

**High Prairie School Division**

**Annual Education Results Report  
2020-21**

**About Us**

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,200 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 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. It is our pleasure to present the 2020-21 Annual Education Results Report.

We continue to use community engagement sessions, APORI survey data, community engagement sessions, student survey data, and face-to-face interviews with students, staff, parents, and community stakeholders to give us some excellent perspectives on what we are doing well and what we can improve upon. The data from these information gathering strategies are then used to develop our Annual Education Results Report.

At our strategic planning session, the High Prairie School Division Board of Trustees identified [priorities and the goals](#) through which they would be accomplished.

On behalf of The High Prairie School Division, we would like to extend our sincere appreciation to the students, staff, parents, and community members for working together in a cooperative manner. We, and countless others across the world, have faced many challenges in the past 2 years and are ready to address the future.

## MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division Annual Education Results Report for the 2020-21 school year. Our “report card” to the public reflects the many successes we have enjoyed during the 2020-21 school year. Those successes are reflected in our values, in our programs, in our schools, and in the daily decisions throughout our jurisdiction. We are proud of the dedication from our skilled and caring staff whose hard work continues to create opportunities for our students. The results of their efforts are reflected in this report, where we have met and surpassed our expectations in many areas. Each day, our students can count on the enthusiasm and commitment from our staff to guide them. We will continue to address opportunities for further growth and hold our focus on improved student achievement.

## STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2020-21 school year commencing August 31, 2020 for High Prairie School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the AERR and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2020-21 school year on November 23, 2021.

Joy McGregor, Chair

Laura Poloz, Superintendent

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## Spring 2021 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	83.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.3	78.3	76.3	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	60.8	60.1	62.5	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	73.0	71.1	72.2	86.2	85.3	84.8	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	61.5	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	72.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	8.3	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.7	88.1	86.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.6	83.7	81.1	79.5	81.8	81.4	n/a	n/a	n/a

## Spring 2021 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	39.1	41.1	41.8	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	52.1	51.8	58.7	68.1	65.0	63.4	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	48.9	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.2	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	68.2	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.3	n/a	n/a	11.2	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

### High School Completion Rate – Measure Details

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									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	289	62.9	248	63.0	260	64.4	252	60.1	246	60.8	Very Low	Maintained	Concern	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	250	70.1	284	68.5	249	69.3	261	70.8	250	69.1	Very Low	Maintained	Concern	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	239	72.2	249	73.9	283	71.5	249	71.1	265	73.0	Low	Maintained	Issue	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

### First Nation, Métis, and Inuit High School Completion Rate – Measure Details

	High Prairie School Division (FNMI)													Alberta (FNMI)									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	109	44.7	108	42.6	103	41.5	109	41.1	107	39.1	Very Low	Maintained	Concern	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0
4 Year Completion	94	61.3	95	49.5	106	50.4	105	50.5	113	52.4	Very Low	Maintained	Concern	3,247	56.4	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6
5 Year Completion	69	57.5	86	65.9	91	58.4	105	51.8	108	52.1	Very Low	Maintained	Concern	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1

### Comments on Results

We have seen improvement in both measure details for our 5 Year Completion. While our maintained results are still a concern, we are committed to addressing this measure and have it as part of our Education Plan to see an increase of 10% divisionally. E.W. Pratt High School realized a 14% increase over the last year to continue its upward trend in this measure. We will be working with those schools who did not realize this growth to support their learners.

Lastly, we also realize that COVID-19 pandemic resulted in students losing key learning opportunities in the last quarter of their 2019-20 school year and potentially large parts of their 2020-21 school year as a result of isolation or quarantine requirements and course availability being impacted due to learning remotely. We are working with all students to address these known concerns.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

**Comments on Results**

Our results in this area have increased over the past 5 years to close the gap between the provincial average and our division overall result. Reviewing data from our school responses, specifically parental responses, we noted two key factors that impacted our results. Parent responses to the questions “*Your child is encouraged at school to be involved in activities that help the community*” and “*Students at your child’s school follow the rules*” realized a lower than anticipated rate of agreement. In reviewing these responses to the local data collected from students at the 4 schools which had the lowest parent response in those categories, we noted the student responses did not support the parental responses.

