E.G. WAHLSTROM SCHOOL
2024-25 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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MESSAGE FROM THE PRINCIPAL

For a school to be a wonderful place for children to learn, everyone—from the custodian to the administration—must believe in and uphold the values of the organization. I am very proud that at EGW School, we all embrace our core values and, most importantly, work together to create a kind, safe, and welcoming environment where students can learn and grow.

Throughout the year, we champion the message that *Kindness Matters*. We promote this in all aspects of our school through various kindness initiatives that encourage students to be kind to themselves, maintain a growth mindset, and understand how their actions can have a lasting impact on others.

We also reinforce our school-wide behaviour expectations through S.O.A.R.: **S—Safe and responsible, O—Owning our words and actions, A—Achieving a high level of expectations, and R—Relationships are valued.** These expectations guide our daily interactions and help create a consistent, supportive environment where every student can thrive.

As a teaching staff, we believe in the power of collaboration to strengthen our collective efficacy. We continually challenge one another to grow in our professional practice in order to deepen student learning. When we work collaboratively, every layer of our school community benefits. I am proud of the work our teachers do—both inside and outside the classroom—to be the best versions of their professional selves in service of our students.
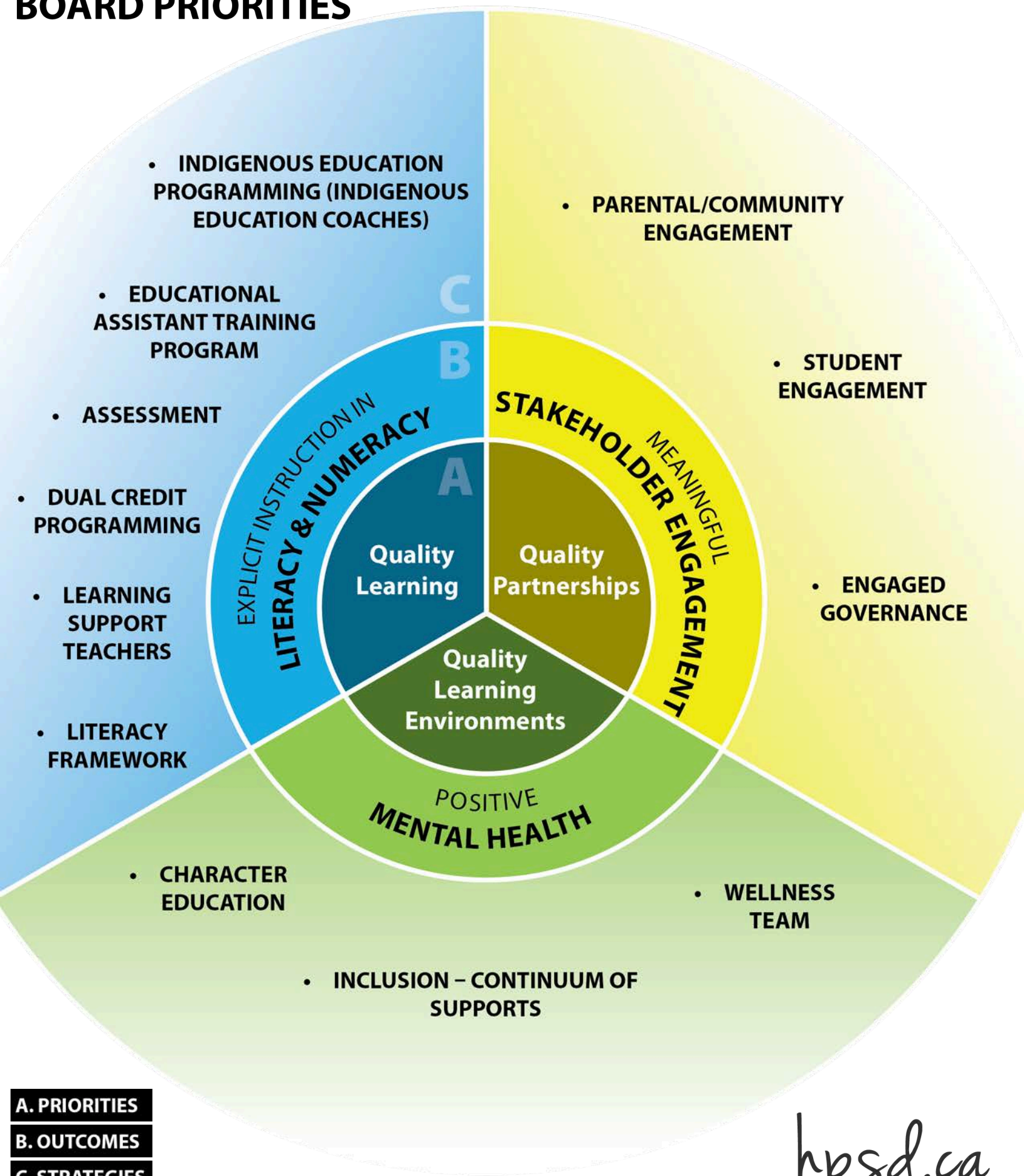
At EGW, we believe that as Eagles, we SUCCEED!

