

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

# **2017-2020 Three Year Education Plan**

and

# **2016-2017 Annual Education Results Report**

*hpsd.ca*



# TABLE OF CONTENTS

About Us.....	4
Message from the Board of Trustees.....	6
Message from the Superintendent.....	7
Board of Trustees.....	8
Executive Council.....	9
Combined 2017 Accountability Pillar Overall Summary.....	10
Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary .....	11
Measure Evaluation Reference.....	12
Outcome One: Alberta's Students are Successful.....	13
Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.....	18
Outcome Three: Alberta's education system is inclusive.....	20
Outcome Four: Alberta has excellent teachers, and school and school authority leaders .....	23
Outcome Five: The education system is well governed and managed.....	25
Summary of Financial Results.....	27
Budget Summary.....	28
Capital and Facilities Projects.....	29
Summary of Facility and Capital Plan.....	30
Timelines and Communication.....	31
Whistleblower Protection.....	31
Closing Remarks.....	31
PAT Results Course By Course Summary by Enrolled With Measure Evaluation.....	32
Diploma Examination Results Course by Course Summary With Measure Evaluation .....	32
Diploma Examination Results - Measure Details.....	33
Provincial Achievement Test Results – Measure Details.....	34
Average Class Size.....	35
Overview of Schools.....	37
C.J. Schurter School.....	38
E.G. Wahlstrom.....	39
E.W. Pratt High School.....	40
École Routhier School.....	41
Georges P. Vanier School.....	42
High Prairie Elementary School.....	43
Joussard School.....	44
Kinuso Outreach School.....	45
Kinuso School.....	46
Lakeside Outreach School.....	47
Prairie River Junior High School.....	48
Prairie View Outreach School.....	49
Roland Michener Secondary School.....	50

# ABOUT US

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3200 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 schools located in the communities of Falher, Donnelly, High Prairie, Jousard, 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.

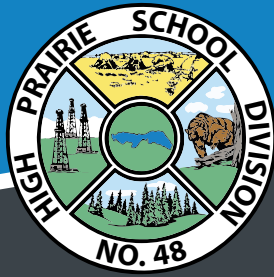
## **Mission**

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.





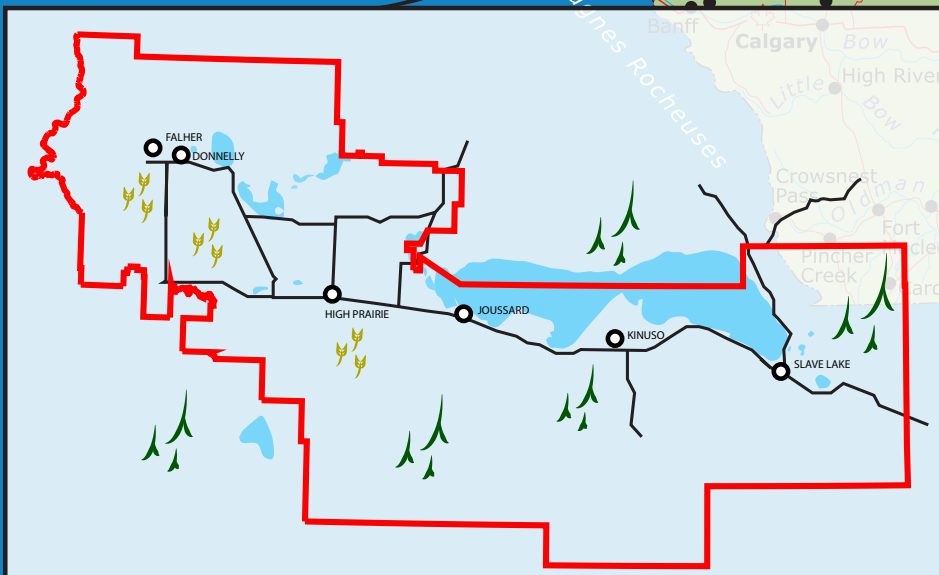
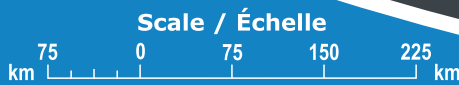
NORTHWEST TERRITORIES / TERRITOIRES DU NORD-OUEST

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 2017-2020 Combined 3 Year Education Plan and the 2016-17 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.

High Prairie School Division Board identified the following priorities:

1. Quality Learning
  - Improve literacy,
  - Improve numeracy,
  - Close the FNMI student achievement gap,
  - Acquire arts and culture programming in all schools,
  - Achieve inclusive learning environments for all students,
  - Meet the goals of the LTPF.
2. Quality Teaching and Leadership
  - Recruit, hire, and retain excellent teachers,
  - Secure growth opportunities for school staff members in keeping with best practices and ministerial orders and expectations,
  - Grow leadership.
3. Quality relationships and communications with community
  - Appoint a First Nations representative at the governance level,
  - Address community feedback in planning,
  - Promote HPSD to provincial and local politicians,
  - Advance HPSD voice at the local and provincial bargaining tables.

Significant gains in these priorities have been made as a result of the strategies put in place. HPSD will continue to monitor the progress.

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 2017-2020 school years and the Annual Education Results Report for 2016-2017 school year. Our “report card” to the public reflects the many successes we have enjoyed during the 2016-17 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 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017 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 2016-2017 school year and the three-year Education Plan for 2017–2020 on November 29, 2017.”



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



### Vice Chair

Joy McGregor  
Elected in 2013

Mobile (780) 805-1233  
jmcgregor@hpsd.ca



### 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



Evan Dearden

edearden@hpsd.ca  
Hired 2009



#### Human Resources

Johnathon Wiedrick

jwiedrick@hpsd.ca  
Hired 2016



Treva Emter

temter@hpsd.ca  
Hired 1997

# COMBINED 2017 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	86.6	86.4	84.9	89.5	89.5	89.3	High	Improved	Good
Student Learning Opportunities	Program of Studies	82.9	82.6	80.8	81.9	81.9	81.5	Very High	Improved	Excellent
	Education Quality	87.6	86.6	85.3	90.1	90.1	89.6	High	Improved Significantly	Good
	Drop Out Rate	5.0	3.1	3.9	3.0	3.2	3.3	Intermediate	Declined	Issue
	High School Completion Rate (3 yr)	62.1	64.2	63.2	77.9	76.5	76.1	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	59.8	56.9	63.8	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	9.2	7.9	9.8	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.3	71.1	72.7	83.0	82.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	11.1	11.5	11.1	22.2	21.2	21.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	35.0	29.0	32.9	54.9	54.6	53.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	49.9	46.7	46.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	51.6	50.8	46.4	57.9	59.4	59.3	Intermediate	Improved	Good
	Work Preparation	77.8	80.1	77.9	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	77.9	78.4	76.6	83.7	83.9	83.6	High	Improved	Good
Parental Involvement	Parental Involvement	83.2	82.3	81.9	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.6	77.7	76.6	81.4	81.2	80.2	High	Improved Significantly	Good

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

# COMBINED 2017 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	6.7	5.1	6.8	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	45.1	53.1	47.6	53.6	50.2	47.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.6	38.2	46.7	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	4.4	3.0	3.6	6.7	6.3	6.3	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	63.6	59.0	63.0	77.1	76.1	76.3	Very Low	Maintained	Concern
	Diploma: Excellence	4.8	6.5	4.9	10.7	10.2	10.2	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	19.7	11.2	13.1	21.8	20.7	20.3	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	30.8	25.4	25.4	34.2	31.9	31.9	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.8	32.6	31.9	31.8	33.5	33.3	Low	Improved	Acceptable
	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

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

# 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		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.1	67.7	66.8	56.9	59.8	66	Very Low	Declined	Concern	60	64	67
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.6	10.8	10.7	7.9	9.2	9	Very Low	Maintained	Concern	9.4	10	10.5

## Comment on Results

*At each school and through our PLCs, CAP, and leadership-work, HPSPD has analyzed the Grade 6 and 9 PAT results, worked with planning, and scrutinized assessment practices. Our focus on literacy, numeracy, and excellent teaching practices along with our observance to inclusive education has improved the results even though we did not meet our targets.*

## Strategies

### Literacy

The goal of the HPSPD Literacy Project was and is now to improve literacy outcomes for all students in all grades and in all curricula. A key component of inclusion and quality instruction is quality literacy instruction. To develop a jurisdictional approach to literacy improvement, HPSPD supported its Literacy Project, which began in the 2014-15 school year, through a Literacy Lead who focussed on data collection and analysis through the Fountas and Pinnell Benchmark Assessment (F&P BAS) for Grades 1 to 6 and the Ontario Comprehension Assessment (OCA) for Grades 7 to 10. Much of the content of CAP VP and CAP LST workshops will continue to center on literacy development in all HPSPD schools.

HPSPD is continuing the use of Fountas and Pinnell Benchmark Assessment (F&P BAS) for Grades 1 to 6 and the Ontario Comprehension Assessment (OCA) for Grades 7 to 10 as the standardized benchmark tool. The F&P BAS and the OCA are administered twice a year during prescribed times with all students from Grade 1 to 10. The Inclusion Coordinator is working with each school based LST to explore, develop, and implement appropriate literacy strategies to engage students at all levels. The Learning Support Teacher (LST) and Administrator at each school are providing direct support to teachers in interpreting the data collected through the benchmark tools and implementation of appropriate literacy strategies.

