

E.G. WAHLSTROM SCHOOL

2023-24 AERR



Mission

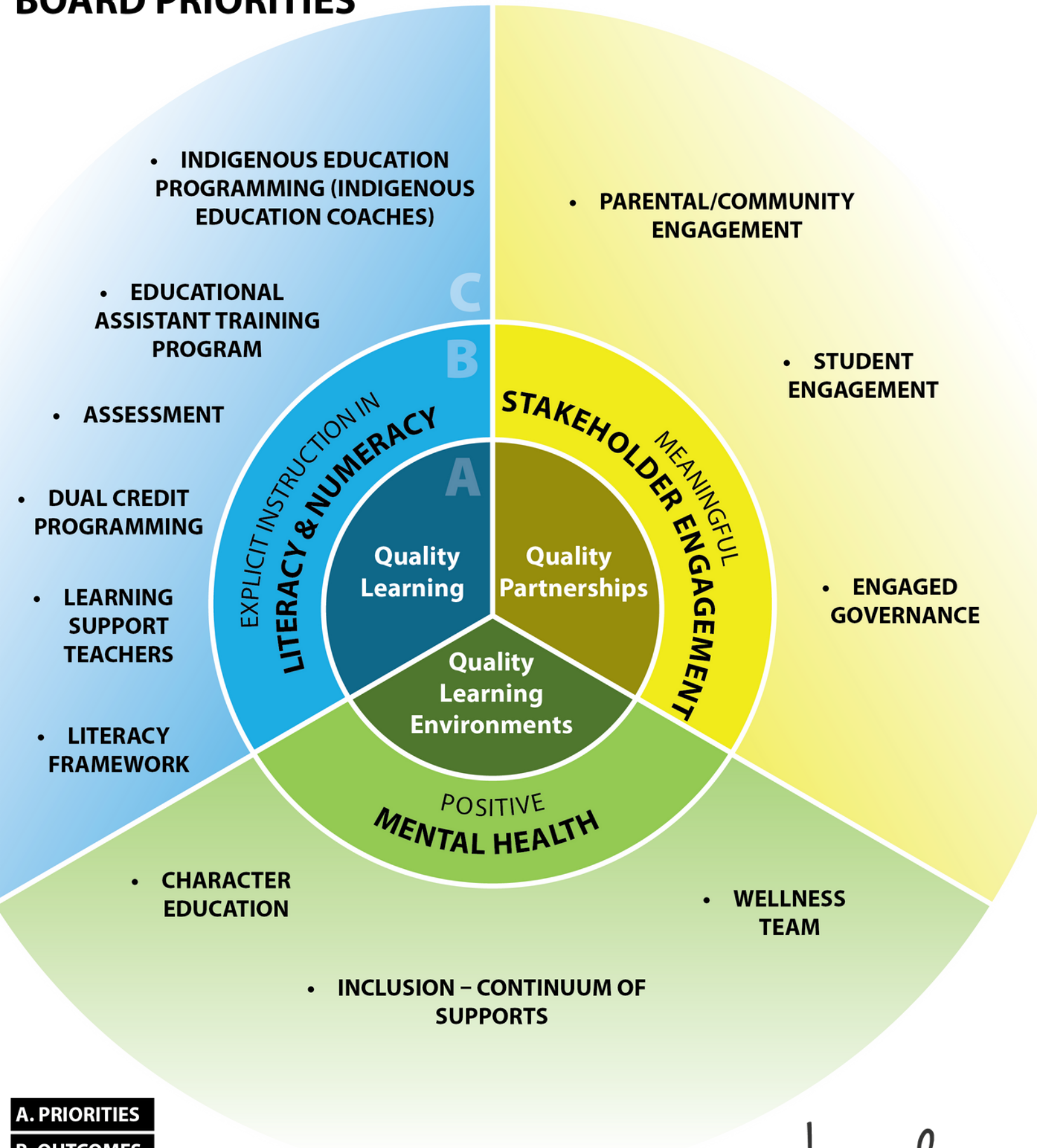
Through collaboration we will achieve consistent school improvement to deepen student learning.

