

**INSPIRE**  
**LEAD**  
**ACHIEVE**

# **2018-2021 Three Year Education Plan**

and

# **2017-18 Annual Education Results Report**



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# ABOUT US

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,300 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 schools located in the communities of Falher, Donnelly, High Prairie, Jossard, 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

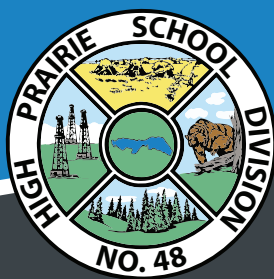
We inspire, lead, and achieve to the highest level.

## Mission

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.



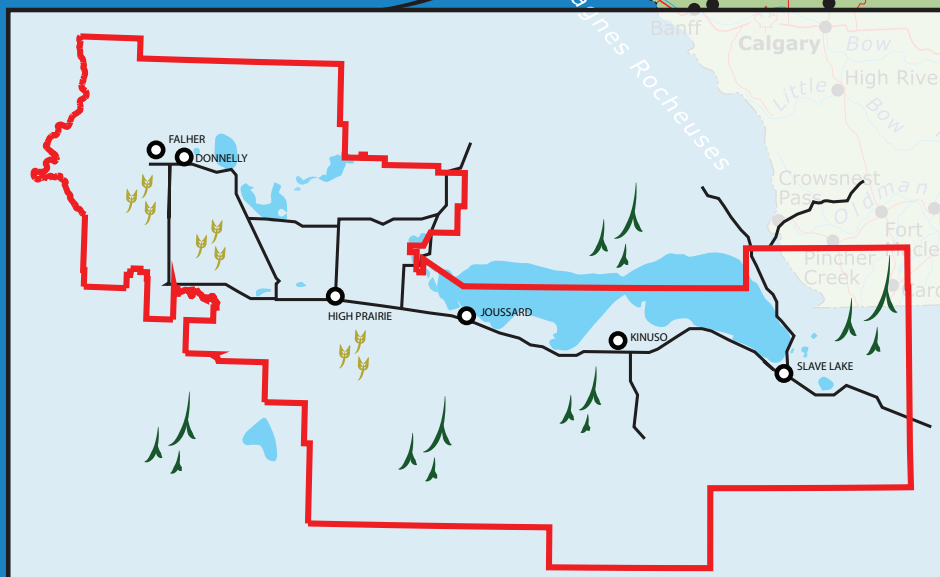
NORTHWEST TERRITORIES / TERRITOIRES DU NORD-OUEST

LEGEND / LÉGENDE

- Provincial capital / Capitale provinciale
- Other populated places / Autres lieux habités
- Trans-Canada Highway / La Transcanadienne
- Major road / Route principale
- International boundary / Frontière internationale
- Provincial boundary / Limite provinciale

BRITISH COLUMBIA  
COLOMBIE-BRITANNIQUE

SASKATCHEWAN



USA / É-U d'A

# MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees of High Prairie School Division No. 48 is responsible for ensuring that quality educational programs are provided for all students in our school system. It is our pleasure to present the 2018-2021 Combined Three-Year Education Plan and the 2017-18 Annual Education Results Report.

We continue to use community engagement sessions, APORI survey data, student engagement sessions, ourSCHOOL 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 three-year plan.

At our strategic planning session, the High Prairie School Division Board identified the following priorities and the goals through which they would be accomplished:

## Quality Learning

**The educational community will ensure learning success for every student.**

### **GOAL 1: LEARNING GROWTH AND ACHIEVEMENT**

*Outcome: Students meet learning outcomes with a focus on literacy and numeracy.*

### **GOAL 2: INCLUSIVE ENVIRONMENTS SUPPORTING ALL STUDENTS**

*Outcome: A clearly articulated pyramid of intervention will provide students with greater opportunities to succeed in school.*

### **GOAL 3: PREPARING STUDENTS TODAY TO BE SUCCESSFUL TOMORROW**

*Outcome: Collaborative, creative, inquiry-based learning environments will support students to be life-long learners who are resilient, engaged, passionate citizens.*

## Quality Teaching

**Staff will grow their practice and strive for a culture of excellence to ensure teaching and leadership success.**

### **GOAL 1: PROFESSIONAL GROWTH**

*Outcome: Staff will grow their professional capacity through regular and ongoing supervision and evaluation.*

### **GOAL 2: ENHANCING PRACTICE**

*Outcome: Professional development and collaboration meetings will provide staff opportunities to enhance their practice.*

### **GOAL 3: LEADERSHIP**

*Outcome: Staff display leadership qualities and model a culture of excellence.*

## Quality Relationships

**Quality relationships with parents, local communities (including First Nations and Métis Settlements), municipalities, and government ministries will ensure success and supports are in place for every student.**

### **GOAL 1: ONGOING AND EFFECTIVE COMMUNICATION**

*Outcome: Parents and local communities are kept informed of plans, programs, and progress within the education system.*

### **GOAL 2: PARENTS/CAREGIVERS AS PARTNERS**

*Outcome: Parents are provided opportunities to make decisions and be involved in their child's education.*

### **GOAL 3: ENGAGED GOVERNANCE**

*Outcome: Local communities, municipalities, and provincial and federal ministries are engaged in the education system as active partners.*

On behalf of 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 have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all students through the wise use of our resources.



## MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division No. 48 combined Three Year Education Report for the 2018-2021 school years and the Annual Education Results Report for 2017-18 school year. Our “report card” to the public reflects the many successes we have enjoyed during the 2017-18 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 2017-18 school year and the Education Plan for the three years commencing August 28, 2018 for High Prairie School Division No. 48 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability 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 Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2017-18 school year and the three-year Education Plan for 2018-2021 on November 21, 2018.”



Tammy Henkel, Chair



Laura Poloz, Superintendent

ORIGINAL SIGNED COPY IS HELD AT THE LEARNING SUPPORT CENTRE

# BOARD OF TRUSTEES

The High Prairie School Division's Board of Trustees consists of seven elected officials from across the region. As the corporate body elected by the voters and the ratepayers that support the High Prairie School Division, the Board of Trustees is responsible for the development of goals and policies to guide the provision of educational services to students resident within the division, in keeping with the requirements of government legislation and the values of the electorate.

## WARD 1



### Trustee

Karin Scholl  
Elected in 2004

Mobile (780) 837-0235  
kscholl@hpsd.ca



### Trustee

Lynn Skrepnek  
Elected in 2013

Mobile (780) 837-4849  
lskrepnek@hpsd.ca

## WARD 2



### Trustee

Joyce Dvornek  
Elected in 1998

Home (780) 523-2797  
Mobile (780) 523-7354  
jdvornek@hpsd.ca



### Chair

Tammy Henkel  
Elected in 2008

Mobile (780) 291-0888  
thenkel@hpsd.ca

## WARD 3



### Trustee

Lorraine Shelp  
Elected in 2017

Mobile (780) 355-3667  
lshelp@hpsd.ca

## WARD 4



### Trustee

Ali Mouallem  
Elected in 2017

Mobile (780) 805-6122  
amouallem@hpsd.ca



## EXECUTIVE COUNCIL

The High Prairie School Division's Executive Council is comprised of a Superintendent, Deputy Superintendent, and four Assistant Superintendents. Executive Council supports learners across the Division from the Learning Support Centre in High Prairie, Alberta. From this central location, the team is able to coordinate student services, curriculum strategies, and consistent communications to the Division's students, parents, staff, and stakeholders.

### SUPERINTENDENT



Laura Poloz

lpoloz@hpsd.ca  
Hired 1985

### DEPUTY SUPERINTENDENT



Margaret Hartman

mhartman@hpsd.ca  
Hired 1982

### ASSISTANT SUPERINTENDENTS



#### Secretary Treasurer

Raymonde Lussier

rlussier@hpsd.ca  
Hired 1989



#### Assistant Secretary Treasurer

Jody Frowley

jfrowley@hpsd.ca  
Hired 2017



#### Human Resources

Treva Emter

temter@hpsd.ca  
Hired 1997



Evan Dearden

edearden@hpsd.ca  
Hired 2009

# ACHIEVEMENTS

## Diploma Exam Preparation Courses

HPSD continues to offer its Diploma Exam Preparation program at no cost to senior high students, providing support in accomplishing success with provincial diploma exams. The program is organized centrally and brings students from all high schools and outreach centres together for weekend sessions with teachers experienced in teaching the respective courses. The objective is to enable students to develop confidence and competence in preparation for the exams. Students continue to tell us they value this program. Although weekday sessions were seen as productive, the sessions have moved back to the weekend because of the time lost from teaching other courses. To compensate, the weekend schedule was posted well ahead of time for students to adjust their personal commitments accordingly.

## Wellness Coaches

Wellness Coaches continue to support schools in the implementation of AP 241 "Healthy School Communities". They provide universal/targeted/intensive support to students in need while accessing community partnerships when community supports are available. Wellness staff continue to assist students in identifying/meeting their wellness related goals.

## Success Coaches

The Indigenous Success Coaches work collaboratively with students, families, communities,



and High Prairie School Division staff to create positive outcomes for Indigenous learners throughout the division.

