

INSPIRE
LEAD
ACHIEVE

**2019-2022
Three-Year
Education Plan**

and

**2018-19
Annual Education
Results Report**

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 2019 Accountability Pillar Overall Summary.....	10
Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary.....	10
Measure Evaluation Reference.....	11
Outcome One: Alberta's Students are Successful.....	12
Outcome two: First Nations, Métis, and Inuit students in Alberta are successful.....	14
Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders.....	16
Outcome Four: Alberta's K-12 education system is well governed and managed.....	18
Summary of Financial Results.....	20
Budget Summary.....	21
Capital and Facilities Projects.....	22
Summary of Facility and Capital Plan.....	23
Timelines and Communication.....	24
Whistleblower Protection.....	24
Closing Remarks.....	24
PAT Results Course By Course Summary by Enrolled With Measure Evaluation.....	25
Diploma Examination Results Course by Course Summary With Measure Evaluation.....	25
Provincial Achievement Test Results – Measure Details.....	26
Diploma Examination Results - Measure Details.....	26
Overview of Schools.....	29
C.J. Schurter School.....	30
E.G. Wahlstrom.....	31
E.W. Pratt High School.....	32
École Routhier School.....	33
Georges P. Vanier School.....	34
High Prairie Elementary School.....	35
Joussard School.....	36
Kinuso Outreach School.....	37
Kinuso School.....	38
Lakeside Outreach School.....	39
Prairie River Junior High School.....	40
Prairie View Outreach School.....	41
Roland Michener Secondary School.....	42

ABOUT US

High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,200 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 13 schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake. Approximately 550 full and part-time employees, including educational assistants, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists, and Learning Support Centre administrators and personnel directly supplement the endeavours of over 200 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

Vision Statement

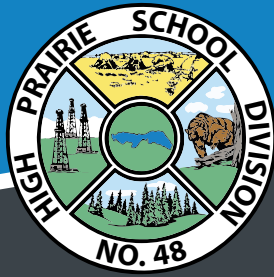
We inspire, lead, and achieve to the highest level.

Mission Statement

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

Core Values

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



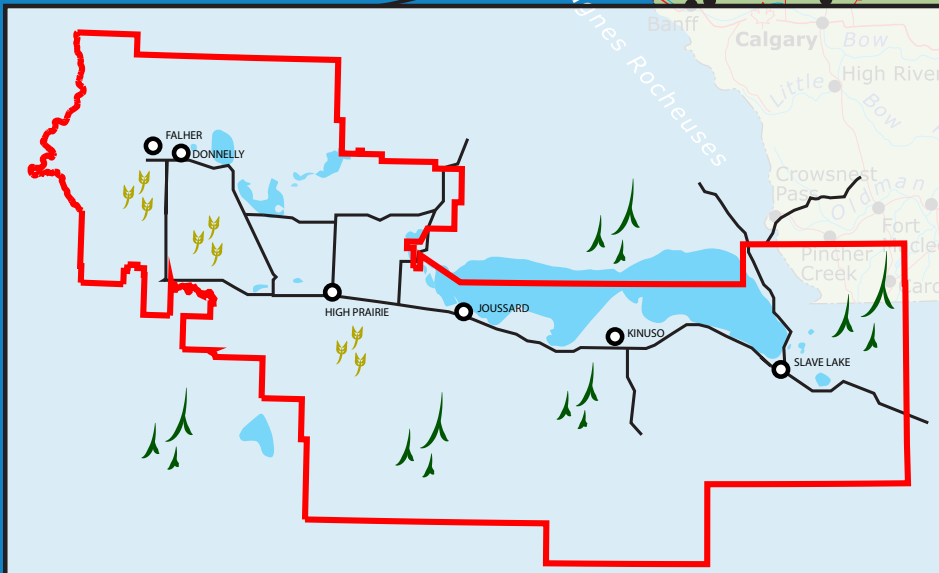
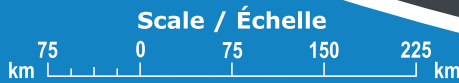
NORTHWEST TERRITORIES / TERRITOIRES DU NORD-OUEST

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 is responsible for ensuring that quality educational programs are provided for all students in our school system. It is our pleasure to present the 2019-2022 Combined Three-Year Education Plan and the 2018-19 Annual Education Results Report.

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

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

Quality Learning

The educational community will ensure learning success for every student.

GOAL 1: LEARNING GROWTH AND ACHIEVEMENT

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

GOAL 2: INCLUSIVE ENVIRONMENTS SUPPORTING ALL STUDENTS

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

GOAL 3: PREPARING STUDENTS TODAY TO BE SUCCESSFUL TOMORROW

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

Quality Teaching

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

GOAL 1: PROFESSIONAL GROWTH

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

GOAL 2: ENHANCING PRACTICE

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

GOAL 3: LEADERSHIP

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

Quality Relationships

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

GOAL 1: ONGOING AND EFFECTIVE COMMUNICATION

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

GOAL 2: PARENTS/CAREGIVERS AS PARTNERS

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

GOAL 3: ENGAGED GOVERNANCE

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

On behalf of High Prairie School Division, we would like to extend our sincere appreciation to the students, staff, parents, and community members for working together in a cooperative manner. We have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all students through the wise use of our resources.

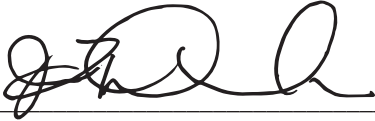
MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division combined Three Year Education Report for the 2019-2022 school years and the Annual Education Results Report for the 2018-19 school year. Our “report card” to the public reflects the many successes we have enjoyed during the 2018-19 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 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for High Prairie School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/ 2022 on December 18, 2019.