Vision

Through quality relationships and safe/welcoming learning environments we foster continuous growth and achievement.

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HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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MESSAGE FROM THE PRINCIPAL

For a school to be a wonderful place for children to learn, everyone needs to believe in the values of the organization and the impact that they can have on its success. I am very proud that at EGW school, together, we all embrace our core values and most importantly, work towards being a kind, safe, welcoming environment for students to learn and grow.

Throughout the year, we champion the slogan that Kindness Matters. We promote this in all aspects of our school through various kindness projects that ensure, as individuals, we are kind to ourselves and maintain a growth mindset while also learning to recognize that our impact on others can have a lasting impact.

As a teaching staff, we believe in the power of collaboration to support collective efficacy to ensure we are challenging one another to grow in our professional practice to deepen student learning. When we work collaboratively, all layers of our school benefit, and I am proud of the work that our teachers do inside and outside of their classroom to be the best versions of their professional selves to support students. We believe that As Eagles, we SUCCEED!

A handwritten signature in purple ink, appearing to read "Audrey Ghostkeeper".

Audrey Ghostkeeper, Principal

A handwritten signature in purple ink, appearing to read "Stuart Adkins".

School Council Chair

ABOUT US

E.G. Wahlstrom School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school with an enrollment of approximately 315 students and 34 staff. We are committed to ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. We are dedicated to building relationships, spreading kindness, promoting passion and enjoyment of learning. Within our school, we provide support services to all students through learning supports in the areas of literacy and numeracy, in addition to transitioning and counselling services.

REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

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

MISSION

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

VISION

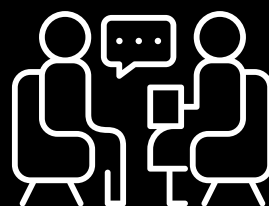
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

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

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



301
SURVEY
RESPONSES



13
ENGAGEMENT
SESSIONS

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	E G Wahlstrom 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	83.7	88.3	87.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.2	88.1	85.1	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	74.3	69.7	69.7	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	27.6	10.1	10.1	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.2	95.6	95.3	87.6	88.1	88.6	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	89.4	88.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.9	88.4	86.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.1	86.8	79.6	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	127	84.8	142	86.9	134	88.3	169	83.7	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	15	86.7	19	96.5	24	94.4	41	86.9	n/a	Declined	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	93	73.0	103	66.0	92	70.7	108	65.7	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	19	94.7	20	98.3	18	100.0	20	98.3	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

We saw a decrease in these measures, particularly in the parent and student data points. We attribute this decline to the learning of the new curriculum and not having as many interesting projects and learning opportunities as teachers are learning the new units and outcomes. With the learning of the new curriculum comes a heavy reliance on paper-pencil tasks, as opposed to learning engagements that pique students' interests and maintain their engagement throughout the learning process. We also believe that there is a disconnect between home and school regarding what is happening in the school and classrooms. We attribute this to the no homework policy and not enough home-school communication regarding academics and reporting. Our school council confirmed that they are not receiving enough daily correspondence from classrooms to engage their children in conversation or that their children are not sharing what is happening at school.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	146	74.8	127	86.2	143	82.1	134	88.1	169	83.2	Very High	Maintained	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4		
Parent	19	63.4	15	80.3	19	72.6	24	86.7	41	78.0	High	Maintained	Good	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7		
Student	107	67.0	93	83.6	104	74.6	92	77.7	108	76.5	Very High	Maintained	Excellent	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6		
Teacher	20	94.0	19	94.6	20	99.0	18	100.0	20	95.0	Very High	Maintained	Excellent	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		

