



**High Prairie Elementary School**

**Annual Education Results Report  
2022-23**



### **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.

### **Principal's Message**

High Prairie Elementary staff, students and families believe in fostering 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. To do this, we approach education with exemplary teaching, student leadership opportunities and collaborative partnerships with our community.

Academically, we are focusing on literacy and numeracy goals that support each learner reaching their highest potential. Our staff are creating literacy and numeracy frameworks and goals in each grade to support the continued development towards grade level achievement. These frameworks consider the realities of Covid and new curriculum implementation learning gaps for our students.

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 Game Nights 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.

The AERR data will be shared with the High Prairie Elementary School Council at the next meeting in January 2024. The purpose of this presentation will be to speak to the results and to generate discussion regarding the various items. An amendment to this report will be provide after this meeting date.

## Fall 2023 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	83.3	87.9	87.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.2	90.2	94.6	80.3	81.4	82.3	Very High	Declined Significantly	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	0.0	60.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	10.7	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	96.1	95.7	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	93.3	93.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	78.1	90.5	90.5	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	76.5	85.6	88.3	79.1	78.8	80.3	Intermediate	Declined	Issue

## Fall 2023 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	High Prairie Elementary School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	0.0	56.3	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	6.3	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
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.
8. 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.

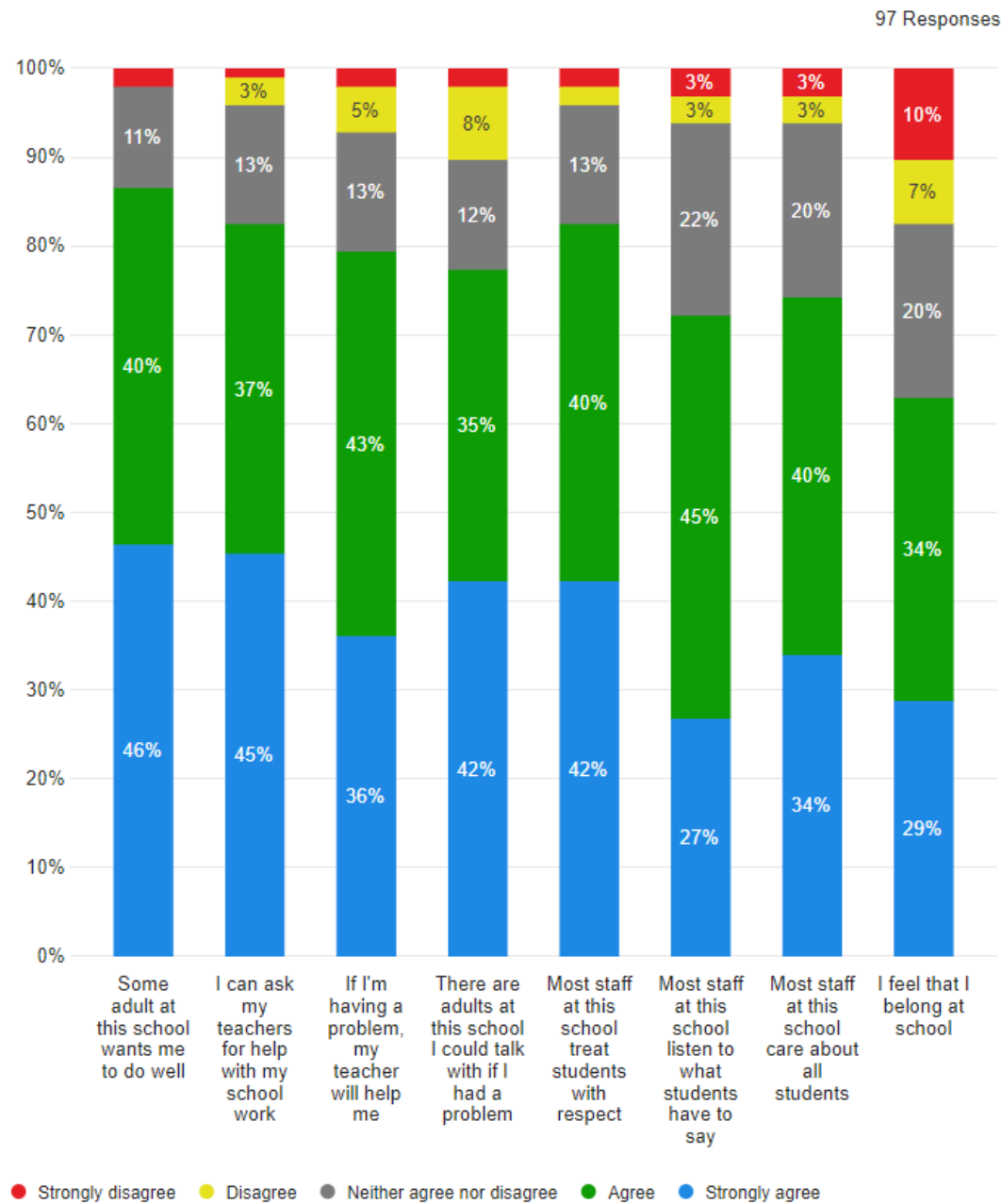
## DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	21	93.3	29	99.0	82	82.7	108	90.2	124	81.2	Very High	Declined Significantly	Acceptable	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	4	*	9	100.0	6	55.2	20	86.0	11	88.9	Very High	Maintained	Excellent	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	n/a	n/a	59	92.8	74	84.5	96	61.7	Low	Declined Significantly	Concern	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	21	93.3	20	98.0	17	100.0	14	100.0	17	92.9	High	Maintained	Good	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