Audrey Ghostkeeper, Principal   Tanis Fiddler, School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES

- INDIGENOUS EDUCATION PROGRAMMING (INDIGENOUS EDUCATION COACHES)
- EDUCATIONAL ASSISTANT TRAINING PROGRAM
- ASSESSMENT
- DUAL CREDIT PROGRAMMING
- LEARNING SUPPORT TEACHERS
- LITERACY FRAMEWORK
- PARENTAL/COMMUNITY ENGAGEMENT
- STUDENT ENGAGEMENT
- ENGAGED GOVERNANCE
- CHARACTER EDUCATION
- INCLUSION – CONTINUUM OF SUPPORTS
- WELLNESS TEAM

C
B
A

EXPLICIT INSTRUCTION IN LITERACY & NUMERACY

MEANINGFUL STAKEHOLDER ENGAGEMENT

POSITIVE MENTAL HEALTH

Quality Learning

Quality Partnerships

Quality Learning Environments

A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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Effective September 2025

2024-25 COMMUNITY ENGAGEMENT SUMMARY

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

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

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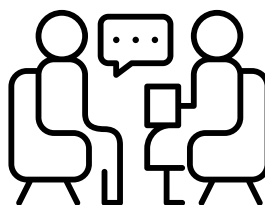
NEW DIGITAL TOOL
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

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

364 SURVEY RESPONSES

23 ENGAGEMENT SESSIONS

ABOUT US

E.G. Wahlstrom School is located in the town 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 325 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 counseling services.

Fall 2025 Required Alberta Education and Childcare 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	85.3	83.7	86.3	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	82.7	83.2	84.5	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.6	92.2	94.3	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	86.6	87.8	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	84.7	83.9	85.6	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	83.2	83.1	80.7	80.0	79.5	79.1	Very High	Maintained	Excellent

Fall 2025 Required Alberta Education and Childcare Assurance Measures - First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	E G Wahlstrom School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Assurance Domain	Measure	E G Wahlstrom School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	127	84.8	142	86.9	134	88.3	169	83.7	169	85.3	High	Maintained	Good	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	15	86.7	19	96.5	24	94.4	41	86.9	45	91.8	Very High	Maintained	Excellent	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	93	73.0	103	66.0	92	70.7	108	65.7	105	66.0	Very Low	Maintained	Concern	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	19	94.7	20	98.3	18	100.0	20	98.3	19	98.2	Very High	Maintained	Excellent	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

COMMENTS

We observed an overall increase in engagement; however, there remains a significant discrepancy in the data between parents and teachers compared to students. By gaining a clearer understanding of how parents perceive student engagement, particularly how eager students are to share their school experiences at home, we strengthened home-school communication, increased student interaction on our social media platforms, and encouraged greater participation in family engagement events.

As a school, we have also begun expanding our extracurricular opportunities and promoting them through our newsletter and social media channels.

Through instructional coaching and professional development, we emphasized the importance of student engagement strategies in improving attention, focus, and retention of academic concepts. Despite these efforts, our student data reflected only a modest increase.

In consultation with our student leadership team, students identified "engagement" primarily as "focus" and explained that their ability to concentrate on learning depends on several factors: relatability, value, understanding, fun, both classroom and home dynamics. and environment. Their perspective on engagement should be shared with teachers and discussed in greater depth to strengthen this area moving forward.