Joyce Dvornek, 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



Chair

Joyce Dvornek
Elected in 1998

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



Trustee

Adrian Wong
Elected in 2019

Mobile (780) 291-0137
awong@hpsd.ca

WARD 3



Trustee

Lorraine Shelp
Elected in 2017

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

WARD 4



Vice Chair

Ali Mouallem
Elected in 2017

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



Trustee

Steve Adams
Elected in 2019

Mobile (780) 516-6000
sadams@hpsd.ca

EXECUTIVE COUNCIL

The High Prairie School Division's Executive Council is comprised of a Superintendent, Deputy Superintendent, Secretary Treasurer, and one Assistant Superintendent. 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

SECRETARY TREASURER



Jody Frowley

jfrowley@hpsd.ca
Hired 2017

ASSISTANT SUPERINTENDENT



Treva Emter

temter@hpsd.ca
Hired 1997

COMBINED 2019 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	High Prairie School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	84.1	86.8	86.6	89.0	89.0	89.3	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	78.5	84.1	83.2	82.2	81.8	81.9	High	Declined Significantly	Issue
	Education Quality	84.3	87.7	87.3	90.2	90.0	90.1	Intermediate	Declined Significantly	Issue
	Drop Out Rate	6.2	5.5	4.5	2.6	2.3	2.9	Intermediate	Declined	Issue
	High School Completion Rate (3 yr)	64.5	62.7	63.0	79.1	78.0	77.5	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Acceptable	61.6	61.5	59.4	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	8.9	8.6	8.6	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69.5	74.7	72.0	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	5.6	10.9	11.2	24.0	24.2	22.5	Very Low	Declined Significantly	Concern
	Diploma Exam Participation Rate (4+ Exams)	36.2	36.6	33.6	56.3	55.7	55.1	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	50.1	51.6	49.4	64.8	63.4	62.2	Low	Maintained	Issue
	Transition Rate (6 yr)	52.8	54.6	52.3	59.0	58.7	58.7	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	73.2	78.4	78.8	83.0	82.4	82.6	Intermediate	Declined	Issue
	Citizenship	73.2	77.4	77.9	82.9	83.0	83.5	Intermediate	Declined Significantly	Issue
Parental Involvement	Parental Involvement	77.4	82.3	82.6	81.3	81.2	81.1	Intermediate	Declined	Issue
Continuous Improvement	School Improvement	77.4	79.3	78.9	81.0	80.3	81.0	High	Maintained	Good

COMBINED 2019 ACCOUNTABILITY PILLAR FIRST NATIONS, MÉTIS AND INUIT SUMMARY

Measure Category	Measure	High Prairie School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
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	10.1	9.1	7.0	5.4	4.8	5.6	Very Low	Declined	Concern
	High School Completion Rate (3 yr)	41.8	43.0	47.1	56.6	53.3	52.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	49.7	48.1	43.6	54.0	51.7	51.9	Very Low	Improved	Issue
	PAT: Excellence	4.5	3.8	3.7	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	67.7	68.7	63.8	77.2	77.1	76.7	Very Low	Maintained	Concern
	Diploma: Excellence	3.8	4.9	5.4	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	9.9	17.2	16.1	24.6	24.4	22.3	Very Low	Declined	Concern
	Rutherford Scholarship Eligibility Rate	28.7	30.5	28.9	37.1	35.9	34.0	Very Low	Maintained	Concern
	Transition Rate (6 yr)	43.9	39.1	37.5	34.2	33.0	32.8	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

MEASURE EVALUATION REFERENCE

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

OUTCOME ONE: ALBERTA'S STUDENTS ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.8	56.9	59.8	61.5	61.6	66	Very Low	Maintained	Concern	65	66	67
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.7	7.9	9.2	8.6	8.9	9	Very Low	Maintained	Concern	9	10	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	72.6	71.1	70.3	74.7	69.5	78	Very Low	Maintained	Concern	72	73	74
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.6	11.5	11.1	10.9	5.6	12	Very Low	Declined Significantly	Concern	6	7	8

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	60.9	64.2	62.1	62.7	64.5	68	Intermediate	Maintained	Acceptable	68	70	74
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	33.8	29.0	35.0	36.6	36.2	30	Low	Maintained	Issue	40	43	45
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.6	3.1	5.0	5.5	6.2	2.7	Intermediate	Declined	Issue	6	5	4
High school to post-secondary transition rate of students within six years of entering Grade 10.	46.7	50.8	51.6	54.6	52.8	52	Intermediate	Maintained	Acceptable	54	56	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	46.7	49.9	51.6	50.1		Low	Maintained	Issue			

Strategies

ASSESSMENT

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

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

LITERACY

HPSD schools will assess using the F&P and the OCA benchmarks according to a

divisionally set schedule.

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

Support will be provided and evidence will include:

- K-12 literacy rich environments
- Read alouds & think alouds are modeled K-12 across all subject areas
- Teachers conferencing with students about their reading and writing
- K-12 students participating in guided and shared reading and writing opportunities
- Explicit instruction of comprehension strategies & content area strategies
- A variety supports and interventions for reading and writing are available to students
- Instruction and supports are informed by student data and staff



collaboration

- Literacy interventions are articulated on the school's pyramid of intervention

Literacy committees are evident in each school.

Each school will have a teacher represented on the divisional literacy committee.

NUMERACY

HPSD schools will administer the MIPI to students in Grades 2 to 10 and

demonstrate the use of data to inform instruction.

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

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

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

INCLUSION – PYRAMID OF INTERVENTION

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

- Each HPSP school will develop, refine, and publish their pyramid of intervention, which shall:
- articulate the universal, targeted and intensive supports available
 - articulate the process by which teachers collaborate to implement strategies from the pyramid of intervention
 - display their pyramid of intervention in a designated area where staff have easy access

Each HPSP school will review their response to intervention and make revisions to the Pyramid of Intervention as required.

- LSTs will log conversations to inform application of interventions and assessment of their success
- Staff will use a strength-based approach when developing success plans for individual students

Students will receive specialized supports and resources. Evidence will include:

- Specialized service providers are addressing student needs through assessment and intervention
- Staff are consulting with colleagues and specialists to support students

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.1	78.4	77.9	77.4	73.2	78	Intermediate	Declined Significantly	Issue	75	77	78



Strategies

CHARACTER EDUCATION

Each school will develop, implement and support a character education plan that reinforces and builds on HPSP Core Values, leading students to be socially responsible and to succeed locally and globally. Character education empowers students by clarifying the discrepancy between the core values and behaviour/ actions and allows them to self-correct/ self-regulate.

Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, staff. Support will be provided and evidence will include:

- All staff can articulate core values and affirm the importance of those values to the school community
- Values are infused throughout the school by use of focused language & actions
- Core values are infused into classroom lessons, discussions, and visible (anchor charts, student and staff actions and interactions)
- Students, parents, and staff understand expectations, processes, and language

Each school shall annually review student discipline data, student survey information and attendance data and use it to inform decisions about supporting a positive school culture.

OUTCOME TWO: FIRST NATIONS, MÉTIS, AND INUIT STUDENTS IN ALBERTA ARE SUCCESSFUL

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.1	38.2	44.6	48.1	49.7	55	Very Low	Improved	Issue	55	60	66
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.1	3.0	4.4	3.8	4.5	5	Very Low	Maintained	Concern	6	8	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	66.5	59.0	63.6	68.7	67.7	72	Very Low	Maintained	Concern	72	73	74
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2.6	6.5	4.8	4.9	3.8	6	Very Low	Maintained	Concern	4	6	8

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.4	53.1	45.1	43.0	41.8	51	Very Low	Maintained	Concern	50	55	58
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	15.6	11.2	19.7	17.2	9.9	22	Very Low	Declined	Concern	20	25	32
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.5	5.1	6.7	9.1	10.1	8	Very Low	Declined	Concern	9	8	7
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	32.8	32.6	40.8	39.1	43.9	41	Low	Maintained	Issue	44	45	47
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	25.4	30.8	30.5	28.7		Very Low	Maintained	Concern			

Strategies

HPSD schools will diminish the achievement gap.

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

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

Evidence of success will be based on the following indicators more than the point above:

- Indigenous students demonstrate

successful learning behaviours (asking questions, answering questions, asking for support, in the green zone in a classroom)

- A proportional representation of learners are evident in programs
- Indigenous students have balanced representation in academic programs
- Indigenous students participate in school teams, clubs, awards, and honours
- Schools demonstrate high expectations for Indigenous students and provide the literacy and numeracy supports needed for their success in school and in their future
- Indigenous language, culture, history, and historical perspectives are infused in school culture and classroom learning
- Collaboration and communication with indigenous communities



engage families

- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous Success Coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff



provide staff with support and resources to meet the new Teacher Quality Standard.



meetings to support student success and overcome stereotypes

SUCCESS COACHES

The Indigenous Success Coaches work collaboratively with students, families, communities, and High Prairie School Division staff to create positive outcomes for Indigenous learners throughout the division.

The Indigenous Success Coaches also work with local Elders, Knowledge Keepers and community members to

OUTCOME THREE: ALBERTA HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	79.1	82.6	82.9	84.1	78.5	86	High	Declined Significantly	Issue	80	81	82

Strategies

LEARNING TECHNOLOGY POLICY FRAMEWORK

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

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

Support will be provided and evidence will include:

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

(AB Education LTPF Framework, 2013)

DUAL CREDIT PROGRAMMING AND CAREER COACHING

Career Coaches continue to provide HPSP students with support in transitioning successfully to secondary, post-secondary, and occupational futures. Career Coaches meet in class settings with Grade 5-9 students in

developing self-awareness and career understandings. Career Coaches meet frequently with senior high students in group and individualized settings to reflect and plan the necessary steps to gain access to programs throughout the world. In addition, Career Coaches continue to expand the already significant variety of Dual Credit course possibilities for senior high HPSP students through collaboration with a growing number of colleges and universities across Alberta. HPSP is recognized provincially for its very successful Dual Credit programs.

HIGH SCHOOL REDESIGN

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

STAFFING

HPSP is expanding its recruitment through additional avenues, both traditional and digital. New to HPSP Teacher Orientation, through the extensive support of our Mentor Coach, continues to be reviewed and adjusted to allow for staggered delivery of the Teacher Orientation framework with the goal of reducing work overload in the first months of teaching. HPSP continued with the early resignation incentive to

allow for advanced notice of retirement to foster early recruitment for teaching positions. Lastly, HPSP continues to focus on staff wellness with a review of our administrative procedures and best practices and in collaboration with wellness partners such as Alberta School Employee Benefit Plan (ASEBP). We promote our ASEBP and the Employees Family Assistance Program (EFAP) as resources designed to support employees throughout their careers with the division.

LEARNING SUPPORT TEACHERS

Each school is currently identifying the needs of their students and trying to allocate the services that they have to meet the growing needs of students identified by their classroom teacher. The LSTs are setting targets for classroom teachers and/or the students, developing individualized programs alongside the classroom teacher so that each student has a program that best meets the needs of their students. The LSTs are starting to prepare teachers for the following upcoming divisional expectations: Fountas and Pinell testing, the Ontario Comprehensive Project and ISP development. They are currently building a timeline for completion of these projects. The LSTs did an excellent job at the PD day for teachers presenting topics ranging from right to read training, to how to administer the OCA and using the Daily 5. The reports we are getting back about their presentations are very positive. We have been assisting the LSTs in delivering specialized services at all school but there are a few that have had exceptional needs at the start and we are monitoring their progress as the year goes on. Jousard School and Prairie River Junior High School have had some exceptional needs arrive at their doorstep and they have applied to Jordan's Principle for a



progress. We are coaching the LSTs to really push student supports in the classroom and we can achieve this through teacher coaching and modelling of proper techniques in the classroom. The Kindergarten teachers were provided PD in the FOCUS program which talks about self-regulation as well as we continued our commitment with the EYE training (Early Years Evaluation)



which allows us to track the growth of the children in kindergarten.

little more assistance in the classroom. E.W. Pratt School and Roland Michener Secondary School have been getting their community classroom and blended classroom going and developing individual programs for each student in these classrooms. Georges P. Vanier School and École Routhier School have started well and like all other schools, the LSTs have started to monitor student progress and begin their coaching

