



E.G. Wahlstrom School

**Annual Education Results Report
2022-23**



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

Principal's Message

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

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

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

School Council's Message

E.G. Wahlstrom School Council reviewed the results from the AERR at our regular school council meeting on November 20th, and we are happy to see improvements in parent participation and progress toward achieving the priorities of the education plan. We discussed the results and highlighted some areas of growth. We have seen improved communication between the school and parents/guardians via newsletters, Facebook posts, the new School Council Facebook group, and weekly classroom emails. The Art showcase during Parent-Teacher nights, the talent show, and the drama performance of *Shrek* helped bring families together and into our school. A letter was also sent out to all families on behalf of the School Council requesting volunteers for reading, math literacy and hot lunch; at least 4 new volunteers came forward. We are looking forward to continued growth in all areas and hopeful for a great year.

Fall 2023 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	88.3	86.9	86.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.1	82.1	78.4	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.7	75.7	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	10.1	16.5	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.6	95.0	91.4	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	87.4	87.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.4	84.5	84.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.8	72.3	80.3	79.1	78.8	80.3	Very High	Maintained	Excellent

Fall 2023 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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	55.3	65.9	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	9.8	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	172	72.3	146	74.8	127	86.2	143	82.1	134	88.1	Very High	Improved Significantly	Excellent	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	25	70.4	19	63.4	15	80.3	19	72.6	24	86.7	Very High	Improved	Excellent	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	127	64.7	107	67.0	93	83.6	104	74.6	92	77.7	Very High	Improved	Excellent	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	20	81.8	20	94.0	19	94.6	20	99.0	18	100.0	Very High	Maintained	Excellent	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

Overall, there has been an increase in all data measures with a significant increase in the parent data point. We continue to support active citizenship through student leadership and the character education program of kindness. We had a few kindness challenges throughout the year that engaged the community and required working in partnership with businesses. We continued to partner with community groups such as the Rotary Club, Vanderwell Lodge, etc. As a school community, we raised funds to support a child in need and raised funds for a well in Africa as a culminating activity for the One School One Book initiative.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	127	84.8	142	86.9	134	88.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	15	86.7	19	96.5	24	94.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	93	73.0	103	66.0	92	70.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	19	94.7	20	98.3	18	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

This measure remained close to the same as the previous year. We continue to create student collaboration opportunities throughout the school including a variety of clubs. We maintained our partnerships with the High School through mentoring and work experience. Teachers actively sought partner volunteers in the classroom. 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. We made a timetable change requiring all teachers to have 3 blocks of time allocated to CTF or passion projects which has allowed for a greater diversity of learning opportunities for students.



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													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	45	80.1	39	83.5	34	83.8	39	84.9	42	86.4	Very High	Maintained	Excellent	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	25	83.2	19	77.6	15	82.7	19	77.6	24	85.4	Very High	Maintained	Excellent	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	20	76.9	20	89.3	19	84.9	20	92.2	18	87.3	High	Maintained	Good	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

There was a significant increase in the parent data point on this measure. We continue to have a full-time Physical Education teacher as well as French as a second language. We continue to seek outside learning opportunities both in person and virtual. The grade 4 teachers hosted a career fair and brought in various presenters who shared their careers. We continued to send home classroom newsletters showcasing learning targets and opportunities in each classroom. We have student clubs that provide extra-curricular learning opportunities such as archery, basketball, and coding. The addition of the CTF classes has allowed for more learning opportunities outside of the program of studies. We engaged in a variety of land-based learning opportunities and were intentional in ensuring the alignment to the program of studies. We participated in the One School One Book literacy event and were intentional in the promotion of our social media posts and the program of studies.