Citizenship – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	127	86.2	143	82.1	134	88.1	169	83.2	170	82.7	Very High	Maintained	Excellent	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	15	80.3	19	72.6	24	86.7	41	78.0	45	76.1	High	Maintained	Good	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	93	83.6	104	74.6	92	77.7	108	76.5	106	78.6	Very High	Maintained	Excellent	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	19	94.6	20	99.0	18	100.0	20	95.0	19	93.5	High	Maintained	Good	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

COMMENTS

Overall this measure remained the same. We saw a slight decrease in the parent measure and teacher measure. When discussed with parents there was some confusion about what active citizenship is referring to. Overall, the feedback spoke to instilling qualities of active citizenship. They identified these to include collaboration and being involved in the school and community. Parents would like to see the school increase activities or opportunities that students have that promoteos taking responsibility. In consultation with teachers they also feel feel that students need more responsbility and accountability to improve this measure.

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74.2	5.2	n/a	n/a	75.2	6.2
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.8	4.9				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7				
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45.4	6.2	n/a	n/a	46.4	7.2
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	7				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1				
Social Studies 6	School	n/a	n/a	75.7	16.5	69.7	10.1	74.3	27.6	72.2	21.6	75	28	73	22.6
	Authority	n/a	n/a	64	11.5	49.2	7.2	65.5	17.5	55.7	14.6				
	Province	n/a	n/a	67.8	20.1	66.2	18	68.5	19.8	64.1	18.5				

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1614 E G Wahlstrom School

Course	Measure	Achievement	Improvement	Overall	E G Wahlstrom School 2025 N	E G Wahlstrom School 2025 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta 2025 N	Alberta 2025 %	Alberta Prev 3 Year Average N	Alberta Prev 3 Year Average %
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	97	72.2	107	72.0	50,053	64.1	59,230	67.4
Social Studies 6	Standard of Excellence	High	Maintained	Good	97	21.6	107	18.9	50,053	18.5	59,230	18.9

School: 1614 E G Wahlstrom School (FNMI)

Course	Measure	Achievement	Improvement	Overall	E G Wahlstrom School (FNMI) 2025 N	E G Wahlstrom School (FNMI) 2025 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta (FNMI) 2025 N	Alberta (FNMI) 2025 %	Alberta (FNMI) Prev 3 Year Average N	Alberta (FNMI) Prev 3 Year Average %
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	9	55.6	24	57.6	3434	43.7	4444	47.0
Social Studies 6	Standard of Excellence	High	Maintained	Good	9	22.2	24	10.0	3434	7.9	4444	6.9

School: 1614 E G Wahlstrom School (EAL)

Course	Measure	Achievement	Improvement	Overall	E G Wahlstrom School (EAL) 2025 N	E G Wahlstrom School (EAL) 2025 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta (EAL) 2025 N	Alberta (EAL) 2025 %	Alberta (EAL) Prev 3 Year Average N	Alberta (EAL) Prev 3 Year Average %
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,834	60.7	10,688	65.0
Social Studies 6	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,834	15.2	10,688	16.1

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

COMMENTS

Language Arts PAT Results

In reviewing the Language Arts PAT results, the data shows that our students performed stronger in reading than in writing, with a higher number achieving both the acceptable and excellence standards. A particular area of strength is the comprehension category, which includes skills such as making connections, constructing meaning from text, drawing conclusions, and using vocabulary effectively. The primary area of difficulty relates to the text forms questions, which require students to analyze and apply knowledge of various text structures. We attribute the successes in comprehension to the use of the RCAT divisional assessment, supplementary blackline masters, and professional development offered over the past several years. These tools mirror the PAT format, giving students exposure to question types and helping teachers align comprehension expectations between the PAT and the curriculum.

In writing, the majority of our students scored within the limited and satisfactory ranges in both fiction and non-fiction writing. Students demonstrated stronger performance in non-fiction writing, and we saw growth in sentence structure and vocabulary across both genres. We attribute this improvement to a heightened school-wide focus on non-fiction writing, as early grades traditionally emphasize fiction. In addition, fiction writing is often reviewed early in the school year, while non-fiction writing is taught later, giving students more recent and relevant practice before writing the PAT.

Mathematics PAT Results

In reviewing the Mathematics PAT results, the data indicates that most of our students fall within the acceptable and below acceptable categories. On Part A, students struggled particularly with questions involving solving for a difference and solving equations that included fractions. In Part B, trends are more difficult to determine, as strengths and challenges are distributed across multiple mathematical concepts. However, it is clear that our overall performance aligns closely with provincial trends, with similar areas of success and struggle.