### Tri-Divisional Transition Project

In the High Prairie area, the Tri-Jurisdiction Partnership, involving High Prairie School Division, Holy Family Catholic Regional Division, and Northland School Division, is working toward developing a coordinated approach to transitioning students, many of whom are First Nations and Métis, between the three jurisdictions. Three transition strategies were adopted in late 2015-16 and were implemented in 2016-17 and continued in 2017-18. One of these strategies includes HPSPD's Literacy Lead collaborating with Literacy Leads from the other two divisions in the development, delivery, and assessment of writing prompts which were implemented in a common manner in respective jurisdiction grade 4 classrooms. The writing prompts will be implemented in Grades 4 and in Grade 6. A second strategy involved setting up an elementary land-based learning program at Martin Lake in which students from Joussard School participated. A third strategy related to enhancing students' sense of belonging was given preliminary consideration and is expected to take shape with targeted strategies in 2017-18.

## Numeracy

The Assistant Superintendent of Learning is working with 6 schools to pilot Mathletics during the 2017-2018 school year. In addition, select HPSD schools are piloting the Math Intervention Programming Instrument (MIPI) as a tool to gather data to inform instruction based on retention of the student's previous year. The resources, teaching strategies, and assessment practices in Mathematics are being reviewed.

## Full-Time Kindergarten

HPSD advocated and supported full-time kindergarten programs in each elementary school to accommodate parents' desire for quality full-day programming. Programming that is delivered in a play-based, developmentally appropriate manner remained a focus.

In recognition of the importance of the early years, the Division continued to offer support to children and staff through our Student Services Team. Our ECS Inclusive Education Consultant is a Registered Psychologist. We also employ an Occupational Therapist, Speech Pathologist and collaborate with our Northern Lakes Collaborative Services team to screen and provide support for children in the areas of mental health, occupational therapy and speech-language services. Children are screened in September and receive further assessment if warranted. Our team takes a capacity-building approach by supporting teachers and educational assistants to address children's needs, as much as possible, within the context of the classroom.



In keeping with early identification, the division continues to support training of our kindergarten teachers to administer the Early Years Evaluation assessment (EYE). Professional development was provided to teachers to administer and interpret the EYE assessments as well as discuss appropriate intervention strategies. This screening tool was well received by teachers.

## Transition into Post-Secondary

In the past few years, HPSD has been focusing on school-based counseling initiatives to promote student progress through partnerships with colleges such as Eveline Charles Academy, Grande Prairie Regional College, Lakeland College, Northern Lakes College, NAIT, and SAIT. HPSD has provided significant transition support to our high school students and the program continues to grow in popularity with students, parents, and staff. HPSD will continue to expand dual credit opportunities in programs associated with Emergency Medical Responder, Heavy Equipment Technician, Industrial Mechanic, Mobile Crane, and Survey Technician. Further, HPSD is now partnering with Athabasca University to offer our students several university level courses along with HPSD teacher support.

Through this jurisdictionally coordinated program, HPSD is enhancing opportunities for our students to transition successfully into post-secondary education and the workplace. Further, HPSD is building on the growing our body of research that demonstrates the importance of promoting occupational and career awareness from the early years onward. Accordingly, our career coaching team is working more frequently with elementary aged students and their teachers in alignment with the Health curriculum to support our younger students. This push to support students prior to senior high will continue to be explored and implemented given budget limitations.



Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	75.4	74.3	72.6	71.1	70.3	79	Very Low	Maintained	Concern	71	72	74
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.8	11.0	10.6	11.5	11.1	12.5	Low	Maintained	Issue	12.5	13	13.5

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	60.1	64.6	60.9	64.2	62.1	66	Low	Maintained	Issue	62.3	62.4	62.5
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.4	4.0	4.6	3.1	5.0	2.7	Intermediate	Declined	Issue	4.8	4.5	4.1
High school to post-secondary transition rate of students within six years of entering Grade 10.	45.5	41.7	46.7	50.8	51.6	52	Intermediate	Improved	Good	52	54	56.5
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	46.7	49.9		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	29.8	35.9	33.8	29.0	35.0	30	Low	Maintained	Issue	38	40	44.5

### Comment on Results

*Our results in student success at the high school level continues to improve in the area of Transitions. This is very encouraging since we have put a lot of effort into credit recovery, student engagement, and career coaching. That our completion rate within three years has maintained at an Intermediate level is not a worry for us and we feel a lot of our students require more than three years to complete high school and feel comfortable moving into post-secondary. We continue to work on the number of students writing four or more exams in each year. We were disappointed with the decline in our Drop Out Rate as we have put so many supports in place to support students. We will continue to analyze exams to ensure that excellent pedagogy, assessment practices, and adherence to the Program of Studies provides the best chance for students to demonstrate their abilities on the diploma exams.*

### Strategies

#### Dual Credit Programming and Career Coaching

HPSD has developed a strong Dual Credits program for all jurisdictional senior high students in partnership with Athabasca University, Grande Prairie Regional College, Lakeland College, Northern Alberta Institute of Technology, and Northern Lakes College. In 2016-17 more than 750 high school credits and many college credits were earned by HPSP students in various industry trades (carpentry, electrical, power engineering, and welding), certificate programs (business courses, Health Care Aide program), assorted courses (environmental awareness, play-based learning, etc.). The Career Coaching team situated in all senior high schools and outreach centres provides significant support in developing and expanding opportunities for our students to earn dual accreditation, to transition beyond their K-12 school years and encourage students' engagement in learning.

Career Coaching has proven to be a highly successful program in HPSP. Based on the data found in local, provincial, national, and international research, career awareness and implementation of targeted occupational supports for students is critical for most high school students. Recent research is identifying the value in providing supports to students of all ages and abilities, even to the kindergarten level. In 2016-17 the Career Coaches worked directly with all Grade 5 students, introducing them to myBlueprint and helping students think "out of the box" to focus on their futures. In alignment with the health (wellness)



program of studies, the Career Coach team will strive to find ways and means of providing career coaching supports to our elementary and junior high students, given the parameters available.

### **Diploma Exam Preparation Courses**

HPSD is committed to improving student success at all levels. To support secondary students in achieving greater success in their diploma examinations, HPSPD will continue to offer its Diploma Exam Preparation program. The DEP program provides intensive course review for all diploma exam courses with experienced and successful teachers. HPSPD absorbs all costs. For several years, the HPSPD designed Diploma Exam Preparation program (DEP) was provided to all interested students during weekends near diploma exam dates. The DEP was modified in 2015-16 such that the program sessions were provided at the new HPSPD Learning Support Centre in High Prairie on regular school days. This modification was viewed positively by participating students and organizers, in part, because many students have difficulty in availing themselves during weekends. With the implementation of a new teacher collective agreement, it is problematic to use HPSPD teachers to teach the sessions and to do the sessions on instructional days. Therefore the sessions will continue in 2017-18 however they will be held on weekends and led by non-HPSPD teachers.





Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.0	76.3	75.1	78.4	77.9	80	High	Improved	Good	80	81	82
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.	76.6	75.2	78.4	80.1	77.8	83	High	Maintained	Good	83	85	87

### Comment on Results

*We are confident that the strategies we have in place are affecting the measures in the area of citizenship and will continue to impact the parents' and teachers' opinions that the students are being taught attitudes and behaviours that will make them successful with work when they finish school.*

### Strategies

#### Citizenship

Supporting citizenship through character education has been a targeted focus for HPSD. In addition, our students in High Prairie (Grades 6 - 9) benefit from the support of our Capacity Building Project - HOSTS. The focus on universal supports to address mental health needs and the enhanced community partnerships has been a benefit in promoting citizenship to our students. As we move to a competency-based curriculum in Alberta, citizenship will figure into several of the recent provincially identified cross curricular competencies and will take on a renewed prominence in HPSD.



HPSD implemented the Welcoming, Caring, Respectful and Safe Learning Environments administrative procedure. This procedure guides the practice of all HPSD schools to respect diversity and foster a sense of belonging. In accordance with the Alberta Human Rights Act, the Division will endeavor to ensure all learners, regardless of race, religious belief, gender, gender identity, gender expression, physical disability, mental disability, family status, sexual orientation, or any other factor(s) have access to meaningful and relevant learning experiences that include appropriate instructional supports. Several schools have implemented GSA clubs that are actively supporting students. Raising awareness of bullying and the consequences of bullying continues to be addressed.

#### Student Government

Under the direction of Executive Council the Division is using the Alberta Education model to create a District Leadership Council for Student Leadership for 2017-18.