### Comments on Results

In the 2022-23 school year we adapted our character education program to respond to parent feedback that the previous system had unclear language and did not reflect the needs of our students. We developed a new program that focused on different virtues every month, based off of the 7 Grandfather Teachings. Though this change has been well received and students are receiving direct instruction in understanding these virtues and how to portray them in their everyday, we find, specifically in the ways that students interact with each other, that there are significant gaps in social/emotional learning. High Prairie Elementary has responded to this need by focusing our work with HOSTS and our wellness team on social skills and empathy and brought in outside agencies such as EverActive Schools to provide support in learning cooperative games to play at recess and how to manage conflict within those games. Our student "tell them from me" survey also shows that our students have a solid understanding of the rules and consequences for not following them in our school. As leaders our students show exemplary skills, we continue to work with them on developing those skills in their own peer groups.



## Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	82	79.5	108	87.9	124	83.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	6	70.6	20	96.7	11	96.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	59	67.8	74	66.9	96	53.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	17	100.0	14	100.0	17	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

### Comments on Results

Teachers at HPE work together to provide a variety of learning experiences for students to maintain their engagement. Teachers often combine art, music and technology throughout the curriculum to enable students to connect with concepts in various ways. Our increased presence on Facebook showcasing daily learning activities has provided parents with a greater understanding of the variety of modes their students are learning in. In the last year, our teachers have been exploring project-based learning to support student engagement. Our teachers book time with our Indigenous Education team to support the integration of Indigenous perspectives throughout the curriculum including, but not limited to, First Nations myths and legends, land-based learning, tipi teachings, hunting and trapping, Cree language development with an Elder and flora and fauna in the area.

## Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	21	95.2	29	95.8	23	66.2	34	89.3	28	89.1	Very High	Maintained	Excellent	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.2
Parent	4	*	9	97.2	6	48.6	20	91.0	11	84.3	Very High	Maintained	Excellent	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
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	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	21	95.2	20	94.4	17	83.8	14	87.6	17	93.9	Very High	Maintained	Excellent	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

### Comments on Results

Our teachers continue to strive to provide learning opportunities for students across programming areas. The creative ways that we accessed remote learning and "field trips" during Covid have allowed us to provide more experiences for students both in the school setting and outside of it that have not always been accessible in the north. Since restrictions have lifted and our families are feeling more comfortable with students travelling, we are building opportunities for students to experience the arts outside of High Prairie. Our music program took a group of students to Edmonton last year (and will again this year) to see a professional musical performance. We have been working with our Junior and Senior High to provide opportunities to see and participate in programming with them to develop and maintain their passion in various subject areas. As a school, we are continuing to work on various supports to ensure all students have equal access to these opportunities when they involve travel or additional expenses. HPE continues to work with the recreation board and community supports (Red Wings, EW Pratt) to provide physical education events such as skating, swimming and track and field day. The new wellness curriculum outlines the importance of learning about hobbies and interests that will have a positive impact on your life, in response to that our staff created Wellness Clubs. This program runs twice a month and allows our teachers to share their positive passions with students. Each

teacher runs a club, students pick a club to participate in for 5 sessions. Each set of clubs we offer provides us with more insight into areas of passion for our students. The clubs often focus on artistic or physical endeavours. Some programs of note that are provided at HPE are:

- French Language
- Music
- Intramurals
- HOSTS programming
- Red Cross Swimming
- One-to-one technology
- Skating, swimming, skiing, golfing
- Land-based Learning
- Wellness Clubs
- USchool – University of Alberta partnership
- Little Green Thumbs - Watershed growing project