We attribute some of these challenges to this being the first year students have written the Math PAT, resulting in limited prior exposure and communication around the assessment format and question types. In consultation with Grade 6 teachers, we also learned that some questions contained errors that affected how students approached them, and a few questions did not align with the curriculum, further contributing to student difficulty.

Social Studies PAT Results

The Social Studies PAT results show that the majority of our students achieved at the acceptable standard or the standard of excellence, performing in line with provincial results. There is a clear correlation between students' strengths on the Language Arts Reading PAT and their success on the Social Studies PAT. Because many Social Studies questions rely heavily on comprehension skills, this suggests that strong reading and comprehension abilities contribute significantly to overall success in Social Studies.

An area of concern within our Social Studies results relates to our FNMI students. While we have seen an increase in the number of FNMI students achieving the standard of excellence, the proportion achieving the acceptable standard remains a concern. This indicates a need for further analysis of this group's reading and reading comprehension skills, as improvements in these areas will be important for increasing achievement on this measure.

Numeracy Data			2020-21			2021-22			2022-23			2023-24					2024-2025				
			Fall			Fall			Fall			Fall			Spring		Fall			Spring	
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
MIPI EICS	Grade 4	Requires Attention	96	39.3	33	110	35.2	32	94	41.8	38	118	27.8	30	44.6	50	115	ND	ND	ND	ND
		May Require Attention		46.4	39		27.5	25		26.4	24		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		14.3	12		37.4	34		31.9	29		72.2	78	55.4	62		ND	ND	ND	ND
	Grade 5	Requires Attention	99	46.2	43	109	37.4	37	105	41.4	41	92	40.2	37	18.5	15	115	ND	ND	ND	ND
		May Require Attention		37.6	35		41.4	41		28.3	28		37.0	34	42.0	34		ND	ND	ND	ND
		Does Not Require Attention		16.1	15		21.2	21		30.3	30		22.8	21	39.5	32		ND	ND	ND	ND
	Grade 6	Requires Attention	110	28.2	24	115	36.6	37	108	43.4	46	108	32.4	34	14.9	15	97	ND	ND	ND	ND
		May Require Attention		51.8	44		30.7	31		38.7	41		37.1	39	26.7	27		ND	ND	ND	ND
		Does Not Require Attention		20.0	17		32.7	33		17.9	19		30.5	32	58.4	59		ND	ND	ND	ND

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

COMMENTS

At the time of this report, the school division was transitioning from using the MIPI assessment to the EICS assessment for numeracy data. As a school, we utilized the diagnostic tool in IXL to analyze, compare, and determine areas for growth within classrooms, grade levels, and the school as a whole.

Literacy Data			2020-21[1]	Fall		Spring		2021-22[2]	Fall		Spring		2022-23	Fall		Spring		2023-24	Fall		Spring		2024-2025	Fall		Spring	
			Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	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	115	68.8	75	47.7	51
		Approaching Expectations		5.6	2	2.3	1		12.6	13	14.9	15		43.5	37	44.0	37		42.4	50	43.6	48		25.7	28	33.6	36
		Meeting Expectations		25.0	9	70.5	31		53.4	55	40.6	41		8.2	7	0.0	0		3.4	4	0.9	1		5.5	6	18.7	20
	Grade 5	Not Yet Meeting Grade Expectations	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	115	32.4	35	24.8	27
		Approaching Expectations		8.1	3	5.5	3		6.3	6	12.4	12		49.0	49	58.1	54		41.1	46	69.2	63		49.1	53	52.3	57
		Meeting Expectations		29.7	11	12.7	7		56.8	54	37.1	36		25.0	25	20.4	19		17.0	19	9.9	9		18.5	20	22.9	25
	Grade 6	Not Yet Meeting Grade Expectations	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	97	21.5	20	24.4	22
		Approaching Expectations		5.1	2	0.0	0		7.7	5	11.4	12		53.8	56	66.0	70		53.7	58	62.3	66		60.2	56	51.1	46
		Meeting Expectations		2.6	1	17.4	4		18.5	12	19.0	20		13.5	14	13.2	14		17.6	19	17.9	19		18.3	17	24.4	22