COMMENTS

The parent, student, and teacher satisfaction measure saw a decrease. We attribute this to the fact that our grade 4 students are new to the school and not as aware of the Kindness Matters initiative and the connection between school and community. We also did not have a wellness coach for a portion of the school year, and when we did get a wellness coach, that person was new in their role, so kindness challenges that would normally take our students into the community were often reserved to school-based activities.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Science 6	School	n/a	n/a	n/a	n/a	76.5	20.0	76.1	13.8	77.1	30.5	77.0	15.0	78	17
	Authority	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	69.6	20.6				
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8				
Social Studies 6	School	n/a	n/a	n/a	n/a	75.7	16.5	69.7	10.1	74.3	27.6	71.0	11.0	75	28
	Authority	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	65.5	17.5				
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	E G Wahlstrom School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Low	Maintained	Issue	105	77.1	109	76.1	53,806	68.8	54,859	66.7
	Standard of Excellence	High	Improved Significantly	Good	105	30.5	109	13.8	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	105	74.3	109	69.7	60,804	68.5	57,655	66.2
	Standard of Excellence	High	Improved Significantly	Good	105	27.6	109	10.1	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

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

COMMENTS

The data shows that in both science and social PATs we saw growth in acceptable and standard of excellence. We attribute this growth to the use of Vretta as a platform for PAT completion. It had all accommodations built in, was easy to navigate, resembles many other commonly used platforms in schools and has less margin for error due to not using the bubble sheets. We also attribute this growth to analyzing PAT data at our data day in Sept /oct and using that information to guide collaborative planning and building teacher capacity in these areas.

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

Numeracy Data			2019-20			2020-21			2021-22			2022-23			2023-24				
			Fall			Fall			Fall			Fall			Fall			Spring	
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#
MIPI	Grade 4	Requires Attention	117	36.7	29	96	39.3	33	110	35.2	32	94	41.8	38	118	27.8	30	44.6	50
		May Require Attention		44.3	35		46.4	39		27.5	25		26.4	24		ND	ND	ND	ND
		Does Not Require Attention		19.0	15		14.3	12		37.4	34		31.9	29		72.2	78	55.4	62
	Grade 5	Requires Attention	132	43.4	46	99	46.2	43	109	37.4	37	105	41.4	41	92	40.2	37	18.5	15
		May Require Attention		44.3	47		37.6	35		41.4	41		28.3	28		37.0	34	42.0	34
		Does Not Require Attention		12.3	13		16.1	15		21.2	21		30.3	30		22.8	21	39.5	32
	Grade 6	Requires Attention	117	40.0	32	110	28.2	24	115	36.6	37	108	43.4	46	108	32.4	34	14.9	15
		May Require Attention		36.3	29		51.8	44		30.7	31		38.7	41		37.1	39	26.7	27
		Does Not Require Attention		23.8	19		20.0	17		32.7	33		17.9	19		30.5	32	58.4	59
Legend:																			
Fall: September - January																			
ND: No data collected for the corresponding grade/school year																			
Spring: February - June																			

COMMENTS

The data for both grade 5 and grade 6 shows that there is a decrease in students who require attention and an increase in students who may and who do not require attention. The grade 4 group had an increase in students who require attention. This data would indicate that the grade 4 cohort was not as effective at closing the achievement gap in numeracy as the other two grade levels.

The 2023-2024 was the first year with the new math curriculum. It was identified that the curriculum objectives were significantly harder and required foundational skills that students had not had sufficient exposure to in previous grades. To build the foundational skills to be successful in new outcomes, remediation work was needed. It was observed that due to this group of students being the cohort that missed Kindergarten and most of grade 1 due to COVID, more time was needed for the teaching of social skills and building work habits. While we had math intervention that targeted grade 4, the teacher was new to the position, which took time away from the position starting, and we saw a significant number of students requiring intervention, so not all students identified received the extra support.