## OUTCOME TWO: THE SYSTEMIC EDUCATION ACHIEVEMENT GAP BETWEEN FIRST NATIONS, MÉTIS AND INUIT STUDENTS AND ALL OTHER STUDENTS IS ELIMINATED

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.5	50.8	51.1	38.2	44.6	53	Very Low	Maintained	Concern	50	55	66.1
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).	5.4	3.7	4.1	3.0	4.4	4.5	Very Low	Maintained	Concern	5.0	7.5	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	65.9	63.7	66.5	59.0	63.6	69	Very Low	Maintained	Concern	68	70	74
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	5.1	5.7	2.6	6.5	4.8	7	Very Low	Maintained	Concern	5.2	6.2	7.2

### Comment on Results

*This is the biggest challenge our Division has and is thus a Board priority. Every school in collaboration with the Division is working to close the achievement gap.*

### Strategies

#### First Nations, Métis, and Inuit Student Success

HPSD is determined to close the achievement gap that exists for many of its First Nations, Métis, and Inuit students and in 2016-17 continued implementation of its division coordinated approach to support these students. This approach is outlined in the HPSP FNMI Strategic Improvement Plan: Eliminating the Achievement Gap, available for viewing on the HPSP website.

The HPSP FNMI Coordinator worked toward achieving the goals of the strategic plan by deploying six Success Coaches in the 2016-17 school year. The Success Coaches work directly with students, staff, community members, and related agencies. Their purpose, along with other jurisdictional and school-based personnel, is to support HPSP in eliminating the achievement gap for our First Nations, Métis, and Inuit students by keeping an ongoing focus on strategies to support student learning. At the schools and in the communities, the coaches meet with parents, elders, students, and other community members to provide information and to listen to local concerns.





Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	40.7	46.4	43.4	53.1	45.1	54	Very Low	Maintained	Concern	50	55	57.1
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.4	7.7	7.5	5.1	6.7	4.9	Intermediate	Maintained	Acceptable	5.0	4.9	4.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	25.1	30.4	32.8	32.6	40.8	35	Low	Improved	Acceptable	42	45	47
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	25.4	30.8		n/a	Maintained	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	15.4	12.5	15.6	11.2	19.7	20	Very Low	Improved	Issue	22	27	32

### Comment on Results

*As with all of our students we are pleased that results have either maintained or improved. There has been a focus on student career planning, credit recovery and attention to student success at the high school level. That our First Nations, Métis, and Inuit students are benefiting from these efforts is very encouraging. That our completion rate within three years is very low is a concern but we know many of our students require more than three years to complete high school and to feel prepared for post-secondary.*

### Strategies

As well, HPSD will continue to channel efforts to improve FNMI students' learning via the HPSD CAP Framework. Through CAP, HPSD schools are developing a common conversation and deeper appreciation for implementing instructional strategies that support each of our students. The primary strategy of CAP is to help teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage them. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school's pyramid of interventions. As CAP continues to unfold in the next few years, focus on developing healthy learning relationships will continue to be supported.



## OUTCOME THREE: ALBERTA'S EDUCATION SYSTEM IS INCLUSIVE

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	86.4	84.8	83.4	86.4	86.6	87	High	Improved	Good	87	88	89

### Comment on Results

*We were pleased that our results have achieved a rating of High in this area.*

### Strategies

#### Inclusive Education

Our Division is committed to increasing understanding and capacity in regard to inclusion. Schools received dedicated funds to implement supports in keeping with the needs of their school community. Staff were able to access resources and support through Student Services. A team of dedicated individuals including our Inclusive Education Coordinators, Registered Psychologists and Occupational Therapist worked diligently to address the needs of staff and students. Collaboration with our Regional Collaborative Service team – Northern Lakes Collaborative Services, occurred on a regular basis.

Much of our work centered on developing the capacity of our Learning Support Teachers (LSTs). This involved re-thinking their role in order to accommodate dedicated time in teachers' classrooms. Professional development days for LSTs promoted the Pyramid of Intervention ideology through targeted sessions focusing on differentiated instruction. There was also a focus on student centered learning which correlates to the Learning Technology Policy Framework. In order for LSTs to engage teachers in meaningful discussions about student learning, there was a need to develop their coaching skills. LSTs practiced coaching conversations to build skill and confidence when returning to their respective schools.

The Inclusive Education Coordinator assumed a lead role in assisting Learning Support Teachers to address challenges associated with student needs and parental concerns. The changing paradigm, from a deficit model to a strength-based model, required a re-thinking of assessment and lead to a broader understanding of "inclusion". To extend this understanding, the division recruited a Psychometrician who provided training on administering the WIAT assessment. The intent of administering this diagnostic tool is to assist teachers to plan programs for students that capitalize on the identified strengths.

Re-visioning of inclusive education remains an uphill climb. Developing teacher capacity while coping with the daily demands of the classroom leads to resistance and the continued need to advocate for the most vulnerable of students. An ongoing challenge involves the reliance on funding to support educational assistants. While it is recognized our support staff play an important role in supporting student learning, there is need to reduce the reliance on EAs and rethink how they are being used. The promotion of universal strategies has an intended outcome of reducing the reliance on EAs.

#### Wellness Coaches

HPSD continued with the implementation of our Healthy School Communities administrative procedure which reflects the Comprehensive School Health framework. The Division believes a comprehensive approach to healthy school communities encompasses these four pillars: mental well-being, physical activity, healthy eating, and partnership and services. To enhance the implementation, each of our schools was supported by dedicated time from one of our Wellness Coaches.





At-risk students were supported through a coaching model. These students were provided with a positive and safe space when they needed to self-regulate, discuss problem-solving approaches, and/or develop conflict resolution skills. Universal supports were implemented by all coaches through classroom presentation on various topics such as nutrition, positive behavior, bully awareness, emotions, exam anxiety, and programs such as Roots of Empathy and Be Kind to Yourself. Targeted supports were taught using programs like "Superflex" and "Beyond the Hurt", as well as small group discussions targeting age appropriate skills training. Wellness Coaches provided leadership, and/or supported school based clubs such as: Glee, First Nations, Métis, and Inuit, Welcoming Committee, Mentorship, Gay Straight Alliance, and Run Clubs. All coaches worked closely with community partners towards ensuring the application of effective and meaningful supports for all students. These partnerships included: Alberta Health Services, Addictions and Mental Health, Child and Family Services, Friendship Centers, Children's Resource Council, Family Community Support Services, local grocery stores and businesses, and the RCMP. Wellness Coaches also supported divisional initiatives such as: Safety in School events, Wellness weeks, and community



engagement sessions. Coaches also volunteered significant amounts of time to extracurricular activities including organized school teams or community events for students.

The Divisional Psychologist provided overall guidance to the Wellness team, offering individual and group supervision to all Wellness Coaches. He assumes leadership of the ourSCHOOL survey across the Division, and supports schools in implementing character education programs. In conjunction with the Communication Officer, our Divisional Psychologist was instrumental in securing a substantial wellness grant aimed at supporting schools with implementation of their character education program. Health Champions are in place in each school and work to support the initiatives targeting healthy eating and active living. Engaging the community in supporting Wellness initiatives is another role the Divisional Psychologist plays, in addition to providing consultation and assessment for the schools across the division. He is available for crisis responding and for students/families who are experiencing crisis.

### **WRaP**

The Wellness Resiliency and Partnership project received a grant to offset the cost of implementation of a WRaP Coach in Slave Lake. Our WRaP Coach was active in supporting students and families dealing with the effects of Fetal Alcohol Spectrum Disorder. Our coach also collaborated with schools and the Wellness Coaches to promote prevention of FASD. This project concluded at the end of June as a result of Alberta Education's removal from the WRaP Project. The division has been able to sustain the position through a continued partnership and some funding from the North West Central FASD Network.



## HOSTS

High Prairie students from Grades 6 to 9 also continued to receive support from our Mental Health Capacity Building team - HOSTS (Helping Our Students To Succeed). Again, the focus is on developing universal supports and partnering with existing agencies and service providers to create a continuum of supports.

## EPIC

Following the Slave Lake disaster, HPSD was a key player in addressing the needs of Slave Lake students. A Slave Lake Wellness Project proposal to the Ministry of Education - Slave Lake Wildfire Community Stabilization Funds, yielded a million-dollar grant. The grant has been utilized to support Wellness Coaches and a Project Coordinator/Coach. This group coined themselves as Team EPIC (Engaging Partnerships in the Community). They worked within each of the schools in Slave Lake and were positively received by the community.

The 2015-16 year was the final year where the grant could support the full services of the EPIC team. One EPIC coach remained on a part-time basis to apply for grants and host community events. The EPIC coach partnered with HPSD Wellness Coaches for some events. The project came to a close in June 2017.

## Code of Conduct

The importance of our administrative procedures: Welcoming, Caring, Respectful, and Safe and the Code of Conduct were discussed with school administration. Together these administrative procedures reflect HPSD's efforts to promote a culture of responsible citizens who demonstrate the value of safe, caring, welcoming, and respectful environments. Division schools use these administrative procedures to guide their response to student discipline and to implement character education.