The Indigenous Success Coaches also work with local Elders, Knowledge Keepers and community members to provide staff with support and resources to meet the new Teacher Quality Standard.

## Dual Credit Programming and Career Coaching

Career Coaches continue to provide HPSP students support in transitioning successfully to secondary, post-secondary, and occupational futures. Career Coaches meet in class settings with Grade 5-9 students in developing self-awareness and career understandings. Career Coaches meet frequently with senior high students in group and individualized settings to reflect and plan the necessary steps to gain access to programs



throughout the world. In addition, Career Coaches continue to expand the already significant variety of Dual Credit course possibilities for senior high HPSP students through a growing number of colleges and universities across Alberta. HPSP is recognized provincially for its very successful Dual Credits program.

## Academy of Personalized Learning

In 2017-18 HPSP began preparation of -and in 2018 did launch- its new Academy





Directed home education, by utilizing technology in new ways that supports individualized instruction. With the involvement of a lead facilitator, APL students in Grade 1-12 can participate in home education while taking advantage of the many programs and supports available to regular HPSD students. APL students can take courses at home and participate on school sports teams, access the school libraries, enroll in courses with regular school students, join in field trips, and more. APL parents can choose

Ahead with High School Redesign pilot project. E. W. Pratt, Georges P. Vanier and Kinuso schools are currently engaged in the pilot which provides senior high schools with the ability to re-envision their educational offerings for students. No longer are courses planned simply according to the standard 25 hours per credit (Carnegie Unit). Rather, these schools are now able to adjust the time component for courses based on student need. This basic outcomes-based philosophy promotes flexible timetabling, individualized programming and promising progressive educational approaches to student success.



of Personalized Learning (APL) to support home education students. Although home education has been an option for many years within HPSD, it has not been given a high priority. As a result, many resident families chose to access home schooling through other school jurisdictions and private provider operators. APL is a bold attempt to engage in Teacher-Directed and Parent-

to have their children participate in literacy and numeracy testing, psychological testing, accessing Career Coaches, and much more. HPSD is delighted to offer this program to all resident and non-resident HPSD students. This is a one year pilot program.

### High School Redesign

HPSD continues to participate in Alberta Education's Moving

### Curriculum, Assessment and Pyramid of Intervention (CAP)

After reviewing operations at the school level across the division, HPSD is looking to return CAP to its roots. Under the direction of the Supervisors of Curriculum, Instruction, and Inclusion, focus is being returned to curriculum connection, assessment practices and the pyramid of intervention. With the Curriculum Lead, attention is specifically centering on supporting teachers with the incoming concept-based K-9 curriculum. Best practices in assessment are being initiated through training provided by the ATA Assessment Development Team. The pyramid of intervention is supported by each school's Learning Support Teacher.

# COMBINED 2018 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	High Prairie School Div No. 48			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87	87	86	89	90	89	High	Improved	Good
Student Learning Opportunities	Program of Studies	84	83	82	82	82	82	Very High	Improved	Excellent
	Education Quality	88	88	87	90	90	90	High	Maintained	Good
	Drop Out Rate	6	5	4	2	3	3	Intermediate	Declined	Issue
	High School Completion Rate (3 yr)	63	62	62	78	78	77	Intermediate	Maintained	Acceptable
	PAT: Acceptable	62	60	61	74	73	73	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	9	9	9	20	20	19	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75	70	71	84	83	83	Low	Maintained	Issue
	Diploma: Excellence	11	11	11	24	22	22	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	37	35	33	56	55	55	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	52	50	48	63	62	62	n/a	Maintained	n/a
	Transition Rate (6 yr)	55	52	50	59	58	59	Intermediate	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	78	78	79	82	83	82	High	Maintained	Good
	Citizenship	77	78	77	83	84	84	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	82	83	83	81	81	81	High	Maintained	Good
Continuous Improvement	School Improvement	79	80	78	80	81	81	High	Improved	Good

# COMBINED 2018 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

Measure Category	Measure	High Prairie School Div No. 48 (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
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	9	7	6	5	6	6	Low	Declined	Issue
	High School Completion Rate (3 yr)	43	45	47	53	54	51	Very Low	Maintained	Concern
	PAT: Acceptable	48	45	45	52	52	52	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	4	4	4	7	7	7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69	64	63	77	77	77	Very Low	Maintained	Concern
	Diploma: Excellence	5	5	5	11	11	10	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	17	20	16	24	22	21	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31	31	28	36	34	33	n/a	Maintained	n/a
	Transition Rate (6 yr)	39	41	35	33	32	33	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	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
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

# MEASURE EVALUATION REFERENCE

## Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



# OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	67.7	66.8	56.9	59.8	61.5	66	Very Low	Maintained	Concern	66	68	70
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.8	10.7	7.9	9.2	8.6	6	Very Low	Maintained	Concern	9	10.5	12

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.3	72.6	71.1	70.3	74.7	71	Low	Maintained	Issue	78	81	84
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11	10.6	11.5	11.1	10.9	12.5	Low	Maintained	Issue	12	14	16

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	64.6	60.9	64.2	62.1	62.7	66	Intermediate	Maintained	Acceptable	68	74	78
Drop Out Rate - annual dropout rate of students aged 14 to 18	4	4.6	3.1	5	5.5	2.7	Intermediate	Declined	Issue	5	4	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	41.7	46.7	50.8	51.6	54.6	52	Intermediate	Improved	Good	59	62	65
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	46.7	49.9	51.6		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	35.9	33.8	29	35	36.6	30	Low	Maintained	Issue	41	47	51

## Strategies

### ASSESSMENT

HPSD schools will generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences. Support will be provided and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps

- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities

### LITERACY

HPSD schools will assess using the F&P and the OCA benchmarks according to divisionally set schedule.

HPSD schools will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.

Support will be provided and evidence will include:

- K-12 literacy rich environments
- Read alouds & think alouds



are modeled K-12 across all subject areas

- Teachers conferencing with students about their reading and writing
- K-12 students participating in guided and shared reading and writing opportunities
- Explicit instruction of comprehension strategies &

- content area strategies
- A variety supports and interventions for reading and writing are available to students
- Instruction and supports are informed by student data and staff collaboration
- Literacy interventions are articulated on the school's pyramid of intervention

MIPI to students in Grades 2 to 10 and demonstrate the use of data to inform instruction.

HPSD schools will identify and assess the numeracy interventions they are currently using.

HPSD schools will ensure that all staff and students understand that numeracy is foundational to all learning. Support will be provided and evidence will include:

- MIPI is administered in all Grades 2-10
- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions
- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas

## NUMERACY

HPSD schools will administer the

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.3	75.1	78.4	77.9	77.4	80	Intermediate	Maintained	Acceptable	78	79	80
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.	75.2	78.4	80.1	77.8	78.4	83	High	Maintained	Good	85	88	90



## Strategies

### CHARACTER EDUCATION

Each school will develop and implement a character education plan that reinforces and builds on HPSP Core Values, leading students to be socially responsible

and to succeed locally and globally. Support will be provided and evidence will include:

- Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage

- students, families, staff
- All staff can articulate core values and affirm the importance of those values to the school community
- Values are infused throughout the school by use of focused language & actions
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions)
- Students, parents, and staff understand expectations, processes, and language
- Character education empowers students by clarifying the discrepancy between the core values and behaviour/actions and allows them to self-correct/self-regulate

# OUTCOME TWO: ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS, AND INUIT STUDENTS' SUCCESS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	50.8	51.1	38.2	44.6	48.1	53	Very Low	Maintained	Concern	55	60	66
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.7	4.1	3	4.4	3.8	4.5	Very Low	Maintained	Concern	5	7	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	63.7	66.5	59	63.6	68.7	69	Very Low	Maintained	Concern	72	75	78
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	5.7	2.6	6.5	4.8	4.9	7	Very Low	Maintained	Concern	6	8	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	46.4	43.4	53.1	45.1	43	54	Very Low	Maintained	Concern	51	58	60
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.7	7.5	5.1	6.7	9.1	4.9	Low	Declined	Issue	8	7	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	30.4	32.8	32.6	40.8	39.1	35	Very Low	Maintained	Concern	41	43	45
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	25.4	30.8	30.5		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.5	15.6	11.2	19.7	17.2	20	Very Low	Maintained	Concern	22	28	32

## Strategies

HPSD schools will diminish the achievement gap.

HPSD schools will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives. Support will be provided and evidence will include:

- Every indigenous student has connections with multiple caring adults (the concept that each student has more than one school based adult (teacher, EA, coach, admin) as a key support)

- Indigenous students demonstrate successful learning behaviours (asking questions, answering questions, asking for support, in the green zone in a classroom)
- A proportional representation of learners are evident in programs
  - Indigenous students have balanced representation in academic programs
  - Indigenous students participate in school teams, clubs, awards, and honours
- Schools demonstrate high expectations for Indigenous students and provide the literacy and numeracy



supports needed for their success in school and in their future

- Indigenous language, culture, history, and historical perspectives are infused in school culture and classroom learning





- Collaboration and communication with indigenous communities engage families
- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous Support Coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes



# OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	84.8	83.4	86.4	86.6	86.8	87	High	Improved	Good	90	91	93

## Strategies

### INCLUSION

HPSD school based LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction.

