High Prairie School Division

Annual Education Results Report
2022-23

About Us

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,000 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 12 schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake. Approximately 550 full and part-time employees, including educational assistants, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists, and Learning Support Centre administrators and personnel directly supplement the endeavours of over 200 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

Vision Statement

We inspire, lead, and achieve to the highest level.

Mission Statement

Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

Core Values

- Learning: We create dynamic learning environments which challenge and support individuals to reach their full potential.
- Leadership: We believe that leadership empowers people to make extraordinary things happen for kids.
- Integrity: We believe in employing the highest ethical standards in every action we take.
- Efficacy: We believe we have the capacity to enable all students to achieve.
- Diversity: We understand, appreciate, and respect everyone's differences.
- Interdependence: We recognize and draw upon each other's individual and collective strengths to educate students.
- Courage: We have the tenacity, strength, and conviction to do what is right for student learning.

MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees of High Prairie School Division is responsible for ensuring that quality educational programs are provided for all students in our school system. On behalf of the entire Board of Trustees, it is my duty to present the 2022-23 Annual Education Results Report.

Our division continues to use a variety of methods to seek to better understand each of our unique areas, and provide assurance to them that we are doing what's best for our kids, our schools, and our communities. We, as Trustees, continue to listen to our parents, staff, and one another to make informed decisions that will move our division forward. All of these pieces of information are used to build this annual report that we then take to parents, school councils, and the community to let them know how we've done and what we plan to do to address the needs of the community.

The High Prairie School Division Board of Trustees reaffirmed our priorities and the goals, through which we direct division business to accomplish the outcomes we've identified, through this ongoing and collaborative process.

On behalf of The High Prairie School Division and the Board of Trustees, we thank each of you for your hard work and dedication to providing valuable feedback so that we are doing the work necessary to educate our future generations.

MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division's Annual Education Results Report for the 2022-23 academic year. Consider this report a reflection of our ongoing commitment to educational excellence and an insight into the successes and challenges of the past year. Our shared values, the dynamic programs in our schools, and the thoughtful decisions made every day, from the Board of Trustees to individual classroom teachers, have shaped our students' learning experiences. This would not be possible without the unwavering dedication and care of our certified staff, committed Trustees, and dedicated support staff whose contributions are evident throughout this report.

Our journey this year has seen us achieve and, in many cases, exceed our targets. The daily efforts and enthusiasm of our team have been pivotal in this. They've been the compass guiding us toward uncharted territories of success. As a division, we will continue to focus attention and resources on increasing school supports, monitoring literacy and numeracy as a means to gauge progress, and providing individualized supports when data indicates necessary.

I am confident as Superintendent that with our division's commitment to Continuous Improvement (CI) we will see improvement in numerous domains and we look forward to our shared work with our students, parents, and Trustees.

STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for The High Prairie School Division for the 2022/2023 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board on November 14, 2023.

Joy McGregor, Chair   Murray Marran, Superintendent

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Fall 2023 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	High Prairie School Division			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	82.8	85.3	85.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	74.6	77.8	78.1	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	55.3	61.3	60.7	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	68.7	70.8	71.6	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	38.0	46.4	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.9	6.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	68.3	58.8	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	6.5	6.2	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	84.8	87.8	87.9	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.3	83.3	83.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.4	83.2	83.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	77.8	75.8	79.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Fall 2023 Required Alberta Education Assurance Measures – Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	High Prairie School Division (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	36.3	42.9	41.1	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	49.3	54.3	52.7	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	18.0	29.6	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.4	2.5	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	65.1	55.1	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	3.7	3.1	n/a	11.3	8.5	n/a	Very Low	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 2022 Required Alberta Education Assurance Measures - Overall English as a Second Language

Assurance Domain	Measure	High Prairie School Division (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	*	*	50.0	72.8	78.5	77.1	*	*	*
	5-year High School Completion	*	*	n/a	88.7	86.1	86.0	*	n/a	n/a
	PAT: Acceptable	47.1	66.7	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	11.1	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	*	*	n/a	67.1	59.0	n/a	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	13.8	10.8	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

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	260	64.4	252	60.1	246	60.8	263	61.3	250	55.3	Very Low	Declined	Concern	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	249	69.3	261	70.8	250	69.1	246	66.4	265	63.3	Very Low	Declined	Concern	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	283	71.5	249	71.1	265	73.0	250	70.8	245	68.7	Very Low	Maintained	Concern	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