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

Literacy Data			2019-20¹				2020-21¹				2021-22²				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#							
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	117	41.4	36	40.0	2	96	69.4	25	27.3	12	110	34.0	35	44.6	45	94	48.2	41	56.0	47	118	54.2	64	55.5	61
		Approaching Expectations		11.5	10	20.0	1		5.6	2	2.3	1		12.6	13	14.9	15		43.5	37	44.0	37		42.4	50	43.6	48
		Meeting Expectations		47.1	41	40.0	2		25.0	9	70.5	31		53.4	55	40.6	41		8.2	7	0.0	0		3.4	4	0.9	1
	Grade 5	Not Yet Meeting Grade Expectations	132	56.2	59	83.3	5	99	62.2	23	81.8	45	109	36.8	35	50.5	49	105	26.0	26	21.5	20	92	42.0	47	20.9	19
		Approaching Expectations		7.6	8	16.7	1		8.1	3	5.5	3		6.3	6	12.4	12		49.0	49	58.1	54		41.1	46	69.2	63
		Meeting Expectations		36.2	38	0.0	0		29.7	11	12.7	7		56.8	54	37.1	36		25.0	25	20.4	19		17.0	19	9.9	9
	Grade 6	Not Yet Meeting Grade Expectations	117	48.4	44	ND	ND	110	92.3	36	82.6	19	115	73.8	48	69.5	73	108	32.7	34	20.8	22	108	28.7	31	12.3	13
		Approaching Expectations		11.0	10	ND	ND		5.1	2	0.0	0		7.7	5	11.4	12		53.8	56	66.0	70		53.7	58	62.3	66
		Meeting Expectations		40.7	37	ND	ND		2.6	1	17.4	4		18.5	12	19.0	20		13.5	14	13.2	14		17.6	19	17.9	19
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

COMMENTS

The data for both grade 5 and grade 6 shows that there is a decrease in students who are not yet meeting expectations and an increase in students who are approaching. The grade 4 group had a slight increase in students who require attention and a decrease in students meeting expectations. This data would indicate that the grade 4 cohort was not as effective at closing the achievement gap in numeracy as the other two grade levels. This was the first year that the grade 4 students were exposed to the RCAT assessment platform, and the teachers identified a significant number of students guessing, which may have compromised the assessment. We felt that this was due to the fact that the RCAT assessment is largely a comprehension-based assessment, and grade 4 is the year when students transition from learning to read to reading to learn. We also believe that COVID needs to be considered, as this age group would have missed all of Kindergarten and some of grade one, as well as early interventions and screenings.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	146	87.8	125	91.4	143	95.0	134	95.6	169	92.2	Very High	Declined	Good	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	19	75.0	15	85.4	19	91.2	24	91.5	41	83.7	High	Maintained	Good	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	107	91.0	91	94.8	104	95.7	92	96.2	108	94.4	Very High	Maintained	Excellent	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	20	97.5	19	93.9	20	98.3	18	99.1	20	98.3	Very High	Maintained	Excellent	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

There is a decrease in all data points of this measure, especially in the parent response. Overall, the feedback from school council indicated an increased concern about students' understanding of basic skills. This is often because parents' familiarity with teaching practices is limited to their school experience, and they do not feel comfortable helping students with some of the newer approaches to teaching and learning. We also attribute this to a concern with communication between home and school regarding areas of academic concern and a lack of understanding of the report card. In the previous school year, the division transitioned to utilizing the parent portal. We saw a decrease in parents accessing important documents such as the report card due to the inexperience and usability of the platform. We also attribute this decrease to the lack of support for interventions in the areas of reading, writing, and basic math skills across all three grade levels. Due to a shift in the overall needs of the school population, these resources needed to be reallocated to better support students' needs.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Professional Learning

All professional learning opportunities are determined in collaboration with the teaching staff and identified through school-based data to ensure that they are purposeful and related to both school and teacher goals. Throughout the past year, teachers have had multiple professional development on the RCAT assessment to better understand the 5 reading competencies and related comprehension skills. The assessment acts as our divisional screen as well and is formatted similarly to the provincial achievement tests that students in grade 6 are required to complete.