## Safe and Caring

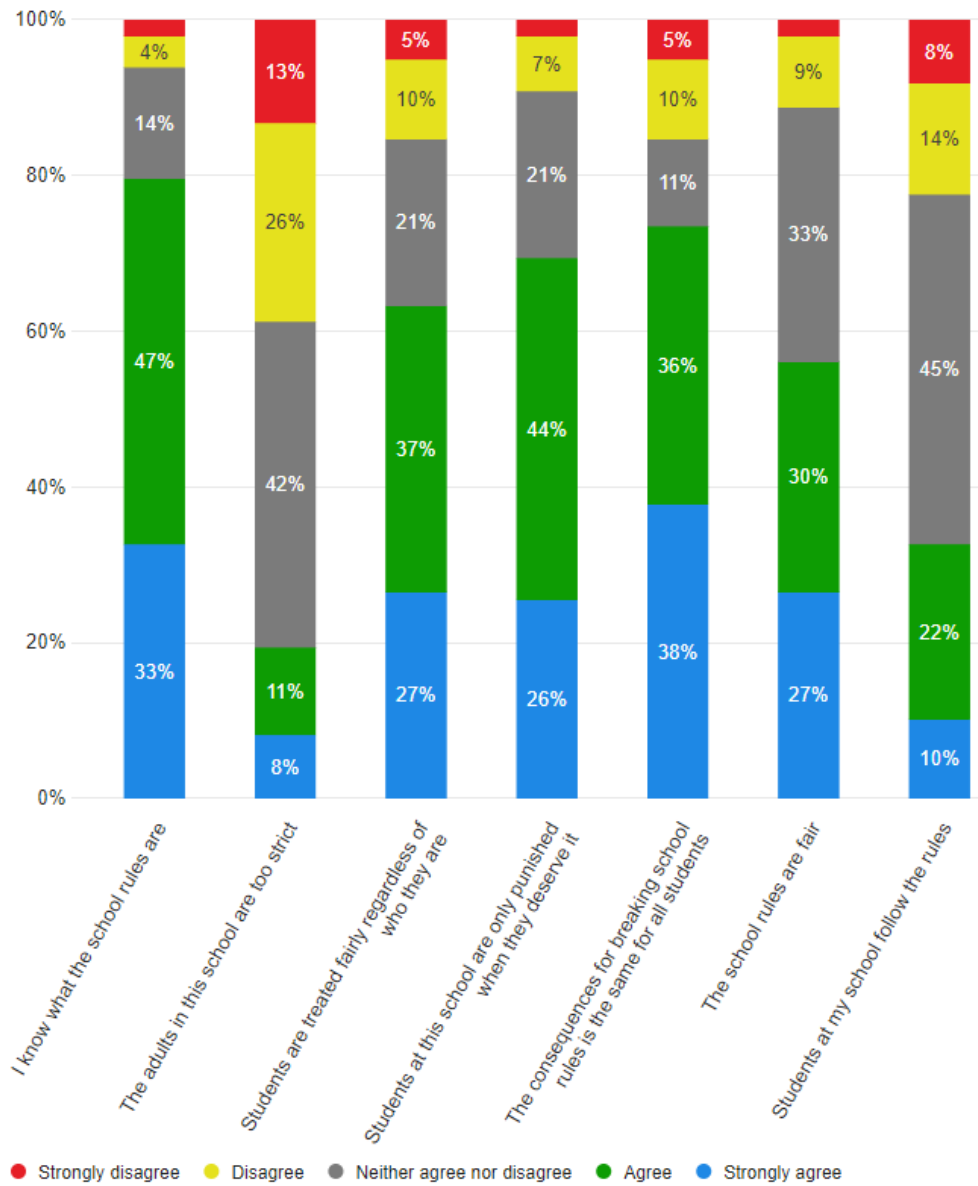
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	Overall	21	94.1	29	99.5	82	82.9	108	93.8	124	88.5	Very High	Declined	Good	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278
Parent	4	*	9	100.0	6	57.1	20	92.9	11	98.1	Very High	Maintained	Excellent	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	n/a	n/a	59	92.9	74	88.3	96	73.3	Low	Declined Significantly	Concern	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	21	94.1	20	99.0	17	98.8	14	100.0	17	94.1	Intermediate	Maintained	Acceptable	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