HPSD schools will each define and implement their list of universal strategies. Support will be provided and evidence will include:

- LSTs will log conversations to inform prescription of interventions and assessment of their success
- Schools will develop, review, and refine a list of universal strategies available to support student success
- Schools will demonstrate the process outlining the use/application and success of universal supports
- Schools will use a strength-based approach when developing a success plan for students

### PYRAMID OF INTERVENTION

HPSD schools will develop, refine, and publish their pyramid of interventions. Support will be provided and evidence will include:

- Schools will identify and publish a pyramid of intervention that articulates universal, targeted and



- intensive supports available
- Schools will articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention
- Schools will display their pyramid of intervention in a designated area where staff have easy access



## OUTCOME FOUR: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	80.7	79.1	82.6	82.9	84.1	86	Very High	Improved	Excellent	86	90	94

### Strategies

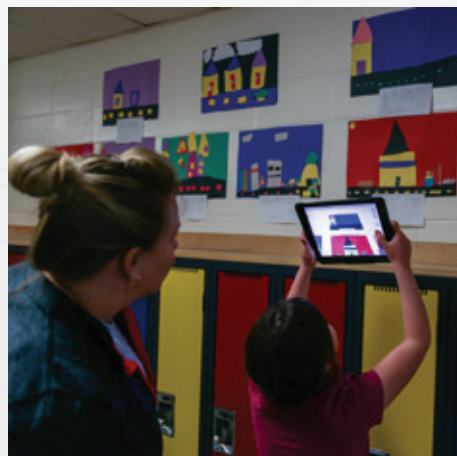
#### LEARNING TECHNOLOGY POLICY FRAMEWORK

HPSD schools will “engage in year-long professional learning and ongoing critical reflection” to improve technology integration (Alberta Education Teaching Quality Standard, 2018).

HPSD schools will develop and implement an LTPF Policy Direction 1: Student Centered Learning plan.

Support will be provided and evidence will include:

- HPSP students:
  - Access, share and create knowledge using a range of resources and media
  - Discover, develop and apply competencies across subject and discipline areas for learning work and life
  - Develop and apply digital citizenship and technological skills
  - Monitor their learning progress and inform decisions through data and evidence based reasoning
- HPSP teachers
  - Innovatively and effectively use technology
  - Use technology and



research to meet diverse needs in student-centred learning opportunities

(AB Education LTPF Framework, 2013)

# OUTCOME FIVE: ALBERTA'S EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	76	76	77.7	79.6	79.3	79	High	Improved	Good	85	90	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.4	82.9	82.3	83.2	82.3	85	High	Maintained	Good	86	89	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	83.3	86.1	86.6	87.6	87.7	88	High	Maintained	Good	90	93	95

## Strategies

### ENGAGED GOVERNANCE

As part of their strategic plan, The HPSD Board of Trustees has outlined 3 priorities with subsequent goals. The outcome for engaged governance is the local communities, municipalities, and provincial and federal ministries are engaged in the education system as active partners. The Board of Trustees is actively seeking support and engagement from the following ministries on the topics listed. Invitations have been sent to discuss these key issues.

#### Advanced Education

- Additional seats opened at the post-secondary level for professional staff (especially in rehabilitation services)
- Consistent, reasonable admission requirements from publicly funded post-secondary institutions

#### Education

- More funding dedicated to dual credit programming to address labour shortages
- 2.4 km Transportation Threshold for students should be decreased with operational funding provided

### Health

- Wellness for rural Alberta needs to be reviewed to address barriers to access key services
- The nutrition project funding model needs to be adjusted to allow for flexibility to accommodate rural barriers

### Infrastructure

- Adequate Funding for non-educational buildings
- Forecast for new schools or school modernizations to effectively use IMR funds

### Justice

- Increased penalties for passing a school bus with its flashing red lights on

### Transportation

- Mandatory Entry-Level Training (MELT) must include Class 3 drivers
- Air brake certification for School Bus Drivers reflective of the vehicles they are operating

Additionally, Trustees are meeting with municipalities and Indigenous communities on education services.



### Leadership Development

Leadership development is being addressed through a number of opportunities. Collaboration with the Alberta Assessment Consortium and Northwest Regional Learning Consortium has allowed us to facilitate Teacher and Leadership cohorts with the goal of building capacity in our schools around effective assessment practices. We have a contractor, Sandra Woitas, leading professional development at a number of HPSD schools to assist with implementing school goals. HPSD has embedded 3 divisional collaborative professional development days in the school





year calendar. Professional development opportunities are also available for school support staff.

### **Staffing**

HPSD is expanding its recruitment through additional avenues, both traditional and digital. New Teacher Orientation, under the support of our Mentor Coach, was also reviewed and adjusted to allow for staggered delivery of the NTO framework to reduce overload in the first weeks of teaching. HPSP continued with the early resignation incentive to allow for advanced

notice of retirement to foster early recruitment for teaching positions. Lastly, HPSP continues to focus on staff wellness with a review of our administrative procedures and best practices. We also applaud our employee benefits plan and employee family assistance program as resources designed to support employees throughout their careers with the division.

# SUMMARY OF FINANCIAL RESULTS

High Prairie School Division No. 48 realized a deficit for the 2017/2018 School Year of \$909,351. The targeted deficit was \$1,235,888. The primary reason for the deficit being less than planned was the result of HPSD being unable to recruit replacements of vacant positions and planned spending on a few projects were unrealized.

The school division is working on a number of initiatives to prudently draw down the accumulated surplus to address achievement gaps along with new initiatives to meet our strategic goals. Revenues from the Province of Alberta continue to make up the largest portion of funding at 84.3%. Local First Nations communities account for 8.4% of the division’s revenue. The remaining revenues are primarily from external sources for services and transportation.

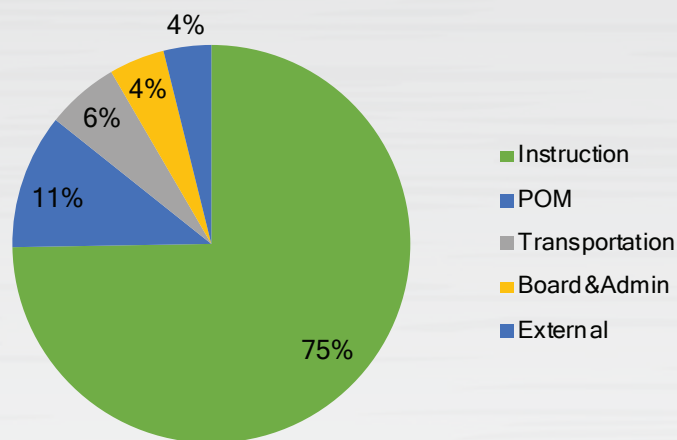
Overall the revenue percentages and sources remain fairly consistent with prior years. Salaries and benefits continue to represent the largest expense to the division with certificated staff representing 46.4% and uncertificated staff at 26.6% of total expenditures.

The school division invested \$1,081,740 in capital assets during the year to meet our current and future needs. These purchases were entirely funded from reserves. These expenditures included the replacement of 5 buses, equipment upgrades at several of our schools and major departments several division vehicles.

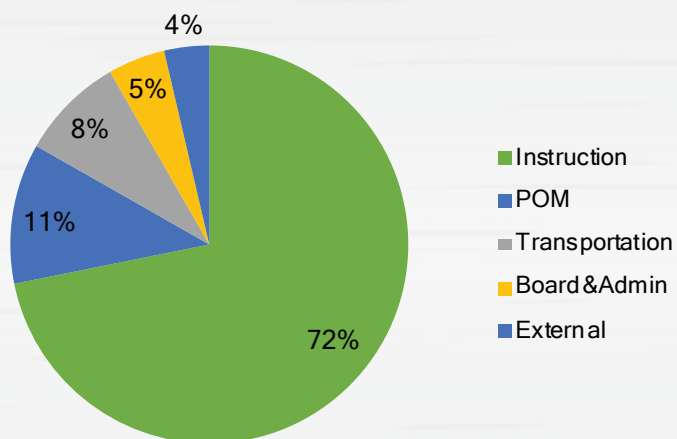
School Generated Funds (SGF) reserves were \$78,415 which is an increase of \$15,915 from the previous year. Detailed information on our SGF’s can be found in the [notes of our audited financial statement](#) or from the school Principal.