We also identified writing and word work to be an area of concern for both teaching and learning. We utilized the curriculum coordinator to find professional development that engages teachers in the best practices and pedagogy for writing and word work rather than just engaging with a teacher resource.

We continued to refine our collaborative structure and collective efficacy through the collaborative response model to ensure that our goals, strategies, and measures of growth are aligned to each grade level teacher and the school.

Within numeracy, we engaged in professional development around the concept of a spiralling curriculum with the goal of applying spiralling not only to numeracy concepts but also to assessment.

Supervision

At EGW, we utilize a coaching cycle model to engage teachers in conversation and collaboration on their identified areas for growth. This model allows teachers to engage in team teaching, modelling, and observation of other teachers. As an administration team, we collaboratively create our instructional coaching plan for the year and utilize templates created with specific look fors that we want to see in classrooms. Throughout this process, we are able to provide more specific feedback and areas for growth and celebration, which ensures that we are consistent in our expectations.

Evaluation

As a principal, I meet with all teachers under evaluation early in the school year to discuss the process. I strive to complete 3 formal observations and conversations in addition to walkthroughs and the supervision process discussed above. We discuss that if there are any areas for growth, teachers under evaluation will be supported and provided an opportunity to improve before another observation and conversation.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	127	82.5	142	84.5	134	88.4	169	83.9	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	15	76.7	19	84.8	24	89.1	41	78.0	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	93	83.7	103	80.6	92	84.0	108	81.6	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	19	87.2	20	88.0	18	92.2	20	92.0	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

We had a slight decrease in the number of parents and students within this measure who agreed that students have access to the appropriate supports and services at school. However, we also had an overall increase in the number of participants in this measure, so this decrease wasn't significant enough to alter the measure. From this, we can infer that our current strategies to ensure students have access to supports and services are effective. The Learning Support Teacher maintains close home and school connections throughout the school year, providing parents with information, timelines, and access to support services. Our monthly school newsletter highlighted support services available to students, and our Learning Support Teacher had a booth set up during Parent Teacher Interviews to showcase services available for students. Our Collaborative Response process identifies students who require targeted supports in school to support their learning and utilizes service providers to enhance this programming through a team approach.

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	127	89.3	143	87.4	134	89.4	170	86.6	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0		
Parent	n/a	n/a	15	87.9	19	82.0	24	87.4	41	86.4	n/a	Maintained	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	93	82.4	104	80.2	92	81.5	109	79.8	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2		
Teacher	n/a	n/a	19	97.6	20	100.0	18	99.2	20	93.6	n/a	Declined	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6		

COMMENTS

There was a decrease in teacher satisfaction within this measure, while only a slight change in the measure for parents and students. We attribute this decrease for teachers to an increase in extremely dysregulated students who can compromise the safety of classrooms. I believe that the reason this measure has not changed for parents and students is because student services teams and teachers have done a good job creating a sense of empathy and acceptance for students with exceptionalities and have worked hard to protect students from situations that could be deemed as compromising their safety.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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

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

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

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

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

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

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																			
	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	39	88.3	34	75.1	39	72.3	41	86.8	61	83.1	Very High	Maintained	Excellent	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5		
Parent	19	83.7	15	68.1	19	53.8	24	76.1	41	77.2	Very High	Improved	Excellent	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4		
Teacher	20	92.9	19	82.1	20	90.7	17	97.6	20	89.0	Intermediate	Maintained	Acceptable	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6		

COMMENTS

There was a slight increase in the parent data. We attribute this increase to parents actively seeking more volunteerism by being specific about how and when we need volunteers. We ensured that we shared information about parental volunteering in our school newsletter and showed our appreciation at the end of the school year. We also attribute this increase to the division's approach to stakeholder engagement through community consultations. In the teacher data point, there was a decrease in the data. We attribute this to teachers' observations of student attendance, not returning homework or assignments, and a lack of communication between home and school when there were social concerns.