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

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

Literacy Data			2023-24	Fall		Spring		2024-2025	Fall		Spring	
			Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
HLAT	Grade 4	Poor	118	21.4	24	9.0	10	115	11.2	12	10.2	11
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		58.9	66	45.9	51		51.4	55	42.6	46
		Proficient		17.9	20	25.2	28		34.6	37	39.8	43
		Exemplary		1.8	2	19.8	22		2.8	3	7.4	8
	Grade 5	Poor	92	11.1	10	12.4	11	115	6.5	7	3.6	4
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		66.1	74	46.1	41		74.8	80	65.5	72
		Proficient		5.4	6	37.1	33		18.7	20	30.9	34
		Exemplary		0.0	0	4.5	4		0.0	0	0.0	0
	Grade 6	Poor	108	0.0	0	0.0	0	97	1.1	1	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		66.3	65	30.0	30		40.4	36	42.9	36
		Proficient		28.6	28	55.0	55		48.3	43	39.3	33
		Exemplary		5.1	5	15.0	15		10.1	9	17.9	15

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

COMMENTS

The data for reading shows that in grade 4 and 5 there was a decrease in the number of students not yet meeting expectations and an increase in the number of students approaching expectations. However, the grade 6 data shows a slight increase in students not yet meeting grade level expectations and a decrease in students approaching expectations. This data would indicate that the grade 6 cohort was not as effective at closing the achievement gap in reading as the other two grade levels. Interventions for literacy were not offered to Grade 6 students last year. This may have contributed to the lack of effectiveness within the Grade 6 cohort. Another reason for the difference in data could be related to the fact that assessment demands change in Grade 6 (higher text complexity or different scoring thresholds), some students might not shift categories even with modest skill growth. Also, the sample size in 2023-2024 was 108 and in 2024-2025 the sample was 97. The small sample size in Grade 6 could exaggerate apparent changes.

Within the grade 4 and grade 5 writing, the data shows we are not doing a great job bringing our adequate students to proficient. Therefore, we have increased support and intervention times to Grade 6 as last year we did not target Grade 6 for support with Literacy. Another reason that may account for the difference in data is higher cognitive demands. Grade 6 prompts may require more complex planning, revision, evidence use, and academic language, amplifying small skill deficits. Also, weak reading comprehension or vocabulary undermines ability to plan and support written ideas which can contribute to lower marks on writing activities.

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	125	91.4	143	95.0	134	95.6	169	92.2	170	93.6	Very High	Maintained	Excellent	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	15	85.4	19	91.2	24	91.5	41	83.7	45	87.1	Very High	Maintained	Excellent	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	91	94.8	104	95.7	92	96.2	108	94.4	106	96.2	Very High	Maintained	Excellent	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	19	93.9	20	98.3	18	99.1	20	98.3	19	97.3	High	Maintained	Good	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

COMMENTS

Within this measure we have seen an increase in both the parent and student data points and slight decrease in the teacher data point. Considering that this is now the second year with the new Literacy and Numeracy curriculums we believe that this is due to the teachers' increased confidence and abilities to teach and communicate the outcomes within curriculums effectively to both students and parents. The new curriculums by design have a greater focus on basic skills, which is identified as being of a greater importance to parents and is ultimately communicated more frequently through reporting.

While the parent portal remains an issue for parents, we increased our communication between home and school by providing step by step processes for accessing important school documents and have offered many in-person opportunities to provide support for navigating the parent portal. We believe this has had a positive impact on parents accessing student documentation. We have increased our communication between home and school by outlining important concepts for each grade level and providing practical ways parents can support their children at home.

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Professional Learning

All professional learning opportunities were collaboratively determined with teaching staff and guided by school-based data to ensure alignment with both school and teacher goals. Over the past year, teachers participated in multiple professional development sessions on the RCAT assessment to deepen their understanding of the five reading competencies and related comprehension skills. Staff also worked with Layers of Literacy to strengthen best practices in reading and writing instruction and collaborated on implementing the MathUp resource and a spiraling approach to the math curriculum.

Writing and word work were identified as areas for growth in both teaching and learning. Staff engaged in several professional development sessions focused on reading and writing pedagogy, resulting in a stronger understanding of the continuum of word work and the importance of morphology.

In numeracy, professional development centered on implementing a spiraling curriculum, with the goal of applying this approach to both instruction and assessment.