First Nation, Métis, and Inuit High School Completion Rate

	High Prairie School Division (FNMI)										Measure Evaluation			Alberta (FNMI)										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	103	41.5	109	41.1	107	39.1	116	42.9	101	36.3	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	106	50.4	105	50.5	113	52.4	104	46.8	118	45.2	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	91	58.4	105	51.8	108	52.1	111	54.3	107	49.3	Very Low	Maintained	Concern	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

English as a Second Language High School Completion Rate

	High Prairie School Division (EAL)										Measure Evaluation			Alberta (EAL)										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	5	*	2	*	6	50.0	1	*	2	*	*	*	*	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	2	*	5	*	2	*	5	*	1	*	*	*	*	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	4	*	2	*	5	*	2	*	5	*	*	*	*	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7

Comments on Results

Both the province and High Prairie School Division have declined in High School Completion rates. This downward trend, both locally and provincially, is attributable to many factors: reintegration to the school environment, prolonged absenteeism during virtual teaching, and pervasive mental health issues have inhibited re-entry into regular programming.

Citizenship

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	Intermediate	Declined	Issue	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	Intermediate	Maintained	Acceptable	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	Intermediate	Maintained	Acceptable	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

While the majority of our K-6 parents are satisfied with programming regarding citizenship, the data would indicate that we have an opportunity for growth in developing strong citizenship principles, both at the junior high and senior high level. The division is actively addressing this problem by looking at diversity awareness and local partnerships to model the characteristics of active citizenship.

Student Learning Engagement

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	Declined	n/a	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	90	79.2	96	90.9	98	84.9	n/a	Declined	n/a	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	605	74.1	720	71.0	736	69.3	n/a	Maintained	n/a	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	182	96.1	177	94.1	160	94.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

Data analysis shows that parental expectations regarding student learning and their engagement in learning are more critical than ever. This provides opportunity for schools to refocus academic work and link to the new curriculum. Cross-divisional literacy/numeracy/curriculum groups are developing intervention strategies designed to assess learning gaps in all grades. These assessments will be used to advance student learning engagement.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																						
	Authority										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	Low	Declined	Issue	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

Comments on Results

The drop out rate has maintained from previous years. While it is still considered low, High Prairie School Division is actively working with at-risk students from mental health capacity building to providing specialized individual supports and support from an Indigenous Education Team. We believe these interventions to be effective as they are prioritized in budgetary considerations and part of academic and social skills planning.

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

Comments on Results

The division prides itself on the consistent and sustained teaching of the curriculum according to Alberta Education standards. This area is consistently rated at high or very high for High Prairie School Division. Our teachers teach curriculum.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																										
	Authority											Measure Evaluation			Province											
	2018		2019		2020		2021		2022						2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	355	50.1	368	48.9	307	45.9	305	48.5	296	51.7	Low	Maintained	Issue	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9		

Comments on Results

Performance in this measure realized growth at double the rate at which the rest of the province increased in 2021-22 school year. While this measure remains low for High Prairie School Division, the growth demonstrated in this measure is directly attributable to our career coaches. These coaches promote, support, and assist students in obtaining scholarships.

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.																										
	Authority											Measure Evaluation			Province											
	2019		2020		2021		2022		2023						2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	Intermediate	Declined	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5		
Parent	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	Intermediate	Maintained	Acceptable	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1		
Student	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	Intermediate	Maintained	Acceptable	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5		
Teacher	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	Intermediate	Declined	Issue	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0		

Comments on Results

Both provincially and locally, in a post-pandemic environment, there has been a decline in students feeling safe, noted by parents, educators, and students themselves. It is imperative to address this opportunity for growth by using the following resources: wellness coaches, community agencies, HPSD psychological services, learning support teacher (LST) interventions, and individualized supports. These services, in tandem with universal supports, should increase students' comfortability, and therefore their feeling of safety in the school.

School Improvement

	Authority										Measure Evaluation			Province									
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.																								
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	Intermediate	Maintained	Acceptable	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	Intermediate	Maintained	Acceptable	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	Intermediate	Declined	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	High	Maintained	Good	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

This area of performance is notable in high and maintained belief that schools in our jurisdiction are improving. While we can interpret other measures with a critical eye, our data shows that our parents believe, as a school division, we are committed to Continuous Improvement (CI). This parental perception is key to further strengthening stakeholder relations.

Work Preparation

	Authority										Measure Evaluation			Province									
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.																								
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	High	Maintained	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	High	Maintained	Good	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	Intermediate	Maintained	Acceptable	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comments on Results

HPSD stakeholders strongly believe that, as a school division, we are preparing students for the world of work. As a consistent area of high performance, we continue to explore new ways to maintain and improve on this measure. Current supports for this measure are: wellness coaches, career coaches, programming (CALM), option courses, and revisiting individual school codes of conduct. Further, community consultations will help inform new policy and/or procedural updates.

