



**High Prairie Elementary School**

**Annual Education Results Report  
2021-22**



### **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 290. The school supports a broad range of opportunities for students including leadership and French language programs as well as art courses and it is operated by staff with a passion for teaching.

### **Principal's Message**

With exemplary teaching, leadership and collaborative partnerships, High Prairie Elementary School is preparing its students to be socially responsible and to succeed locally and globally. Academically, we are focusing on literacy and numeracy goals to inspire, lead and assist our students to achieve their highest levels. In character education, we are focused on kindness both to yourself and others along with the 7 Grandfather teachings to support our students in becoming kind, caring, empathetic and engaged citizens in our community.

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

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

1. Although parent involvement was up in the survey, they questioned how parent involvement was in the school as involvement in School Council is significantly decreased.
2. There is still a concern that parents feel disconnected from the school after Covid. They encouraged us to keep using our Facebook to post about exciting activities in the school. they particularly enjoy that we have been posting about learning goals in the classroom lately. They would like the opportunity to see assemblies potentially go on Facebook. They would also like to

see more posts about when we need parent volunteers as many people get their information this way.

3. Concern for staff well being as they noticed that there was a downward trend with staff in regards to usefulness of professional development being offered. There was a suggestion that the division and school look at a more nuanced approach to PD for each area of HPSP as they are very different in demographics across the division. They are also aware that staff are working with a new curriculum, absenteeism of students and staff due to illness and large academic gaps as was evident in the data. They did express that they felt staff were providing a well rounded approach to supporting students and using community connections when possible.

**Staff List**

Roberta Barrons	Teacher
Joyleen Beamish	Educational Assistant
Becki Cardinal	Teacher
Shelby Cook	Educational Assistant
Stacy Chalifoux	Educational Assistant
Stacy Chapman	Educational Assistant
Natalie Cole-Lamothe	Teacher
Kim Corless	Teacher
Lori Denty	Teacher
Krystina Dubrule	Wellness Coach
Lyndsay Fleming	Principal
Magalie Frechette	Teacher
Dona Gray	Educational Assistant
Shelley Griffiths	Learning Commons Clerk
Dayna Jarvis	Educational Assistant/Cook
Penny Johansson	Teacher
Cathy Kryzanowski	Secretary
Tanya L'Hirondelle	Educational Assistant
Christopher Langlois	Teacher
Crystal Larose	Teacher
Tannisha Mackenzie	Teacher
Joanne Murphy	Teacher
Tammy Napier	Educational Assistant
Charlene Porisky	Teacher
Rhona Ragan	Teacher
Jeanne Romick	Teacher
Sydney Saitz	Teacher
Alex Smith	Educational Assistant
Susan Strebchuk	Teacher
Kathy Thompson	Educational Assistant
Amanda Tomkins	Educational Assistant
Leah Willcott	Educational Assistant
Toni Willier	Educational Assistant
Marla Willier	Secretary
Lisa Zabolotniuk	Vice Principal
Hilary Zahacy	Teacher

### Spring 2022 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	87.9	79.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.2	82.7	96.1	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	65.1	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.1	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.1	91.4	97.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.3	84.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.5	73.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.6	71.2	90.7	78.8	79.5	81.5	Very High	Maintained	Excellent

### Spring 2022 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	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	50.7	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.4	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	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. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

### Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	79	90.7	21	93.3	29	99.0	82	82.7	108	90.2	Very High	Maintained	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	17	83.5	4	*	9	100.0	6	55.2	20	86.0	Very High	Declined	Good	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	41	91.5	n/a	n/a	n/a	n/a	59	92.8	74	84.5	Very High	n/a	n/a	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	21	97.1	21	93.3	20	98.0	17	100.0	14	100.0	Very High	Maintained	Excellent	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

### Comments on Results

Our character education programming had been very successful for a number of years, but we had noticed that our community members had less understanding of the programs and terminology within it. This year we made some changes to how we integrate character education throughout our school year. While our HOSTS programming now focuses on large group supports, our Grandfather teachings and associated virtues are individually highlighted each month, and a note sent home to families about the specifics of this teaching. We also developed a kindness counts program to reward acts of kindness throughout our school and community. These programs allow us to consistently communicate high expectations to our students and their families and provide many opportunities for our children to demonstrate/model and acknowledge excellence in leadership. We will continue to focus on our character education instruction and how we communicate those teachings and students' successes to parents.