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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	82.2	80.7	79.1	82.6	82.9	86	Very High	Improved	Excellent	86	87	88



### Comment on Results

*Through our Community Engagement sessions and surveys we are working to meet the demands, needs, and desired programming of our clients. We are pleased that our teacher, parent, and student satisfaction is growing in this area.*

### Strategies

#### Programming Choices

HPSD continues to expand student programming options through partnership with Peace Academy of Virtual Education (PAVE) for Grades 4 to 12 and Alberta Distance Learning Center (ADLC) for Grades 1 to 12. ADLC is a primary support for course material and team teaching in all outreach schools and high schools. ADLC and PAVE provide the ability for our rural schools to offer programs of choice and asynchronous course delivery. HPSP has provided students in the past few years with dual credit programming in several trades and other career pathways. HPSP will continue to seek to enhance dual credit possibilities for all high school students in the Division by solidifying current programs and by adding additional career pathways. HPSP has increased

the number and variety of dual credit courses by successfully partnering with Lakeland College and continues looking to partner with other post-secondary institutions such as Grande Prairie Regional College and NAIT.

### Technology

The HPSP Technology Department has completed several major milestones as part of a major upgrade to its network infrastructure.

All network switching hardware and routers have been upgraded to support up to 1 Gb/s connectivity between sites. The SuperNet NGN upgrade has been completed and now allows schools to connect at 100 Mb/s, a fourfold increase of the previous connection speed of 20 Mb/s. This has dramatically increased the performance of staff and student devices such as Chromebooks which depend entirely on web hosted content.

HPSP has implemented toolsets to allow the automation of day-to-day management tasks and gathering metrics to inform decision makers. PRTG Network Monitor and Scrutinizer network traffic analytics alerts the Technology Department of performance bottlenecks before they impact division staff and students. Wireless infrastructure continues to be upgraded in anticipation of increasing demand. Client density on

individual Wireless Access Points (WAP's) is monitored, and additional WAP's will be installed in locations of high demand. HPSD advertised, awarded, and completed the installation of 10 colour laser photocopiers.

Upcoming projects consist of disaster recovery hardware and software upgrades, certificate based Wi-Fi client authentication, and completing the migration of all existing Windows 7 Enterprise computers to Windows 10 Enterprise.

HPSD will continue to work with schools to develop effective and responsive technology ever-green planning and providing technology professional development to ensure technology is used by students. The Technology Department will continue to train staff and students on the use of Chromebooks for written diploma exams and personal achievement tests.

HPSD is continuing the work started through the Leveraging System Leadership: Realizing our Learning Potential project to support the use of the Learning Technology Policy Framework (LTPF) as a guide. Division leadership and the Technology Department will continue to promote and model appropriate and effective technology use in schools. Revising and updating Administration Procedures to reflect changing technology access and needs within the jurisdiction continues to be a focus for the 2017-18 school year. Through CAP, HPSD School Administrators will be working with the District Principal on recognizing and facilitating strong teaching practice. With the guidance of the Supervisor of Instruction, school LSTs will look at LTPF Policy Directive 1: Student Centred Learning through the lens of Inclusion.





## OUTCOME FIVE: THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	84.6	76.0	76.0	77.7	79.6	79	High	Improved Significantly	Good	80	81	82
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.8	80.4	82.9	82.3	83.2	85	Very High	Maintained	Excellent	85	86	87
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.8	83.3	86.1	86.6	87.6	88	High	Improved Significantly	Good	88	89	90

### Comment on Results

HPSD continues to work to deliver the best education system to its clients. From leadership development, ongoing teacher training, and timely and relevant communications we seek ways to improve and meet the demands and needs of our clients.

### Strategies

#### Leadership Development

HPSD continues to make exemplary leadership one of three Board priorities. Throughout the year all administrators attend nine Division sponsored Professional Development days. Attendees will collaboratively look at best practices in teaching and leadership. Session topics include assessment, fostering effective relationships, developing leadership capacity, working effectively with school councils, instructional leadership, and leading a learning community. Throughout the year the Division is supporting and training aspiring administrators through a leadership laboratory program where seventeen participants are working through a structured program that explores different leadership concepts individually and in classroom settings.

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

CAP, derived from the terms curriculum, assessment, and pyramid of intervention, is a transitional move away from a Division-centered teacher coaching model to one that supports the development of school-based administrators as instructional leaders by providing assistant principals with frequent and ongoing professional development. HPSP continued with the implementation of the CAP Framework to address student learning.

#### Staffing

High Prairie School Division strives to recruit and retain quality teaching staff. We continue to support the recruitment process by attending career fairs in Alberta and advertising nationally. We provide exceptional support to our new teachers from the moment they are offered a position and throughout the first two years of their employment with us. HPSP maintains a full time Mentor Coach to facilitate the mentorship program. This program offers ongoing individual coaching, support with planning, and professional development. The feedback received by the program participants is overwhelmingly positive. We are pleased that our new teachers work diligently to ensure that the students in their classrooms are receiving quality instruction.

HPSP maintained the "Early Resignation Incentive". Any teacher who is on a continuing contract and submits an early notice of resignation effective at the end of the 2017-18 school year will be paid \$2000 at the end of their employment. This early notice must be received by December 31, 2017. This was a very successful

recruitment strategy. We were able to begin our recruitment process very early in the new calendar year allowing us to secure teachers on temporary contracts as well as find quality candidates for the remaining positions. We continued to work with the universities to provide placements for practice teachers.

### **Communications**

High Prairie School Division remains committed to quality communication with students, parents, staff, and community members. The Division carried out a communication survey of its stakeholders to identify current strengths and areas for growth so as to best reach as many people as possible. This resulted in the Division stepping beyond the traditional communication model to try out new methods of reaching stakeholders. These methods will be reviewed during the 2017-18 school year to ensure that we are continuing to meet the communication needs of our people.

We continue to grow and curate our social media presence through Facebook, Twitter, and YouTube. We are seeing increased stakeholder engagement from our posts at the school and divisional level.

Our Division continues to facilitate engagement sessions with the communities that are within our service region. Notably, we have been strongly focused on gathering information and working with our neighbouring First Nation and Métis communities; the engagement sessions in those communities have been done in partnership with two other school divisions as part of a tri-jurisdictional transition project to ensure students, parents/guardians, and communities feel that they are a part of whichever school system they decide to enter. This effort is intended to close the achievement gap, decrease the drop-out rate, and improve students' sense of belonging.





## SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2016/2017 school year of \$2,143,782. The current year deficit was primarily a planned event to draw down excess reserves. Additional expenses in amortization were realized during the year-end review. Lastly, year end adjustments to unearned revenue decreased operating revenue and increased the current year deficit.

The 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.

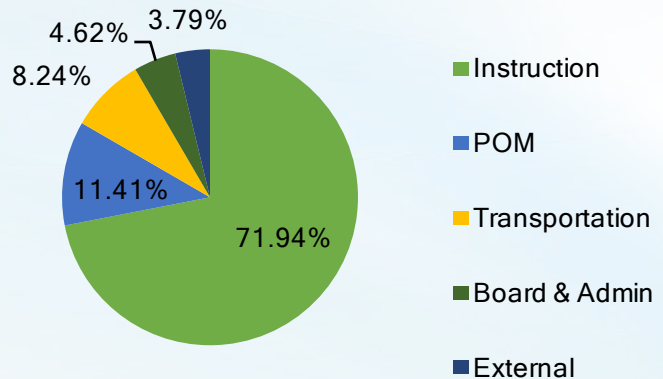
Revenues from the Province of Alberta continue to make up the largest portion of funding at 85.1%. Local First Nations communities account for 9.2% of the Division's revenue. The remaining revenues are primarily from external sources for services and transportation. Overall, the revenue percentages and sources remain fairly consistent with prior years.

Salaries and benefits continue to represent the largest expense to the division with certificated staff representing 47.6% and uncertificated staff at 26.4% of total expenditures.

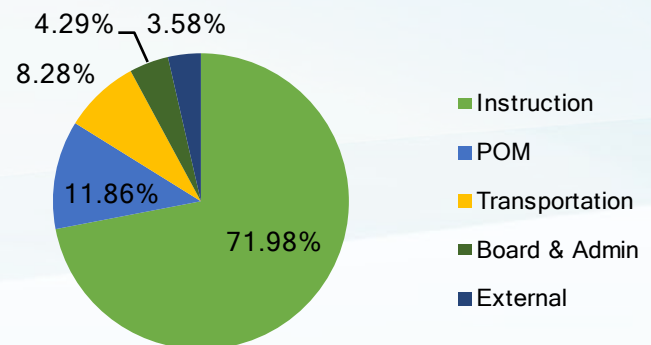
The Division invested \$2,301,170 in capital assets during the year to meet our current and future needs. These purchases were entirely funded from reserves. These expenditures included the replacement of 5 buses, equipment upgrades at several of our schools, final touches to the new Jossard School, and several division vehicles. School Generated Funds (SGF) reserves were \$362,500 which is a reduction of \$29,293 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, Director of Finance, 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 2016-17 year](#) and/or a copy of the [2017-18 budget](#). Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