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										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	172	84.3	144	83.5	127	91.0	143	92.0	134	90.9	Very High	Maintained	Excellent	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	25	86.3	19	79.8	15	90.3	19	91.5	24	89.1	Very High	Maintained	Excellent	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	127	78.5	105	72.7	93	84.9	104	84.6	92	84.8	Very High	Improved	Excellent	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	20	88.0	20	98.0	19	97.8	20	100.0	18	98.9	Very High	Maintained	Excellent	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

There has been minimal change in this measure. We attribute this to the character education program of Kindness. We also continued regular representation from our wellness coach and 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. We expect that strong relationships between home and school are established through kindness calls from teachers throughout the school year. Through 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 was 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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	171	75.6	146	82.8	125	79.0	140	82.0	133	95.0	Very High	Improved Significantly	Excellent	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	24	79.2	19	68.4	14	64.3	19	63.2	24	95.8	Very High	Improved Significantly	Excellent	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	127	82.7	107	85.0	93	89.2	103	88.3	92	89.1	Very High	Maintained	Excellent	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	20	65.0	20	95.0	18	83.3	18	94.4	17	100.0	Very High	Maintained	Excellent	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

This measure had a significant increase in the parent data point. We attributed this increase to the establishment and promotion of the school-wide core values. We expanded our Kindness character education to include weekly caught-being kind acknowledgment and focussed our school assemblies on the communication of school initiatives and programs as well as increasing student presence and recognition. We increased communication between home and school to include; classroom newsletters, the Eagle News created by a grade 4 class, and the school newsletter sent by administration. We maintained a strong social media presence showcasing school celebrations and initiatives. We also added an art show during parent-teacher interviews to increase parent involvement. Teachers actively sought parent volunteers for their classrooms and had parents doing hot lunches again. We increased the number of wellness activities that engaged parents and the community including kindness projects that encouraged home participation.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	42	67.3	37	77.8	32	82.0	39	84.2	38	84.4	High	Maintained	Good	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	22	54.5	17	70.6	13	69.2	19	68.4	20	80.0	Very High	Maintained	Excellent	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	20	80.0	20	85.0	19	94.7	20	100.0	18	88.9	Intermediate	Maintained	Acceptable	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comments on Results

There has been a significant increase in the parent data point on this measure. We prepare our students for the future by teaching them to work collaboratively, use problem-solving, good communication, and be critical thinkers. We have been intentional in our communication between home and school to showcase the connection between those traits and the work that our students are doing within the class. The grade 4 teachers have started a career project within their classrooms that combines researching various potential careers and financial literacy. They also increased in-person presentations for various industries and possible careers. The transition to the new physical education and wellness curriculum created increased knowledge and opportunities for learning engagements around financial literacy and the connection to real life that has been successful.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	41	44.7	38	62.1	32	59.4	39	79.5	39	85.7	Very High	Improved	Excellent	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	21	34.1	18	54.3	13	50.0	19	66.7	21	83.9	Very High	Improved	Excellent	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	20	55.3	20	70.0	19	68.8	20	92.3	18	87.5	High	Maintained	Good	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

There has been a significant increase in the parent data point on this measure. 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 lifelong 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.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	73.8	5.6	n/a	n/a	n/a	n/a	77.4	14.8	73.4	5.5	75.4	6.0
	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	School	58.9	4.7	n/a	n/a	n/a	n/a	53.9	5.2	55.0	6.4	57.0	7.4
	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	75.7	20.6	n/a	n/a	n/a	n/a	76.5	20.0	76.1	13.8	77.0	15.0
	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	70.1	13.1	n/a	n/a	n/a	n/a	75.7	16.5	69.7	10.1	71.0	11.0
	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

PAT Results Course by Course Summary By Enrolled With Measure Evaluation

		E G Wahlstrom School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	109	73.4	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	109	5.5	n/a	n/a	52,106	18.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	109	55.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	109	6.4	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	109	76.1	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	109	13.8	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	109	69.7	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	109	10.1	n/a	n/a	57,655	18.0	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Results

Within the Language Arts PAT, we are slightly below the province for students who meet acceptable standards. We are below the province for the standard of excellence. Within the areas of narrative/poetic across most reading competencies we scored closer to the province. Our areas of weakness

across all 5 competencies are in the area of informational, specifically within inferencing and analyzing. Within writing we are scoring higher in narrative writing and lower in functional writing which is consistent with our reading results. We can infer from the results that our literacy interventions are improving learning for students below grade level, but we are not effective in moving our acceptable standards to excellence.