Additionally, the number of parent respondents was significantly lower in the 2020-21 school year compared to previous years. In addition to the Alberta Education Assurance (AEA) survey being impacted by the COVID-19 pandemic, the survey was distributed at a much later date than anticipated, coinciding with a high number of students and classes being quarantined as a result of the pandemic.

Lastly, the AEA survey response format did not include a paper version for parents and guardians to respond, opting for an online submission. Our local area faces significant struggles for reliable access to Internet, inclusive of both connectivity and data capacity which was already being constrained due to remote learning for quarantined students and for those families who chose our HPSD At-Home Learning program in lieu of in-school instruction.

**Student Learning Engagement – Measure Details**

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	

**Comments on Results**

While these results were near the provincial average in most areas, we again noted low parental response rates compounded with parental uncertainty at the senior high level regarding student skills in literacy, numeracy, and learning what they need to know. Many parents, at all grade levels, expressed concerns throughout the 2020-21 school year regarding continuity of education and content delivery as a result of the COVID-19 pandemic.

Parents of students in senior high additionally reported uncertainty with their child's education as it would relate to post-secondary education opportunities and trades programs.

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority													Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1,042	5.0	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	Intermediate	Maintained	Acceptable	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	36	6.3	58	25.0	67	25.0	66	13.5	69	15.8	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

### Comments on Results

Our drop out rate has remained fairly consistent over the past 5 years with it improving slightly to narrow the gap between it and the provincial average. We were very pleased to see 4 of our schools receive ratings of excellent in this measure and another 3 with an acceptable rating. Of the 2 remaining schools, both of whom had lower than desired results, one was our At-Home Learning program which was brought in to facilitate continuity of learning for students to learn remotely during the COVID-19 pandemic and the other was our outreach school in Slave Lake. While their numbers did show an increase in the drop out rate, the Division experienced fewer students dropping out as compared to the previous 3 years.

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

### Comments on Results

Our results in this area were comparable to previous years, and again near the provincial average, we noted that there were significant drops in satisfaction for parents of Grade 4-6 students and students in Grades 7-9 for the question on opportunities for Drama. Due to the gathering and performance restrictions, many of the traditional program offerings in this area had to be adjusted or delayed to accommodate then current health restrictions.

We were pleased to note the high level of satisfaction on programming surrounding opportunities to learn about computers as our Division implemented a 1:1 technology ratio for students. This was to accommodate remote learning during the pandemic and also to facilitate a variety of learning opportunities, especially those being offered remotely. Schools noted in their discussions that virtual programs, tours (museums, art galleries, presenters), and other curricular activities supported by the use of technology were extremely beneficial in the school year.

**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority													Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	337	49.9	306	51.6	355	50.1	368	48.9	307	45.9	Very Low	Declined	Concern	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

**Comments on Results**

The percentage of students eligible for the Rutherford Scholarship has decreased in the last school year, which is a priority in our Division's Education Plan, Quality Learning, Success for Every Student with a goal of 55% of eligible students receiving Rutherford Scholarships. While we were very pleased to exceed this goal at two of our secondary schools, with a third improving significantly with a 15% increase over the previous year, our remaining secondary school realized only a slight increase in this measure with our two outreach schools facing declines which impacted the overall result.

**Safe and Caring – Measure Details**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

**Comments on Results**

We were extremely pleased to continue to realize a high number of stakeholders agreeing that our schools are safe learning environments, that students are learning the importance of caring for others and respecting others, and that students are treated fairly in schools. This data is additionally supported by our student survey data from the 2020-21 school year.

**School Improvement – Measure Details**

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

**Comments on Results**

Our results in this measure declined in all groups, which we are watching closely over the next year to confirm whether this is an anomaly caused by the COVID-19 pandemic or the result of other factors which can be mitigated.

We have enjoyed results in this measure comparable to the provincial average in previous years, however our stakeholders have identified key focus areas. Parents (with one of the schools experiencing low results additionally having low parental response rates), reporting decline in the quality of education over the past 3 years. We additionally noted a decline at one of our schools, specifically from our staff members, that experienced significant loss in the previous 3 years. In addition to unplanned changes to key administration mid-year in an already tumultuous school year, the school has experienced student and staff deaths unrelated to COVID-19. The Division has increased supports to all schools with a strong focus on mental health to support our school communities.