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	249	33.5	261	38.0	250	36.0	246	33.7	265	25.1	Low	Declined Significantly	Concern	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	249	52.6	282	53.5	250	48.2	265	47.7	250	49.3	Low	Maintained	Issue	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

Comments on Results

High school to post-secondary transition rates remain a priority and focus for current administration. Appropriate assessments coupled with personalized supports should help increase these rates.

Of note, over the last five years, the number of students not able to meet the transition rate criteria remains the same. With the data collected from the HPSD Grade 12 exit survey, we recognize that 12.1% of graduates intended to take an apprenticeship, 19.1% will be entering the workforce, 16.3% will be accessing academic upgrading, and 9.9% were listed as other (gap year, undecided on the available options, assisting in their family home).

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	High	Maintained	Good	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	High	Maintained	Good	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	High	Maintained	Good	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

As a performance measure, High Prairie School Division achieved "high" on preparing students for the skills and attitudes necessary for lifelong learning. High Prairie School Division supports students well past program completion through a variety of means: career coaches, inclusive education supports, graduation coach, individualized career path planning/myBlueprint, support with post-secondary applications, and post-secondary tours. These interventions provide a wide variety of supports designed to encourage students to study after high school.

Provincial Achievement Test Results

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	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4	53.7	6.4
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6	83.3	0.0	86.3	3.0
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Mathematics 6	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6	46.1	7.6
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	57.9	13.8
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	52.2	10.2
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9	47.8	6.9
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0	*	*	33.3	3.0
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0	78.6	0.0	81.6	3.0
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Mathematics 9	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9	31.9	7.9
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0	*	*	53.0	3.0
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1	41.2	9.1
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7	*	*	49.7	29.7
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4	35.2	10.4
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1	*	*	36.3	14.1
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	High Prairie School Division							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	n/a	n/a	207	50.7	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	207	3.4	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	195	43.1	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	195	4.6	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	195	54.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	195	10.8	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	195	49.2	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	195	7.2	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	230	44.8	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	230	3.9	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	Low	n/a	n/a	14	78.6	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	225	28.9	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	225	4.9	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	12	*	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	12	*	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very Low	n/a	n/a	228	38.2	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	228	6.1	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	*	*	*	9	*	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	*	*	*	9	*	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	230	32.2	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	230	7.4	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,140	10.6	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

Significant progress was made in increasing the standard of excellence rate in key courses: Social Studies 9, Math 9, English Language Arts 9, and Math 6.

Gains were also achieved in French Language Arts 6 regarding overall achievement.

The other Provincial Achievement Tests (PATs) show a downward trend, however, correctable by more interventions through the increased supports provided in the current school year, notably the doubling of support time by learning support teachers at each school.

Process improvements have regulated assessment practices and reliable trend data will be available for teachers and parents to reference.

Diploma Examination Results

Diploma Exam Course by Course Results by Students Writing.		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.2	4.0
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	90.0	6.7
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	Authority	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	100.0	3.0
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Mathematics 30-1	Authority	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	47.4	9.7
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	48.1	6.9
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	75.9	14.9
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	76.3	5.6
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	57.9	14.0
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	68.4	22.2
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1	66.6	12.1
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3	60.1	17.3
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %
					High Prairie School Division				Alberta			
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	97	74.2	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	97	1.0	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Low	n/a	n/a	108	87.0	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	108	3.7	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	45	44.4	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	45	6.7	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	51	45.1	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	51	3.9	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	Low	n/a	n/a	59	72.9	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	59	11.9	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Low	n/a	n/a	116	73.3	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	116	2.6	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Very Low	n/a	n/a	82	54.9	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	82	11.0	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	52	65.4	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	52	19.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Low	n/a	n/a	22	63.6	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	22	9.1	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	8,007	23.1	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. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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 examinations.
3. Participation in the 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.
4. Participation in the 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

Notable gains in achievement were demonstrated in Physics 30, Chemistry 30, Social Studies 30-1, Math 30-1, Math 30-2, English Language Arts 30-1, and English Language Arts 30-2. Coupled with this, the division saw an increase in the rate of excellence for diploma exams in Science 30, Physics 30, Chemistry 30, Social 30-1, Math 30-2, Math 30-1, and English Language Arts 30-2.

We are very pleased to remark on the overall achievement realized by our graduates. Acceptable diploma exam results increased by over 10% from the previous year's results.