Professional Learning Impact

Through our work with word study, we have shifted away from traditional spelling programs focused on word lists, worksheets, and tests. Instead, teachers now use word lists with clear teaching intentions, incorporate more word play activities, explicitly teach morphology and vocabulary, and use alternative forms of assessment. In writing, we have learned the importance of cursive writing in the writing process, as well as the stages of developing from simple to complex sentences and how to scaffold these skills in meaningful ways. As a result, explicit instruction in cursive writing has increased across classrooms.

With our growing understanding of spiraling, the numeracy committee has analyzed the MathUp resource and created a spiraled long-range plan for each grade level. Teachers have also begun applying the concept of spiraling to assessment, shifting from large unit tests to smaller, ongoing spiraled assessments

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.

Supervision Impact

Throughout this process, we have maintained a balance between supporting teachers in their identified areas of professional growth and providing instructional coaching aligned with school and divisional goals. This process ensures that all teachers are given equal opportunities for feedback, growth, and accountability, and that administration remains transparent throughout.

Evaluation

As a principal, I meet with all teachers under evaluation early in the school year to discuss the process. I strive to complete three 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 given the opportunity to improve before another observation and conversation. All evaluations are completed in a timely manner and are supported by evidence, and no evaluation components are left undiscussed with the teacher throughout the process

Evaluation Impact

The evaluation process is transparent, feedback is quick and tied directly to the TQS and clearly identifies areas for growth. There is support and time provided betweeen evaluations for teachers to improve.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	127	82.5	142	84.5	134	88.4	169	83.9	169	84.7	High	Maintained	Good	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	15	76.7	19	84.8	24	89.1	41	78.0	45	78.4	Intermediate	Maintained	Acceptable	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	93	83.7	103	80.6	92	84.0	108	81.6	105	81.8	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	19	87.2	20	88.0	18	92.2	20	92.0	19	93.7	Very High	Maintained	Excellent	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

We saw a slight increase in this measure between parents, students and teachers who agree that students have access to the appropriate supports and services at school meaning our current strategies for ensuring student access to supports and services are proving effective. The Learning Support Teacher consistently fosters strong connections between home and school throughout the academic year, offering parents essential information, timelines, and access to support services. Our monthly school newsletter features the support services available to students, while the Learning Support Teacher set up an information booth during Parent-Teacher Interviews to highlight these offerings. Through our Collaborative Response process, we identify students requiring targeted school supports and engage service providers in a team approach to enhance programming. This year, we increased communication by sending home a "Tips and Tricks" one-pager to assist with literacy and numeracy at home. Additionally, this was the inaugural year for our Interactions classroom. The teacher provided extensive targeted communication to students, and parents were encouraged to visit the classroom to observe the positive developments.

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									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	127	89.3	143	87.4	134	89.4	170	86.6	170	86.4	Intermediate	Maintained	Acceptable	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	15	87.9	19	82.0	24	87.4	41	86.4	45	83.1	Intermediate	Maintained	Acceptable	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	93	82.4	104	80.2	92	81.5	109	79.8	106	80.0	High	Maintained	Good	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	19	97.6	20	100.0	18	99.2	20	93.6	19	96.2	High	Maintained	Good	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

Overall, we observed a slight decrease in this measure, which reflects a small decline in the data despite increases in both student and teacher responses. Through consultation with families, we learned that this measure was particularly influenced by perceptions of safety. While parents consistently reported feeling welcome, cared for, and respected, they also expressed concern that students were exposed to peers' "big emotions," which at times compromised their sense of safety. Our school-based data supports this perception, indicating that this particular group of students experienced more significant emotional outbursts and a higher use of extreme language. These incidents resonated with students and, understandably, were brought home and discussed with adults.

We also attribute this shift to some inconsistency among classes in communication methods, frequency, and content, as well as the varying relationships teachers build with families that help create context and and sense of calm when managing home perspectives of school and classroom environments.

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

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

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

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

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

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province										
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	75.1	39	72.3	41	86.8	61	83.1	64	83.2	Very High	Maintained	Excellent	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	15	68.1	19	53.8	24	76.1	41	77.2	45	68.5	High	Maintained	Good	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	19	82.1	20	90.7	17	97.6	20	89.0	19	97.9	Very High	Maintained	Excellent	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

COMMENTS

Despite the school's increased use of surveys to gather parental feedback on school-based decisions, as well as a higher number of parent volunteers this year compared to previous years, the parent measure still showed a decline while the teacher measure showed an increase. This suggests a difference between how the school views parental involvement and how parents themselves perceive it.