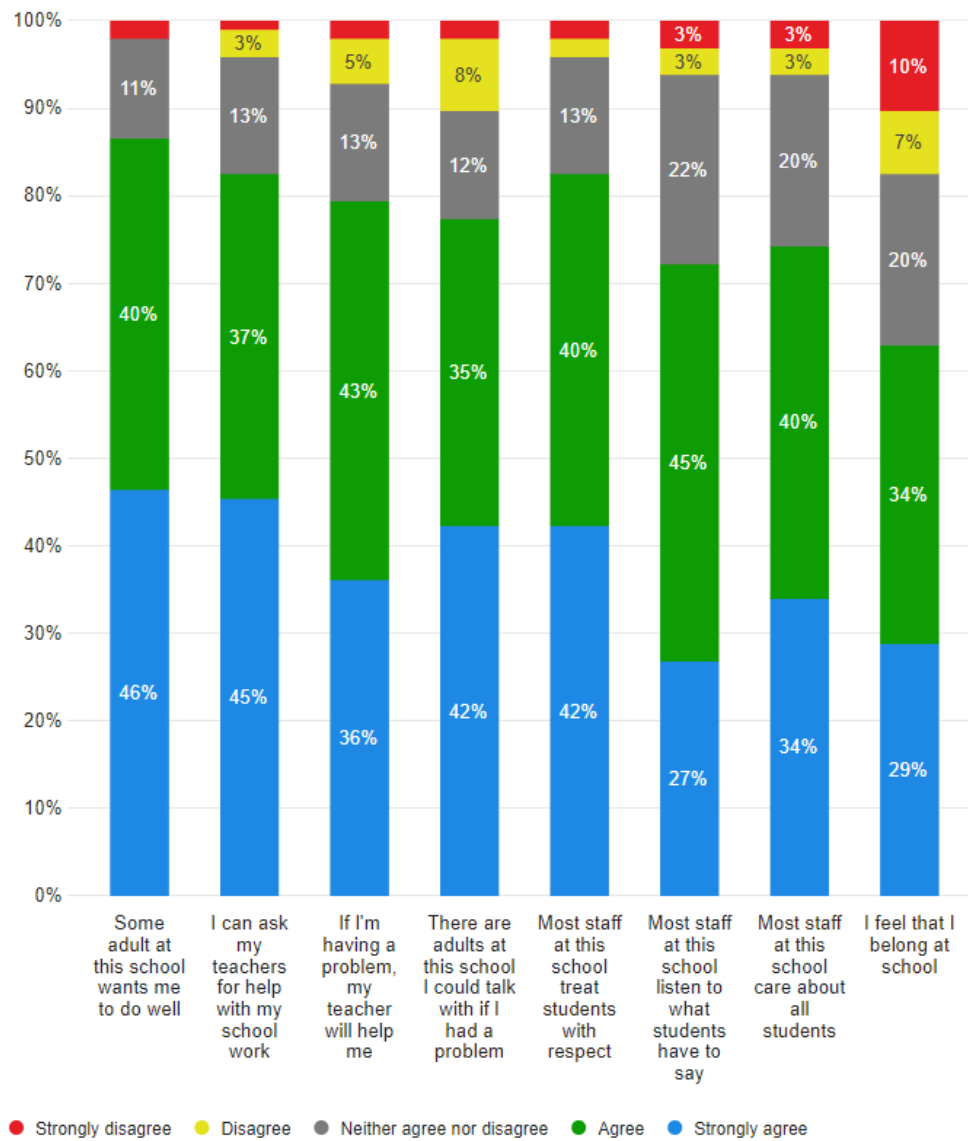
## Comments on Results

We are glad that our parents have maintained their high opinion of our school being safe and caring. We have noticed a downward trend with our students on this survey. This is something that we take very seriously as a staff, we continue to work with our students on ways to be caring, compassionate and empathetic citizens and to support their needs at developmentally appropriate levels. We have added more opportunities for our older students to become leaders and work with our youngest students in the classroom and during play. In our “tell them from me” survey we see that students overwhelmingly feel that the adults in our building care about them, would miss them if they were gone and treat students with respect. As a staff we are working to have 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:

- Grandfather Teaching focused assembly led by each grade monthly
- Newspaper reports for the community
- Kindness counts displays
- Support with land-based learning and grandfather teachings by the Indigenous Education Coach
- Our wellness coach promotes relationship building with social skills groups including girls group for grade 4-6
- Student competencies goal setting and review of goals (immersed in classroom learning)
- Restorative justice approach to discipline







## School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	21	95.2	29	89.4	76	84.8	105	79.7	123	71.1	Intermediate	Declined Significantly	Issue	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	4	*	9	88.9	4	*	18	66.7	11	63.6	Low	Maintained	Issue	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	n/a	n/a	59	93.2	74	87.8	95	67.4	Low	Declined Significantly	Concern	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	21	95.2	20	90.0	17	76.5	13	84.6	17	82.4	High	Maintained	Good	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

### Comments on Results

We continue to navigate the political and societal perceptions of education. We have strived to make changes and adapt to provide the supports that students need to be successful in the current social climate. As we implement the new curriculum there can be concerns from parents and students that they are unprepared for the new learning, especially those in upper grades where the learner gap is larger. We continue to navigate a changing educational landscape while providing engaging and relevant learning to students.

## Work Preparation

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	20	95.0	27	95.0	16	100.0	33	90.0	23	86.2	Very High	Maintained	Excellent	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	4	*	7	100.0	4	*	20	80.0	10	80.0	Very High	Maintained	Excellent	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	20	95.0	20	90.0	16	100.0	13	100.0	13	92.3	High	Maintained	Good	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

### Comments on Results

This year our staff have been focused on instilling in our students that we are all “good people learning to be better”, this applies to both academics, character education and preparation for the future. Throughout the year we are focusing on several virtues (respect, responsibility, honesty, etc.) as well as kindness, giving and growth-mindset. These provide students with opportunities to develop important skills that will support their development and preparation for active citizenship in the future. Our student lead assemblies provide leadership opportunities, as well as, ways to acknowledge those who exemplify those virtues in our community. We provide several opportunities for our older students to develop their leadership and work readiness skills, our Lunch Buddies and Lunch Delivery jobs allow us to explain the importance of being responsible and showing up for an assigned job on time. Students work with different groups and learn that in a job you must work cooperatively with everyone, not just your friends.

## Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		

Overall	21	90.5	29	90.8	17	100.0	33	85.0	26	88.5	Very High	Maintained	Excellent	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	4	*	9	86.7	4	*	20	75.0	11	81.3	Very High	Maintained	Excellent	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	21	90.5	20	95.0	17	100.0	13	95.0	15	95.7	Very High	Maintained	Excellent	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

### Comments on Results

Working with our students to discover the importance of being a lifelong learner is a conversation our staff has continued this year. We work diligently to provide supports for students who need accommodations and support their development as a learner. Our LST works with staff and students through classroom visits, mentoring and collaboration during our team meetings to support student learning. Our students are supported in developing research questions and completing research on a variety of topics. We instill the importance of critically thinking about the information you find. These research projects and other projects in our school help students to develop critical thinking skills that will be important on their journey as lifelong learners. Our staff model the importance of learning by engaging in professional development and collaborative planning time.

### Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	74.4	4.7	n/a	n/a	n/a	n/a	67.9	7.1	*	*	71.0	11.7
	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	School	54.8	7.1	n/a	n/a	n/a	n/a	42.9	3.6	*	*	50.0	6.6
	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	66.7	11.9	n/a	n/a	n/a	n/a	67.9	14.3	*	*	71.5	17.4
	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	64.3	4.8	n/a	n/a	n/a	n/a	60.7	10.7	*	*	68.2	12.5
	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		High Prairie Elementary School								Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average			2023		Prev 3 Year Average	
Course	Measure				N	%	N	%		N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	48	*	n/a	n/a		52,106	76.2	n/a	n/a
	Standard of Excellence	*	*	*	48	*	n/a	n/a		52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a		3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a		3,131	12.5	n/a	n/a
Mathematics 6	Acceptable Standard	*	*	*	48	*	n/a	n/a		52,551	65.4	n/a	n/a
	Standard of Excellence	*	*	*	48	*	n/a	n/a		52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	*	*	*	48	*	n/a	n/a		54,859	66.7	n/a	n/a

	Standard of Excellence	*	*	*	48	*	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	*	*	*	48	*	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	*	*	*	48	*	n/a	n/a	57,655	18.0	n/a	n/a

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. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. 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 on Results

The decision was made with the Superintendent of schools to support student wellness and exempt all HPE students from the PAT last spring due to ongoing wildfires in the area.