OUTCOME FOUR: ALBERTA'S K-12 EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	83.4	86.4	86.6	86.8	84.1	90	Intermediate	Declined	Issue	85	87	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.1	86.6	87.6	87.7	84.3	90	Intermediate	Declined Significantly	Issue	85	88	90
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.	78.4	80.1	77.8	78.4	73.2	85	Intermediate	Declined	Issue	75	78	85
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.(This measure is required for charter and private school authorities that do not have grades 10-12.)	70.0	74.3	73.8	73.9	66.1		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	82.3	83.2	82.3	77.4	86	Intermediate	Declined	Issue	79	83	86
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	76.0	77.7	79.6	79.3	77.4	85	High	Maintained	Good	79	81	85

Strategies

LEADERSHIP DEVELOPMENT

Leadership development is being addressed through a number of opportunities. Continued collaboration with the Northwest Regional Learning Consortium (NRLC) has allowed us to access professional learning opportunities where we can bring in presenters for Divisional Collaboration Days. We have contracted, Sandra Woitas, to lead professional development at a number of HPSD schools to assist with implementing school goals and to support professional learning with our Principals and Vice Principals. HPSD has embedded 2 divisional collaborative professional development days in the school year calendar. Lastly, professional development opportunities have been made available to school support staff (Library Clerks/Technicians, Educational Assistants and Cooks) within school based professional development days and specified divisionally coordinated professional development days.

CURRICULUM, ASSESSMENT AND PYRAMID OF INTERVENTION (CAP)

Under the direction of the Supervisor of Curriculum and Supervisor of Inclusion, focus is being returned to curriculum

connection, assessment practices and the pyramid of intervention (CAP). During the first semester of the 2019-2020 school year, the Curriculum Lead's attention is specifically centered on supporting teachers with the incoming concept-based K-9 curriculum and solid assessment practices that support inquiry based philosophy. Our Curriculum Lead will return to the classroom for the second semester as a response to the need to reduce expenditures during the current school year. Each school's Learning Support Teacher is working with the school's Administration to support the evolution of the school's pyramid of intervention.

PARENTAL INVOLVEMENT

The HPSD Board of Trustees continues to support parental involvement in the decisions about their child's education. In addition to actively engaging with parents at regular school council meetings, whereby that recommending body is often asked to gather feedback on a variety of topics and issues related to student development, school processes, and strategic goals, the Board of Trustees also hosts community engagement sessions, Council of School Council meetings, and regular surveys. These methods are used in concert to

gather as much feedback as possible from our school community to ensure the parental voice is heard when making decisions related to their child's education.

WELLNESS COACHES

Wellness Coaches continue to support schools in the implementation of AP 241 "Healthy School Communities". Their focus follows the Comprehensive School Health model, where healthy students become better learners. This is facilitated through an Response To Intervention approach.

ENGAGED GOVERNANCE

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

Advanced Education

- In order to have access to a sufficient

amount of trained professionals, we need post-secondary institutions to open additional seats to rural students

- Admission Requirements from publicly-funded Post-Secondary institutions need to be consistent and reasonable

Education

- More funding dedicated to dual credit programming to address labour shortages
- More information surrounding the new curriculum needs to be provided to address the impending changes

Health

- Mental Health for rural Alberta needs to be reviewed to address barriers to access key services
- The nutrition project funding model needs to be continued to ensure student success

Infrastructure

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

Justice

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

Transportation

- Mandatory Entry-Level Training (MELT) must include Class 3 drivers and exclude school bus drivers
- More funding for safety technology in our buses

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

SAFETY PROGRAMS

High Prairie School Division ensures staff work and students learn in a safe and caring environment in part by using two safety management programs. These programs are used to increase safety awareness of self and others,

drill planning and protocol education throughout the division.

Public School Works is used to assign division-wide generic training and role-specific training throughout the division. Additionally, PSW is used to record staff and student accidents and near-miss incidents as required by OHS legislation.

Hour Zero is used to confirm employee emergency contacts and medical alert information. Additionally, we conduct a staff skills inventory to assist with our disaster planning when assigning roles to our EOC and ICS teams. Lastly, we use this program to train our staff on the identification of emergency protocols management throughout the division.



SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a deficit for the 2018/2019 School Year of \$1,491,161. The targeted deficit, updated for the fall of 2018 was \$1,431,394.

The school division is working on a number of initiatives to prudently draw down the accumulated surplus to address achievement gaps along with new initiatives to meet our strategic goals. Revenues from the Province of Alberta continue to make up the largest portion of funding at 87.2%. Local First Nations communities account for 9.1% of the division's revenue. The remaining revenues are primarily from external sources for services and transportation.

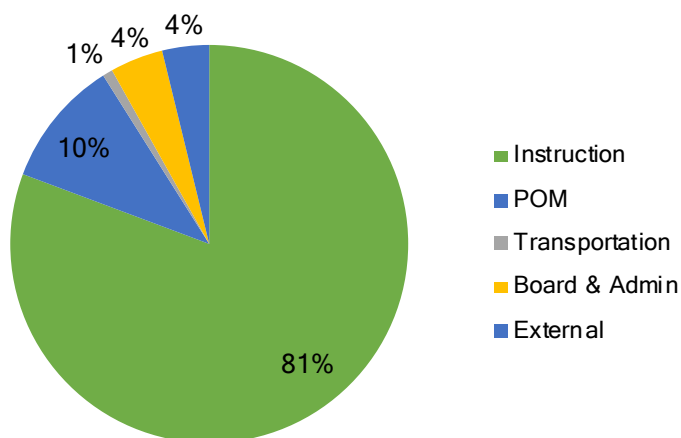
Overall, the revenue percentages and sources remain fairly consistent with prior years. Salaries and benefits continue to represent the largest expense to the division with certificated staff representing 45.9% and uncertificated staff at 26.9% of total expenditures.

The school division invested \$1,117,331 in capital assets during the year to meet our current and future needs. These purchases were entirely funded from reserves. These expenditures included the replacement of 5 buses, equipment upgrades at several of our schools and major investments in IT infrastructure.