### 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	79.5	108	87.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	70.6	20	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	59	67.8	74	66.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

### Comments on Results

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

- Use of our indigenous success coach to support teachers in the integration of the indigenous perspective throughout the curriculum (First Nations Myths and Legends, Medicine Wheel, Land-Based Learning - Tipi teachings, hunting and trapping, meat smoking and preparing, flora and fauna of the area, Blanket Exercise)
- Teachers combine the use of art, music and technology throughout the curriculum enabling students to connect to the curriculum skills and concepts.

### 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	92.3	21	95.2	29	95.8	23	66.2	34	89.3	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	17	85.2	4	*	9	97.2	6	48.6	20	91.0	Very High	Maintained	Excellent	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	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	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	21	99.4	21	95.2	20	94.4	17	83.8	14	87.6	High	Maintained	Good	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

### Comments on Results

Our teachers continue to persist and enhance student-learning opportunities. Throughout the last two years teachers sought creative ways to access field trips by using technology to connect students with museums and schools around the world. While we are able to support more in-person hands on learning, we have ensured that we maintain those new opportunities that were discovered during the pandemic which allows for an even greater exploration of topics and subjects not always accessible in the north. Skating, swimming, skiing, and golf are a few examples of the physical education opportunities made available to our students. It is with the encouragement of our HPSD district office that we are able to maintain our ingenuity and resourcefulness, partnering with our local junior high and high school for mentorship at the elementary level. Students at HPE are provided with a wide range of programs:

- French Language
- Music
- Intramurals
- HOSTS programming
- Red Cross Swimming
- One-to-one technology
- Skating, swimming, skiing, golfing
- Land-based Learning
- Wellness Clubs
- 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	78	95.5	21	94.1	29	99.5	82	82.9	108	93.8	Very High	Maintained	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	17	94.1	4	*	9	100.0	6	57.1	20	92.9	Very High	Maintained	Excellent	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	40	92.5	n/a	n/a	n/a	n/a	59	92.9	74	88.3	Very High	n/a	n/a	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	21	100.0	21	94.1	20	99.0	17	98.8	14	100.0	Very High	Maintained	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

### Comments on Results

Although we have maintained an overall agreement that students are safe at school we recognize that this is because of our active and continued reflection on and refinement of our character education programming. 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. HPE students are taught the importance of showing respect and caring for others through a variety of learning engagements each week:

- 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	77	91.4	21	95.2	29	89.4	76	84.8	105	79.7	High	Declined	Acceptable	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	15	93.3	4	*	9	88.9	4	*	18	66.7	Low	Declined	Issue	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	41	95.1	n/a	n/a	n/a	n/a	59	93.2	74	87.8	Very High	n/a	n/a	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	21	85.7	21	95.2	20	90.0	17	76.5	13	84.6	Very High	Maintained	Excellent	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

### Comments on Results

We have navigated many challenges and changes to the way we deliver education in the last three years. 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 see a reduction in government restrictions our staff is now navigating how to combine the best practices we've learned in the last three years and previous practices to improve upon school success. We continue to navigate a changing educational landscape as we implement a new curriculum while still providing a full day of engaging learning for children.

### 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											
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	29	89.9	20	95.0	27	95.0	16	100.0	33	90.0	Very High	Maintained	Excellent	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9		
Parent	11	90.9	4	*	7	100.0	4	*	20	80.0	Very High	Declined	Good	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3		
Teacher	18	88.9	20	95.0	20	90.0	16	100.0	13	100.0	Very High	Improved	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5		

### 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 the seven Grandfather teachings as well as kindness, giving and growth-mindset, these provide students with opportunities to develop important virtues 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													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	74.1	21	90.5	29	90.8	17	100.0	33	85.0	Very High	Maintained	Excellent	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	14	65.4	4	*	9	86.7	4	*	20	75.0	High	Maintained	Good	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	18	82.8	21	90.5	20	95.0	17	100.0	13	95.0	Very High	Maintained	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

## 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 set in place 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.