Within the Mathematics PAT, we are below the province within both the Part A and Part B math assessments. Within the computational skills, the data shows a weakness in the areas of adding, subtracting multiplying and dividing decimals, and solving multi-step problems. We believe that these results reflect the attention given to rote practice of basic skills and not the application of multiple mathematical skills to a singular problem. Within the mathematical reasoning assessment, we are particularly lower in questions that involve patterns and relations and questions that require interpretation of results which aligns with the higher-order thinking skills within comprehension.

Within the Science PAT, we are above the province in acceptable standards, and below the province for standard of excellence. The data shows that an area of strength is within the question sets that require the 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 student's struggles with the application of high-level comprehension skills such as inferencing, analyzing, and evaluating the questions.

Within the Social Studies PAT we are above the province for acceptable standards, but below the province in standard of excellence. The data shows that the area requiring improvement is within the skills and processes, particularly within the democratic principles. We believe that this is due to the timing of the teaching within the school year and student retention of information. The other area of concern is within the community involvement questions. We believe that the weaknesses in reading comprehension of inferencing and analyzing are having an impact on this question set.

Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22 ²				2022-23								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	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	94	48.2	41	56.0	47
		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		43.5	37	44.0	37
		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		8.2	7	0.0	0
	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	105	26.0	26	21.5	20
		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		49.0	49	58.1	54
		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		25.0	25	20.4	19
	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	108	32.7	34	20.8	22
		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		53.8	56	66.0	70
		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		13.5	14	13.2	14
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments"																								

Numeracy Data			2018-19			2019-20			2020-21			2021-22			2022-23			
			Fall			Fall			Fall			Fall			Fall			
			Enrollment Total	%	#	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	94	41.8	38	
		May Require Attention		41.6	42		44.3	35		46.4	39		27.5	25		26.4	24	
		Does Not Require Attention		16.8	17		19.0	15		14.3	12		37.4	34		31.9	29	
	Grade 5	Requires Attention	119	32.5	26	132	43.4	46	99	46.2	43	109	37.4	37	105	41.4	41	
		May Require Attention		47.5	38		44.3	47		37.6	35		41.4	41		28.3	28	
		Does Not Require Attention		20.0	16		12.3	13		16.1	15		21.2	21		30.3	30	
	Grade 6	Requires Attention	102	47.0	31	117	40.0	32	110	28.2	24	115	36.6	37	108	43.4	46	
		May Require Attention		34.8	23		36.3	29		51.8	44		30.7	31		38.7	41	
		Does Not Require Attention		18.2	12		23.8	19		20.0	17		32.7	33		17.9	19	
	Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																	

Comments on Results

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

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

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

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

We look forward to improved results in the near future.

DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	172	90.9	146	87.8	125	91.4	143	95.0	134	95.6	Very High	Improved	Excellent	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	25	86.0	19	75.0	15	85.4	19	91.2	24	91.5	Very High	Maintained	Excellent	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	127	91.7	107	91.0	91	94.8	104	95.7	92	96.2	Very High	Maintained	Excellent	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	20	95.0	20	97.5	19	93.9	20	98.3	18	99.1	Very High	Maintained	Excellent	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments on Results

This measure has stayed relatively the same within the parents, students, and teacher data. 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. There has been an increase in hands-on learning and project-based learning opportunities for students including an increase in land-based learning. With the addition of the 3 CTF time blocks student has had an increase in learning opportunities beyond the program of studies.