Literacy Data

	Grade	Level	2018-19 Enroll. Total	Fall %	Fall #	Spring %	Spring #	2019-20¹ Enroll. Total	Fall %	Fall #	Spring %	Spring #	2020-21¹ Enroll. Total	Fall %	Fall #	Spring %	Spring #	2021-22² Enroll. Total	Fall %	Fall #	Spring %	Spring #	2022-23 Enroll. Total	Fall %	Fall #	Spring %	Spring #	Avg. months behind grade level for at-risk students at time of initial assessment(s)	Avg. months gained at grade level for at-risk students at time of final assessment(s)
EYE	Kindergarten	Experiencing significant difficulty	209	21.5	29	17.9	14	192	26.9	45	ND	ND	215	19.1	29	12.2	12	186³	30.7	47	28.6	26	194	25.0	39	16.7	16	-	-
		Experiencing some difficulty		34.1	46	21.8	17		42.5	71	ND	ND		32.9	50	19.4	19		24.2	37	23.1	21		32.1	50	22.9	22		
		Appropriate development		44.4	60	60.3	47		30.5	51	ND	ND		48.0	73	68.4	67		45.1	69	48.4	44		42.9	67	60.4	58		
RTR	Grade 1	None-Minimal Development	228	43.3	13	46.7	14	193	22.5	16	ND	ND	193	28.8	40	8.6	5	193	23.8	43	14.6	22	175	36.3	58	8.3	8	6	3
		Developing Skills		56.7	17	53.3	16		59.2	42	ND	ND		51.8	72	91.4	53		42.0	76	76.2	115		45.6	73	79.2	76		
		Developing Well-Mastered		0	0	0	0		18.3	13	ND	ND		19.4	27	0	0		34.3	62	9.3	14		18.1	29	12.5	12		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	214	54.5	79	60.4	99	223	46.4	71	77.8	7	183	82.9	34	56.8	25	195⁴,⁵	26.2	45	15.3	29	198	28.7	54	31.3	60	9	3
		Approaching Expectations		12.4	18	16.5	27		13.7	21	11.1	1		2.4	1	11.4	5		24.4	42	26.5	50		ND	ND	ND	ND		
		Meeting Expectations		33.1	48	12.2	20		39.9	61	11.1	1		4.9	2	22.7	10		49.4	85	58.2	110		71.3	134	68.8	132		
	Grade 3	Not Yet Meeting Grade Expectations	211	57.0	90	75.6	121	216	40.4	65	72.2	13	207	50.0	39	58.3	35	205⁴,⁵	25.7	45	31.0	54	201	31.1	55	34.5	59	12	6
		Approaching Expectations		16.5	26	6.3	10		9.9	16	5.6	1		7.7	6	11.7	7		18.3	32	19.5	34		ND	ND	ND	ND		
		Meeting Expectations		11.4	18	9.4	15		49.7	80	11.1	2		19.2	15	5.0	3		56.0	98	49.4	86		68.9	122	65.5	112		
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	255	58.1	118	67.3	138	218	58.2	99	75.0	6	202	61.6	53	40.7	24	190	50.0	80	57.7	101	179	51.7	74	54.7	76	-	-
		Approaching Expectations		8.9	18	7.8	16		9.4	16	12.5	1		3.5	3	3.4	2		10.6	17	12.0	21		42.0	60	43.2	60		
		Meeting Expectations		33.0	67	24.9	51		32.4	55	12.5	1		34.9	30	55.9	33		39.4	63	30.3	53		6.3	9	2.2	3		
	Grade 5	Not Yet Meeting Grade Expectations	237	58.4	108	71.0	132	252	64.4	134	88.9	8	202	73.9	65	84.0	63	205	48.0	73	59.1	81	187	22.8	41	22.9	38	-	-