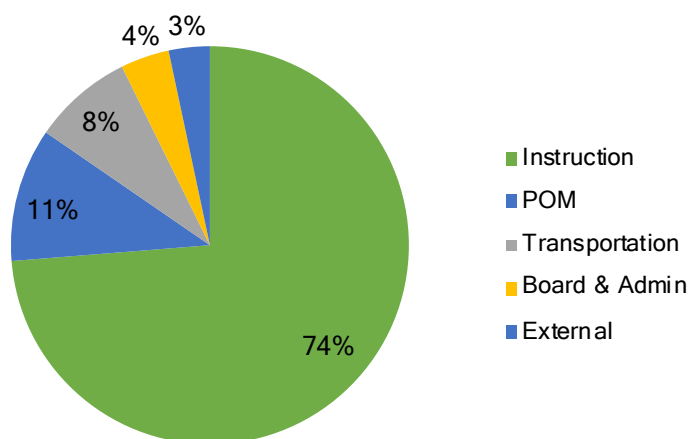
School Generated Funds (SGF) reserves were \$436,521 which is an increase of \$58,106 from the previous year. Detailed information on our SGF's can be found in the [Audited Financial Statement for the 2018-19 school year](#) or from the school Principal.

If more detailed financial information is required, please contact Mr. Jody Frowley, Secretary Treasurer at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at [hpsd.ca](https://www.hpsd.ca) for the [Audited Financial Statement for the 2018-19 school year](#) and/or a copy of the [2019-20 budget](#). Financial information for all school jurisdictions can also be found on the [Alberta Education website](#).