In-service Jurisdiction Needs

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	18	50.0	20	73.3	19	73.2	20	80.0	18	71.7	Very Low	Maintained	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	18	50.0	20	73.3	19	73.2	20	80.0	18	71.7	Very Low	Maintained	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Comments on Results

We have seen a decrease in this measure. It was reported that teachers enjoy the school-based professional development and find it relevant to their teaching and contexts, but would like more collaboration time. It was reported that they found divisional professional development lacking focus or repetitive and found it difficult to collaborate due to being online.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	127	89.3	143	87.4	134	89.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	15	87.9	19	82.0	24	87.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	93	82.4	104	80.2	92	81.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	19	97.6	20	100.0	18	99.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

We have had an increase in the parent data within this measure. We attribute this to the 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. Increased parental involvement within the school through school-wide assemblies and volunteerism has contributed to the awareness of a positive school culture.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	127	82.5	142	84.5	134	88.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	15	76.7	19	84.8	24	89.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	93	83.7	103	80.6	92	84.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	19	87.2	20	88.0	18	92.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

There was an increase in the parent, student, and teacher data points within this measure. We offer services such as; Learning Support Teacher, leveled literacy interventions, math boost, nutrition program, heavy work programming, a full-time wellness coach, small group social emotional support programming, an Indigenous education coach, access to an occupational therapist, wellness counselor divisional psychologists, behaviour management consultant, speech-language pathologist, and vision consultant.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	172	72.1	146	78.7	127	80.9	142	84.8	134	89.1	High	Improved	Good	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	
Parent	25	72.0	19	75.0	15	69.8	19	82.1	24	88.7	Very High	Maintained	Excellent	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	
Student	127	78.3	107	71.2	93	83.7	103	80.6	92	84.0	Intermediate	Improved	Good	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	20	66.1	20	90.0	19	89.3	20	91.7	18	94.4	Intermediate	Maintained	Acceptable	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	

Comments on Results

There was an increase in the parent, student, and teacher satisfaction rate. We offer services such as; Learning Support teacher, leveled literacy interventions, math boost, nutrition program, heavy work programming, a full-time wellness coach, small group social emotional support programming, an Indigenous education coach, access to an occupational therapist, wellness counselor divisional psychologists, behaviour management consultant, speech-language pathologist, and vision consultant. We showcased these services at parent-teacher interviews and in the monthly school newsletter sent by the administration. Through the collaborative response approach to at-risk students, we are able to identify and intervene in a timelier manner and in collaboration with all available in-school and outside supports.

Inclusion - Continuums of Support

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

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

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

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

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

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

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

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

DOMAIN: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	44	65.9	39	88.3	34	75.1	39	72.3	41	86.8	Very High	Maintained	Excellent	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	24	59.8	19	83.7	15	68.1	19	53.8	24	76.1	Very High	Maintained	Excellent	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	20	72.0	20	92.9	19	82.1	20	90.7	17	97.6	Very High	Maintained	Excellent	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

We have seen a significant increase in all three sections within this domain. We feel that this is due to the increase in communication between home and school, through newsletters and social media. Teachers were also intentional in asking parents to volunteer in their classrooms as well as an increase in school-wide opportunities for parents to volunteer. The addition of student recognition at student-led assemblies, and adding an art showcase, taste testing from our nutrition program, and setting up information booths at parent-teacher interview nights created more of a family engagement opportunity between home and school.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	167	62.1	145	79.4	126	77.3	141	85.1	134	87.4	Very High	Improved	Excellent	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	22	50.6	19	71.7	14	77.8	18	85.0	24	92.3	Very High	Improved	Excellent	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	125	84.7	106	80.9	93	71.9	103	82.9	92	89.7	Very High	Improved	Excellent	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	20	50.9	20	85.7	19	82.4	20	87.4	18	80.2	Intermediate	Maintained	Acceptable	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

We have a significant increase in the parent and student data within this measure. We believe that there has been an increased focus on mental health and wellness and have increased awareness of what programs and services are available. We partner with various community groups to promote community engagement opportunities that support families. We continue to expand the learning opportunities for students through financial literacy, STEM and CTF projects, fine arts, full-time physical education teacher and full-time French teacher, and literacy and numeracy intervention groups.

