



E.G. Wahlstrom School

**Annual Education Results Report
2021-22**



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 305 students and 33 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.

Principal's Message

Every day I am inspired by the level of dedication and care the staff bring to their jobs; from our wonderful janitor, our fantastic front office, our amazing support staff, our superstar teachers and our terrific bus drivers----- your children, our students, are in great hands. At EG Wahlstrom School, we work hard to help each child experience academic, social and emotional growth.

EG Wahlstrom School continues to weave a "Kindness Matters" philosophy throughout our school community. Improving learning for all students is also a top priority; staff is achieving this goal by working together in Professional Learning Communities focusing on Literacy, Numeracy and Assessments. Our collective goal is to make a positive difference in the lives of our students every day.

School Council has been looking forward to again having the opportunities for in-person meetings, in-person assemblies and volunteer opportunities afforded to parents.

Staff List

Lisa Palko	Principal
Audrey Ghostkeeper	Vice-Principal
Marni Morgan	Teacher
Teresa Rea	Teacher
Yolande Klyne	Teacher
Nikka Johansson	Teacher
Taylor Halbert	Teacher
David Barr	Teacher
Desiree Remillard	Teacher
Andy Cahill	Teacher
Leonard Oliver	Teacher
Jamie Green	Teacher
Christina Holosney	Teacher
Jessie Sloan	Teacher
Brian Ward	Teacher
Jane Zimmer	Teacher
Amanda Norman	Teacher
Colleen Malcolm	Physical Education Teacher
Jennifer Taylor	Learning Support Teacher
Janique St.Pierre	French Instructor
Jean Litz	Secretary
Wendy Hook	Secretary
Alicia Plante	Library Clerk
Heather Bablitz	Educational Assistant
Lynn Bain	Educational Assistant
Stacey Bosse	Educational Assistant
Kristen Eben	Educational Assistant
Nicole Lacroix	Educational Assistant
Bianca Martens	Educational Assistant
Jade Ost	Educational Assistant
Kiera Wirstiuk	Educational Assistant

Spring 2022 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	86.9	84.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.1	86.2	73.6	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	69.6	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.0	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.0	91.4	89.4	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	89.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.5	82.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.3	75.1	77.1	78.8	79.5	81.5	Low	Maintained	Issue

Spring 2022 Required Alberta Education Assurance Measures - Overall 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	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	66.4	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.8	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	194	76.6	172	72.3	146	74.8	127	86.2	143	82.1	Very High	Improved	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	72	78.4	25	70.4	19	63.4	15	80.3	19	72.6	Intermediate	Maintained	Acceptable	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	106	68.9	127	64.7	107	67.0	93	83.6	104	74.6	Very High	Improved	Excellent	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	16	82.5	20	81.8	20	94.0	19	94.6	20	99.0	Very High	Improved	Excellent	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

Overall the parent and student results are similar. We have continued to support active citizenship through student leadership and the character education program of kindness. We had a low participation last year in the class kindness projects that would have brought student citizenship into the community. While we had some opportunities to engage with community groups ie: Rotary club, Vanderwell Lodge etc those engagements were still fewer than in previous years.



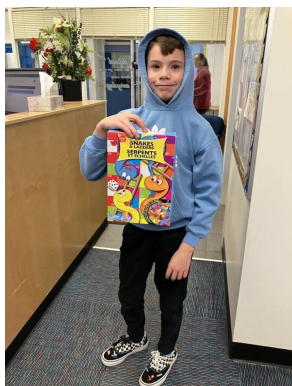
Student Learning Engagement

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	127	84.8	142	86.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	86.7	19	96.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	93	73.0	103	66.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	19	94.7	20	98.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	

Comments on Results

The measure increased from the previous year. We feel the reason for this increase is due to the lifting of covid restrictions allowing for increased student collaboration throughout the school. We had an increase in partnerships with the High school through mentoring and work experience. We were able to welcome parents back into the classrooms. We continued to have a high presence on social media showcasing student engagement opportunities both educational and extracurricular. As a school we engaged our students in learning through robotics, One Book One School, Roots of Empathy, intramurals, off campus field trips and indigenous education in person learning opportunities.



Program of Studies

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	88	86.7	45	80.1	39	83.5	34	83.8	39	84.9	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	72	88.3	25	83.2	19	77.6	15	82.7	19	77.6	Intermediate	Maintained	Acceptable	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	16	85.2	20	76.9	20	89.3	19	84.9	20	92.2	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

Overall there was a minimal change in the data from the previous year. We continue to have a full-time physical education teacher as well as French as a second language. We continued to seek outside learning opportunities both in person and virtual. The grade 4 teachers hosted a career fair, grade 5 and 6 students continued with the My Blueprint program. We continued to send home classroom newsletters showcasing learning targets and opportunities in each classroom.