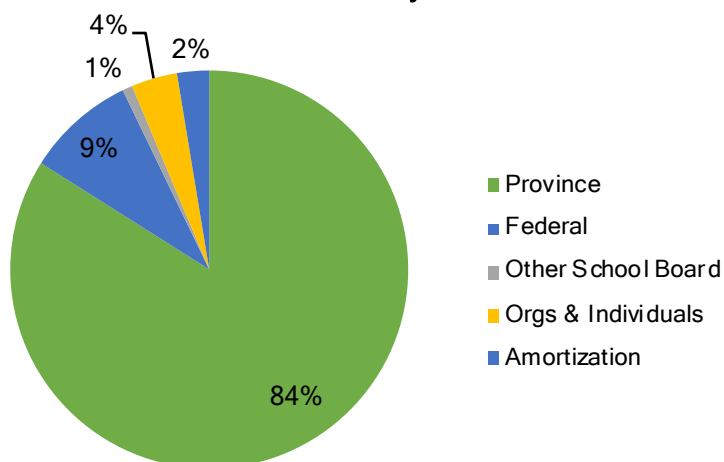
2018-19 Revenue By Department



2018-19 Expenses by Department



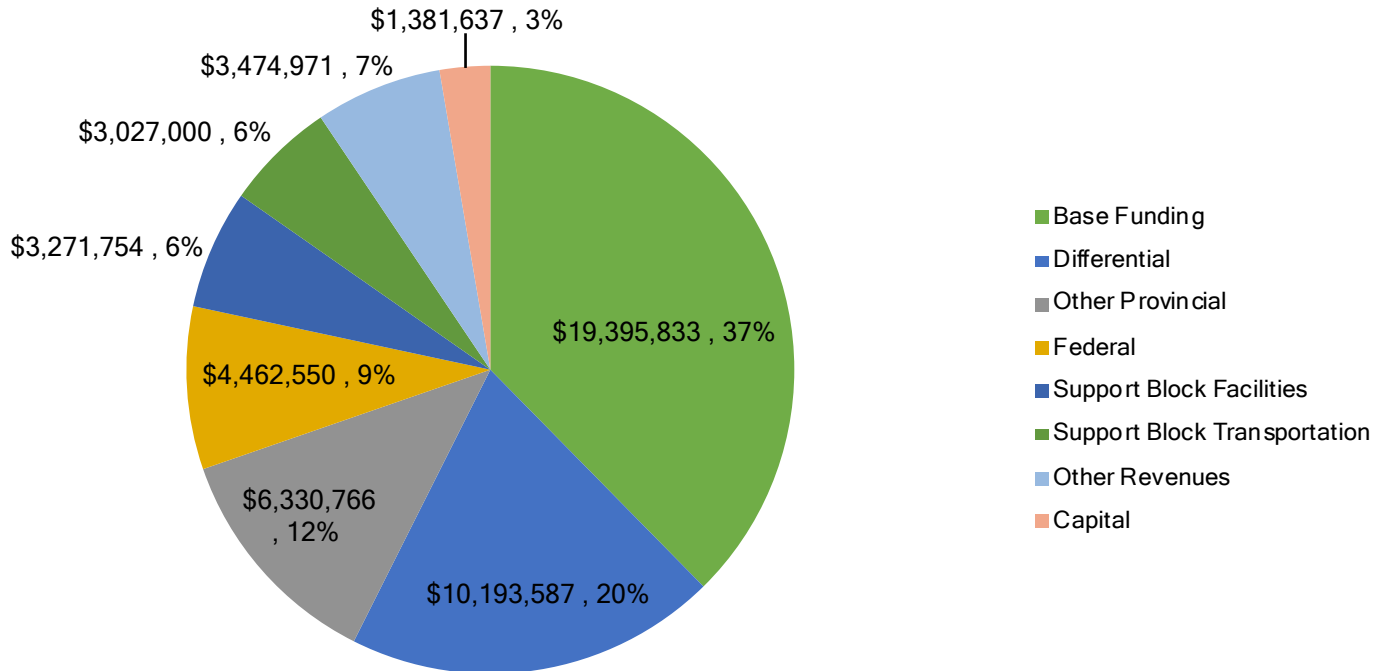
2018-19 Revenue by Source



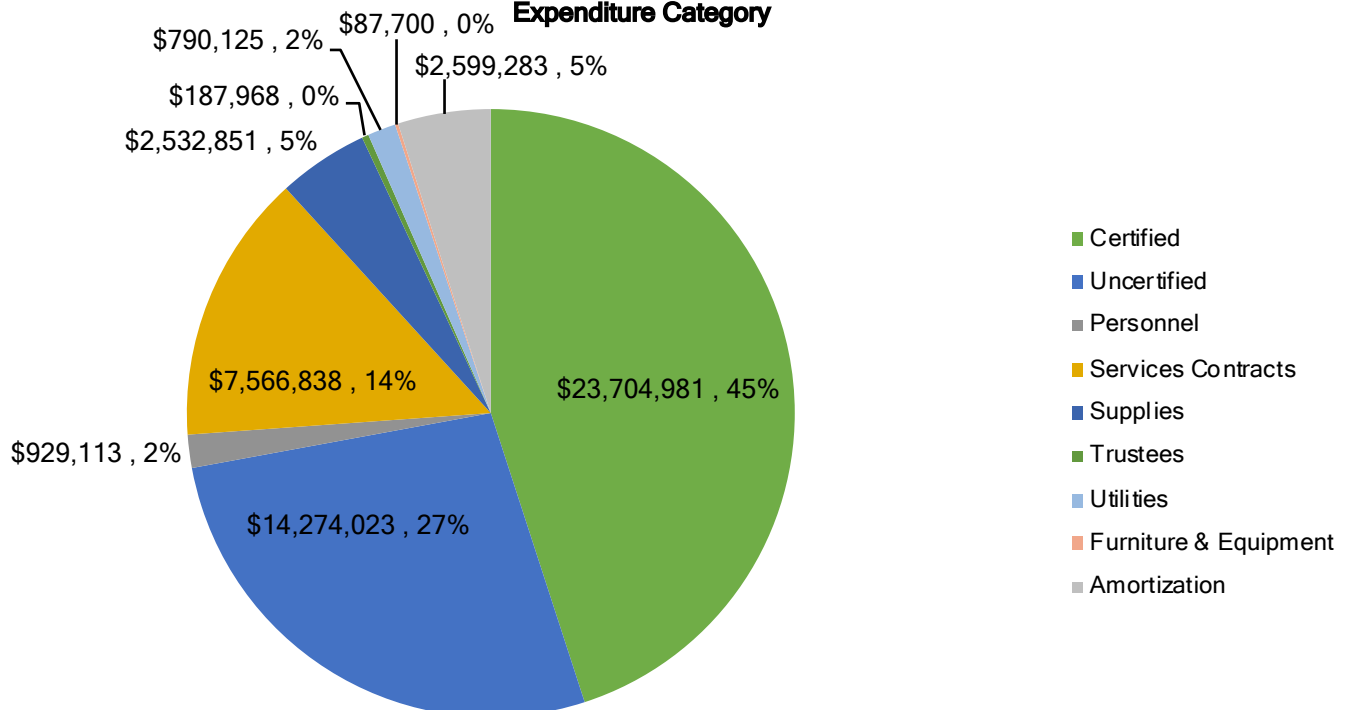
BUDGET SUMMARY

The 2019-20 budget is projecting a defect of \$1.13 million. Reserves will be used to fund several projects to enhance the educational experience of our students.

Revenue & Allocations to Budget Centre Category 2019-20



Expenditure Category



CAPITAL AND FACILITIES PROJECTS

Throughout the 2018-19 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.

Parking lots & Grounds

- Added a second entrance to Prairie River's staff parking, was done with the paving of the street in front of the school.
- Fencing on the playgrounds at E.G. Wahlstrom was completed last fall.
- Manholes added at the Jousard playground is helping with the sitting water.

Maintenance Shop

- Install 3 new overhead doors.
- Put in a 20 x 60 concrete pad on the north side of the building.

Transportation

- Installed roof underneath the deck going into the transportation department.
- Working with mechanics on their mezzanine, moving ducting and installing a man door.
- Lifting concrete sidewalks by the transportation entrance and the main entrance.
- Will also be moving the plumbing vent so it is not upstream for any rooftop unit air intakes.
- Replace all exterior lights to LED, the ones above the overhead doors.

Technology

- Install a fresh air fan for the server room (111)

Administration

- Completed communication office and meeting room.

School Projects

- Replace all exit lights in all schools.
- Replaced all exterior lights to LED fixtures in all schools. Kinuso Outreach and Prairie View Outreach were done also.
- Prairie River is now all LED fixtures, we had a few rooms left and completed it this year.
- Front entrance and office renovation were completed at E.W. Pratt.
- Washroom renovations are also 95% done at E.G. Wahlstrom, the ones across from the main office.
- Creation of a kitchen at H.P. Elementary was also completed.
- AP device for wireless were relocated throughout the Division.
- Projector and smart board installs done throughout the school year.

The detailed [Three-Year Capital Plan](#) can be viewed on our website at 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 the 2019-20 school year are as follows:

- DDC panel replacement at Ecole Routhier and Prairie River.
- Replacing light fixtures to LED and adding timing switches in Ecole Routhier, H.P. Elementary, and E.G. Wahlstrom. Will also be installing motion sensors at E.G. Wahlstrom on light fixtures.
- Modernize the front entrance at Ecole Routhier.
- Creating a weight room and student lounge area at E.W. Pratt.
- Washroom renovations for C.J. Schurter and E.G. Wahlstrom.
- Locker replacement in the senior high wing and junior high boys change room at Roland Michener
- Creating 2 extra offices and renovating the main office at Kinuso.
- Creating a kitchen at Ecole Routhier and renovating the one at Prairie View Outreach.
- Boiler will also be replaced at Prairie View Outreach.
- Constructing 2 large sheds, one for Roland Michener and one for E.W. Pratt.