Literacy Data			2018-19				2019-20¹				2020-21¹				2021-22²				2022-23										
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained grade level for at-risk students at time of final assessment(s)
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#				
EYE	Kindergarten	Experiencing significant difficulty	46	50.0	14	47.6	10	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		
		Experiencing some difficulty		25.0	7	19.0	4		30.8	8	ND	ND		29.2	7	21.1	4		21.4	9	26.5	9		26.2	11	31.3	10		
		Appropriate development		25.0	7	33.3	7		11.5	3	ND	ND		41.7	10	36.8	7		26.2	11	32.4	11		28.6	12	40.6	13		
RTR	Grade 1	None-Minimal Development	39	ND	ND	ND	ND	21	ND	11.0	ND	18.0	33	72.0	18	5.3	1	50	58.6	17	6.9	2	50	62.2	28	ND	ND	6	3
		Developing Skills		ND	ND	ND	ND		ND	15.0	ND	6.0		24.0	6	94.7	18		41.4	12	89.7	26		31.1	14	ND	ND		
		Developing Well-Mastered		ND	ND	ND	ND		ND	2.0	ND	1.0		4.0	1	0.0	0		0.0	0	3.4	1		6.7	3	ND	ND		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	42	70.8	17	88.5	23	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	9	3
		Approaching Expectations		25.0	6	7.7	2		13.6	3	0.0	0		0.0	0	14.7	5		10.5	4	ND	ND		ND	ND				
		Meeting Expectations		4.2	1	3.8	1		0.0	0	0.0	0		25.0	3	54.5	6		47.1	16	68.4	26		52.5	21	52.6	20		
	Grade 3	Not Yet Meeting Grade Expectations	37	70.6	12	87.5	14	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	12	6
		Approaching Expectations		11.8	2	0.0	0		19.2	5	ND	ND		14.3	2	0.0	0		25.8	8	22.6	7		ND	ND	ND	ND		
		Meeting Expectations		17.6	3	12.5	2		30.8	8	ND	ND		28.6	4	0.0	0		41.9	13	51.6	16		65.9	27	56.1	23		
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	48	66.7	18	85.7	24	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		
		Approaching Expectations		11.1	3	7.1	2		4.5	1	ND	ND		0.0	0	0.0	0		7.7	2	7.7	2		50.0	16	41.9	13		
		Meeting Expectations		22.2	6	7.1	2		13.6	3	ND	ND		100.0	1	0.0	0		7.7	2	0.0	0		3.1	1	6.5	2		
	Grade 5	Not Yet Meeting Grade Expectations	41	78.8	26	88.2	30	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		
		Approaching Expectations		6.1	2	2.9	1		14.3	4	0.0	0		5.6	1	0.0	0		15.6	5	ND	ND		55.6	15	52.0	13		
		Meeting Expectations		15.2	5	8.8	3		14.3	4	0.0	0		11.1	2	0.0	0		21.9	7	ND	ND		33.3	9	32.0	8		
	Grade 6	Not Yet Meeting Grade Expectations	42	69.2	18	96.3	26	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		
		Approaching Expectations		7.7	2	0.0	0		2.9	1	0.0	0		11.5	3	ND	ND		4.2	1	0.0	0		48.9	23	74.4	29		
		Meeting Expectations		23.1	6	3.7	1		17.1	6	0.0	0		26.9	7	ND	ND		0.0	0	0.0	0		12.8	6	10.3	4		
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 ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																										

Numeracy Data			2018-19			2019-20			2020-21			2021-22					2022-23										
			Fall			Fall			Fall			Fall					Spring		Fall					Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained at grade level for at-risk students at time of final assessment(s)
			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						
		May Require Attention	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						
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	33	0.0	0	0.0	0	50	59.2	29	21.7	10	6	3				
		May Require Attention	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	65.5	19	92.6		25	40.8	20	78.3			36			
MIPI PNSA	Grade 2	Requires Attention	42	28.0	7	40	9.4	3	34	14.3	5	36	6.1	2	ND	ND	40	82.1	32	30.6	11	9	3				
		May Require Attention		44.0	11		50.0	16		40.0	14		39.4	13	ND	ND		ND	ND	ND	ND						
		Does Not Require Attention		28.0	7		40.6	13		45.7	16		54.5	18	ND	ND		17.9	7	69.4	25						
	Grade 3	Requires Attention	37	47.8	11	42	50.0	11	29	46.2	12	32	35.9	14	ND	ND	41	36.8	14	26.7	8	12	6				
		May Require Attention		26.1	6		36.4	8		30.8	8		38.5	15	ND	ND		ND	ND	ND	ND						
		Does Not Require Attention		26.1	6		13.6	3		23.1	6		25.6	10	ND	ND		63.2	24	73.3	22						
MIPI	Grade 4	Requires Attention	48	27.3	6	42	47.1	8	27	33.3	7	28	45.5	10	ND	ND	33	40.0	4	ND	ND						
		May Require Attention		50.0	11		47.1	8		52.4	11		45.5	10	ND	ND		20.0	2	ND	ND						
		Does Not Require Attention		22.7	5		5.9	1		14.3	3		9.1	2	ND	ND		40.0	4	ND	ND						
	Grade 5	Requires Attention	41	60.0	18	49	29.2	7	25	55.0	11	40	44.4	12	ND	ND	27	39.1	9	ND	ND						
		May Require Attention		26.7	8		54.2	13		25.0	5		48.1	13	ND	ND		39.1	9	ND	ND						
		Does Not Require Attention		13.3	4		16.7	4		20.0	4		7.4	2	ND	ND		21.7	5	ND	ND						
	Grade 6	Requires Attention	42	57.1	20	43	56.8	21	30	33.3	7	25	42.1	8	ND	ND	50	78.9	15	ND	ND						
		May Require Attention		31.4	11		24.3	9		38.1	8		47.4	9	ND	ND		42.1	8	ND	ND						
		Does Not Require Attention		11.4	4		18.9	7		28.6	6		10.5	2	ND	ND		15.8	3	ND	ND						
<b>Legend:</b> Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																											