Through consultation with families, parents shared that "parental involvement" includes their ability to understand their child's learning, in addition to having opportunities to be physically present in the school. They identified that the current grading and reporting system does not provide enough context about what their children are expected to learn or how they are progressing, creating a disconnect in their ability to meaningfully engage. Parents also highlighted that communication between home and school, as well as the quality of their relationship with their child's classroom teacher, greatly influences how involved and connected they feel.

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	19	73.2	20	80.0	18	71.7	20	96.7	19	94.7	Very High	Improved	Excellent	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	19	73.2	20	80.0	18	71.7	20	96.7	19	94.7	Very High	Improved	Excellent	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

There was a slight decrease in this measure. We believe that our current practice of actively seeking feedback from teachers on professional development has ensured that what is offered continues to be relevant and applicable to teacher's context. We continue to ensure some work time within our professional development days for teachers to collaborate with their colleagues and apply what they have learned to their pedagogy.

I attribute the slight decrease in this measure to the lack of professional development for our French and alternative classroom teachers. Considering that their contexts are different from a regular classroom teacher the current choices in what we offer for their development is not always relevant.

Lifelong Learning – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	32	59.4	39	79.5	39	85.7	57	72.8	60	82.0	High	Maintained	Good	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	13	50.0	19	66.7	21	83.9	37	60.7	43	72.3	High	Maintained	Good	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	19	68.8	20	92.3	18	87.5	20	84.8	17	91.7	High	Maintained	Good	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

In this domain, there is a notable increase in satisfaction among parents and teachers regarding students' demonstration of essential knowledge, skills, and attitudes for lifelong learning. This improvement may be attributed to the fact that many teachers have implemented classroom economies, teaching financial literacy by allowing students to earn, save, spend, invest, and loan money for individual and class rewards. Grade 4 teachers organized a career fair featuring various industries, broadening students' awareness of unfamiliar jobs. Our Grade 5 Science Fair continues to be popular, showcasing students' interests through self-directed, project-based learning while our Physical Education program promotes an active lifestyle by offering exposure to various sports and skills, including community-friendly non-competitive sports.

Program of Studies – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	34	83.8	39	84.9	42	86.4	61	90.9	63	84.1	Very High	Maintained	Excellent	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	15	82.7	19	77.6	24	85.4	41	86.1	44	79.6	High	Maintained	Good	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	19	84.9	20	92.2	18	87.3	20	95.6	19	88.6	High	Maintained	Good	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

We saw a decrease in both the teacher and parent measures. We attribute this to a decision to reassign our teachers so that we can have an Interactions program instead of a gym program. While our Physical Education committee has worked to ensure a high quality Physical Education program in the absence of an assigned gym teacher, that reallocation of resources has minimized the school wide focus on Physical Education. We also no longer have a trained drama teacher. That person organized and delivered a drama club and yearly performance. We have not been able to rejuvenate or replace this event in the past year. Many of our extracurricular opportunities were provided to our grade 5 and 6 students due to level of ability or grade level of volunteering teacher.

While we have continued to have quality programming in relation to the Curriculum provided by our classroom teachers in addition to providing a dedicated S.T.E.M block within a day 6 schedule we are limited by our own abilities and comfort levels within specialized programming.

Program of Studies - At Risk Students – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	127	80.9	142	84.8	134	89.1	169	83.8	169	84.8	Intermediate	Maintained	Acceptable	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	15	69.8	19	82.1	24	88.7	41	74.8	45	77.7	Intermediate	Maintained	Acceptable	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	93	83.7	103	80.6	92	84.0	108	81.6	105	81.8	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	19	89.3	20	91.7	18	94.4	20	95.0	19	94.7	Intermediate	Maintained	Acceptable	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

In this domain, we observed a slight increase in parental agreement regarding the accessibility and timeliness of programs for children at risk. This improvement can be attributed to the enhanced intervention support, which has allowed for more dedicated time to assist students in Math and Literacy. Additionally, increased communication between home and school when students are identified as at-risk learners has contributed to this positive trend. Furthermore, our Wellness Coach provides daily support to students and conducts in-class presentations on topics such as anxiety and self-regulation.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	127	91.0	143	92.0	134	90.9	169	88.9	170	89.1	Very High	Maintained	Excellent	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	15	90.3	19	91.5	24	89.1	41	89.2	45	84.7	High	Maintained	Good	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	93	84.9	104	84.6	92	84.8	108	83.5	106	84.6	Very High	Maintained	Excellent	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	19	97.8	20	100.0	18	98.9	20	94.0	19	97.9	Very High	Maintained	Excellent	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