If more detailed financial information is required, please contact Mr. Jody Frowley, Assistant Secretary Treasurer at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at [hpsd.ca](http://hpsd.ca) for the [Audited Financial Statement for the 2017-18 year](#) and/or a copy of the [2018-19 budget](#). Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

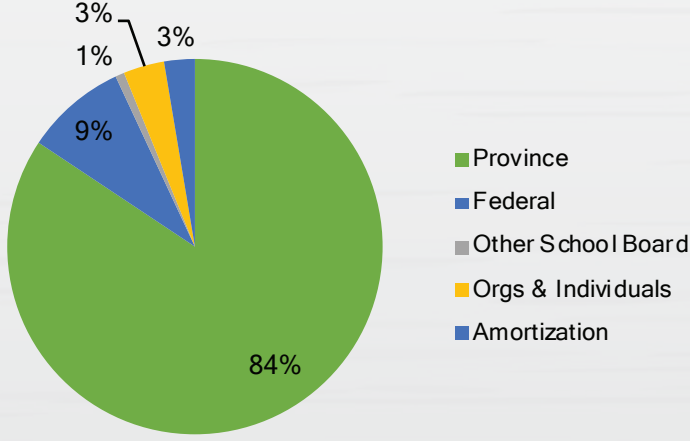
2017-2018 Revenue By Department



Expenses by Department



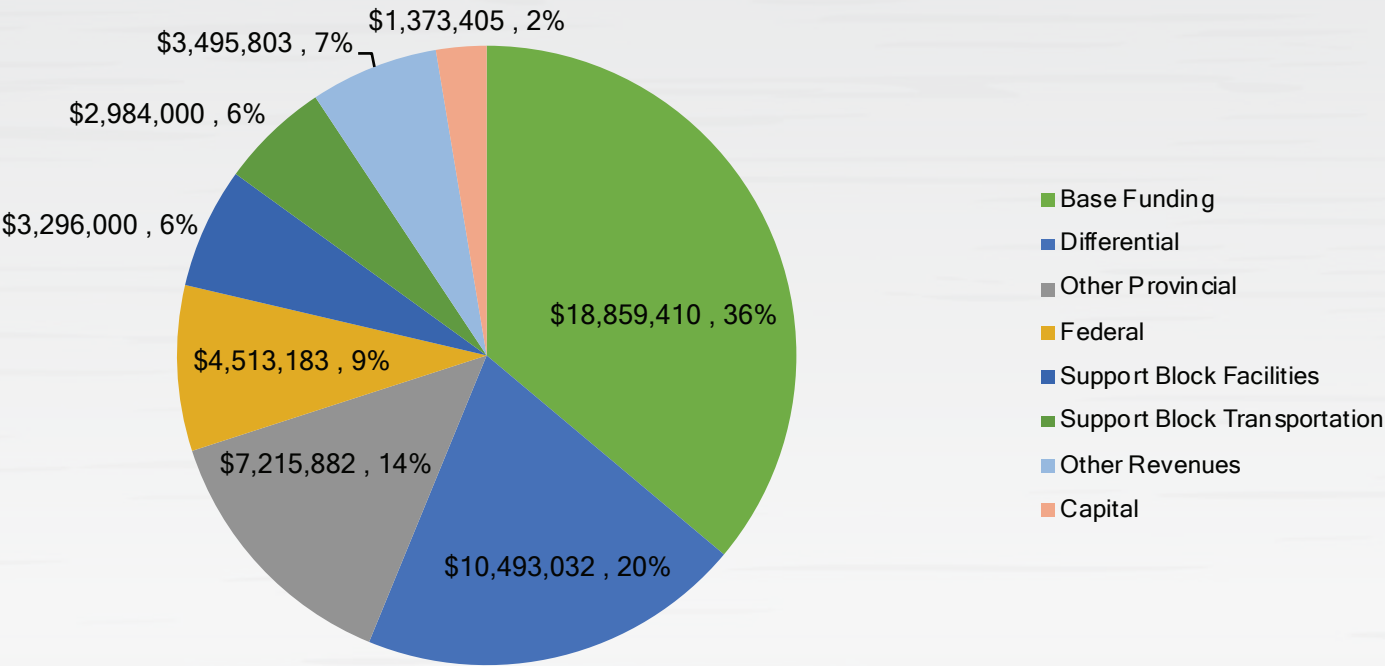
2017-2018 Revenue by Source



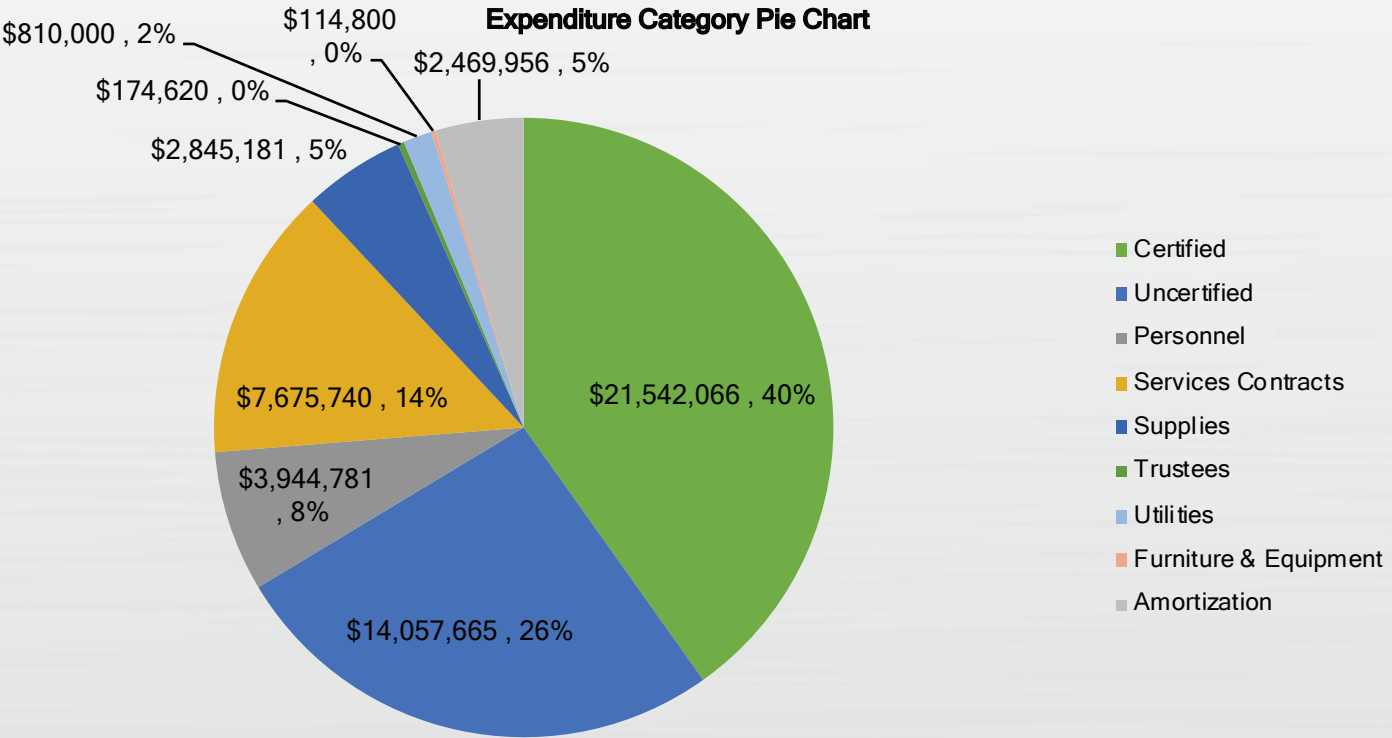
BUDGET SUMMARY

The 2018-19 budget is projecting a defect of \$1.43 million. Reserves will be used to fund several projects to enhance the educational experience of our students.

Revenue & Allocations to Budget Centre Category Pie Chart 2018-2019



Expenditure Category Pie Chart





# CAPITAL AND FACILITIES PROJECTS

Throughout the 2017-18 school year the Facilities Department contributed to the educational environments of High Prairie School Division's schools by reconfiguring space and improving schools to enhance programming.

1. DDC panels were replaced at H.P. Elementary, E.W. Pratt, and C.J. Schurter for improved air temperature in each classroom.
2. Another 27 smartboards and projectors were replaced to keep up with the changes in technology.
3. Millwork, floor tiles, and lighting were replaced in 4 more classrooms at Roland Michener, which gives the students a cleaner and brighter learning environment.
4. Inside doors on main entrance at E.G. Wahlstrom were replaced, a buzzer system was installed on the doors to give students a secure school.
5. We continue to run our preventative maintenance program to ensure quality lighting, heating, and ventilation to each classroom throughout the Division.
6. New floor tiles and LED lighting in several classrooms in the junior high wing of G.P. Vanier were upgraded to give students a brighter and cleaner learning environment.
7. Science labs at E.W. Pratt were renovated, giving students an improved and modern learning environment.
8. Additional millwork projects were done throughout the Division giving classrooms extra organized space.
9. Entrance doors were replaced at C.J. Schurter in entrances E03 and E05 to cut down on drafty entrances and lower energy costs.
10. Emergency generators were upgraded at Ecole Routhier and C.J. Schurter so students still have heat, water, and lighting when the power is not supplied by the grid.
11. Motion sensors were installed on the lighting fixtures at C.J. Schurter so we can lower our energy cost and divert those savings to the classrooms.

The detailed [3 Year Capital Plan](#) can be viewed on our website at [hpsd.ca](http://hpsd.ca).