PARENTAL INVOLVEMENT

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

TIMELINES AND COMMUNICATION

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

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

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

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2018-19 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 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 Division								Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Low	Improved	Acceptable	237	77.2	230	72.4	54,820	83.2	49,573	82.9	
	Standard of Excellence	Very Low	Declined	Concern	237	4.6	230	7.8	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	Very High	Improved	Excellent	10	100.0	15	86.5	3,559	87.7	3,122	86.0	
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	15	9.0	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Very Low	Improved Significantly	Acceptable	236	56.4	229	47.2	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Maintained	Concern	236	5.1	229	4.1	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Low	Improved	Acceptable	236	69.9	229	64.9	54,879	77.6	49,520	77.9	
	Standard of Excellence	Low	Maintained	Issue	236	15.3	229	14.1	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Intermediate	Improved	Good	236	68.2	229	59.7	54,802	76.2	49,511	73.1	
	Standard of Excellence	Low	Maintained	Issue	236	11.0	229	12.5	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	188	59.6	198	66.9	47,465	75.1	45,363	76.6	
	Standard of Excellence	Very Low	Maintained	Concern	188	5.3	198	6.3	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	21	47.6	20	46.1	1,569	57.4	1,551	58.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	4.8	20	0.0	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	14	75.7	2,811	82.9	2,758	82.5	
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	14	2.2	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Very Low	Declined Significantly	Concern	174	44.3	194	54.5	46,764	60.0	44,959	64.7	
	Standard of Excellence	Very Low	Maintained	Concern	174	6.9	194	9.4	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	36	55.6	25	41.3	2,190	59.6	2,007	58.7	
	Standard of Excellence	Low	Maintained	Issue	36	2.8	25	4.1	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	178	62.9	194	63.4	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Improved Significantly	Excellent	178	17.4	194	9.1	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	32	59.4	23	52.8	1,536	61.7	1,520	64.1	
	Standard of Excellence	Intermediate	Improved	Good	32	12.5	23	3.3	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	189	49.2	201	50.6	47,496	68.7	45,366	66.1	
	Standard of Excellence	Very Low	Maintained	Concern	189	7.9	201	8.2	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	21	33.3	17	25.0	1,466	55.9	1,501	56.5	
	Standard of Excellence	Intermediate	Improved	Good	21	9.5	17	1.2	1,466	15.0	1,501	12.8	

DIPLOMA EXAMINATION RESULTS COURSE BY COURSE SUMMARY WITH MEASURE EVALUATION

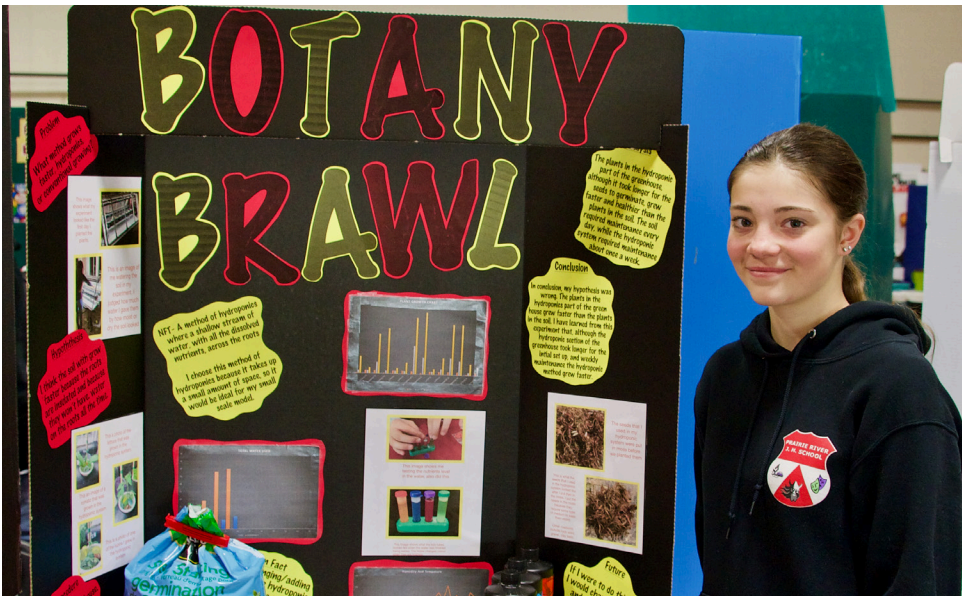
		High Prairie School Division								Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	111	84.7	108	76.3	29,832	86.8	30,091	86.9	
	Diploma Examination Standard of Excellence	Very Low	Declined Significantly	Concern	111	0.9	108	6.2	29,832	12.3	30,091	11.9	
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Declined	Issue	96	83.3	92	91.0	16,640	87.1	16,563	88.9	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	96	4.2	92	7.3	16,640	12.1	16,563	12.3	
French Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Declined	Issue	7	85.7	8	100.0	1,215	91.5	1,296	94.1	
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	7	0.0	8	5.6	1,215	10.1	1,296	9.7	
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6	
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	59	42.4	62	63.2	19,389	77.8	20,337	73.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	59	5.1	62	22.2	19,389	35.1	20,337	30.6	
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	58	53.4	59	55.6	14,465	76.5	14,107	74.8	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	58	5.2	59	5.1	14,465	16.8	14,107	16.4	
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	81	71.6	97	67.1	21,610	86.6	22,179	85.7	
	Diploma Examination Standard of Excellence	Low	Declined	Issue	81	3.7	97	7.4	21,610	17.0	22,179	15.6	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	112	63.4	108	70.9	20,758	77.8	20,078	80.2	
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	112	1.8	108	4.7	20,758	12.2	20,078	12.6	
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	84	77.4	76	74.5	22,442	83.9	22,853	85.3	
	Diploma Examination Standard of Excellence	Low	Declined	Issue	84	13.1	76	21.0	22,442	35.5	22,853	33.8	
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	37	56.8	81	64.8	18,525	85.7	18,929	82.7	
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	37	8.1	81	18.6	18,525	42.5	18,929	37.2	
Physics 30	Diploma Examination Acceptable Standard	Very Low	Declined Significantly	Concern	22	45.5	35	80.2	9,247	87.5	9,974	85.9	
	Diploma Examination Standard of Excellence	Low	Declined	Issue	22	13.6	35	27.8	9,247	43.5	9,974	41.7	
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	25	80.0	22	72.7	9,676	85.7	9,180	84.9	
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	25	24.0	22	4.5	9,676	31.2	9,180	29.2	