HPSD was pleased to see the results in our Ward 1 schools that experience growth in this measure, in spite of the global pandemic.

**Work Preparation – Measure Details**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

**Comments on Results**

HPSD was very pleased to see these results continue to increase incrementally and near the provincial average. While one of our schools experienced a low parental response to this measure, it was more of a concern for our Grade 7 parents who are new to the school as their children have just transitioned to the secondary school. With gathering restrictions in place, schools were unable to host in-person sessions and worked to share information with parents about the learning and supports in place to achieve this measure.

We are considering adding a question similar to this on our student surveys to evaluate whether there is a reason for concern given the exceptionally high number of staff that are in agreement that students are prepared for the world of work when they finish school. Response rates at most schools in our Division realized significant growth in this measure.

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	250	39.4	284	42.9	249	33.5	261	38.0	250	36.0	Intermediate	Maintained	Acceptable	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	263	51.9	238	54.6	249	52.6	282	53.5	250	48.2	Low	Declined	Issue	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

#### Comments on Results

The Division maintained its results in this category in the 4 year rate and declined slightly in the 6 year rate. This measure is part of our Education Plan goal that “*Students are supported and prepared for life beyond high school*” with 65% of students transitioning into post-secondary programs.

We will be reflecting on the data collected from this survey, as well as that collected from our Career Coaches to confirm whether this goal and its measurables require adjustment to accommodate our local context, specifically as to whether our students are not transitioning to post-secondary as a result of their direction after school.

Data currently collected by our Career Coaches as part of our Grade 12 Exit Survey, which closely replicates the data above, noted that students who are not transitioning to post-secondary are entering the workforce (22%), taking an apprenticeship (14%), with another 20% either taking a year off, or upgrading and/or taking dual credit programs.

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

#### Comments on Results

We were excited to see this result continue to improve year after year. We attribute this success to our Career Coaching program, employing tools such as myBlueprint and myPass, and the quality of instruction at our schools with a focus on critical thinking and building capacity for students to apply those skills to their everyday lives.

**Fountas & Pinnell (F&P)**

*This literacy assessment tool is used with students in Grades 2-6.*

	2018-19	2019-20	2020-21
Approaching Grade Expectations	1512	850	500
Meeting Grade Expectations	215	90	45
Exceeding Grade Expectations	348	237	123

**Comments on Results**

Data from our Fountas & Pinnell literacy assessment tool has been impacted for the last 2 years due to the ongoing global pandemic. Our goal was to have 100% of students in Grades 2-6 being assessed 2 times per year. The move to at-home learning in the spring of 2020 prevented the assessment for all students. In the 2020-21 school year, assessment was completed once, again due to the pandemic impacting opportunities to assess students with fidelity due to attendance issues related to quarantine and isolation requirements and a significant number of students participating in the HPSP At-Home Learning Program which hindered assessment.

In the 2021-22 school year, High Prairie School Division is developing the reporting process by which data collected by this assessment tool will show trend data for each grade level through the assessment periods which will allow the reader to see that trend data as it relates to class cohorts. The reporting is also planned to show student progress from year to year.

**Ontario Comprehension Assessment (OCA)**

*This literacy screening tool is used with students in Grades 7-10.*

	2018-19	2019-20	2020-21
Limited	762	493	691
Acceptable	327	195	439
Excellence	27	23	39

**Comments on Results**

Again, data collected in the 2019-20 school year was impacted by the pandemic. The assessment in the spring of 2020 was not able to be completed due to the mandatory at-home learning. Testing in the 2020-21 school year was performed but was not completed twice as was originally planned, also due to the pandemic and the subsequent attendance, isolation, and quarantine of students and staff. Schools performed assessments, as possible, but not necessarily for every student due to the aforementioned reasons.

The reporting for the OCA will also be prepared in the 2021-22 school year similar to the planned Fountas & Pinnell report to allow readers to see cohorts and their assessments as they move through the school system.

With respect to the available data, students in the 2020-21 school year that were at the limited level for this measure were realizing difficulties with questions about inferring and synthesizing. Teachers using this data have employed strategies to support learners to improve these skills. Some examples of strategies used include compiling evidence that is then used to make informed decisions on a series of questions related to the compiled data. Another strategy is for learners to take data, compile it, and present that data in a new format.