		Approaching Expectations		8.6	16	9.1	17		7.7	16	11.1	1		9.1	8	4.0	3		9.2	14	10.2	14		45.0	81	59.6	99		
		Meeting Expectations		33.0	61	19.9	37		27.9	58	0.0	0		17.0	15	12.0	9		42.8	65	30.7	42		32.2	58	17.5	29		
	Grade 6	Not Yet Meeting Grade Expectations	229	65.1	82	81.6	111	235	58.2	113	100.0	8	235	79.6	78	82.4	28	207	83.2	94	78.7	122	210	40.8	80	24.2	43	-	-
		Approaching Expectations		12.7	16	4.4	6		10.8	21	0.0	0		8.2	8	0.0	0		6.2	7	7.7	12		46.4	91	65.2	116		
		Meeting Expectations		22.2	28	14.0	19		30.9	60	0.0	0		12.2	12	17.6	6		10.6	12	13.5	21		12.8	25	10.7	19		
OCA RCAT	Grade 7	Limited	224	69.0	100	67.6	75	251	78.1	153	ND	ND	235	59.8	95	55.9	71	253⁶	46.4	96	65.4	70	220	38.7	70	64.1	84	-	-
		Acceptable		29.0	42	30.6	34		20.4	40	ND	ND		39.6	63	42.5	54		44.0	91	34.6	37		56.4	102	35.9	47		
		Excellence		2.0	3	1.8	2		1.5	3	ND	ND		0.6	1	1.6	2		9.7	20	0.0	0		5.0	9	0.0	0		
	Grade 8	Limited	255	63.9	99	61.8	97	232	54.6	95	100	1	245	46.0	76	60.5	75	238⁶	37.9	66	59.3	73	251	52.4	99	53.1	77	-	-
		Acceptable		33.5	52	34.4	54		38.5	67	0	0		48.5	80	34.7	43		48.9	85	34.1	42		44.4	84	44.8	65		
		Excellence		2.6	4	3.8	6		6.9	12	0	0		5.5	9	4.8	6		13.2	23	6.5	8		3.2	6	2.1	3		
	Grade 9	Limited	222	77.9	106	73.3	96	243	54.1	93	ND	ND	228	54.0	80	62.9	73	242⁶	52.1	98	43.3	58	257	35.1	68	36.4	55	-	-
		Acceptable		20.6	28	25.2	33		39.0	67	ND	ND		41.9	62	34.5	40		41.0	77	56.0	75		52.1	101	58.9	89		
		Excellence		1.5	2	1.5	2		7.0	12	ND	ND		4.1	6	2.6	3		6.9	13	0.7	1		12.9	25	4.6	7		
	Grade 10	Limited	283	70.6	101	63.8	88	262	76.2	112	ND	ND	271	67.0	114	66.9	107	280⁶	52.4	89	56.1	74	317	62.6	122	27.6	24	-	-
		Acceptable		26.6	38	33.3	46		21.1	31	ND	ND		31.2	53	27.5	44		45.9	78	42.4	56		34.9	68	65.5	57		
		Excellence		2.8	4	2.9	4		2.7	4	ND	ND		1.8	3	5.6	9		1.8	3	1.5	2		2.6	5	6.9	6		
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	315⁶	48.8	39	53.1	34	264	60.2	77	58.6	34	-	-
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		46.3	37	45.3	29		36.7	47	37.9	22		
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		5.0	4	1.6	1		3.1	4	3.4	2		
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	342⁶	26.0	20	61.0	36	323	41.9	18	ND	ND	-	-
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		39.0	30	39.0	23		51.2	22	ND	ND		
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		35.1	27	0.0	0		7.0	3	ND	ND		