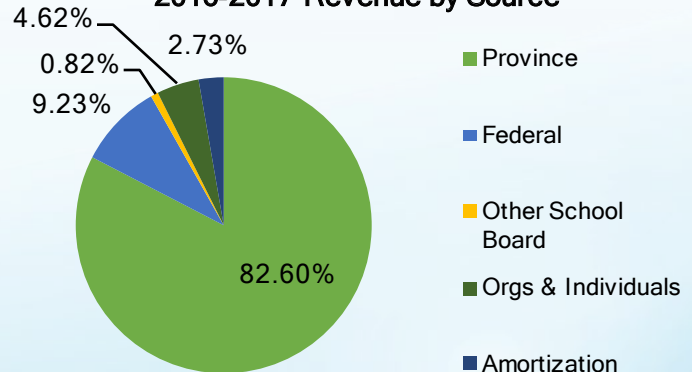
2016-2017 Revenue by Department



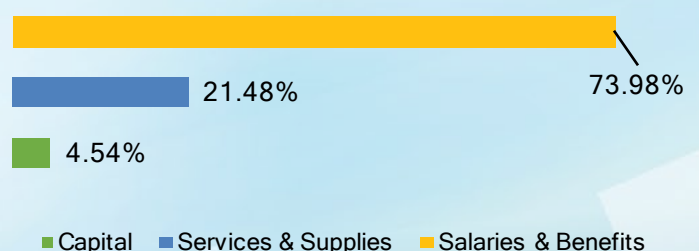
2016-2017 Expenditures By Department



2016-2017 Revenue by Source



2016-2017 Expenses by Object

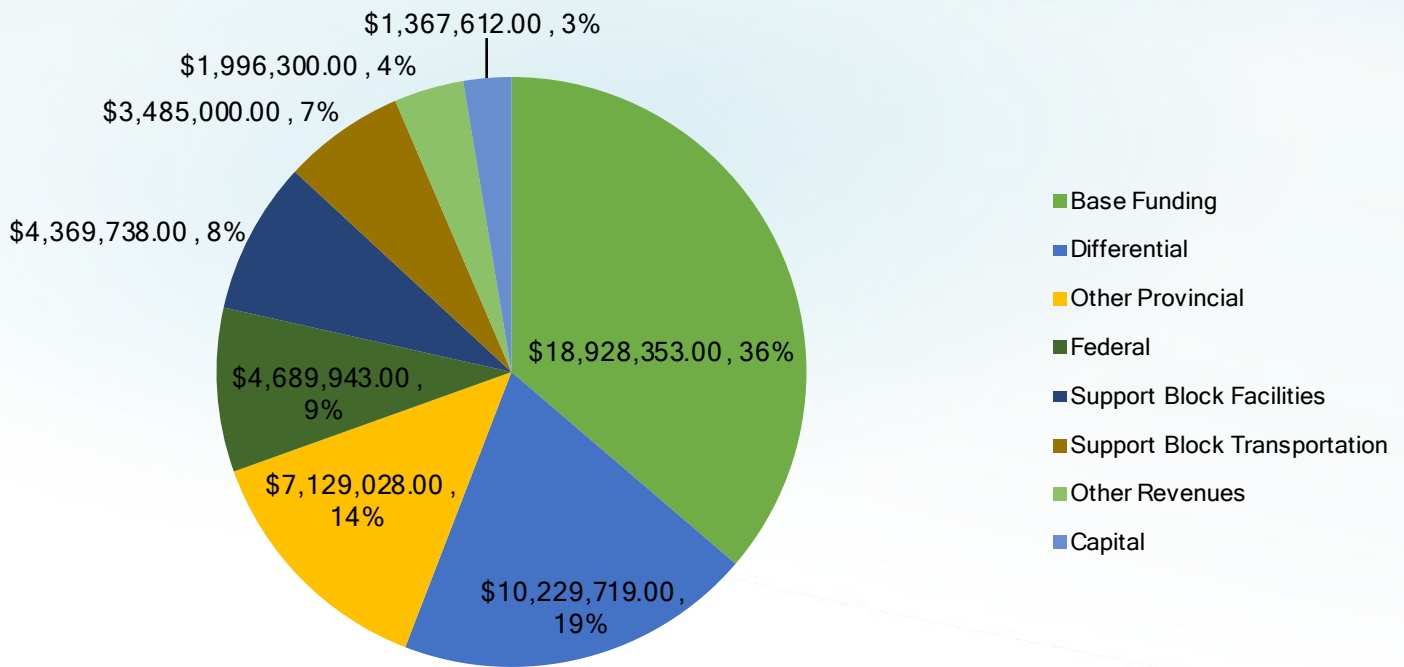




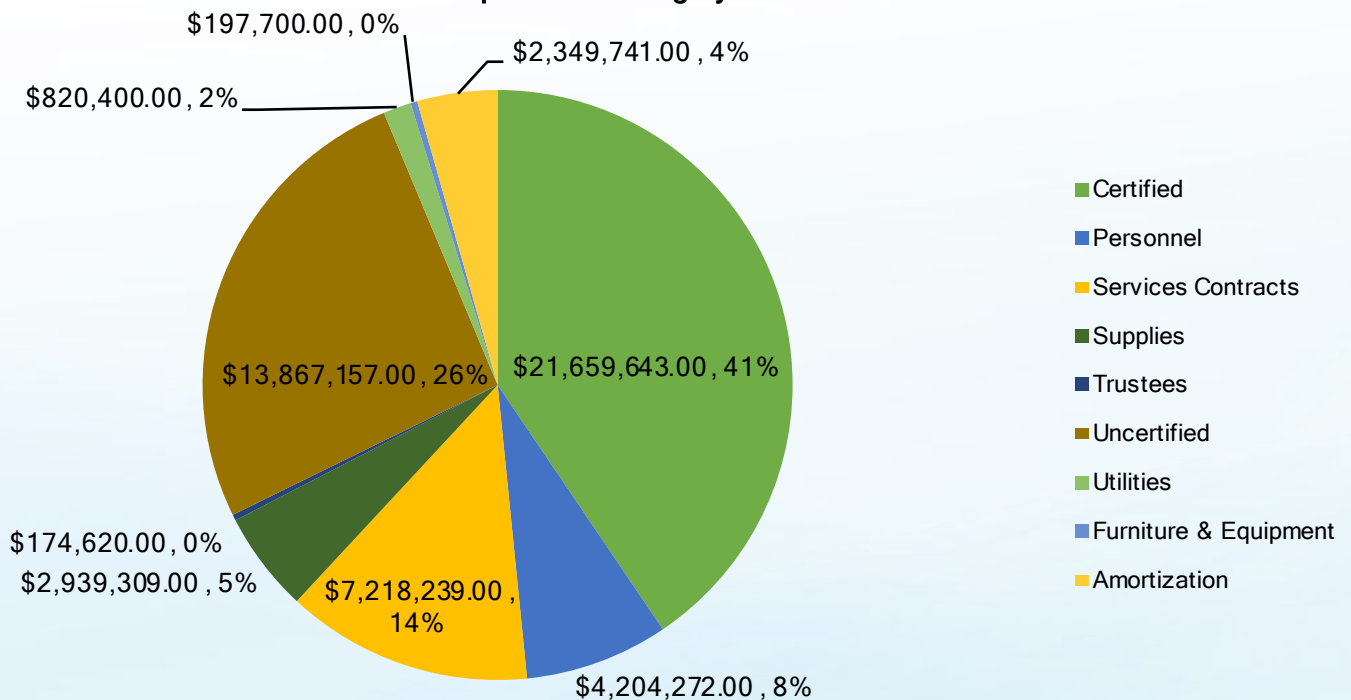
# BUDGET SUMMARY

The 2017-2018 budget is projecting a defect of \$1.7 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 2017-2018