**Comments on Results**

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

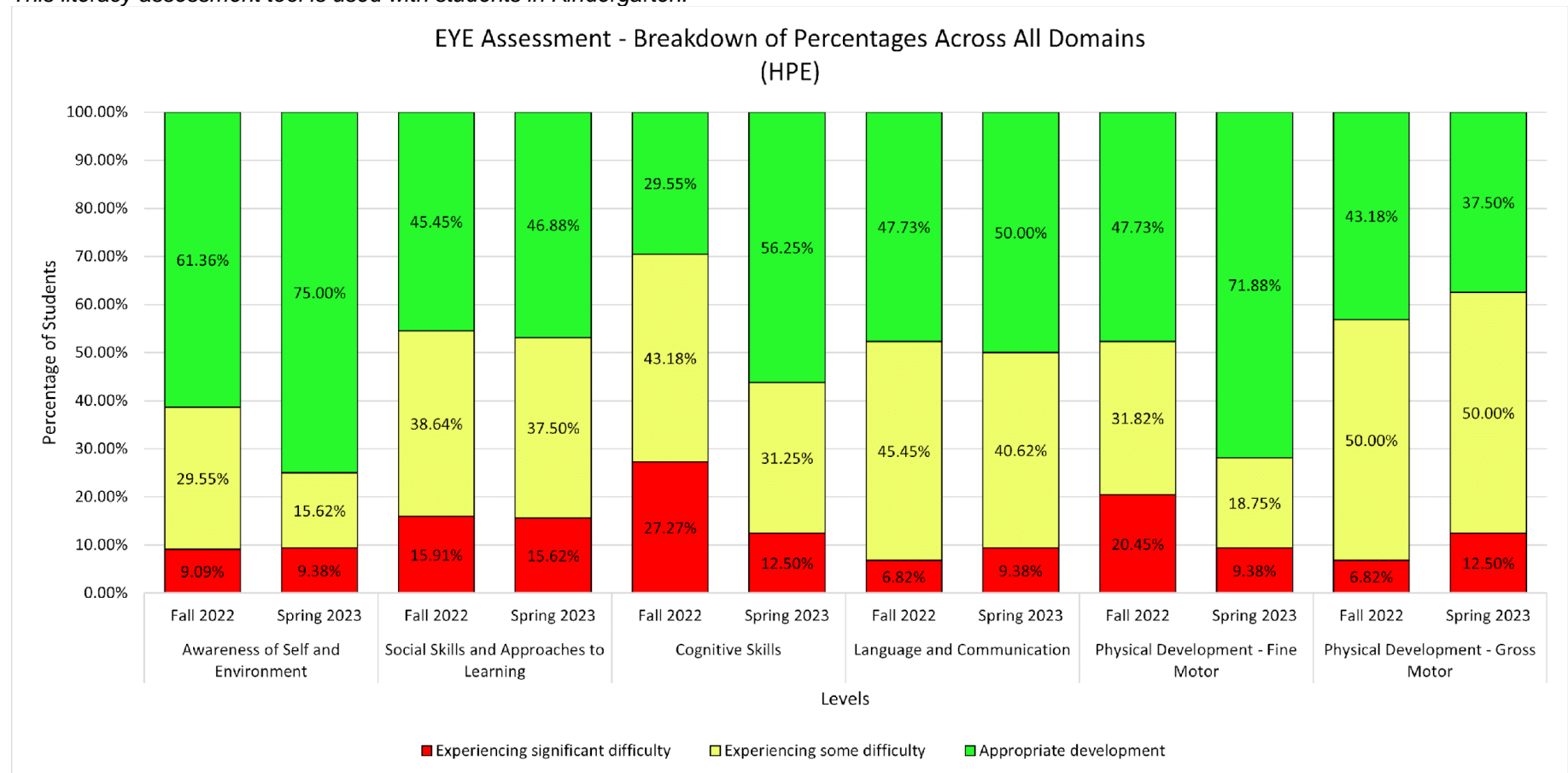
These assessments help our teachers see the areas of strength and areas of growth in numeracy and literacy for each child. When analyzing our data, we recognize that the last three years have left significant gaps in learning for many students. In Collaborative Team Meetings we analyzed this and other data within the school to develop small group work, differentiated instruction, the use of manipulatives and cyclical teaching to support numeracy and literacy development. This ensures that the skills and concepts are revisited numerous times throughout the year in meaningful ways to support all our children in their learning.

We look forward to improved results in the near future.