SUPPLEMENTAL MEASURES

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School								Measure Evaluation			Authority								Province													
	2020		2021		2022		2023					2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	20	73.3	19	73.2	20	80.0	18	71.7	20	96.7	Very High	Improved	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	20	73.3	19	73.2	20	80.0	18	71.7	20	96.7	Very High	Improved	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

There has been a significant increase in this measure. We believe that this is due to administration actively seeking feedback from teachers on what they want for their professional growth and choosing professional development sessions that align with their identified needs. Teachers have appreciated that they have been provided work time during professional development days to collaborate with their colleagues on the new curriculums. Teachers felt that the professional development is focused, builds on one another, and provided practical solutions.

SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	62.1	32	59.4	39	79.5	39	85.7	57	72.8	Intermediate	Declined	Issue	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	18	54.3	13	50.0	19	66.7	21	83.9	37	60.7	Intermediate	Declined	Issue	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	20	70.0	19	68.8	20	92.3	18	87.5	20	84.8	Intermediate	Maintained	Acceptable	193	83.6	181	89.8	175	89.7	156	88.5	186	88.2	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

COMMENTS

Within this domain, we see a significant decrease in the percentage of parents who are satisfied that their child demonstrated the knowledge, skills, and attitudes necessary for lifelong learning. This may be due to varying levels of parental engagement and support. Parents may not be aware of the skills and procedures the school and classrooms have in place to help prepare their child for lifelong learning. This may be due to a disconnect between home and school and a shared understanding around what is important for life-long learning. Another potential reason for the decline could be attributed to the new curriculum. Teachers are creating their own resources and teaching new curriculum, so it may be possible that some instructional methods might not be hitting the mark.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	39	83.5	34	83.8	39	84.9	42	86.4	61	90.9	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8		
Parent	19	77.6	15	82.7	19	77.6	24	85.4	41	86.1	Very High	Maintained	Excellent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7		
Teacher	20	89.3	19	84.9	20	92.2	18	87.3	20	95.6	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2		

COMMENTS

In this measure, there is an increase in satisfaction from both parents and teachers with the opportunities students have to receive a broad program of studies. This can be attributed to the fact that our students are exposed to a diverse range of technology platforms and are encouraged to use technology to explore their interests and demonstrate their learning. Our Physical Education program was developed and consistently delivered with a focus on developing skill sets and healthy lifestyles. We also have allotted times in the timetable specific to STEM (Science, Technology, Engineering, Math) and CTF (Career and Technology Foundations). This created opportunities for students to engage in passion projects and other learning opportunities beyond the curriculum. We offer a wide range of clubs for students to participate in, including drama, basketball, hand games, culture club, and robotics, which could also have influenced our increase in satisfaction in this domain.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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COMMENTS

Within this measure, there was a significant decrease in parental agreement that programs for children at risk are easy and timely to access. This can be attributed to the fact that our intervention support changed from a pull-out to a push-in, and therefore, this didn't require parental permission. Parents who had children accessing these push-in services may not have been aware that their child was receiving extra support. We also attribute this decrease to a lack of communication between home and school when students are identified as an at-risk learner. We believe that the understanding of inclusive practices and accommodations for learners may be contributing to a decrease in maintaining high expectations and an inaccurate picture of a child's academic struggles. In the area of social-emotional development, we also had a change in our Wellness Coach in October. This led to the onboarding of a new Wellness Coach after the school year started. The new coach had to learn the role.