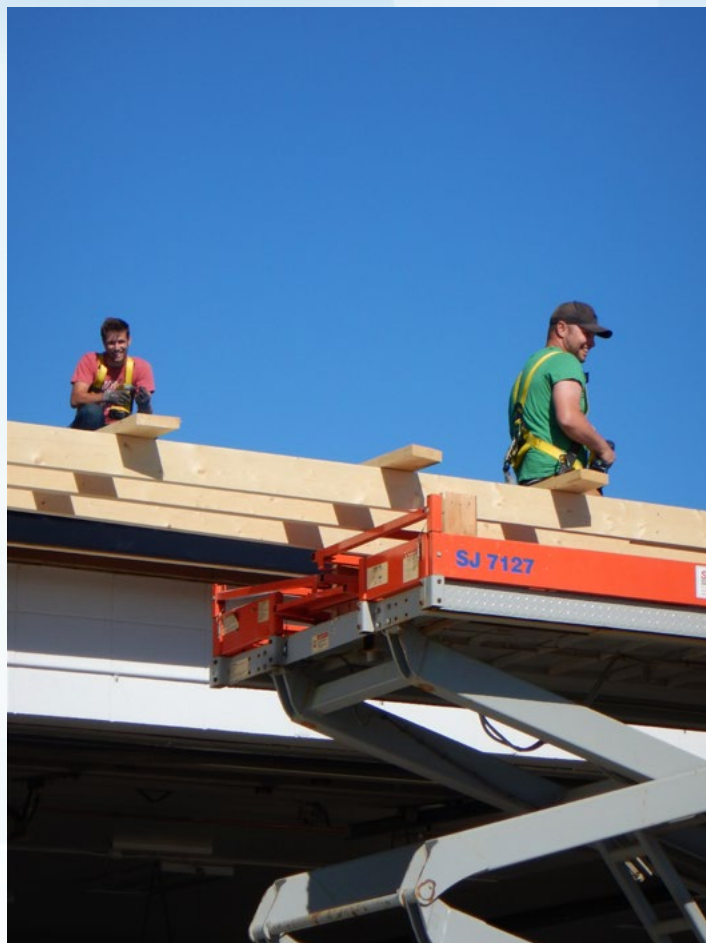
Expenditure Category Pie Chart



## CAPITAL AND FACILITIES PROJECTS

Throughout the 2016-2017 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. Millwork was replaced at École Routhier, Georges P. Vanier, E.G. Wahlstrom, and Roland Michener, which improves storage and organizational space.
2. Main entrance doors and frames were replaced at C.J. Schurter and E.G. Wahlstrom to cut down on drafty entrances which contribute to controlled air temperature and lowers our natural gas consumption.
3. Another 25 projectors were replaced to keep up with the changes in technology.
4. Security systems were installed at Prairie River and Jossard to help with the safety of our staff and students.
5. We continue to run our preventative maintenance program to ensure quality lighting, heating, and ventilation to each classroom throughout our Division.
6. The library and 5 classrooms were upgraded with new flooring, lighting, ceiling grid and tiles at Roland Michener, which gives the students a brighter and cleaner educational space.
7. Bathrooms were renovated to bring them up to today's standards at École Routhier.
8. Canteens were renovated at Prairie River and E.W. Pratt to give the students a healthier selection of foods to purchase.
9. LED lighting was installed in gyms at École Routhier, Georges P. Vanier, and E.W. Pratt for better lighting at a lower cost to operate.
10. Extra projects were done to better the health and safety of our students; sinks and taps in shower rooms at Georges P. Vanier and E.W. Pratt., room temperature control systems at Jossard, and paving of parking lots at E.W. Pratt and C.J. Schurter.



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 2017-2018 are as follows:

1. Continuation of our preventative maintenance program.
2. Installation of another 20 projectors throughout the Division.
3. Several more millwork projects planned for E.W. Pratt, E.G. Wahlstrom, and Roland Michener.
4. 4 classrooms and hallways to be renovated at Roland Michener.
5. Fob readers to be installed throughout the Division on all exterior doors.
6. New flooring in the junior high wing at Georges P. Vanier.
7. Renovation of 2 science labs at E.W. Pratt.
8. DDC panel replacement at C.J. Schurter, High Prairie Elementary, E.W. Pratt, and Prairie River.
9. Mudjacking of the west wing of E.W. Pratt.
10. Emergency generator plug-in for École Routhier School.
11. New generator and switch for C.J. Schurter School.
12. Bathroom renovations at E.G. Wahlstrom (132 & 140).
13. Entrance doors and frames at C.J. Schurter (E03 & E05).
14. Motion sensor lighting for C.J. Schurter.
15. Stage curtain replacement at École Routhier and Georges P. Vanier.
16. Phase II of C.J. Schurter east parking lot.
17. Inside doors and frame replacement at E.G. Wahlstrom (E05).





## 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 29, 2017. 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 2016-17 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	2017		Prev 3 Year Average		2017		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Low	Declined	Issue	242	72	204	79	49,572	83	46,989	83	
	Standard of Excellence	Very Low	Declined Significantly	Concern	242	4	204	11	49,572	19	46,989	19	
French Language Arts 6	Acceptable Standard	Low	Declined Significantly	Concern	18	67	12	98	3,185	85	2,864	88	
	Standard of Excellence	Low	Maintained	Issue	18	6	12	13	3,185	14	2,864	14	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92	524	90	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	22	524	17	
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	242	45	204	58	49,507	69	46,906	73	
	Standard of Excellence	Very Low	Declined	Concern	242	3	204	6	49,507	13	46,906	15	
Science 6	Acceptable Standard	Low	Declined	Issue	242	62	204	70	49,501	77	46,914	77	
	Standard of Excellence	Low	Maintained	Issue	242	16	204	14	49,501	29	46,914	26	
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	242	56	204	62	49,485	73	46,903	71	
	Standard of Excellence	Low	Maintained	Issue	242	12	204	12	49,485	22	46,903	19	
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	188	68	203	70	45,487	77	43,746	76	
	Standard of Excellence	Low	Improved	Acceptable	188	9	203	6	45,487	15	43,746	15	
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	16	63	18	55	1,428	59	1,576	62	
	Standard of Excellence	Low	Maintained	Issue	16	0	18	1	1,428	6	1,576	5	
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	10	80	14	74	2,763	83	2,625	85	
	Standard of Excellence	Very Low	Maintained	Concern	10	0	14	4	2,763	11	2,625	11	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	89	392	87	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26	392	22	
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	183	60	195	59	45,020	67	43,295	67	
	Standard of Excellence	Intermediate	Maintained	Acceptable	183	13	195	12	45,020	19	43,295	18	
Mathematics 9 KAE	Acceptable Standard	Intermediate	Maintained	Acceptable	21	57	23	42	1,848	58	2,026	62	
	Standard of Excellence	Low	Maintained	Issue	21	5	23	7	1,848	13	2,026	14	
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	184	63	201	67	45,445	74	43,808	74	
	Standard of Excellence	Intermediate	Declined	Issue	184	8	201	13	45,445	21	43,808	22	
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	20	50	20	50	1,440	64	1,547	64	
	Standard of Excellence	Low	Maintained	Issue	20	5	20	4	1,440	13	1,547	15	
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	192	54	204	52	45,484	67	43,722	65	
	Standard of Excellence	Low	Improved	Acceptable	192	12	204	7	45,484	20	43,722	19	
Social Studies 9 KAE	Acceptable Standard	Low	Maintained	Issue	12	50	17	34	1,393	56	1,533	59	
	Standard of Excellence	Low	Maintained	Issue	12	0	17	4	1,393	13	1,533	11	

# DIPLOMA EXAMINATION RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

		High Prairie School Div No. 48								Alberta					
Course	Measure	Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average				
					N	%	N	%	N	%	N	%			
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	103	70	91	78	30,150	87	28,895	87			
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	103	5	91	5	30,150	12	28,895	11			
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	78	91	92	90	16,797	90	16,361	89			
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	78	9	92	6	16,797	11	16,361	12			
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	6	100	8	100	1,375	95	1,256	95			
	Diploma Examination Standard of Excellence	High	Maintained	Good	6	17	8	8	1,375	9	1,256	11			
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98	140	98			
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	19	140	22			
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	51	65	62	55	20,371	73	20,934	74			
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	51	29	62	13	20,371	31	20,934	29			
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	63	51	43	57	14,327	75	12,738	74			
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	63	6	43	4	14,327	16	12,738	16			
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	86	70	88	68	22,249	86	21,875	86			
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	86	5	88	4	22,249	15	21,875	15			
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	102	75	104	73	20,054	81	19,579	82			
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	102	4	104	6	20,054	13	19,579	14			
Biology 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	75	67	89	80	22,993	84	21,843	85			
	Diploma Examination Standard of Excellence	Low	Declined	Issue	75	16	89	26	22,993	32	21,843	32			
Chemistry 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	78	60	68	67	18,751	83	19,161	82			
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	78	18	68	23	18,751	39	19,161	35			
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	23	83	37	65	9,952	86	10,553	84			
	Diploma Examination Standard of Excellence	High	Improved	Good	23	35	37	21	9,952	42	10,553	37			
Science 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	9,323	85	7,914	84			
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	9,323	28	7,914	27			

# DIPLOMA EXAMINATION RESULTS - MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	83.3	7.3	79.5	4.8	71.6	3.7	81.7	7.3	69.9	4.9		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	93.3	9.5	88.2	6.6	88.1	5.0	93.0	7.0	91.0	9.0		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	100.0	25.0	*	*	100.0	16.7	100.0	0.0	100.0	16.7		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	67.6	18.3	54.8	8.1	52.0	18.0	58.1	12.2	64.7	29.4		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	27.3	0.0	54.8	3.2	55.8	2.3	60.0	5.5	50.8	6.3		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	87.2	11.5	75.3	4.1	69.3	1.3	57.8	5.2	69.8	4.7		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	81.0	4.8	76.5	7.8	78.3	2.2	65.1	7.5	74.5	3.9		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	80.8	28.3	83.6	26.0	76.2	23.8	79.8	27.0	66.7	16.0		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	66.0	13.2	73.0	30.2	61.0	18.6	65.9	20.7	60.3	17.9		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	47.7	6.8	48.3	6.9	77.8	37.0	69.6	17.9	82.6	34.8		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