## SUMMARY OF FACILITY AND CAPITAL PLAN

The Facilities Department is continually working to improve services to all sites and has succeeded in providing significant advancements in the achievement of their goals. To this end, several projects scheduled for 2018-19 are as follows:

1. Replacing all exterior lights on the schools to LED light fixtures.
2. Art room expansion (148) at E. W. Pratt.
3. Office renovations (101 – 110) at E. W. Pratt.
4. Continuation of our preventative maintenance program.
5. Fob readers to be installed throughout the Division.
6. Several more millwork projects planned through the Division.
7. Creating a kitchen in room (128A) at H.P. Elementary.
8. Bathroom renovations planned for rooms 132 & 140 at E.G. Wahlstrom.
9. All emergency exit lights to be replaced with LED fixtures.
10. 750 feet of chain link fence to be installed in the west playground at E.G. Wahlstrom.
11. Lunch room, bathrooms, and hallway to be renovated at Roland Michener.
12. Replacement of boilers at Ecole Routhier.
13. Roof to be redone on 50% of junior high wing at Roland Michener.
14. Another 2 dozen projectors and smartboards to be installed through the Division.

## PARENTAL INVOLVEMENT

Schools and the Division engaged parents in several ways such as: volunteerism, school councils, community planning sessions, Council of School Council (COSC) meetings, surveys, setting the Division calendar and participation in school/community events.



## TIMELINES AND COMMUNICATION

Throughout the spring, the strategies and actions identified in this plan were reviewed by the administrators of HPSD. School based administrators began putting their school plans in place and communicated the Division's draft planning to their staff and school councils. The draft of the strategies came out of work completed in strategic planning sessions with administrators and the Board of Trustees.

HPSD will continue to publish reports and documents on our website, including the combined 3-Year Education Plan and Annual Education Results Report, as opportunities to celebrate the accomplishments of HPSD in the past year. HPSD continues to engage in school/community planning sessions throughout the Division on a rotating basis. Through this mechanism, surveys, opportunities to make a delegation to the Board, phone calls, and social media, communities have the opportunity, and in fact are encouraged, to provide valuable feedback to our schools and the jurisdiction. All information is used in the development of plans and setting of priorities.

The Combined 3YEP and AERR was presented to the Board of Trustees at their regularly scheduled meeting on November 21, 2018. Its approval allowed the document to be placed on the website. Our Alberta Education Manager was notified of this posting through email and the link to the website was included.

## 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 2017-18 school year.

## CLOSING REMARKS

Once High Prairie School Division posts this Strategic Education Plan on its website, copies are distributed to all schools in the jurisdiction. Information posted publicly made reference to the fact that division and school three-year plans were available for viewing through our website at [hpsd.ca](http://hpsd.ca) under the Board of Trustees section. Copies are made available at each school and at the Division Office. It is the expectation that copies of the jurisdictional Three-Year Education Plan be circulated to staff, school council representatives, and also presented to the Council of School Councils (COSC) representatives.

# PAT RESULTS COURSE BY COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		High Prairie School Div No. 48							Alberta			
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	234	70.1	220	77.0	51,540	83.5	48,248	82.7
	Standard of Excellence	Low	Maintained	Issue	234	9.4	220	8.7	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	High	Maintained	Good	14	92.9	16	86.8	3,326	85.2	3,007	86.8
	Standard of Excellence	High	Maintained	Good	14	21.4	16	10.2	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	233	52.4	220	51.7	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	233	3.4	220	5.3	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Low	Maintained	Issue	233	70.4	220	67.1	51,517	78.8	48,180	77.1
	Standard of Excellence	Low	Maintained	Issue	233	15.5	220	14.5	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	232	64.2	220	59.9	51,525	75.1	48,170	71.4
	Standard of Excellence	Low	Maintained	Issue	232	9.9	220	12.9	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	203	66.0	202	68.3	46,822	76.1	44,296	76.5
	Standard of Excellence	Very Low	Maintained	Concern	203	4.9	202	6.5	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	Low	Declined	Issue	28	32.1	14	58.8	1,588	55.7	1,543	60.5
	Standard of Excellence	Low	Maintained	Issue	28	0.0	14	0.0	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	High	Improved	Good	16	93.8	12	71.7	2,899	81.4	2,660	84.0
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	12	2.2	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	208	51.9	192	56.0	46,603	59.2	43,851	66.8
	Standard of Excellence	Very Low	Maintained	Concern	208	8.2	192	10.8	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	Low	Declined	Issue	27	29.6	21	50.4	2,049	57.4	1,983	59.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	27	7.4	21	8.7	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Intermediate	Improved	Good	200	69.5	199	62.1	46,810	75.7	44,341	74.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	200	11.5	199	9.6	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	30	53.3	17	53.2	1,528	64.6	1,522	64.1
	Standard of Excellence	Low	Declined	Issue	30	0.0	17	3.3	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	203	55.7	204	48.6	46,840	66.7	44,267	65.6
	Standard of Excellence	Very Low	Maintained	Concern	203	8.9	204	7.9	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	Very Low	Maintained	Concern	28	25.0	11	36.1	1,501	55.2	1,493	57.2
	Standard of Excellence	Low	Maintained	Issue	28	3.6	11	0.0	1,501	14.2	1,493	11.8

# DIPLOMA EXAMINATION RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

		High Prairie School Div No. 48						Alberta				
Course	Measure	Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	111	77.5	98	74.4	30,393	87.5	29,349	86.6
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	111	6.3	98	5.3	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	99	88.9	93	90.7	16,184	88.0	16,632	89.1
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	99	6.1	93	7.0	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	8	100.0	7	100.0	1,230	93.8	1,312	94.6
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	8	0.0	7	11.1	1,230	11.0	1,312	9.3
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	60	66.7	58	58.3	20,148	77.8	20,605	73.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	60	25.0	58	19.9	20,148	35.3	20,605	29.4
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	59	55.9	54	55.5	14,362	74.2	13,516	74.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	59	3.4	54	4.7	14,362	16.4	13,516	16.1
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	88	73.9	92	65.6	21,793	86.2	21,941	86.0
	Diploma Examination Standard of Excellence	Intermediate	Improved Significantly	Good	88	12.5	92	3.7	21,793	17.7	21,941	15.1
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	115	73.0	100	72.6	20,391	78.8	19,847	81.0
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	115	2.6	100	4.5	20,391	12.2	19,847	12.7
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	65	76.9	90	74.2	23,026	86.6	22,263	85.0
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	65	20.0	90	22.3	23,026	36.6	22,263	32.6
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	82	68.3	73	62.4	18,770	83.6	19,031	82.3
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	82	17.1	73	19.1	18,770	38.3	19,031	35.8
Physics 30	Diploma Examination Acceptable Standard	High	Improved	Good	26	88.5	35	76.7	9,679	86.2	10,276	85.1
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	26	30.8	35	29.9	9,679	43.6	10,276	39.1
Science 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	22	72.7	n/a	n/a	9,426	85.4	8,651	84.4
	Diploma Examination Standard of Excellence	Low	n/a	n/a	22	4.5	n/a	n/a	9,426	31.5	8,651	27.6

# PROVINCIAL ACHIEVEMENT TEST RESULTS – MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target			
		2014		2015		2016		2017		2018		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	79.3	10.4	83.9	12.2	74.8	9.8	72.3	4.1	70.1	9.4	79	10	79	10
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9				
French Language Arts 6	Authority	100	12.5	93.8	25	100	0	66.7	5.6	92.9	21.4	80	10	98	25
	Province	88	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3				
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	90.6	17.1	89	15	91.4	17.2	92.1	21.6	93.3	23.1				
Mathematics 6	Authority	63.2	6.2	65.9	6.8	44.6	5.6	44.6	3.3	52.4	3.4	63	9	65	10
	Province	73.5	15.4	73.2	14.1	72.2	14	69.4	12.6	72.9	14				
Science 6	Authority	69.4	14.5	77.1	16.6	62	11.3	62.4	15.7	70.4	15.5	80	20	80	20
	Province	75.9	24.9	76.3	25.3	78	27.1	76.9	29	78.8	30.5				
Social Studies 6	Authority	61.7	9.3	64.9	11.2	58.7	15.5	56.2	12	64.2	9.9	61	13	70	14
	Province	70.4	16.6	69.8	18.1	71.4	22	72.9	21.7	75.1	23.2				
English Language Arts 9	Authority	71.2	5.8	70.2	5.6	67	5.4	67.6	8.5	66	4.9	77	10	77	6
	Province	76.3	15	75.6	14.4	77	15.2	76.8	14.9	76.1	14.7				
English Lang Arts 9 KAE	Authority	50	3.6	70	0	43.8	0	62.5	0	32.1	0	55	0	76	0
	Province	62.8	3.5	63	4.5	59.8	6.2	58.8	5.9	55.7	5.9				
French Language Arts 9	Authority	87.5	6.3	81.8	0	53.3	6.7	80	0	93.8	0	90	5	98	5
	Province	86.5	11.1	85.8	10.1	83	10.8	83.1	11.2	81.4	9.8				
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3				
Mathematics 9	Authority	69.1	15.7	56.2	12.4	52.1	6.8	59.6	13.1	51.9	8.2	55	14	62	18
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19	59.2	15				
Mathematics 9 KAE	Authority	32.1	0	57.1	21.4	37	0	57.1	4.8	29.6	7.4	54	21	76	7
	Province	63.4	14.5	60.9	14.4	61.2	13	57.5	13.3	57.4	13.6				
Science 9	Authority	76.4	17.8	65.4	13.1	57.8	7.5	63	8.2	69.5	11.5	73	12	73	13
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74	21.4	75.7	24.4				
Science 9 KAE	Authority	39.3	7.1	54.5	0	55	5	50	5	53.3	0	60	8	60	8
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3				
Social Studies 9	Authority	63.9	9.9	49.5	8	42.1	3.8	54.2	12	55.7	8.9	57	13	57	13
	Province	65.5	19.9	65.1	19.8	64.7	18	67	20.2	66.7	21.5				
Social Studies 9 KAE	Authority	42.9	10.7	58.3	0	0	0	50	0	25	3.6	40	2	55	2
	Province	61.8	10.7	57.3	11.2	58	11.6	56.3	12.7	55.2	14.2				