### Early Years Evaluation – Teacher Assessment

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



### Comments on Results

The Early Years Evaluation Assessment provides us with a thorough insight into each child's developmental stage. This supports the development of programming to support their individual learning needs such as; literacy/numeracy interventions, speech/language assistance, fine or gross motor skills intervention. Through our collaborative response model we are able to focus on different areas of need and develop supports within the classroom to develop students skills. In the last two years we have noticed that our student population is entering Kindergarten with a very wide spectrum of abilities in all domains. With repeated exposure learning experiences we can see that there were significant gains in most areas. In the 2022-23 school year HPE had a kinesiology practicum student who worked specifically in our early years to target fine and gross motor skills. This support resulted in large improvements in fine motor skills, which highlights the importance of targeted small group instruction and exposure for these skills. We will continue to use this information and compare further assessments throughout early elementary to track the effectiveness of our programs.

## DOMAIN: TEACHING AND LEADING

### Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	21	99.2	29	95.4	82	91.4	108	96.1	124	90.2	Very High	Declined	Good	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	4	*	9	90.7	6	80.0	20	92.4	11	93.8	Very High	Maintained	Excellent	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	n/a	n/a	59	94.1	74	95.9	96	80.7	Very Low	Declined Significantly	Concern	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	21	99.2	20	100.0	17	100.0	14	100.0	17	96.0	High	Maintained	Good	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

### Comments on Results

We continue to make improvements to our core programming including new assessments adopted by HPSD, the data from these assessments allows teachers to analyze student performance and their own pedagogy to support consistently weaker areas. Our division 1 teachers have created a systemic approach to literacy programming that scaffolds learning and programming to support learning from Kindergarten to grade 3, this work is being looked at by division 2 this year to develop a similar approach to literacy instruction. We have created a flexible block for teachers to provide additional supports for division 2 learners; they are able to reteach or pre-teach concepts in small groups during this time. We have strong supports set in place for students who need accommodations, the LST works with the classroom teachers through visits, mentoring and connections in our collaborative planning and team meetings as well as connecting with parents.

### In-service Jurisdiction Needs

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	21	96.8	20	81.7	17	90.0	14	85.7	17	68.6	Very Low	Declined	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	21	96.8	20	81.7	17	90.0	14	85.7	17	68.6	Very Low	Declined	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

### Comments on Results

Staff at HPE provide feedback to administration after all professional development days. We have adjusted PD throughout the year to respond to this feedback and requests for specific learning. We have a very experienced staff, they would like the opportunity to pursue their own areas of interest more regularly in PD. This year, we have already seen an increase in access to our category A and B PD funding as teachers pursue their individual interests in the profession. The focus of professional development at HPE this year has been on responding to student needs through analysis of data. Additional areas include;

#### Teacher Training

- Collaborative Response Model - Collaborative Team Meetings, Collaborative Planning Time, School Support Team Meetings and Case Consult Meetings

- FNMI workshops
- Staff wellness
- ISP training
- Curriculum Collaboration - grade team meetings
- Data analysis and connection to teaching practice
- Speech and Language Training

Support Staff Training

- Nonviolent Crisis Intervention
- First Aid
- Technology - supporting assistive technology
- Staff wellness

## DOMAIN: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	82	84.9	108	93.3	124	86.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	6	63.0	20	93.1	11	96.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	59	92.5	74	86.9	96	68.6	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	17	99.2	14	100.0	17	94.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

#### Comments on Results

At HPE, we infuse wellness and character education throughout the day/week. Students are recognized for their caring acts towards others in our daily kindness counts announcements, bulletin boards and monthly draws. Teachers acknowledge the hard work, dedication and leadership of students each month by recognizing a student that best exemplifies the virtue of that month in our student of the month award.

This year we are focusing more on student leadership opportunities. We have an incredible group of young leaders in our division 2, and while they struggle within their own peer groups to be kind, with younger students they are exemplary leaders. Through programs like our lunch buddies, where students eat with younger buddies to support positive lunch time behaviours and recess leaders where students are working with staff to lead games outside for younger students, these skills will carry over into their interactions with each other. We've also introduced House Colours, students have been placed in a House with all grade levels. Houses will run events and support each other through not only specific House Events but also during larger school functions. The intention is to support the development of caring and respectful interactions with all students in our school by providing commonalities and shared experiences.

Our HOSTS programming works with whole classes on social skills and emotional regulation in all grades. Students are able to explore areas of interest and work with people who share that interest during our Wellness Clubs.

#### Access to Supports & Services

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	82	73.0	108	90.5	124	78.1	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	6	30.0	20	89.0	11	81.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	59	97.2	74	89.6	96	71.8	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	91.8	14	92.8	17	81.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

#### Comments on Results

As we navigate the changing curriculum and political structures within education HPSP and HPE have been adjusting ways in which students access services. Our School Council has asked many times about the reduced number of educational assistants in regards to less support for students. While we do agree that educational assistants are an integral part of student support and, for many children, the pathway to accessing education in the least restrictive environment, we have been building programs within our school community and through supports from community agencies.

1. HOSTS programing

- a. Kids in the Know (Kindergarten - Gr.8) - An interactive safety education program designed to increase the personal safety of our students and help reduce the risk of victimization. Canada specific and tailored to meet curricular outcomes
- b. Kimochis (Kindergarten- Gr.2) - Key.Mo.ChEE means "feeling" in Japanese. Kimochis look like toys but they are communication tools that give children the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships in order to make responsible decisions to handle challenging situations constructively.

Slumberkins (Pre-K - Kindergarten) Slumberkins designs approachable tools that promote early emotional growth. The stories use research-based techniques to teach important social-emotional skills while deepening connection and trust for the child.

GoZen (Grades 4-6) - An animated program with worksheets and posters tailored into seven different series focused on mental wellbeing, resiliency, mindfulness and anxiety relief. Ranging from 1 module to 10 module sessions depending on classroom needs.