We saw a decrease in parent satisfaction within this measure, alongside an increase in both student and teacher satisfaction. We believe that some of the same themes identified in the "welcoming, caring, respectful, and safe environment" measure apply here, particularly around student safety. In addition, despite having a clear Code of Conduct to guide our response to student behaviour, some parents felt there were inconsistencies at both the classroom and school levels in how behaviour was addressed.

We recognize that this perception may stem from the fact that, while we do follow our Code of Conduct, we cannot discuss consequences or interventions provided to students other than their own children. This can create gaps in understanding for families. Through consultation with teachers and administration, we also noted that many parents in this group did not share concerns with the school until they were already very frustrated. In several cases, we found ourselves reminding families of the importance of bringing concerns forward earlier so that we can respond promptly and collaboratively.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	126	77.3	141	85.1	134	87.4	167	81.7	168	83.6	Very High	Maintained	Excellent	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	14	77.8	18	85.0	24	92.3	39	81.2	44	77.9	Very High	Maintained	Excellent	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	93	71.9	103	82.9	92	89.7	108	79.1	105	81.0	Intermediate	Maintained	Acceptable	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	19	82.4	20	87.4	18	80.2	20	84.8	19	92.0	Very High	Maintained	Excellent	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

COMMENTS

We saw a decrease in this measure for parents and an increase for students and teachers. In consultation with teachers they view this measure about how many community based supports we bring in to the school to provide alternative or additional programming support. There is a perception that since this measure is in relation to the what the community can provide some programs are not available year to year which can create some inconsistencies. We also attribute a decrease in this measure to the grade 4 teachers being new to community and school and not having the same knowledge of where to go within the community to build these partnerships or provide these addtional programs.

School Improvement – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	125	79.0	140	82.0	133	95.0	164	85.6	159	84.4	Very High	Maintained	Excellent	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	14	64.3	19	63.2	24	95.8	41	73.2	42	69.0	Intermediate	Maintained	Acceptable	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	93	89.2	103	88.3	92	89.1	106	89.6	103	91.3	Very High	Maintained	Excellent	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	18	83.3	18	94.4	17	100.0	17	94.1	14	92.9	Very High	Maintained	Excellent	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

COMMENTS

We observed a decrease in this measure for both parents and teachers, while student responses showed an increase. We attribute the decline for parents and teachers to a shift in school priorities toward supporting students with exceptionalities, which redirected resources and support to a smaller group of students. Additionally, staff turnover—particularly at the Grade 4 level, contributed to fewer extracurricular opportunities being offered for that grade.
In consultation with parents, they identified additional factors contributing to this decrease, including systems and structures they feel are not fully meeting their needs, such as the grading and reporting system and communication processes. Parents also noted that classroom supports, behaviour accountability, and inclusive practices had an impact on this measure.

Work Preparation – Measure Details

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

	School 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%	Province 2021 N	%	2022 N	%	2023 N	%	2024 N	%	2025 N	%
Overall	32	82.0	39	84.2	38	84.4	54	82.8	59	87.5	Very High	Maintained	Excellent	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	13	69.2	19	68.4	20	80.0	34	70.6	42	81.0	Very High	Maintained	Excellent	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	19	94.7	20	100.0	18	88.9	20	95.0	17	94.1	High	Maintained	Good	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

COMMENTS

We saw an increase in parent satisfaction and a slight decrease in teacher satisfaction. We attribute the increase in the parent measure to a stronger focus on basic skills, as emphasized in the new curriculum. Parents feel that the school is doing a good job preparing students by encouraging independence, teamwork, and problem-solving skills. They also appreciate the addition of homework but suggested that greater emphasis be placed on student accountability, such as adherence to due dates. Parents noted that school supports for mental health, including access to a wellness coach, help students thrive beyond academics.

In consultation with teachers, they acknowledged progress in implementing school systems and expectations to support all students while maintaining high standards. However, they also identified areas for continued improvement, including assessment practices and promoting greater student accountability.