SUPPLEMENTAL MEASURES

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																		
	School													Authority										Province										
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	144	83.5	127	91.0	143	92.0	134	90.9	169	88.9	Very High	Maintained	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	
Parent	19	79.8	15	90.3	19	91.5	24	89.1	41	89.2	Very High	Maintained	Excellent	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	
Student	105	72.7	93	84.9	104	84.6	92	84.8	108	83.5	Very High	Maintained	Excellent	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	
Teacher	20	98.0	19	97.8	20	100.0	18	98.9	20	94.0	Intermediate	Maintained	Acceptable	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	

COMMENTS

There was a slight decrease in this percentage of students and teachers who agreed that students are safe at school, are treated with respect and are learning the importance of caring and respect for others. This change may be attributed to increased reports from students who are misinterpreting unkind behaviour as bullying. We have seen an increase in perceived student conflict, especially in our grade 4 students, due to a lack of conflict management skills, interpersonal skills, and impulsivity issues observed in our students. We also are lacking data from a Wellness perspective to accurately assess and educate students in relation to the skills they need and connect it to areas of concern connected to the data. We also had an increase in students with dysregulation needs that, at times, compromised the safety of learning environments, requiring more staff intervention.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																					
	School										Measure Evaluation						Authority										Province										
	2020		2021		2022		2023		2024								2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	145	79.4	126	77.3	141	85.1	134	87.4	167	81.7	High	Declined	Acceptable	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9				
Parent	19	71.7	14	77.8	18	85.0	24	92.3	39	81.2	Very High	Maintained	Excellent	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8				
Student	106	80.9	93	71.9	103	82.9	92	89.7	108	79.1	Intermediate	Declined	Issue	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0				
Teacher	20	85.7	19	82.4	20	87.4	18	80.2	20	84.8	Intermediate	Maintained	Acceptable	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8				

COMMENTS

Within this measure, we saw a decrease in both parent and student satisfaction with the accessibility and and efficiency to access programs and services in the community. This can be linked to the fact that we were without a Wellness Coach for approximately 6 weeks. Then we received a new Wellness Coach who was also new to the role. She had to build relationships with all the students and their families and learn what services she was able to provide and how to share that with our families. We also saw an increase in students who required additional interventions, access to additional services and testing however, these supports were limited.

SUPPLEMENTAL MEASURES

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation			Authority												Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	146	82.8	125	79.0	140	82.0	133	95.0	164	85.6	Very High	Maintained	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8				
Parent	19	68.4	14	64.3	19	63.2	24	95.8	41	73.2	Intermediate	Maintained	Acceptable	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2				
Student	107	85.0	93	89.2	103	88.3	92	89.1	106	89.6	Very High	Maintained	Excellent	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0				
Teacher	20	95.0	18	83.3	18	94.4	17	100.0	17	94.1	Very High	Maintained	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2				

COMMENTS

This measure saw a fairly significant decrease, particularly in the parent measure. We attribute this decrease to a reduction in supports and interventions available to students, due to a need to reallocate those supports to other areas of the student body. We also changed the structure of the interventions we have established, and in doing so, we no longer send permission slips and communication home regarding students who require extra support. This no longer promotes the interventions that we did have and the purpose of these interventions. We also attribute this decrease to an increase in perceived student conflict/bullying, particularly in our grade 4 students, due to a lack of conflict management skills, interpersonal skills, and impulsivity issues observed in our students.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School													Authority										Province											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	77.8	32	82.0	39	84.2	38	84.4	54	82.8	High	Maintained	Good	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8		
Parent	17	70.6	13	69.2	19	68.4	20	80.0	34	70.6	High	Maintained	Good	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8		
Teacher	20	85.0	19	94.7	20	100.0	18	88.9	20	95.0	High	Maintained	Good	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7		

COMMENTS

This measure showed a decrease in the parent data and an increase in the teacher data. Based on this information, we can infer that teachers believe that they are providing their students with various teachings, learning engagements, and opportunities that will prepare them for the world of work. This is particularly showcased throughout the financial literacy portion of the curriculum and the addition of the 3 blocks of time allotted for passion projects, CTF, and STEM-related learning opportunities. However, these learning engagements are not reflected in the parent data. We believe that this is because parents are not familiar with CTF and STEM and how it prepares students for the world of work. We believe that there is a disconnect between what parents perceive as the foundational requirements for the world of work, such as basic math skills, reading, and writing, and potentially do not see as much value in experiential learning opportunities.