# PROVINCIAL ACHIEVEMENT TEST RESULTS – MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	75.8	3.1	79.3	10.4	83.9	12.2	74.8	9.8	72.3	4.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	78.6	7.1	100.0	12.5	93.8	25.0	100.0	0.0	66.7	5.6		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	56.1	4.0	63.2	6.2	65.9	6.8	44.6	5.6	44.6	3.3		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	65.9	9.9	69.4	14.5	77.1	16.6	62.0	11.3	62.4	15.7		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	61.0	5.4	61.7	9.3	64.9	11.2	58.7	15.5	56.2	12.0		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	74.2	7.7	71.2	5.8	70.2	5.6	67.0	5.4	67.6	8.5		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	Authority	53.3	0.0	50.0	3.6	70.0	0.0	43.8	0.0	62.5	0.0		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	Authority	87.5	6.3	87.5	6.3	81.8	0.0	53.3	6.7	80.0	0.0		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	66.7	14.3	69.1	15.7	56.2	12.4	52.1	6.8	59.6	13.1		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	Authority	43.8	0.0	32.1	0.0	57.1	21.4	37.0	0.0	57.1	4.8		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	70.8	12.9	76.4	17.8	65.4	13.1	57.8	7.5	63.0	8.2		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	64.3	0.0	39.3	7.1	54.5	0.0	55.0	5.0	50.0	5.0		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	60.3	13.4	63.9	9.9	49.5	8.0	42.1	3.8	54.2	12.0		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	40.0	0.0	42.9	10.7	58.3	0.0	0.0	0.0	50.0	0.0		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
  3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# AVERAGE CLASS SIZE

School	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
C.J. Schurter	21.2	20.2	21.1									
E.G. Wahlstrom				23.2	23.9	22.5						
E.W. Pratt										18.1	20.4	13.0
Georges P. Vanier							18.7	17.9	19.7	11.5	14.5	8.8
High Prairie Elementary	20.4	18.8	19.8	19.9	24.3	19.9						
Joussard	17.1	18.7	16.7	13.3	16.0	18.7						
Kinuso	15.8	21.6	16.8	24.0	20.3	19.7	20.8	24.2	22.8	16.2	12.8	9.9
Prairie River Junior High							21.8	23.4	23.8			
Roland Michener Secondary							24.1	24.2	22.7	22.0	19.8	20.8
École Routhier	12.1	15.4	16.5	13.1	20.5	19.0						
Total for Jurisdiction	18.2	19.2	19.3	19.2	22.1	20.7	21.7	22.2	22.3	17.2	17.5	13.2





## 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 Wellness Coaches and Career Coaches to facilitate optimum learning which goes above and beyond the standard curriculum.

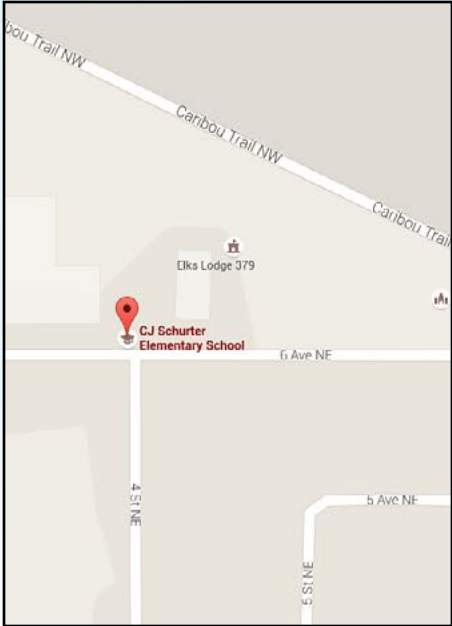
Our Wellness Coaches acknowledge that mental well-being, physical activity, and nutrition play significant roles in children's overall health. They encourage students to think critically about the impact of their choices on their current and long-term health and promote lifestyles that support healthy attitudes toward mental well-being, physical activity, and nutrition. The team works with parents, community members, and community organizations to promote and support programs and services that contribute to healthy school communities.

The team of Career Coaches works closely with our students to provide academic counseling starting in junior high to ensure those students are successful at work once they complete their education program. They meet with students to develop plans and strategies for post-secondary education as well as dual credit opportunities for those who have a passion to work in the trades. They familiarize students with the post-secondary educational institutions available to them and the corresponding scholarship and bursary opportunities.

This multi-faceted approach to supporting learners is an integral reason why High Prairie School Division is the division of choice for quality public education. Our team of highly skilled professionals, whether they are teaching in a classroom, driving a bus, answering a phone, installing a computer, or pushing a broom make a defining impact on each student by facilitating quality public education.



# C.J. SCHURTER SCHOOL



**Principal**  
Robyn Ord-Boisvert  
rord-boisvert@hpsd.ca  
Hired 1984

STATISTICS:	
YEAR BUILT	1971
GRADES	K - 3
LOCATION	SLAVE LAKE
STUDENTS	491
TEACHERS	29
SUPPORT STAFF	26
AVERAGE CLASS SIZE	21.1



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

CONTACT INFORMATION:	
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 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach to instruction. Staff members work with literacy and math coaches to enhance instructional practice while grade level teachers work in professional learning environments to address the literacy and numeracy goals of the school. We are also implementing the Leader in Me program in which students are taught leadership principles and strategies that have positive effects on their self-confidence, problem solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

E.G. WAHLSTROM



**Principal**  
Jane Thomas  
jthomas@hpsd.ca  
Hired 2014

<b>STATISTICS:</b>	
YEAR BUILT	1954
GRADES	4 - 6
LOCATION	SLAVE LAKE
STUDENTS	341
TEACHERS	20
SUPPORT STAFF	12
AVERAGE CLASS SIZE	22.5



**Vice Principal**  
Kristoffer Herbert  
kherbert@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 kilometres north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school with an enrollment of approximately 330 students 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 Leader in Me program and provide additional support services to all students through Learning Supports in the areas of literacy and math in addition to transitioning and counseling 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	292
TEACHERS	17
SUPPORT STAFF	10
AVERAGE CLASS SIZE	13.0



**Vice Principal**

Brad Corless  
bcorless@hpsd.ca  
Hired 2008

**CONTACT INFORMATION:**

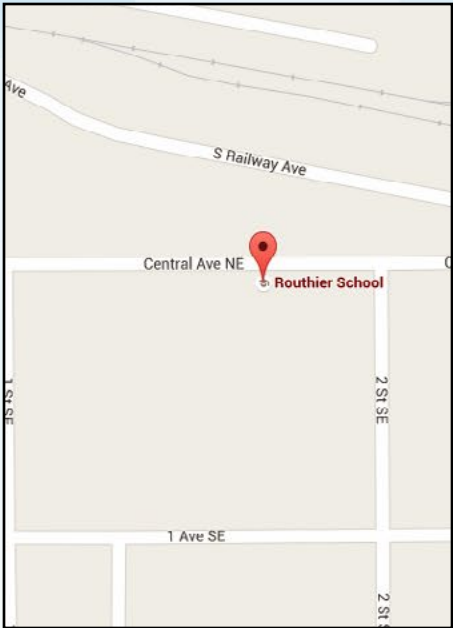
WORK	(780) 523-3813
WEBSITE	www.ewp.hpsd.ca
PO BOX 150	
5650 - 50 <sup>TH</sup> STREET	
HIGH PRAIRIE, AB	
T0G 1E0	

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. 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. Our student population of approximately 270 students has 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	233
TEACHERS	17
SUPPORT STAFF	15
AVERAGE CLASS SIZE	17.75



**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	281
TEACHERS	19
SUPPORT STAFF	10
AVERAGE CLASS SIZE	14.3



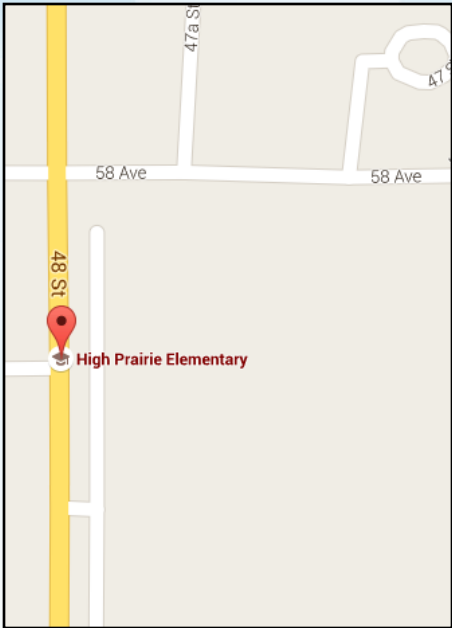
**Vice Principal**  
Monique Dubrule  
mdubrule@hpsd.ca  
Hired 2005

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 near the intersection of Highway 2 and Highway 49, located approximately 65 kilometres south of Peace River and 427 kilometres northwest of Edmonton.