**Math Intervention/Programming Instrument (MIPI)**

*This numeracy assessment tool is used with students in Grades 2-10.*

	2018-19	2019-20	2020-21
May Require Attention	450	473	503
Requires Attention	716	559	596
Does not Require Attention	308	381	295

**Comments on Results**

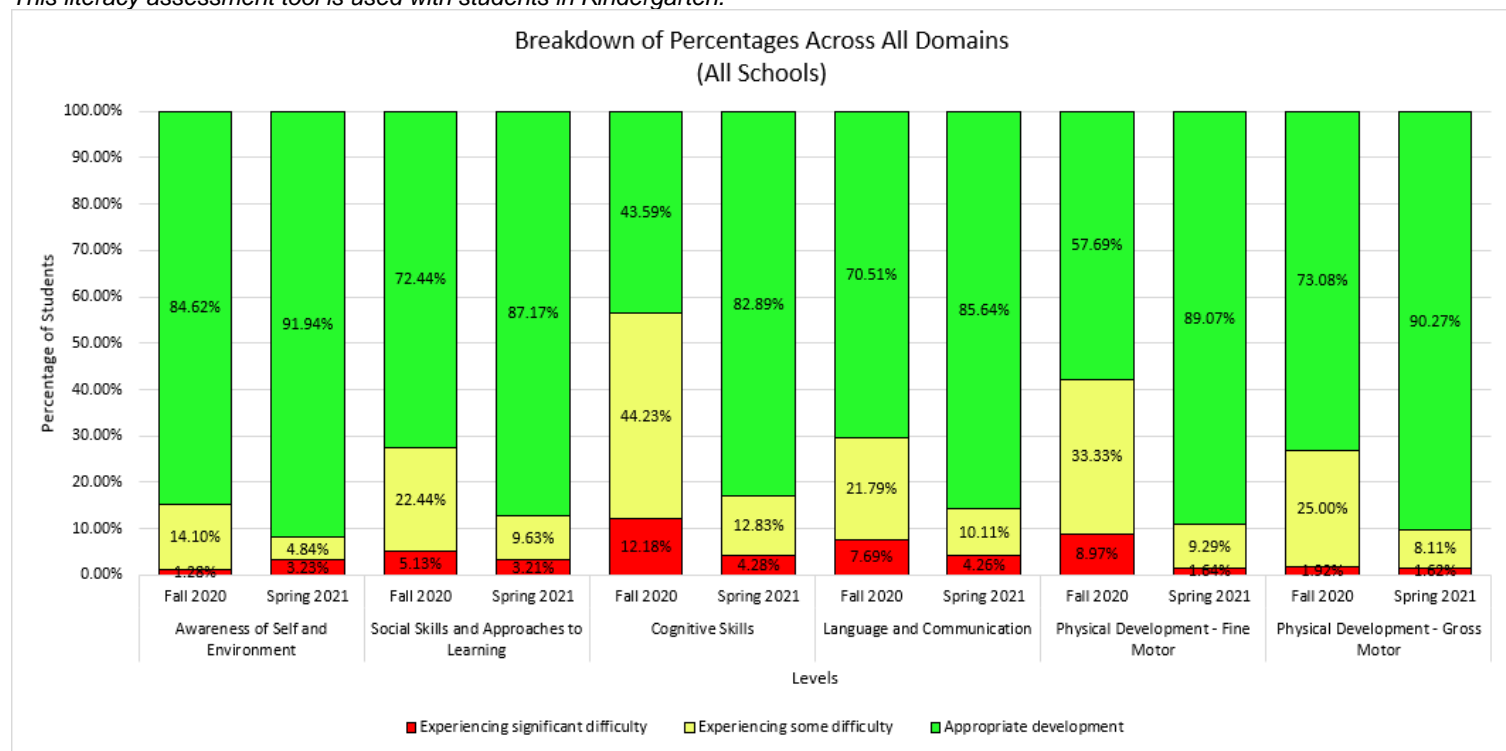
Data from the last few years in MIPI has not been impacted by the global pandemic as much as the previous 2 assessment tools. MIPI assessment is completed in the fall each school year.