Literacy Data			2018-19				2019-20 <sup>1</sup>				2020-21 <sup>1</sup>				2021-22 <sup>2</sup>			
			Enrollment Total		Fall		Spring			Fall		Spring			Fall		Spring	
					%	#	%	#		%	#	%	#		%	#	%	#
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
		Experiencing some difficulty			25.0	7	19.0	4		30.8	8	ND	ND		29.2	7	21.1	4
		Appropriate development			25.0	7	33.3	7		11.5	3	ND	ND		41.7	10	36.8	7
RTR	Grade 1	None-Minimal Development			ND	ND	ND	ND	39	ND	11.0	ND	18.0	21	72.0	18	5.3	1
		Developing Skills			ND	ND	ND	ND		ND	15.0	ND	6.0		24.0	6	94.7	18
		Developing Well-Mastered			ND	ND	ND	ND		ND	2.0	ND	1.0		4.0	1	0.0	0
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
		Approaching Expectations			25.0	6	7.7	2		13.6	3	0.0	0		0.0	0	0.0	0
		Meeting Expectations			4.2	1	3.8	1		0.0	0	0.0	0		25.0	3	54.5	6
	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
		Approaching Expectations			11.8	2	0.0	0		19.2	5	ND	ND		14.3	2	0.0	0
		Meeting Expectations			17.6	3	12.5	2		30.8	8	ND	ND		28.6	4	0.0	0
F&P	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
		Approaching Expectations			11.1	3	7.1	2		4.5	1	ND	ND		0.0	0	0.0	0

		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
	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
		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
		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
	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
		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
		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
<b>Legend:</b>			<b>Footnotes:</b>																			
Fall: September - January			1 Schools only required to submit one assessment per student due to COVID complications																			
ND: No data collected for the corresponding grade/school year			2 Participation rates may be lower for all assessments as a result of piloting the HLT assessment for all grades																			
Spring: February - June			3 Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																			

### Comments on Results

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

This year the CC3 and LeNS were introduced by the government, these assessments were completed and used to guide our practices in grades 1-3. In the last three years there has been significant learning loss for many of our students. These gaps in learning are evident in our results. As a result HPE has made literacy one of the primary focuses of our Collaborative Team Meetings, where we use data from these and other assessments to look for trends in our data and develop classroom, small group and school wide interventions to support learning gaps.

Numeracy Data			2018-19			2019-20			2020-21			2021-22				
			Fall			Fall			Fall			Fall				Spring
			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
		May Require Attention	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
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	33	0.0	0	0.0	0
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		34.5	10	7.4	2
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		65.5	19	92.6	25
MIPI	Grade 2	Requires Attention	42	28.0	7	40	9.4	3	34	14.3	5	36	6.1	2	ND	ND
		May Require Attention		44.0	11		50.0	16		40.0	14		39.4	13	ND	ND
		Does Not Require Attention		28.0	7		40.6	13		45.7	16		54.5	18	ND	ND
	Grade 3	Requires Attention	37	47.8	11	42	50.0	11	29	46.2	12	32	35.9	14	ND	ND
		May Require Attention		26.1	6		36.4	8		30.8	8		38.5	15	ND	ND