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 All EYE data is released by the vendor between July - August
⁴ Lower participation rate as a result of piloting the LeNS and CC3 assessments for these grades
⁵ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments
⁶ All RCAT data derive from grade 7-12 GPV & RMS students

Numeracy Data

	Grade	Level	2018-19 Enrollment Total	2018-19 Fall %	2018-19 Fall #	2019-20 Enrollment Total	2019-20 Fall %	2019-20 Fall #	2020-21 Enrollment Total	2020-21 Fall %	2020-21 Fall #	2021-22 Enrollment Total	2021-22 Fall %	2021-22 Fall #	2021-22 Spring %	2021-22 Spring #	2022-23 Enrollment Total	2022-23 Fall %	2022-23 Fall #	2022-23 Spring %	2022-23 Spring #	Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained grade level for at-risk students at time of final assessment(s)
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	-	-
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	193	7.5	13	1.1	2	175	48.2	80	28.5	47		
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		25.3	44	12.5	22		ND	ND	ND	ND	6	3
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		67.2	117	86.4	152		51.8	86	71.5	118		
MIPI PNSA	Grade 2	Requires Attention	214	11.9	20	223	5.3	10	183	12.6	21	195	6.9	12	ND	ND	198	63.5	106	30.5	51		
		May Require Attention		40.5	68		35.8	68		35.3	59		33.7	59	ND	ND		ND	ND	ND	ND	9	3
		Does Not Require Attention		47.6	80		58.9	112		52.1	87		59.4	104	ND	ND		50.9	85	80.8	135		
	Grade 3	Requires Attention	211	35.6	53	216	26.8	45	207	26.4	46	204	21.9	41	ND	ND	201	29.5	49	27.9	46		
		May Require Attention		36.9	55		38.7	65		35.1	61		36.9	69	ND	ND		ND	ND	ND	ND	12	6
		Does Not Require Attention		27.5	41		34.5	58		38.5	67		41.2	77	ND	ND		81.3	135	75.2	124		
MIPI	Grade 4	Requires Attention	255	40.1	71	218	43.4	66	202	41.3	64	190	40.7	68	ND	ND	179	31.7	53	ND	ND		
		May Require Attention		41.8	74		39.5	60		43.2	67		32.9	55	ND	ND		26.3	44	ND	ND	-	-
		Does Not Require Attention		18.1	32		17.1	26		15.5	24		26.3	44	ND	ND		25.7	43	ND	ND		
	Grade 5	Requires Attention	237	45.9	79	252	44.8	90	202	49.1	84	205	46.2	85	ND	ND	187	42.2	70	ND	ND		
		May Require Attention		39.0	67		42.3	85		35.7	61		37.5	69	ND	ND		31.3	52	ND	ND	-	-
		Does Not Require Attention		15.1	26		12.9	26		15.2	26		16.3	30	ND	ND		27.7	46	ND	ND		
	Grade 6	Requires Attention	229	52.0	91	235	48.0	85	235	36.6	63	207	44.9	79	ND	ND	210	44.9	75	ND	ND		
		May Require Attention		33.1	58		34.5	61		45.3	78		35.2	62	ND	ND		36.5	61	ND	ND	-	-
		Does Not Require Attention		14.9	26		17.5	31		18.0	31		19.9	35	ND	ND		17.4	29	ND	ND		
	Grade 7	Requires Attention	224	55.9	90	251	40.4	69	235	45.3	73	253	60.8	118	ND	ND	220	50.0	83	ND	ND		
		May Require Attention		21.7	35		33.3	57		41.6	67		23.7	46	ND	ND		30.1	50	ND	ND	-	-
		Does Not Require Attention		22.4	36		26.3	45		13.0	21		15.5	30	ND	ND		18.7	31	ND	ND		
	Grade 8	Requires Attention	255	55.4	93	232	51.5	53	245	66.0	103	238	61.0	114	ND	ND	251	78.4	131	ND	ND		
		May Require Attention		24.4	41		24.3	25		21.2	33		20.3	38	ND	ND		23.4	39	ND	ND	-	-
		Does Not Require Attention		20.2	34		24.3	25		12.8	20		18.7	35	ND	ND		27.5	46	ND	ND		
	Grade 9	Requires Attention	222	65.1	95	243	53.0	89	228	58.2	78	242	58.4	94	ND	ND	257	64.5	107	ND	ND		
		May Require Attention		15.8	23		19.6	33		28.4	38		25.5	41	ND	ND		25.3	42	ND	ND	-	-
		Does Not Require Attention		19.2	28		27.4	46		13.4	18		16.1	26	ND	ND		26.5	44	ND	ND		
	Grade 10	Requires Attention	283	78.5	124	262	63.9	53	271	83.7	87	280	79.4	108	ND	ND	317	85.6	143	ND	ND		
		May Require Attention		18.4	29		22.9	19		15.4	16		16.2	22	ND	ND		21.0	35	ND	ND	-	-
		Does Not Require Attention		3.2	5		13.3	11		1.0	1		4.4	6	ND	ND		3.0	5	ND	ND		
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	-	-
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	-	-
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		

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.

We look forward to improved results in the near future.

Early Years Evaluation – Teacher Assessment (EYE-TA)
This literacy assessment tool is used with students in Kindergarten.