Safe and Caring

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	194	83.8	172	84.3	144	83.5	127	91.0	143	92.0	Very High	Improved Significantly	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	72	87.9	25	86.3	19	79.8	15	90.3	19	91.5	Very High	Maintained	Excellent	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	106	76.1	127	78.5	105	72.7	93	84.9	104	84.6	Very High	Improved	Excellent	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	16	87.3	20	88.0	20	98.0	19	97.8	20	100.0	Very High	Improved	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

There was an increase in the parent and teacher satisfaction; student data remained that same. We attribute this to the character education program of Kindness. We also continued regular representation from our wellness coach, participated in bullying prevention week and mental health week. We used the language of our core values in our communication with school, home and community. Using our school Facebook page, classroom webpages and newsletters we share our celebration and successes with our community. We continued to maintain our school code of conduct and ensured that it is shared with our parent/community through our parent/student handbook. We have maintained the Zones of Regulation Programming and use the language and teachings to guide our own interactions and the teaching of emotional regulation and relationships with others. We continue to utilize and refine our continuum of support for relationships, behaviour and social emotional learning within our collaborative team meetings to help us look beyond behaviour to the underlying issues and apply strategies to support student success.



School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	190	74.0	171	75.6	146	82.8	125	79.0	140	82.0	Very High	Maintained	Excellent	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	68	76.5	24	79.2	19	68.4	14	64.3	19	63.2	Low	Maintained	Issue	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	106	83.0	127	82.7	107	85.0	93	89.2	103	88.3	Very High	Maintained	Excellent	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	16	62.5	20	65.0	20	95.0	18	83.3	18	94.4	Very High	Improved	Excellent	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

We have had a decrease in parent satisfaction over the past three years. We attribute this decrease to the covid restrictions that remained in place until well into the second half of the school year. When the restrictions began to lift we chose to remain virtual for school assemblies and school council meetings. We were mindful not to make too many large changes to the structure that were presently in place with the focus being the 2022-2023 school year to make school improvement changes post covid.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	84	75.2	42	67.3	37	77.8	32	82.0	39	84.2	High	Improved	Good	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	68	69.1	22	54.5	17	70.6	13	69.2	19	68.4	High	Maintained	Good	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	16	81.3	20	80.0	20	85.0	19	94.7	20	100.0	Very High	Improved	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

There is a discrepancy between the parent satisfaction and the teacher satisfaction. We believe this is due to varying perspectives of what preparation for work looks like for students at a grade 4 level. We prepare our students for a future by teaching them to work collaboratively, use problem solving, good communication and to be critical thinkers. We need to ensure our parents see the work we do.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	84	56.5	41	44.7	38	62.1	32	59.4	39	79.5	High	Improved Significantly	Good	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	68	53.1	21	34.1	18	54.3	13	50.0	19	66.7	High	Improved	Good	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	16	60.0	20	55.3	20	70.0	19	68.8	20	92.3	High	Improved Significantly	Good	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

We have had a significant increase in the data for parents, teachers. We attribute this increase to the communication within social media and classroom newsletters about the activities that our grade 4 students have been provided that relate to the skills of life longer learning. Students were provided with

stem challenges, genius hour projects, coding clubs, career based projects and increased access to technology to continue to foster critical thinking, collaboration and problem solving skills.

Literacy Data			2018-19						2019-20 ¹						2020-21 ¹						2021-22 ²					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#			%	#	%	#			%	#		
F&P	Grade 4	Not Yet Meeting Grade Expectations	128	45.2	47	54.3	57	117	41.4	36	40.0	2	96	69.4	25	27.3	12	110	34.0	35	44.6	45				
		Approaching Expectations		9.6	10	9.5	10		11.5	10	20.0	1		5.6	2	2.3	1		12.6	13	14.9	15				
		Meeting Expectations		45.2	47	36.2	38		47.1	41	40.0	2		25.0	9	70.5	31		53.4	55	40.6	41				
	Grade 5	Not Yet Meeting Grade Expectations	119	50.0	42	61.2	52	132	56.2	59	83.3	5	99	62.2	23	81.8	45	109	36.8	35	50.5	49				
		Approaching Expectations		9.5	8	12.9	11		7.6	8	16.7	1		8.1	3	5.5	3		6.3	6	12.4	12				
		Meeting Expectations		40.5	34	25.9	22		36.2	38	0.0	0		29.7	11	12.7	7		56.8	54	37.1	36				
	Grade 6	Not Yet Meeting Grade Expectations	102	60.4	29	77.8	42	117	48.4	44	ND	ND	110	92.3	36	82.6	19	115	73.8	48	69.5	73				
		Approaching Expectations		16.7	8	9.3	5		11.0	10	ND	ND		5.1	2	0.0	0		7.7	5	11.4	12				
		Meeting Expectations		22.9	11	13.0	7		40.7	37	ND	ND		2.6	1	17.4	4		18.5	12	19.0	20				
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																							

Comments on Results

Due to COVID we lacked consistency in offering Levelled Literacy Intervention and guided reading best practices to students.