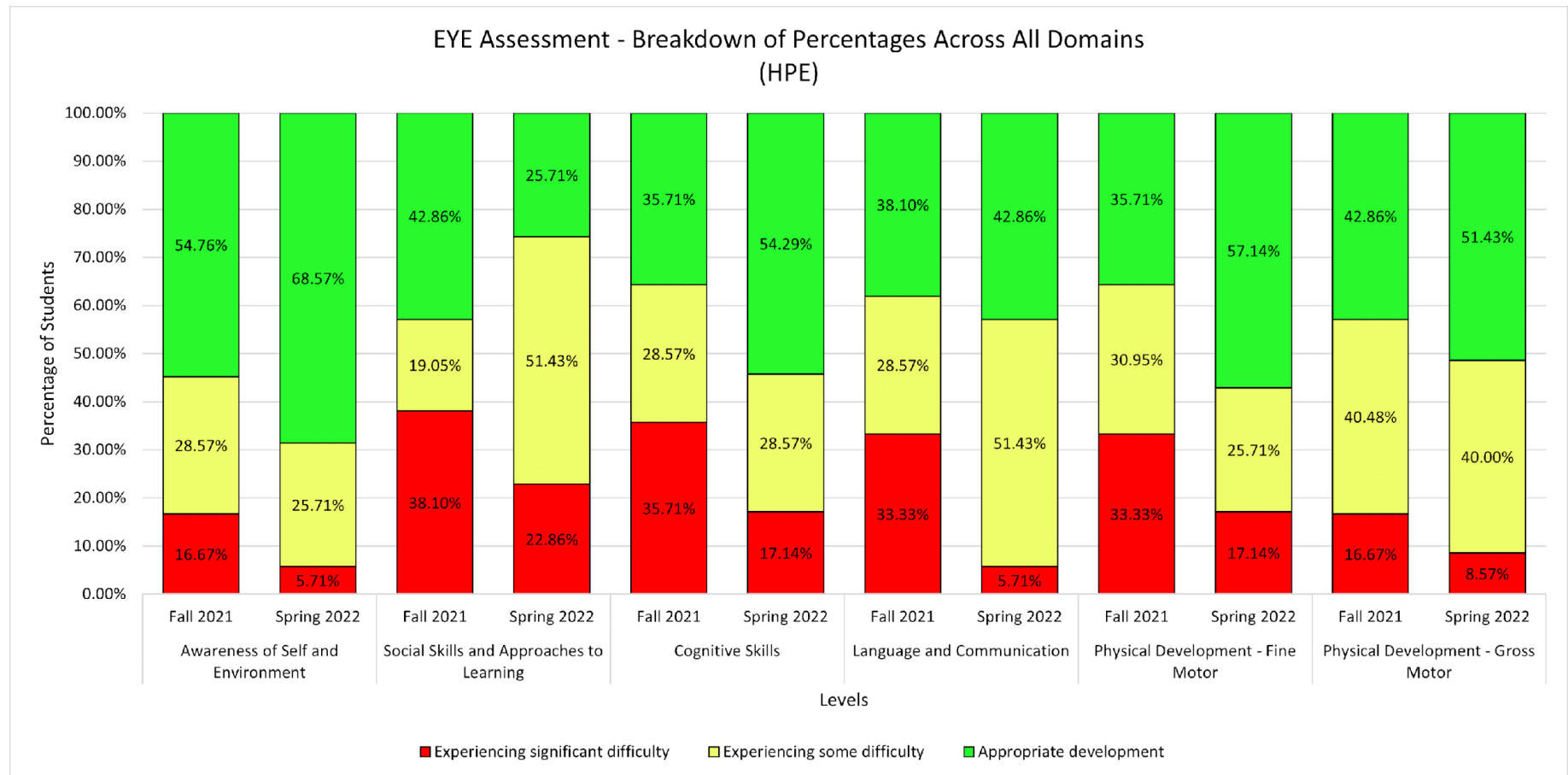
		Does Not Require Attention		26.1	6		13.6	3		23.1	6		25.6	10	ND	N
	Grade 4	Requires Attention	48	27.3	6	42	47.1	8	27	33.3	7	28	45.5	10	ND	N
		May Require Attention		50.0	11		47.1	8		52.4	11		45.5	10	ND	N
		Does Not Require Attention		22.7	5		5.9	1		14.3	3		9.1	2	ND	N
	Grade 5	Requires Attention	41	60.0	18	49	29.2	7	25	55.0	11	40	44.4	12	ND	N
		May Require Attention		26.7	8		54.2	13		25.0	5		48.1	13	ND	N
		Does Not Require Attention		13.3	4		16.7	4		20.0	4		7.4	2	ND	N
	Grade 6	Requires Attention	42	57.1	20	43	56.8	21	30	33.3	7	25	42.1	8	ND	N
		May Require Attention		31.4	11		24.3	9		38.1	8		47.4	9	ND	N
		Does Not Require Attention		11.4	4		18.9	7		28.6	6		10.5	2	ND	N
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																

### Comments on Results

These assessments help our teachers see the areas of strength and areas of challenge in numeracy 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 numeracy data within the school to develop small group work, differentiated instruction, the use of manipulatives and cyclical teaching to support numeracy 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.

### Early Years Evaluation – Teacher Assessment (EYE-TA)

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



### Comments on Results

The Early Years Evaluation Assessment provides us with a thorough insight into each child's 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. We will continue to use this information and compare further assessments throughout early elementary to track the effectiveness of our programs.

## Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	75.0	18.2	74.4	4.7	n/a	n/a	n/a	n/a	67.9	7.1	n/a	n/a
	Authority	70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
Mathematics 6	School	54.5	2.3	54.8	7.1	n/a	n/a	n/a	n/a	42.9	3.6	n/a	n/a
	Authority	52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	63.6	15.9	66.7	11.9	n/a	n/a	n/a	n/a	67.9	14.3	n/a	n/a
	Authority	70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	69.8	14.0	64.3	4.8	n/a	n/a	n/a	n/a	60.7	10.7	n/a	n/a
	Authority	64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