# DIPLOMA EXAMINATION RESULTS - MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target			
		2014		2015		2016		2017		2018		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	79.5	4.8	71.6	3.7	81.7	7.3	69.9	4.9	77.5	6.3	78	6	82	7
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2				
English Lang Arts 30-2	Authority	88.2	6.6	88.1	5	93	7	91	9	88.9	6.1	92	10	97	9
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88	13.1				
French Lang Arts 30-1	Authority	*	*	100	16.7	100	0	100	16.7	100	0	100	6	100	6
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11				
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23				
Mathematics 30-1	Authority	54.8	8.1	52	18	58.1	12.2	64.7	29.4	66.7	25				
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3				
Mathematics 30-2	Authority	54.8	3.2	55.8	2.3	60	5.5	50.8	6.3	55.9	3.4				
	Province	71.3	15	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4				
Social Studies 30-1	Authority	75.3	4.1	69.3	1.3	57.8	5.2	69.8	4.7	73.9	12.5	80	9	80	15
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86	14.8	86.2	17.7				
Social Studies 30-2	Authority	76.5	7.8	78.3	2.2	65.1	7.5	74.5	3.9	73	2.6	80	4	80	4
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2				
Biology 30	Authority	83.6	26	76.2	23.8	79.8	27	66.7	16	76.9	20	80	23	80	23
	Province	85.2	31.8	85.8	33	85.1	32.4	84.2	32.3	86.6	36.6				
Chemistry 30	Authority	73	30.2	61	18.6	65.9	20.7	60.3	17.9	68.3	17.1	70	21	70	21
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3				
Physics 30	Authority	48.3	6.9	77.8	37	69.6	17.9	82.6	34.8	88.5	30.8	84	41	89	41
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6				
Science 30	Authority	n/a	n/a	n/a	n/a	*	*	*	*	72.7	4.5			78	15
	Province	85	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5				



# AVERAGE CLASS SIZE

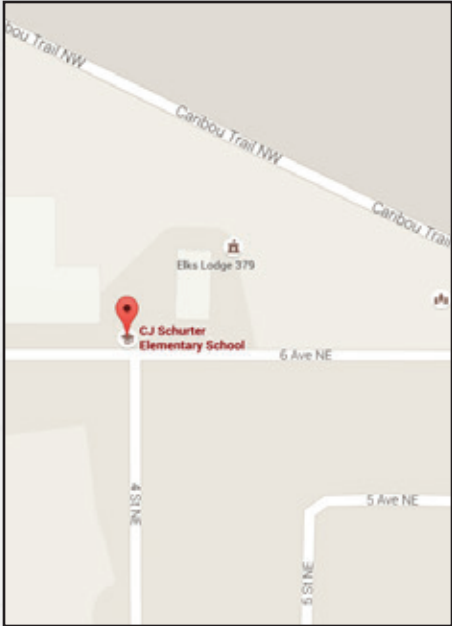
	K to 3			4 to 6			7 to 9			10 to 12		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
C.J. Schurter Elementary School	20.2	21.1	18.9									
E.G. Wahlstrom School				23.9	22.5	21.7						
E.W. Pratt High School										20.4	13.6	16.6
Georges P Vanier School							17.9	19.7	17.4	14.5	10.8	11.7
High Prairie Elementary School	18.8	19.8	20.2	24.3	19.9	19.0						
Joussard School	18.7	16.7	14.8	16.0	18.7	21.7						
Kinuso School	21.6	16.8	14.8	20.3	19.7	20.2	24.2	22.8	21.2	12.8	12.1	17.9
Prairie River Junior High School							23.4	23.8	22.1			
Roland Michener Secondary School							24.2	22.7	21.7	19.8	21.8	18.6
Routhier School	15.4	16.5	13.7	20.5	19.0	17.6						
Total for Jurisdiction	19.2	19.3	17.6	22.1	20.7	20.4	22.2	22.3	20.8	17.5	14.7	15.8



## OVERVIEW OF SCHOOLS

High Prairie School Division is committed to providing quality public education in schools that are welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging. This is accomplished by our team of dedicated staff who work in partnership with our community stakeholders. Teachers work in conjunction with our support staff to facilitate optimum learning which goes above and beyond the standard curriculum. This multi-faceted approach to supporting learners is an integral reason why High Prairie School Division is the division of choice. Our team of highly skilled professionals make a defining impact on each student by facilitating quality public education.

# C.J. SCHURTER SCHOOL



**Principal**  
Linnea Jones  
ljones@hpsd.ca  
Hired 2010

<b>STATISTICS:</b>	
YEAR BUILT	1971
GRADES	K - 3
LOCATION	SLAVE LAKE
STUDENTS	469
TEACHERS	30
SUPPORT STAFF	27
AVERAGE CLASS SIZE	18.9



**Vice Principal**  
Marlee Adams  
madams@hpsd.ca  
Hired 1994

<b>CONTACT INFORMATION:</b>	
WORK	(780) 849-4344
WEBSITE	www.cjs.hpsd.ca
300 - 6 <sup>TH</sup> AVENUE NE	
SLAVE LAKE, AB	
T0G 2A2	

C.J. Schurter Elementary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88. The school maintains a strong literacy and numeracy focus and utilizes a balanced approach to instruction for students in kindergarten through grade three. C.J. Schurter School students are taught leadership principles and strategies which have positive effects on their self-confidence, problem-solving abilities, and communication skills, which helps develop a positive school culture while consistently preparing students for an increasingly global world.



E.G. WAHLSTROM



**Principal**  
Kristoffer Herbert  
kherbert@hpsd.ca  
Hired 2012

<b>STATISTICS:</b>	
YEAR BUILT	1954
GRADES	4 - 6
LOCATION	SLAVE LAKE
STUDENTS	349
TEACHERS	20
SUPPORT STAFF	13
AVERAGE CLASS SIZE	21.7



**Vice Principal**  
Audrey Ghostkeeper  
aghostkeeper@hpsd.ca  
Hired 2012

<b>CONTACT INFORMATION:</b>	
WORK	(780) 849-3539
WEBSITE	www.egw.hpsd.ca
228 - 4 <sup>TH</sup> AVENUE NW	
SLAVE LAKE, AB	
T0G 2A1	

E.G. Wahlstrom School is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school that supports the cultural diversity of the school and community to enhance student learning. By collaborating with other agencies, we have been able to realize a strong sense of belonging within our school. We are actively involved with the Kindness Project and provide additional support services to all students through Learning Supports in the areas of literacy and math in addition to transitioning and counselling services.

# E.W. PRATT HIGH SCHOOL



### Principal

Neil Barry  
nbarry@hpsd.ca  
Hired 2017

### STATISTICS:

YEAR BUILT	1969
GRADES	10 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	301
TEACHERS	17
SUPPORT STAFF	9
AVERAGE CLASS SIZE	16.6



### Vice Principal

Lyndsay Fleming  
lfleming@hpsd.ca  
Hired 2018

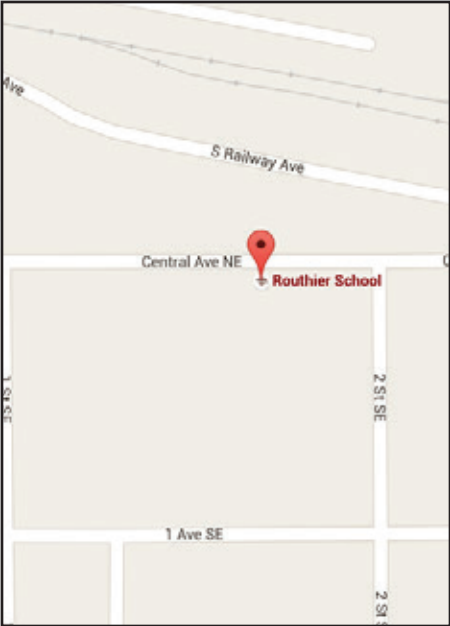
### CONTACT INFORMATION:

WORK	(780) 523-3813
WEBSITE	www.ewp.hpsd.ca
PO BOX 150	
5650 - 50 <sup>TH</sup> STREET	
HIGH PRAIRIE, AB	
T0G 1E0	

E.W. Pratt High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our students are offered an academic program with an extensive list of options as well as a wide variety of activities to become involved in. Our students represent eight different communities in the surrounding region and our staff continues to pride itself in building our students into a single cohesive community. Students have access to a wide variety of amenities in the community including an indoor pool, curling rink, and skating rink.