The data from the 2020-21 assessment, comparing the assessed grade levels, showed the number of students requiring attention increasing for each grade level with an increase of 15% of students requiring attention through Grades 2-9. Grade 10 student results displayed the highest number of learners requiring supports with only a small percentage of those assessed not requiring attention.

Teachers are using this data to inform their practice to best support learners. In the 2021-22 school year, teachers are reviewing results of concepts from multiple years for each cohort to determine next steps. As an example, teachers in Grade 5 would review the concepts of the lesson they are about to teach from the previous 2 grade levels and then, in some instances, instruct students in the relevant outcomes from the previous years to bridge those gaps.

### Early Years Evaluation – Teacher Assessment (EYE-TA)

*This literacy assessment tool is used with students in Kindergarten.*



### Comments on Results

Reviewing the data presented, our EYE-TA results show students experiencing significant difficulty in 3 areas: Cognitive Skills, Language and Communication, and Physical Development Fine Motor. These results are similar to those from previous years and to comparable school authorities. The results from the spring assessment showed these areas of concern to have been mitigated by the teachers at their respective schools, bringing these results to have nearly all students prepared for the upcoming school year with the skills necessary to be successful.

These results are meeting and exceeding our goals from our education plan in most areas, specifically that 100% of students identified as experiencing difficulties are receive gifts targeted intervention from multi-disciplinary team. Also, that 90% of students are reaching appropriate developmental levels by the end of Kindergarten which we achieved in the categories of Physical Development - Gross Motor and Awareness of Self and Environment with the other categories closely following those results. In the areas where we did not achieve the intended 90% threshold, the growth in those fields improved by as much as 39% to close the gap and prepare students for the rest of their education career.

## DOMAIN 2: TEACHING AND LEADING

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

### Comments on Results

This measure again realized strong results across our Division. While one school experienced lower results from parental respondents (those parents having just had their children transition into the secondary school), specifically if their children are learning what they need to know and if their children are finding school work interesting. These parental responses were incongruent with their children's responses to the same questions.

At the divisional level, responses in all areas remained largely unchanged with a number of schools experiencing significant increases. HPSD will be gathering local data in the current school year to support education quality improvement as part of the Assurance Framework in our community consultations across all wards.

### In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

### Comments on Results

Although we were limited in the amount of in-person professional development due to health restrictions, our Division has always had a strong focus on growth and lifelong learning for all staff. This is evidenced by our strong results in this measure. HPSD continues to work collaboratively with our staff and their professional organizations to facilitate quality professional development.

Our Indigenous Education Team works collaboratively with schools to provide training and content from an Indigenous lens of knowing and doing which is used to support both student and staff growth and knowledge.

Professional development days are provided in regular intervals as part of our school year calendar and supported at the divisional level for content delivery at those sessions. This is also one of our divisional goals, "*To have a culture of excellence*" with data to inform the success and achievements in this goal being collected this year.

## DOMAIN 3: LEARNING SUPPORTS

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																						
	Authority										Measure Evaluation			Province								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

#### Comments on Results

The measure above has been changed and resulted in no comparison between previous years. We were happy that our results closely mirror the provincial results.

Data of concern from parents at one school, specifically on the survey questions about teachers caring about their children and students treating each other well, was not supported by the student responses on either the AEA survey or the HPSD school survey to students.

HPSD was very pleased to see that the vast majority of schools exceeded the provincial average in this measure as it is one of our divisional goals. The realized results are near the targeted performance measure in this category.

### Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																						
	Authority										Measure Evaluation			Province								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

#### Comments on Results

The Division surpassed the provincial average in this category, which was very well received as HPSD has been focusing on access to supports and services at all levels of the Division, including as an advocacy point for the Board of Trustees. While there are 2 schools that had lower than preferred results, specifically in parental responses, those results were not congruent with data from students and staff.

**Program of Studies - At Risk Students – Measure Details**

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

**Comments on Results**

Results in this category are again above the provincial average in this measure. Again, parental responses and their children's responses are not congruent with the data presented. As we continue to collect data from all stakeholders in our community consultations in the current school year, we are hopeful to glean why there is a divergence in responses from these 2 stakeholder groups.

