6	18	83.3	15	91.1	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

HPE continues to see an increase in satisfaction with professional development services. This is believed to be in part from an effort to gather staff feedback and provide greater decision-making regarding professional development being offered at the school level. With our participation in our pilot project, professional development has been focused on these programs and directly relevant to the everyday teaching practices of staff. 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
- Adrienne Gear Power Writing and Power Reading

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. This year we have teachers attending music and early learning conferences.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	17	100.0	33	85.0	26	88.5	36	78.5	44	75.5	Intermediate	Maintained	Acceptable	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	4	*	20	75.0	11	81.3	18	66.7	28	65.9	Intermediate	Maintained	Acceptable	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	17	100.0	13	95.0	15	95.7	18	90.3	16	85.2	Intermediate	Maintained	Acceptable	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

Stakeholders maintained their level of satisfaction on this measure. Students are demonstrating the knowledge, skills and attitudes necessary for lifelong learning, in elementary school this can be difficult for some families to see the connection as they are quite young. HPE continues to support students in developing the foundational competencies and dispositions that will serve them well both academically and personally. HPE remains committed to embedding critical thinking, problem solving and collaboration skills across all grade levels while fostering positive attitudes towards learning, including curiosity, perseverance and resilience. We work with teachers at PRS and EWP to ensure that instructional strategies are adjusted for students to acquire the skills needed to thrive in the next leg of their educational journey. We will continue to communicate with families more clearly through our newsletters and Facebook posts.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	23	66.2	34	89.3	28	89.1	37	95.0	45	88.8	Very High	Maintained	Excellent	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	6	48.6	20	91.0	11	84.3	19	93.5	29	83.2	Very High	Maintained	Excellent	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
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	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	17	83.8	14	87.6	17	93.9	18	96.5	16	94.4	Very High	Maintained	Excellent	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

HPE continues to report above the province on this measure, though we do see as slight decline from previous years. We offer French Language programs to our students in grades 3-6. We have a half time music teacher and a robust music program for grades 1-6. Our winter and spring concerts continue to adjust to showcase student skill, this year students will showcase some video making and editing skills in older grades to promote participation. Our grade 5 students visit the theatre in Grande Prairie and learn more about the dramatic arts as a career opportunity. We have expanded our intramurals programming to include grades 2-6. 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, but appears to be about knowledge of how it is used versus concern of it's use.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	82	71.2	108	91.8	124	80.3	147	85.4	141	74.0	Very Low	Declined Significantly	Concern	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	6	22.2	20	88.3	11	81.3	19	79.6	29	56.3	Very Low	Declined	Concern	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	59	97.2	74	89.6	96	71.8	110	82.1	96	82.2	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	17	94.1	14	97.6	17	88.0	18	94.4	16	83.3	Very Low	Maintained	Concern	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

Students at HPE continue to feel that programs are accessible and timely, reflecting HPE's commitment to supporting learners with additional needs. The significant drop in parent response is a result of approximately 30% stating "don't know". This suggests a communication and transparency issue with parents potentially being unaware of the supports their children are receiving.   We continues to explore strategies to increase communication with families about programming and when their child is receiving targeted supports. Teacher dissatisfaction reflects the challenges staff face in providing consistent access to programs due to constraints such as budget limitations and the availability of supports. Staff continue to prioritize timely interventions and collaborative planning to ensure that at risk students receive the support they require. Our pilot project has also created some built in targeted programming.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	82	82.9	108	93.8	124	88.5	147	88.4	141	82.1	Intermediate	Declined	Issue	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	6	57.1	20	92.9	11	98.1	19	87.4	29	74.3	Low	Declined	Issue	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	59	92.9	74	88.3	96	73.3	110	80.2	96	77.1	Intermediate	Maintained	Acceptable	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	17	98.8	14	100.0	17	94.1	18	97.8	16	95.0	High	Maintained	Good	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

We see a decline across stakeholders in this measure. A small cohort of students contributed to lower survey results and some parents expressed concerns over perceived strictness in response to student behaviour. Other students reported feeling less safe as a result of these dynamics, highlighting the impact that challenging behaviours can have on overall school culture. We are actively addressing these concerns through a variety of strategies including small group (grade or class) discussions on expectations, school rules and the reasons behind them and providing students a chance to ask questions and share their perspectives. We are also exploring furthering our restorative practices with students and families, student led initiatives such as peer mentorship and leadership programs, increased supervision in hallways and during transition times and creating more open and transparent communication with families regarding behaviour earlier and more frequently.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	76	92.8	108	91.7	122	80.2	147	83.5	140	79.5	High	Declined	Acceptable	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	4	*	20	90.2	10	91.3	19	72.2	28	66.1	Intermediate	Declined	Issue	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	59	98.3	74	94.6	96	76.0	110	90.9	96	93.2	Very High	Improved	Excellent	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	17	87.4	14	90.4	16	73.3	18	87.5	16	79.3	Intermediate	Maintained	Acceptable	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

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 Taproots to support universal programming within the school community. We will continue to work on communicating clearly to parents about these partnerships as 15-25% of parents reported "don't know" regarding what services are available. HPE has made an effort to be visible members of programs such as the Heart River Housing Block Party and CRC Early Years Fair. Teachers have reported significant dissatisfaction with availability of formal assessment for students with learning difficulties. This is a factor of living in a rural community where families have less access to alternative assessment and rely on the school for these needs.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	76	84.8	105	79.7	123	71.1	147	88.1	141	72.1	Intermediate	Declined	Issue	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	4	*	18	66.7	11	63.6	19	100.0	29	72.4	Intermediate	Maintained	Acceptable	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	59	93.2	74	87.8	95	67.4	110	75.5	96	62.5	Very Low	Declined Significantly	Concern	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	17	76.5	13	84.6	17	82.4	18	88.9	16	81.3	High	Maintained	Good	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

COMMENTS

Over the past three years, survey results indicate that teachers and the school jurisdiction have maintained or improved in most areas, reflecting ongoing efforts to enhance learning and support for students. Parent perceptions have remained relatively stable, though slightly lower than in previous years, suggesting some uncertainty or varied experiences among families. Student perceptions, however, have dropped significantly. This trend may reflect the impact of multiple factors, including the implementation of a new curriculum, disruptions to learning during COVID-19, and shifts in instructional approaches and school routines that students have experienced throughout their time at HPE. We continue to support scaffolded curricular transitions, targeted supports for literacy and numeracy and fostering strong relationships between staff and students.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	16	100.0	33	90.0	23	86.2	34	91.2	41	78.0	High	Declined	Acceptable	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	4	*	20	80.0	10	80.0	17	82.4	27	70.4	High	Maintained	Good	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	16	100.0	13	100.0	13	92.3	17	100.0	14	85.7	Low	Declined	Issue	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

COMMENTS

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. With a changing workforce some of our teachers have expressed concern for whether our students will be prepared for what they will face which is expressed with 14% of our staff stating "don't know" on this measure.