Numeracy Data			2018-19			2019-20			2020-21			2021-22		
			Fall			Fall			Fall			Fall		
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#
MIPI	Grade 4	Requires Attention	128	41.6	42	117	36.7	29	96	39.3	33	110	35.2	32
		May Require Attention		41.6	42		44.3	35		46.4	39		27.5	25
		Does Not Require Attention		16.8	17		19.0	15		14.3	12		37.4	34
	Grade 5	Requires Attention	119	32.5	26	132	43.4	46	99	46.2	43	109	37.4	37
		May Require Attention		47.5	38		44.3	47		37.6	35		41.4	41
		Does Not Require Attention		20.0	16		12.3	13		16.1	15		21.2	21
	Grade 6	Requires Attention	102	47.0	31	117	40.0	32	110	28.2	24	115	36.6	37
		May Require Attention		34.8	23		36.3	29		51.8	44		30.7	33
		Does Not Require Attention		18.2	12		23.8	19		20.0	17		32.7	33
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June														

Comments on Results

Due to Covid we lacked consistency in offering math boost to students identified as requiring attention. We had high absenteeism at the beginning of the year, impacting student participation.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	71.6	6.9	73.8	5.6	n/a	n/a	n/a	n/a	77.4	14.8	n/a	n/a
	Authority	70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
Mathematics 6	School	48.7	1.7	58.9	4.7	n/a	n/a	n/a	n/a	53.9	5.2	n/a	n/a
	Authority	52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	72.2	18.3	75.7	20.6	n/a	n/a	n/a	n/a	76.5	20.0	n/a	n/a
	Authority	70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	61.7	9.6	70.1	13.1	n/a	n/a	n/a	n/a	75.7	16.5	n/a	n/a
	Authority	64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		E G Wahlstrom School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	115	77.4	107	73.8	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	115	14.8	107	5.6	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	115	53.9	107	58.9	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	115	5.2	107	4.7	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	115	76.5	107	75.7	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	115	20.0	107	20.6	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	115	75.7	107	70.1	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	115	16.5	107	13.1	56,483	20.1	54,802	24.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comment on PAT Results

Within the Language Arts PAT we are on par with the province for students who meet acceptable standards. We are slightly below the province for standard of excellence and above the province for below acceptable standards. Within all areas of the written and reading assessment subtests we are within 1-2% of the province. Our areas of weakness are similar to that of the province which primarily includes the area of poetic devices. We believe that the area of poetic devices does not receive that same attention as the areas of narrative and expository in both reading and writing.

Within the mathematics PAT we are below the province within both the Part A and Part B math assessments. We are significantly below in the math PAT which requires the use of a variety of mathematical skills and reasoning to solve problems. Within the computational skills the data shows a weakness in the areas of adding, subtracting and multiplying decimals, solving multi step problems and fractions. We believed that these results are a reflection of the attention given to increasing reading and reading comprehension through tier 3 interventions as opposed to providing intervention for the building and practice of foundational skills within mathematics.

Within the science PAT we are above the province in acceptable standards, on par with the province for standard of excellence and above the province in below acceptable standards. The data shows that an area of strength is within the questions sets that requires application of knowledge. We show a weakness in the areas of skills, inquiry and problem solving. We believe that this is a reflection of the lack of student engagement opportunities within the area of hand on learning where students can apply the skills and processes that are taught.

Within the Social Studies PAT we are on par with the province for acceptable standard, standard of excellence and below acceptable standards. The data shows that the area requiring improvement is within the concept of democratic principles and local/provincial government. We believe that this is due to a lack of engagement with the information and the timing of the teaching of the topic as it is often taught at the beginning of the year.