EYE Assessment - Breakdown of Percentages Across All Domains (Division)
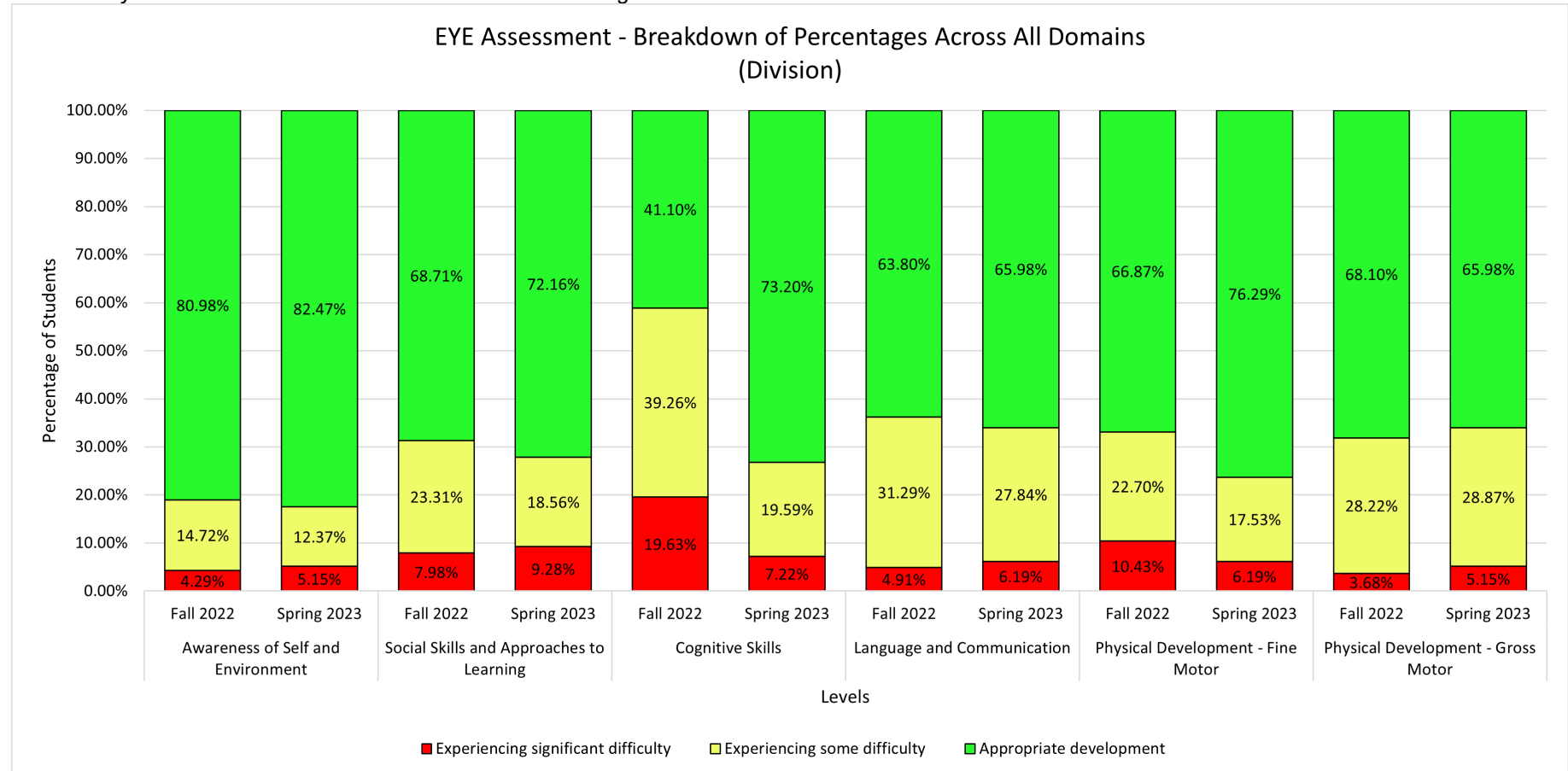
Comments on Results

Currently, the division's EYE data shows two upwards trends in our Kindergarten program. Overall, the number of students who are classified as experiencing some difficulty decreases throughout the year. Conversely, the number of students who achieve appropriate development increases. This data is reliable as it is a standardized test administered in the fall and spring of each Kindergarten year.

DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	Intermediate	Declined Significantly	Issue	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	Intermediate	Declined	Issue	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	Intermediate	Declined	Issue	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	Low	Maintained	Issue	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 declined significantly by 3% from the previous year. Parents have clearly indicated in the survey data that they feel the academic expectations are not as well-defined in junior and senior high as they were in elementary.

Through a series of community consultations, HPSD will consult with stakeholders about this perception. Additionally, an inclusive education audit, along with a restructuring of Psychological Services, should provide more supports in the classroom to address the concerns of parents.

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	Very Low	Declined Significantly	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	Very Low	Declined Significantly	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Comments on Results

The results in this measure have clearly indicated that the division must realign its professional development to both teachers and board priorities.

With the creation of teacher advisory groups, continued support for the professional development committee, and the effective restructuring of professional development days, we anticipate meaningful professional growth for teachers.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

	Authority										Measure Evaluation			Province									
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	Declined	n/a	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	90	79.0	96	81.3	98	77.5	n/a	Maintained	n/a	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	605	79.3	721	74.3	736	72.5	n/a	Maintained	n/a	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	182	95.7	177	94.4	160	90.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

HPSD, like the province, has seen a decline in both parents and students seeing school as a welcoming, caring, respectful, and safe learning environment.