We offer dual-track programming in French Immersion and English for students in Grades 7 to 9 with a full array of courses for our senior high students. Our school is situated in the heart of northwestern Alberta's Smoky River region. This is an area comprised of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

HIGH PRAIRIE ELEMENTARY SCHOOL



**Principal**  
Mitch Hammond  
mhammond@hpsd.ca  
Hired 2014

STATISTICS:	
YEAR BUILT	1956
GRADES	K - 6
LOCATION	HIGH PRAIRIE
STUDENTS	321
TEACHERS	21
SUPPORT STAFF	19
AVERAGE CLASS SIZE	19.9



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

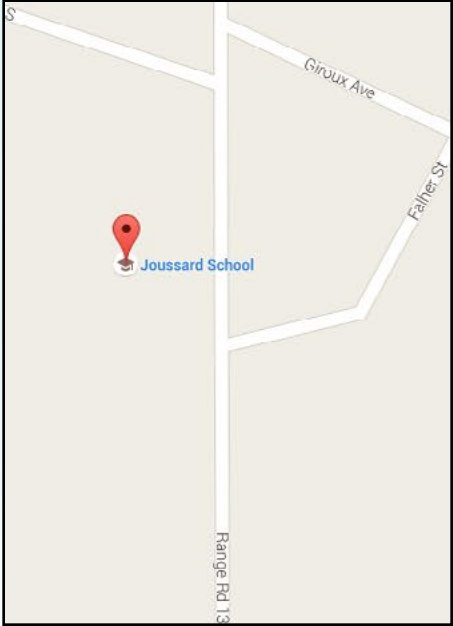
CONTACT INFORMATION:	
WORK	(780) 523-4531
WEBSITE	www.hpe.hpsd.ca
PO BOX 1200	
5701 - 48 <sup>TH</sup> STREET	
HIGH PRAIRIE, AB	
T0G 1E0	

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 alternative French language programs as well as art courses and it is operated by staff with passion for teaching.



# JOUSSARD SCHOOL



## Principal

Heather Caudron  
hcaudron@hpsd.ca  
Hired 1980

## STATISTICS:

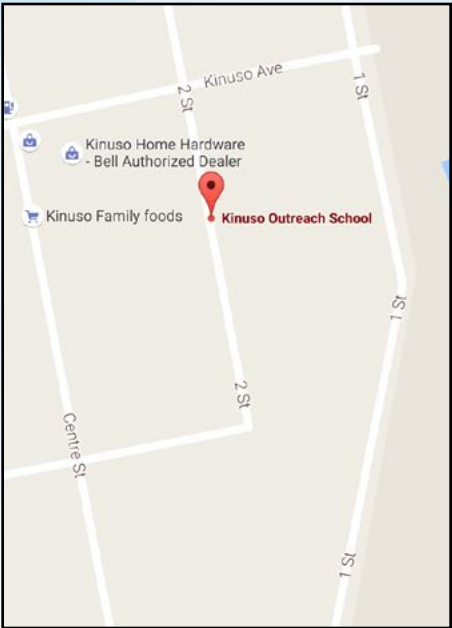
YEAR BUILT	2016
GRADES	K - 6
LOCATION	JOUSSARD
STUDENTS	122
TEACHERS	9
SUPPORT STAFF	12
AVERAGE CLASS SIZE	17.7

## CONTACT INFORMATION:

WORK (780) 776-3753  
WEBSITE [www.jou.hpsd.ca](http://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 the 140 students. Staff and students moved into the new facility in December 2015.

KINUSO OUTREACH SCHOOL



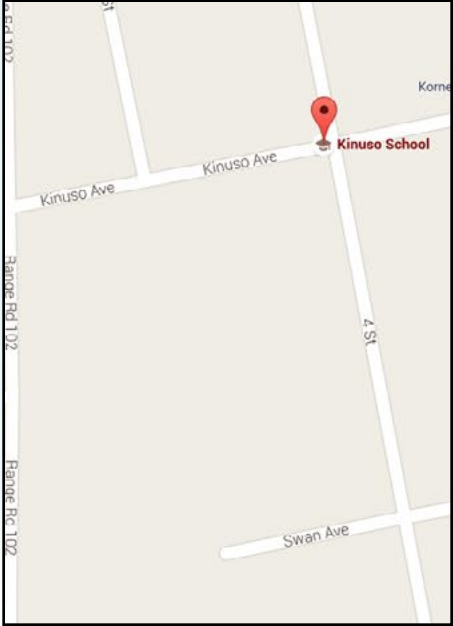
Kinuso Outreach School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds.

The school is located just south of the lake. The school is operated by qualified and dedicated staff who provide quality education in a safe and caring environment. The school is supervised by the administrators at Kinuso School.

<b>STATISTICS:</b>	
YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	KINUSO
STUDENTS	14
TEACHERS	2
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



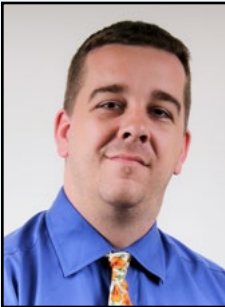
**Principal**  
Golda David  
gdavid@hpsd.ca  
Hired 2017

STATISTICS:	
YEAR BUILT	1957
GRADES	K - 12
LOCATION	KINUSO
STUDENTS	276
TEACHERS	23
SUPPORT STAFF	20
AVERAGE CLASS SIZE	17.3



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

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



**Vice Principal**  
Christopher Gardner  
cgardner@hpsd.ca  
Hired 2016

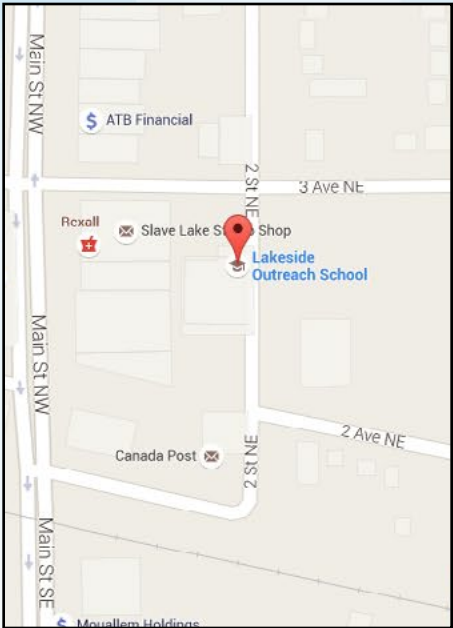
Kinuso School is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds.

The school serves students from kindergarten to Grade 12 and is located just south of the lake. The recently remodeled school is operated by a group of qualified and dedicated staff who provide quality education in a safe and caring

environment. The school offers diverse programming in the arts, education, and extracurricular activities. National archery championships, poetry competitions, Cree and French language programs, and dual credit courses highlight just a few of the successes that have been achieved by the students and staff at Kinuso School.



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	70
TEACHERS	3
SUPPORT STAFF	1
AVERAGE CLASS SIZE	N/A

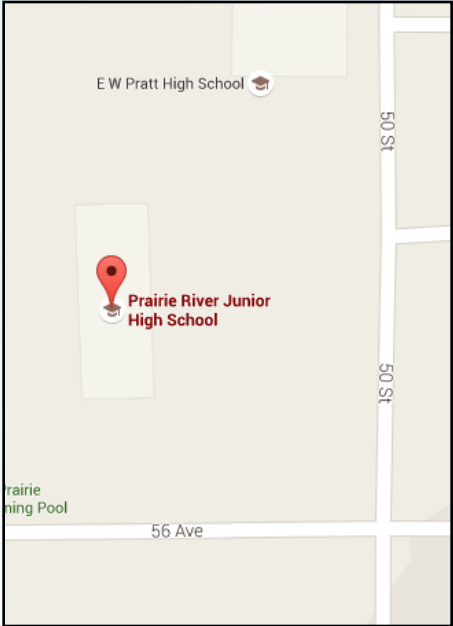
CONTACT INFORMATION:

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 kilometres 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, personalized setting. The school serves students from Grade 7 to Grade 12 and is located in the heart of Slave Lake with a team of dedicated staff providing quality education to the diverse and unique learners.

# PRAIRIE RIVER JUNIOR HIGH SCHOOL



## Principal

Jocelyn Heyde  
jheyde@hpsd.ca  
Hired 2005

## STATISTICS:

YEAR BUILT	1982
GRADES	7 - 9
LOCATION	HIGH PRAIRIE
STUDENTS	228
TEACHERS	15
SUPPORT STAFF	12
AVERAGE CLASS SIZE	23.8



## Vice Principal

Kyle Tucker  
ktucker@hpsd.ca  
Hired 2013

## 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 within Big Lakes County. High Prairie 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. They 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 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	47
TEACHERS	3
SUPPORT STAFF	2
AVERAGE CLASS SIZE	N/A

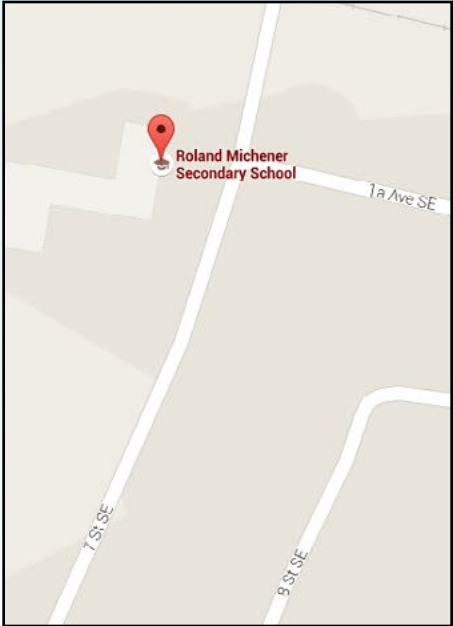
Prairie View Outreach is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

<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	540
TEACHERS	29
SUPPORT STAFF	17
AVERAGE CLASS SIZE	21.8



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

<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 kilometres 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.