ÉCOLE ROUTHIER SCHOOL



**Principal**  
Diane Benoit  
dbenoit@hpsd.ca  
Hired 1987

STATISTICS:	
YEAR BUILT	1957
GRADES	K - 6
LOCATION	FALHER
STUDENTS	219
TEACHERS	17
SUPPORT STAFF	12
AVERAGE CLASS SIZE	15.7



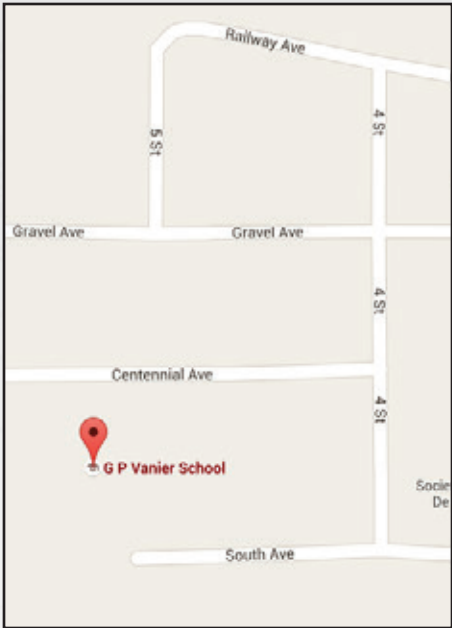
**Vice Principal**  
Melissa Portelance  
mportelance@hpsd.ca  
Hired 2008

CONTACT INFORMATION:	
WORK	(780) 837-2114
WEBSITE	www.ers.hpsd.ca
PO BOX 540	
131 CENTRAL AVENUE SE	
FALHER, AB	
T0H 1M0	

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta’s Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry. The school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.



# GEORGES P. VANIER SCHOOL



**Principal**

Pamela Heckbert  
pheckbert@hpsd.ca  
Hired 1998

**STATISTICS:**

YEAR BUILT	1955
GRADES	7 - 12
LOCATION	DONNELLY
STUDENTS	283
TEACHERS	20
SUPPORT STAFF	10
AVERAGE CLASS SIZE	14.6



**Vice Principal**

Monique Dubrule  
mdubrule@hpsd.ca  
Hired 2005

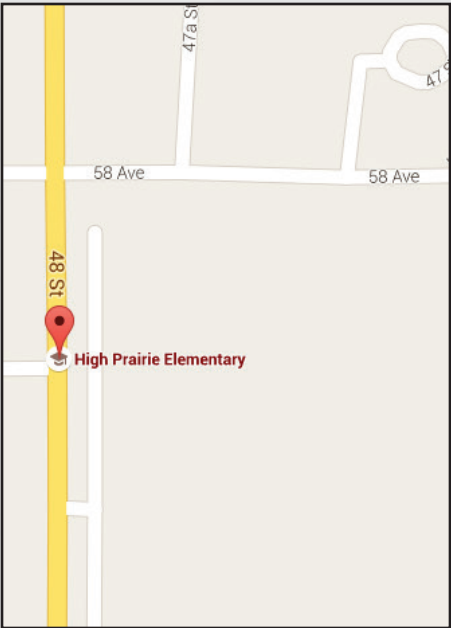
**CONTACT INFORMATION:**

WORK	(780) 925-3959
WEBSITE	www.gpv.hpsd.ca
PO BOX 60	
5504 CENTENNIAL AVENUE	
DONNELLY, AB	
T0H 1G0	

Georges P. Vanier School is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located in the heart of northwestern Alberta's Smoky River region near the intersection of Highway 2 and Highway 49, located approximately 65 km south of Peace River and 427 km northwest of Edmonton.

We offer dual-track programming in French Immersion and English for students in Grades 7 to 9 and a full array of academic and options courses for our senior high students including French Language Arts and Etudes Sociales. Our school has a student population of approximately 290 students and focuses on academics, arts, athletics, and citizenship. We serve an area comprised of approximately 5,000 residents, the majority of whom work in the agriculture sector, small business, and the oil and gas industry.

HIGH PRAIRIE ELEMENTARY SCHOOL



**Principal**  
  
Kim Corless  
kcorless@hpsd.ca  
Hired 2008

STATISTICS:	
YEAR BUILT	1956
GRADES	K - 6
LOCATION	HIGH PRAIRIE
STUDENTS	296
TEACHERS	21
SUPPORT STAFF	18
AVERAGE CLASS SIZE	19.6



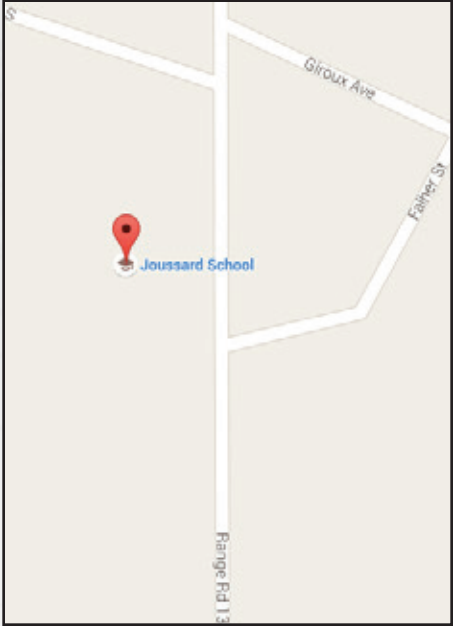
**Vice Principal**  
  
Spencer Smith  
ssmith@hpsd.ca  
Hired 2015

CONTACT INFORMATION:	
WORK	(780) 523-4531
WEBSITE	www.hpe.hpsd.ca
PO BOX 1200	
5701 - 48 <sup>TH</sup> STREET	
HIGH PRAIRIE, AB	
T0G 1E0	

High Prairie Elementary School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

The elementary school offers programming for students from ECS through to Grade 6. The school supports a broad range of opportunities for students including leadership and French language programs as well as art courses and it is operated by staff with a passion for teaching.

# JOUSSARD SCHOOL



**Principal**  
Heather Caudron  
hcaudron@hpsd.ca  
Hired 1980

STATISTICS:	
YEAR BUILT	2016
GRADES	K - 6
LOCATION	JOUSSARD
STUDENTS	125
TEACHERS	10
SUPPORT STAFF	13
AVERAGE CLASS SIZE	18.3



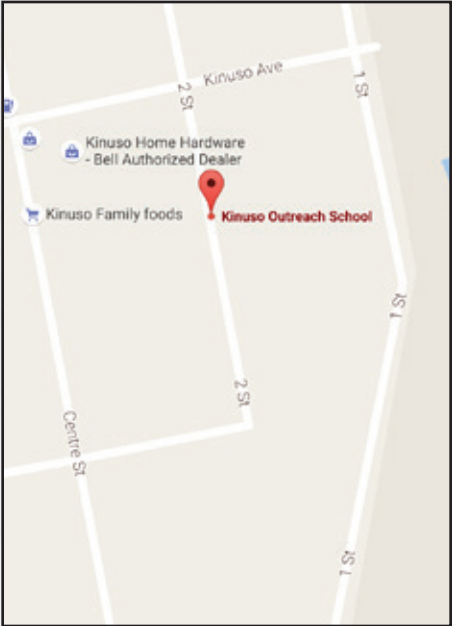
**Vice Principal**  
Kienan Wilson  
kwilson@hpsd.ca  
Hired 2017

CONTACT INFORMATION:	
WORK	(780) 776-3753
WEBSITE	www.jou.hpsd.ca
PO BOX 60	
12 LAKEVIEW DRIVE	
JOUSSARD, AB	
T0G 1J0	

Jousard School is located in the hamlet of Jousard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on being a close-knit elementary school serving students from ECS to Grade 6. The school has been replaced by a new facility which offers an up-to-date learning centre in keeping with the school's 1:1 technology program for students.



KINUSO OUTREACH SCHOOL



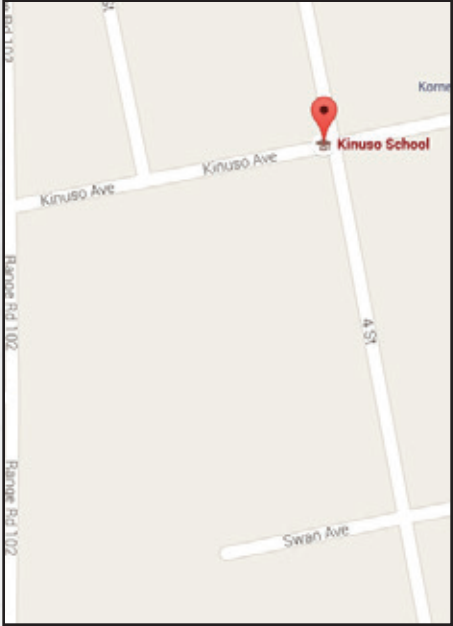
Kinuso Outreach School is located in the Hamlet of Kinuso and is located 48 km west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds. The school offers an alternative learning environment with programming which is individualized, flexible and offered within a small, personal setting. The school has a team of dedicated staff providing quality education to the diverse student population.