Further, data shows that parents have increased concerns regarding student conduct in junior and senior high. HPSD will mitigate this concern through the following: supporting principals in creating a progressive disciplinary approach that is rooted in principles of restorative justice. Additionally, the superintendent will encourage a committee of the board (advocacy) to review certain administrative procedures, such as cell phones, technology, etc. Principals will review current student codes of conduct with their school councils. This stakeholder input is anticipated to increase overall parent satisfaction.

Access to Supports & Services

	Authority										Measure Evaluation			Province									
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	Declined	n/a	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	90	74.7	96	78.4	98	76.5	n/a	Maintained	n/a	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	604	84.1	719	81.6	735	81.0	n/a	Maintained	n/a	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	182	90.8	177	89.7	160	86.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

Although there has been a decline in parents, teachers, and students believing that they have access to appropriate supports and services in school, our data indicates that our overall level of satisfaction in this domain is higher than the provincial average.

The data shows teachers are concerned with access to services for their students.

HPSD is addressing this concern through the following strategies: inclusive education audit, restructuring of Psychological Services to include a complex needs team, continued support for wellness, and our learning services team to exam processes for referrals. It is anticipated that there will be a positive movement forward in this domain.

Program of Studies - At Risk Students

	Authority										Measure Evaluation			Province										
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	Low	Declined Significantly	Concern	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2		
Parent	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	Low	Declined	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7		
Student	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	Intermediate	Declined	Issue	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9		
Teacher	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	Low	Maintained	Issue	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9		

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.																								
	Authority										Measure Evaluation			Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	Intermediate	Maintained	Acceptable	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	High	Maintained	Good	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

While we noted a slight decline in the perception of parental involvement in decisions about their child's education, the measure showed overall growth of 2%, outpacing the growth at the provincial level. Parents felt that while they have sufficient input into their child's education, they would like to see more involvement at the school level. This involvement is being garnered through local focus groups, efforts to revitalize school councils across the division, and structured online engagement sessions. These measures, in our estimation, will maintain the high achievement in this area.

Satisfaction with Program Access

	Authority										Measure Evaluation			Province										
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	High	Declined Significantly	Issue	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	High	Maintained	Good	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	High	Maintained	Good	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	Intermediate	Declined Significantly	Issue	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

We are very pleased to highlight that HPSD is above the provincial average by 5.9% overall in this measure. Parents and students feel that access to academic services, career counselling, and library services is robust in our elementary schools. To maintain high achievement in this area, HPSD plans to: realign efforts of graduation/career coaches, create a complex needs team for HPSD, highlight the current services offered to students, ongoing support for dual credit, Registered Apprentice Programming (RAP), and work experience, and career planning through the use of myBlueprint and other valuable tools.

SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a surplus for the 2022-23 school year of $553,032.

Overall, the revenue percentages and sources of revenue remain fairly consistent year over year. In the 2022-23 school year, the GOA initiated a new funding model, with the following headings: Base Funding, Services and Supports, Community, Schools and Jurisdiction. Alberta Ed remains the largest funder of the Division, funding at 89% of our operations. Federal support is the second-largest contributor, funding 8.77%.
Payroll continues to be the largest expense incurred by the Division, at nearly 77%. Certified staff account for 48% of overall expenses, and non-certified staff account for 28%. Services, Supplies and Contracts account for nearly 18%, and finally, amortization accounts for 5% of expenses.

The school division invested $1,244,142 into capital assets from capital reserves and CMR funding from the province. These expenditures purchased school buses, division vehicles, surveillance cameras, and upgrades to our schools.

Detailed information on our school-generated funds can be found in the Audited Financial Statement for the 2022-23 school year or from the school Principal.

If more detailed financial information is required, please contact Mrs. Darla Smith, Director of Finance at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at hpsd.ca for the Audited Financial Statement for the 2022-23 school year and/or a copy of the 2022-23 budget after November 30th. Financial information for all school jurisdictions can also be found on the Alberta Education website.

STAKEHOLDER ENGAGEMENT

The HPSD Board of Trustees continues to support parental and community involvement in the decisions about education in our school division. In addition to actively engaging with parents at regular school council meetings, whereby that recommending body is often asked to gather feedback on a variety of topics and issues related to student development, school processes, and strategic goals, the Board of Trustees also hosts Council of School Council meetings, and regular surveys. These methods are used in concert to gather as much feedback as possible from our school community to ensure the parental and community voice is heard when making decisions related to the education of children. This is in keeping with the Government of Alberta's Assurance Framework to consistently assess progress and demonstrate success. This includes providing local and societal context by "employing engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students."

WHISTLEBLOWER PROTECTION

Section 32 of the *Public Interest Disclose Act* (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2022-23 school year.