DOMAIN 2: TEACHING AND LEADING

Education Quality

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

	School										Authority												Province										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	194	90.5	172	90.9	146	87.8	125	91.4	143	95.0	Very High	Improved	Excellent	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	72	85.6	25	86.0	19	75.0	15	85.4	19	91.2	Very High	Maintained	Excellent	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	106	93.3	127	91.7	107	91.0	91	94.8	104	95.7	Very High	Improved	Excellent	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	16	92.7	20	95.0	20	97.5	19	93.9	20	98.3	Very High	Maintained	Excellent	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

We have seen an increase in this measure. We believe this is due to increased communication through classroom newsletters and social media. The use of Google classroom to support students learning and to share learning expectations with parents was better utilized, resulting in increased partnership between home and school.

In-service Jurisdiction Needs

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

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	66.7	18	50.0	20	73.3	19	73.2	20	80.0	Low	Improved	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	16	66.7	18	50.0	20	73.3	19	73.2	20	80.0	Low	Improved	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

We have seen an increase in this measure. We attribute this to professional development for teachers transitioning back to in person learning allowing, for increased collaboration.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

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

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	127	89.3	143	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	87.9	19	82.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	93	82.4	104	80.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	19	97.6	20	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comments on Results

We have maintained fairly static results in this measure. We attribute this to continued promotion of our character education program and core values. We continue to use the school code of conduct to maintain clear and consistent expectations of students. Through the use of staff created continuums we support positive relationships, behaviours and social emotional learning.



Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	127	82.5	142	84.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	15	76.7	19	84.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	93	83.7	103	80.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	19	87.2	20	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	

Comments on Results

There was a significant increase in the parent satisfaction rate. We offer services such as; Learning Support teacher, levelled literacy interventions, math boost, nutrition program, heavy work programming, a full time wellness coach, an Indigenous education coach, access to an occupational therapist and wellness counsellor.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	194	80.6	172	72.1	146	78.7	127	80.9	142	84.8	Intermediate	Improved Significantly	Good	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	72	79.8	25	72.0	19	75.0	15	69.8	19	82.1	High	Maintained	Good	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	106	72.5	127	78.3	107	71.2	93	83.7	103	80.6	Low	Improved	Acceptable	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	16	89.6	20	66.1	20	90.0	19	89.3	20	91.7	Low	Improved	Acceptable	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

There was a significant increase in the parent satisfaction rate. We offer services such as; Learning Support teacher, levelled literacy interventions, math boost, nutrition program, heavy work programming, a full time wellness coach, an Indigenous education coach, access to an occupational therapist and wellness counsellor. Through the Collaborative response approach to at risk students we are able to identify and intervene in a more timely manner and in collaboration with all our in school and outside supports.

Inclusion – Pyramid of Intervention

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

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

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

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

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

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

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

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

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

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

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

Participated in teepee teachings with Herman Sutherland

Participated in the MMIW walk

Participated in Orange shirt day and the presentation at the Native Friendship center

Participated in the Moose Hide Campaign

Participated in boys with braid presentation in relation bullying prevention week

Collaborated with the boreal forest center to infuse indigenous teaching in to the nature presentations

Participated in Aboriginal day celebration in Schurter park where students experienced various indigenous dances and presentations.

Had a team enter into the divisional hand games competition.

All Grade 5 classes took part in a divisional literacy project, focussing on indigenous culture through an indigenous author.

Teachers have access to the Indigenous Education Google Classroom. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	85	79.6	44	65.9	39	88.3	34	75.1	39	72.3	Low	Maintained	Issue	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	70	76.6	24	59.8	19	83.7	15	68.1	19	53.8	Very Low	Declined	Concern	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	15	82.7	20	72.0	20	92.9	19	82.1	20	90.7	High	Maintained	Good	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comments on Results

We have seen a decrease in all three sections within this domain. We attribute this to having to be a closed campus over the past year, which significantly decreased parents' access to the physical building. Parent teacher interviews and monthly assemblies had to move to virtual platforms. We had to cancel our Winter Wonderland celebration. We had low parent attendance at our school council meetings all year, despite efforts for increased engagement. We attributed this to the decrease in opportunities parents typically take part in (hot lunch, field trips, volunteering in classrooms).

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	188	68.8	167	62.1	145	79.4	126	77.3	141	85.1	Very High	Improved Significantly	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	67	57.6	22	50.6	19	71.7	14	77.8	18	85.0	Very High	Improved	Excellent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	105	74.3	125	84.7	106	80.9	93	71.9	103	82.9	High	Maintained	Good	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	16	74.5	20	50.9	20	85.7	19	82.4	20	87.4	High	Improved	Good	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

We have a significant increase in this domain. We attribute this increase to improved accessibility within the school. We also believe that there has been an increased focus on mental health and wellness throughout, and post, COVID which has resulted in normalizing the seeking of support.