<b>STATISTICS:</b>	
YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	KINUSO
STUDENTS	47
TEACHERS	1
SUPPORT STAFF	1
AVERAGE CLASS SIZE	N/A

<b>CONTACT INFORMATION:</b>	
WORK	(780) 775-3533
WEBSITE	<a href="http://www.kio.hpsd.ca">www.kio.hpsd.ca</a>

PO BOX 428  
211 - 2<sup>ND</sup> STREET  
KINUSO, AB  
T0G 1K0

# KINUSO SCHOOL



**Principal**  
Linda Green  
lgreen@hpsd.ca  
Hired 1997

<b>STATISTICS:</b>	
YEAR BUILT	1957
GRADES	K - 12
LOCATION	KINUSO
STUDENTS	269
TEACHERS	21
SUPPORT STAFF	19
AVERAGE CLASS SIZE	18.5



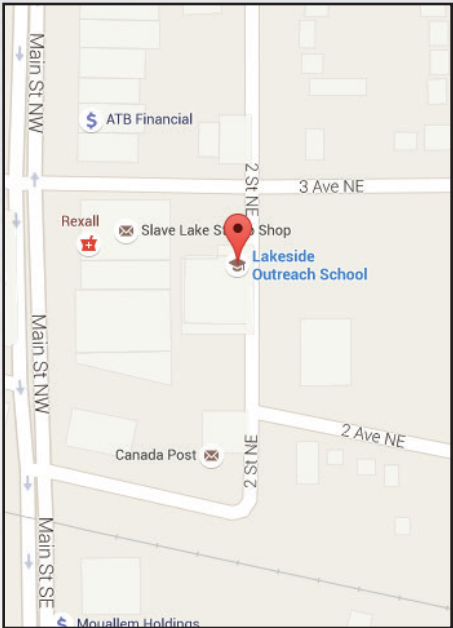
**Vice Principal**  
Brita Goldie  
bgoldie@hpsd.ca  
Hired 2013

<b>CONTACT INFORMATION:</b>	
WORK	(780) 775-3694
WEBSITE	www.kin.hpsd.ca
PO BOX 180 500 KINUSO AVENUE KINUSO, AB T0G 1K0	

Kinuso School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds.

Kinuso School, located in the hamlet of Kinuso, serves approximately 250 students in Kindergarten through Grade 12 with a catchment including the hamlet of Kinuso itself, the rural Swan River Valley area and the Swan River and Driftpile First Nations. Our 'small school' status is one of our strengths. The staff is comprised of 22 teachers and approximately 20 support staff who work alongside parents to provide students with a strong core program and a variety of complementary courses including Industrial Arts, Outdoor Education and General Music. Students have access to a healthy and vibrant extracurricular program including leadership, competitive athletics and a variety of clubs.

LAKESIDE OUTREACH SCHOOL



Vice Principal

Jessica Sachs-Cardinal  
jsachs-cardinal@hpsd.ca  
Hired 2004

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	SLAVE LAKE
STUDENTS	75
TEACHERS	3
SUPPORT STAFF	1
AVERAGE CLASS SIZE	N/A

CONTACT INFORMATION:

WORK	(780) 849-2992
WEBSITE	www.lso.hpsd.ca

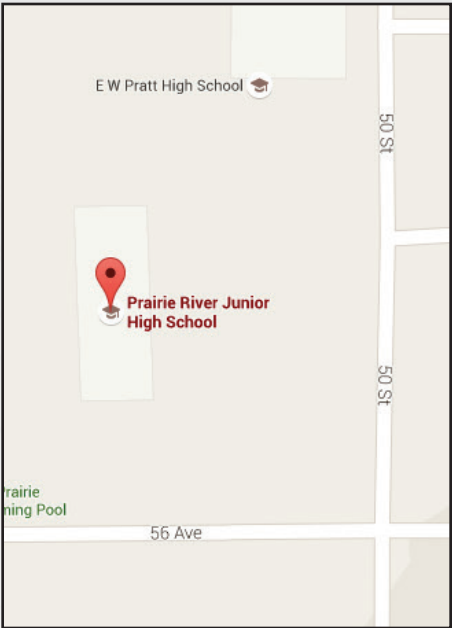
PO BOX 127  
117 - 3<sup>RD</sup> AVENUE NE  
SLAVE LAKE, AB  
T0G 2A0

Lakeside Outreach is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

The school offers an alternative learning environment with programming which is individualized, flexible and offered within a small, personal setting. The school is located in the heart of Slave Lake with a team of dedicated staff providing quality education to the diverse student population.



# PRAIRIE RIVER JUNIOR HIGH SCHOOL



**Principal**  
Paula Taylor  
ptaylor@hpsd.ca  
Hired 2018

STATISTICS:	
YEAR BUILT	1982
GRADES	7 - 9
LOCATION	HIGH PRAIRIE
STUDENTS	218
TEACHERS	14
SUPPORT STAFF	16
AVERAGE CLASS SIZE	22.1



**Vice Principal**  
Troy Runzer  
trunzer@hpsd.ca  
Hired 2018

CONTACT INFORMATION:	
WORK	(780) 523-4418
WEBSITE	www.prs.hpsd.ca
PO BOX 940	
5006 - 56 <sup>TH</sup> AVENUE	
HIGH PRAIRIE, AB	
T0G 1E0	

Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

In addition to academic programming, PRJHS boasts an exceptionally strong student athletics program including basketball, golf, volleyball, track and field, badminton, cross country running and archery. We continue to maintain a tradition of excellence for student achievement at various levels of competition. The school further offers a full arts program including fine arts, performing arts, and industrial arts as well as a variety of option courses. Prairie River strives to promote the values of being Respectful Responsible and Reliable. This is done through our Raider awards and promoting the good in our school.

PRAIRIE VIEW OUTREACH SCHOOL



**Principal**  
  
Jamie Babcock  
jbabcock@hpsd.ca  
Hired 1985

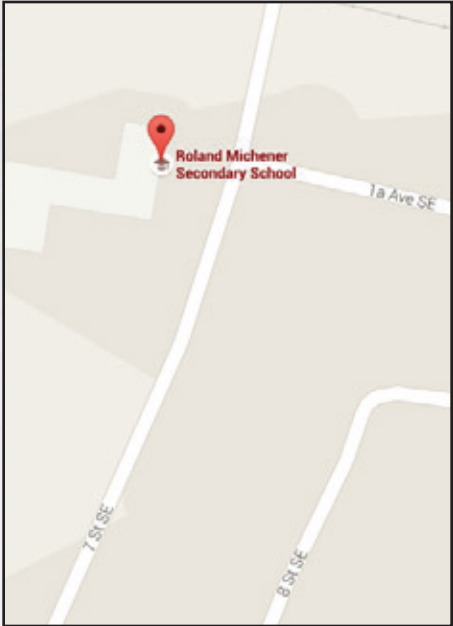
<b>STATISTICS:</b>	
YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	108
TEACHERS	3
SUPPORT STAFF	3
AVERAGE CLASS SIZE	N/A

Prairie View Outreach is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

<b>CONTACT INFORMATION:</b>	
WORK	(780) 523-4200
WEBSITE	www.pvo.hpsd.ca
PO BOX 1447	
4601 - 58 <sup>TH</sup> AVENUE	
HIGH PRAIRIE, AB	
T0G 1E0	

Our school offers an alternative learning environment to students in Grades 7 to 12. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, and skating rink. This is in addition to facilities located in other schools operated by High Prairie School Division.

# ROLAND MICHENER SECONDARY SCHOOL



**Principal**  
Lisa Palko  
lpalko@hpsd.ca  
Hired 1993

<b>STATISTICS:</b>	
YEAR BUILT	1971
GRADES	7 - 12
LOCATION	SLAVE LAKE
STUDENTS	545
TEACHERS	32
SUPPORT STAFF	16
AVERAGE CLASS SIZE	20.2



**Vice Principal**  
Brian Hay  
bhay@hpsd.ca  
Hired 1988

<b>CONTACT INFORMATION:</b>	
WORK	SENIOR (780) 849-3064, JUNIOR (780) 849-5300
WEBSITE	www.rms.hpsd.ca

106 - 7<sup>TH</sup> STREET SE  
SLAVE LAKE, AB  
T0G 2A3



**Vice Principal**  
Patrick Kennedy  
pkennedy@hpsd.ca  
Hired 2012

Roland Michener Secondary School is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

Roland Michener Secondary School offers full academic and special education programs in an effort to foster hope and to inspire success among our students in Grades 7 to 12. A wide range of CTS options are also available for students to take, including Art, Drama and Instrumental Music.