The Division has a significant investment in supports for students, inclusive of those classified as at risk. Again, our Board's primary advocacy point is directly related to the provision of supports for students at the top of the pyramid for mental health needs. Our administrative procedure on healthy school communities outlines the four pillars of focus which are facilitated at the school level by staff, inclusive of our Student Wellness Team, to address areas of concern.

We are eager to work collaboratively with our school communities to gather information on whether our focus should be on the provision of services (or additional services) for students at risk or whether the focus should be on communicating the present level of supports.

**Inclusion – Pyramid of Intervention**

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

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

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

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

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

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

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

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

All Grade 5 classes took part in a divisional literacy project, *The Journey Forward*, a book about reconciliation. They had several visits from the book's author, Richard Van Camp.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

## DOMAIN 4: GOVERNANCE

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

### Comments on Results

The results from this measure, although a decline from the previous year, were anticipated as a result of the ongoing global pandemic. These results are being experienced, based on the present data, across the province.

We are hoping that even with the current restrictions in place, we will have the opportunity at our community consultations to gather information from our parents and guardians to support parental involvement. Concerns of note included parents being involved in decisions at their child's school and in their child's education and whether their input was considered.

The focus in the past school year was school health and safety, given the COVID-19 pandemic. Data from our responses from parents throughout this survey indicated incongruencies between their perception of school programs and services and the perception of students and staff in those respective schools. Schools reflecting on this data are considering alternate, internal data collection methods to improve parental response rates to clarify whether there is indeed an issue with the programs and services at their schools or if the data is showing a communication breakdown.

Parental involvement is also a Division goal, "*Parent and Community Relationships and Engagements*", with performance measures including parental satisfaction with their involvement in their child's education, opportunities to be involved in their child's education, and parental participation in parent-teacher interviews.

**Satisfaction with Program Access – Measure Details**

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority													Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

**Comments on Results**

HPSD is very pleased to see our results in this measure exceed the provincial average by nearly 10% and have done so consistently in past years. Our Division invests significant resources into learners through the variety of programs and services offered, including our Career Coaches, Wellness Coaches, Indigenous Education Coaches, Learning Support Teachers, literacy and numeracy assessment and evaluation tools, professional development opportunities, and all other programs and services which make High Prairie School Division the division of choice for quality, public education.

## SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2020-2021 School year of \$358,882. This deficit was a result of an entry Alberta Education requested school boards make as a one-time Weight Moving Average adjustment due to timing differences between School Board and GOA fiscal years. Without this entry, HPSD would have realized a small surplus of \$112 thousand.

Overall, the revenue percentages and sources of revenue remain fairly consistent year over year. In the 2020-2021 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 just over 85% of our operations. Federal support is the second-largest contributor, funding 8.24%. This is down from 11.1% due to a drop in enrollment for federal students largely contributed to Covid-19.

Payroll continues to be the largest expense incurred by the Division, at nearly 77%. Certified staff account for 49% 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 \$1,051,564 into capital assets from capital reserves and IMR/CMR funding from the province, coming to another \$1 million. These expenditures purchased division vehicles, surveillance cameras, with the bulks of the money, including IMR and CMR funding from the province, and upgrading our schools.

Detailed information on our SGF's can be found in the [Audited Financial Statement for the 2020-21 school year](#) or from the school Principal.

If more detailed financial information is required, please contact Mr. Jody Frowley, Secretary Treasurer at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at [hpsd.ca](https://hpsd.ca) for the [Audited Financial Statement for the 2020-21 school year](#) and/or a copy of the [2020-21 budget](#) after November 30th. Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

## STAKEHOLDER ENGAGEMENT

Schools and the Division engaged parents and stakeholders in several ways such as: school councils, a Council of School Council (COSC) meeting, student surveys, and surveys home to families. It was extremely difficult to host community consultations in the 2020-21 school year due to the ongoing gathering restrictions and health regulations. Our Division has planned a robust consultation process with our school communities happening this year, despite the ongoing pandemic. The Division will be engaging stakeholders in all wards to ask key questions to improve the education system. Additionally, data from the 2020-21 AEA survey is being used to formulate key questions asked to stakeholders to address concerns from the presented data. Some of those areas of concern include increasing the number of respondents to provide a more comprehensive data set representing our parents and guardians, work preparation questions being asked of our students, and staff feedback from professional development.

## WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2020-21 school year.