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

		High Prairie Elementary School								Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average			2022		Prev 3 Year Average	
Course	Measure				N	%	N	%		N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	28	67.9	43	74.4		56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	28	7.1	43	4.7		56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	28	42.9	42	54.8		56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	28	3.6	42	7.1		56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	28	67.9	42	66.7		56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	28	14.3	42	11.9		56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	28	60.7	42	64.3		56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	28	10.7	42	4.8		56,483	20.1	54,802	24.4

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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 results of our PAT show a similar story to our locally derived data in language and mathematics. We noticed our biggest challenge is in math. After COVID there are some significant gaps in learning that we are working hard to address with the supports we have available. We have a parent volunteer that works with our grades 5 and 6 doing math fluency skills four mornings a week and we also have a teacher doing an intervention group once a week in different strands of math throughout the year. We do see small increases in our exemplary language arts and science and a large jump in our social studies. This year our grade 6 teachers have been working together in their collaborative planning time to develop strategies to support their students in preparing for the PAT as it is a different style and atmosphere of test taking than they are used to.

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

### Comments on Results

### 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.

### Comments on Results

HPE and HPSPD have focused on developing the Collaborative Response Model this has and will require a significant amount of professional development as we delve deeper into the model and adjust it to suit the needs of our individual school. Additionally, Curriculum Collaboration meetings have been established and are of particular use to teachers as they teach and/or prepare for new curriculum implementation. The focus of professional development at HPE are:

## Teacher Training

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Support Staff Training

- Nonviolent Crisis Intervention
- First Aid
- Speech and Language Training
- Technology - supporting assistive technology
- Staff wellness
- Occupational Therapy training



## DOMAIN 3: 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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	84.9	108	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	63.0	20	93.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	59	92.5	74	86.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	99.2	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

### 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 Grandfather teaching of that month in our student of the month award. 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	82	73.0	108	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	6	30.0	20	89.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	59	97.2	74	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	91.8	14	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		

### Comments on Results

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

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 - 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.

### 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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	79	90.7	21	96.8	29	92.1	82	71.2	108	91.8	Very High	Maintained	Excellent	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	17	84.3	4	*	9	92.6	6	22.2	20	88.3	Very High	Maintained	Excellent	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	41	91.0	n/a	n/a	n/a	n/a	59	97.2	74	89.6	High	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	21	96.7	21	96.8	20	91.7	17	94.1	14	97.6	Very High	Maintained	Excellent	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

### 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 and when we are unable to support we guide families to additional resources that may be better suited to their needs. 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 – Pyramid of Intervention**

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

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

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

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

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

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2021-22 school year included:

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

Due to changing restrictions and comfort levels we were able to have Elders, Knowledge Keepers, and presenters come into our schools and also took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Grade 5 classes meeting with an Elder to bring awareness of the Inuit culture.
- Grade 4 classrooms discussed Métis culture and the Métis contributions to forming Canada.
- Storytellers and Indigenous educators joined Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- A Knowledge Keeper brought Indigenous Sky Science to all Grade 6 classes.
- All Grade 5 classes took part in a divisional literacy project.

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

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

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

## DOMAIN 4: GOVERNANCE

### Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	91.1	21	90.3	29	91.1	23	71.2	34	85.6	Very High	Maintained	Excellent	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	17	89.2	4	*	9	91.1	6	51.7	20	84.0	Very High	Maintained	Excellent	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	21	93.0	21	90.3	20	91.0	17	90.6	14	87.1	Intermediate	Maintained	Acceptable	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

### Comments on Results

We have seen a decrease in participation in school council this year. We have on average 5 parents that attend each month. The parent fundraising committee supports a variety of programming in our school including:

- Red Cross Swimming lessons
- Ski trip
- Field trips at every grade level
- Club Moo program
- Wellness Clubs

After several years of not being able to participate in many school activities we are actively re-engaging parents and have already had multiple families volunteer in our school or for school trips this year. We are slowly seeing a rise in parent involvement as restrictions are lifted.

### 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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	77	85.7	21	95.2	28	97.1	76	92.8	108	91.7	Very High	Maintained	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	16	75.0	4	*	8	100.0	4	*	20	90.2	Very High	Maintained	Excellent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	41	96.3	n/a	n/a	n/a	n/a	59	98.3	74	94.6	Very High	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	20	85.7	21	95.2	20	94.2	17	87.4	14	90.4	Very High	Maintained	Excellent	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

### Comments on Results

Supporting students with diverse needs in the last three years has resulted in a number of challenges operationally. Due to ongoing changes to requirements and restrictions created longer than previously expected time between each stage. 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.