Paths (Grade 1 & 3) -Promoting Alternative Thinking Strategies.

One circle (Girls Grades 6-9) - Evidence-based program focused on increasing wellbeing, friendships and helping girls navigate the 21st century. Encouraging girls to light their fires and stay in control of their lives. 8-12 week lunchtime program.

2. Children's Resource Council - Taming the Dragon (Emotional regulation) Kindergarten-grade 1
3. Wellness Coach - Individual and small group work from Kindergarten to grade 6
4. Division Wide Supports - Occupational Therapist Support, Speech Language Support, Psychological Services, Counselling Support
5. Breakfast for Learning and Presidents Choice Healthy Eating Grant - Students access a food bin in their class each day (apples, oranges, fruit cups, granola,)
6. Hot Lunch/Nutrition Program - All students are offered a healthy, well priced (\$5) lunch option. Our nutrition program also supports families in long or short term financial difficulties by providing a lunch free of cost when needed.
7. Our Educational Assistants are a huge part of the partnerships at HPE. Many of our children have them as one of their "go to" adults in the building, they are diverse in their skills as they move from division 1 to division 2, they support our teachers with the small group learning that is essential for all of our children's learning and emotional development needs to be met.
8. Our Indigenous Education Coach provides an abundance of support to our teachers and students through finding resources, arranging land based learning opportunities (Tipi Teachings, hunting and trapping, meat preparation, drum making, drumming presentations, Forest walks to understand the plant life from an indigenous perspective), story telling, Seven GrandFather Teachings, etc.
9. Prairie River Junior High Mentorship Program - Junior High students spend an hour every other day at HPE, there is a student assigned to all classes to support with reading and playing literacy and numeracy games in small groups.
10. Intervention - within our schedule we are able to provide two hours a day of teacher directed intervention time for small groups in grades 1-3.

11. LST Supports - Our LST does both push in and pull out supports in the areas of literacy and numeracy in division 2 daily.

### Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	21	96.8	29	92.1	82	71.2	108	91.8	124	80.3	Low	Declined Significantly	Concern	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	4	*	9	92.6	6	22.2	20	88.3	11	81.3	High	Maintained	Good	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	n/a	n/a	59	97.2	74	89.6	96	71.8	Very Low	Declined Significantly	Concern	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	21	96.8	20	91.7	17	94.1	14	97.6	17	88.0	Very Low	Maintained	Concern	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

### Comments on Results

At HPE, we have put in extensive efforts to reach out to all of our families and offer support when needed. This concerted effort has led to an understanding in our community that we are here to support you and your family. When we are able to provide support, we are open and honest with timelines. When we are unable to support, we guide families to additional resources that may be better suited to their needs. Access to services in our community has been delayed in the recent past. This has resulted in many families not receiving early intervention and, as a result, requiring more support once they start school. At HPE, we are working with our service providers to limit the length of time students are on a waitlist for services by “blocking” time for shorter intensive supports and managing attendance concerns for those on caseload. The following supports are available at HPE:

- HOSTS
- Wellness coach
- Counselling
- Speech and Language Services
- Occupational Therapy Services
- Psychological Services
- Technology support and space provided for families accessing counselling services through community programs
- Academic Intervention programming
- PUF programming

### Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development

- Student progress

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

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

## DOMAIN: GOVERNANCE

### Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Authority										Province																																		
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%								
Overall	21	90.3	29	91.1	23	71.2	34	85.6	28	76.5	Intermediate	Declined	Issue	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1																						
Parent	4	*	9	91.1	6	51.7	20	84.0	11	66.0	Intermediate	Declined	Issue	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5																						
Teacher	21	90.3	20	91.0	17	90.6	14	87.1	17	86.9	Intermediate	Maintained	Acceptable	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7																						

### Comments on Results

We continue to support a hybrid model (in person and Zoom) for School Council and Parent/Teacher Interviews in an effort to make accessing the school easy for all families. In response to the decreased participation in School Council and Kindergarten Sub-Committee, these two groups were combined, this has resulted in a slightly higher rate of participation. We continue to invite parents into the school at any opportunity, we provide detailed information about events on Facebook and through email and newsletters going home. Our staff has discussed changes to formatting for Open House and parent game nights in an effort to encourage parent engagement.

### Satisfaction with Program Access

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												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	21	95.2	28	97.1	76	92.8	108	91.7	122	80.2	High	Declined Significantly	Issue	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	4	*	8	100.0	4	*	20	90.2	10	91.3	Very High	Maintained	Excellent	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	n/a	n/a	n/a	n/a	59	98.3	74	94.6	96	76.0	Low	Declined Significantly	Concern	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	21	95.2	20	94.2	17	87.4	14	90.4	16	73.3	Low	Declined	Issue	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

### Comments on Results

Ongoing changes to requirements and restrictions created longer than previously expected time between each stage of services in our community. We are also seeing an increase in needs for services which puts a significant strain on the system. HPE worked to mitigate these delays and provide the needed supports through our Educational Assistants, Wellness Coach, Counselling Consultant, Speech/Language Therapist, Occupational Therapist, psychological services and Learning Support Teacher to assist those students. In consultation with the First Nations and Settlements in the area we have created a list of services available for members in those communities, including contact information. We work closely with our partners at AHS to support transitions to and from health. Although cancelled due to the wildfires, AHS, the Children's Resource Council and HPE planned an early years fair to support developmental screeners and access to supports in the school and community for families. This fair is rescheduled for spring 2024.