PROVINCIAL ACHIEVEMENT TEST RESULTS – MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target			
		2015		2016		2017		2018		2019		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	83.9	12.2	74.8	9.8	72.3	4.1	70.1	9.4	77.2	4.6	79	10	80	6
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8				
French Language Arts 6 année	Authority	93.8	25.0	100.0	0.0	66.7	5.6	92.9	21.4	100.0	0.0	98	25	100	25
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7				
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6				
Mathematics 6	Authority	65.9	6.8	44.6	5.6	44.6	3.3	52.4	3.4	56.4	5.1	65	10	65	10
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0				
Science 6	Authority	77.1	16.6	62.0	11.3	62.4	15.7	70.4	15.5	69.9	15.3	80	20	80	20
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6				
Social Studies 6	Authority	64.9	11.2	58.7	15.5	56.2	12.0	64.2	9.9	68.2	11.0	70	14	70	14
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4				
English Language Arts 9	Authority	70.2	5.6	67.0	5.4	67.6	8.5	66.0	4.9	59.6	5.3	77	6	77	6
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7				
K&E English Language Arts 9	Authority	70.0	0.0	43.8	0.0	62.5	0.0	32.1	0.0	47.6	4.8	76	0	76	5
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4				
French Language Arts 9 année	Authority	81.8	0.0	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	98	5	90	5
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3				
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0				
Mathematics 9	Authority	56.2	12.4	52.1	6.8	59.6	13.1	51.9	8.2	44.3	6.9	62	18	62	18
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0				
K&E Mathematics 9	Authority	57.1	21.4	37.0	0.0	57.1	4.8	29.6	7.4	55.6	2.8	76	7	76	7
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2				
Science 9	Authority	65.4	13.1	57.8	7.5	63.0	8.2	69.5	11.5	62.9	17.4	73	13	73	13
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4				
K&E Science 9	Authority	54.5	0.0	55.0	5.0	50.0	5.0	53.3	0.0	59.4	12.5	60	8	60	8
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7				
Social Studies 9	Authority	49.5	8.0	42.1	3.8	54.2	12.0	55.7	8.9	49.2	7.9	57	13	57	13
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6				
K&E Social Studies 9	Authority	58.3	0.0	0.0	0.0	50.0	0.0	25.0	3.6	33.3	9.5	55	2	55	2
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0				

DIPLOMA EXAMINATION RESULTS - MEASURE DETAILS

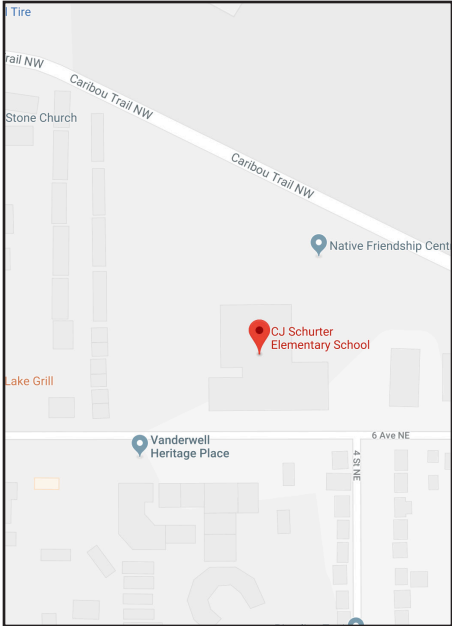
Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target			
		2015		2016		2017		2018		2019		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	71.6	3.7	81.7	7.3	69.9	4.9	77.5	6.3	84.7	0.9	82	7	85	7
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3				
English Lang Arts 30-2	Authority	88.1	5.0	93.0	7.0	91.0	9.0	88.9	6.1	83.3	4.2	97	9	97	9
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1				
French Lang Arts 30-1	Authority	100.0	16.7	100.0	0.0	100.0	16.7	100.0	0.0	85.7	0.0	100	6	100	5
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1				
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5				
Mathematics 30-1	Authority	52.0	18.0	58.1	12.2	64.7	29.4	66.7	25.0	42.4	5.1			70	20
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1				
Mathematics 30-2	Authority	55.8	2.3	60.0	5.5	50.8	6.3	55.9	3.4	53.4	5.2			60	8
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8				
Social Studies 30-1	Authority	69.3	1.3	57.8	5.2	69.8	4.7	73.9	12.5	71.6	3.7	80	15	80	15
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0				
Social Studies 30-2	Authority	78.3	2.2	65.1	7.5	74.5	3.9	73.0	2.6	63.4	1.8	80	4	80	4
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2				
Biology 30	Authority	76.2	23.8	79.8	27.0	66.7	16.0	76.9	20.0	77.4	13.1	80	23	80	23
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5				
Chemistry 30	Authority	61.0	18.6	65.9	20.7	60.3	17.9	68.3	17.1	56.8	8.1	70	21	70	21
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5				
Physics 30	Authority	77.8	37.0	69.6	17.9	82.6	34.8	88.5	30.8	45.5	13.6	89	41	60	20
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5				
Science 30	Authority	n/a	n/a	*	*	*	*	72.7	4.5	80.0	24.0	78	15	80	25
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2				



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 support staff to facilitate optimum learning which goes above and beyond the standard curriculum. This multi-faceted approach to supporting learners is an integral reason why High Prairie School Division is the division of choice. Our team of highly skilled professionals make a defining impact on each student by facilitating quality public education.

C.J. SCHURTER SCHOOL



Principal

Linnea Jones
ljones@hpsd.ca
Hired 2010

STATISTICS:
YEAR BUILT.....1971
GRADES.....K - 3
LOCATION.....SLAVE LAKE
STUDENTS.....455



Vice Principal

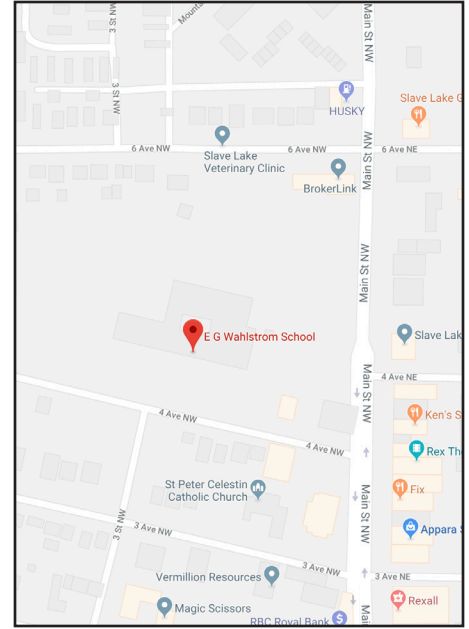
Marlee Adams
madams@hpsd.ca
Hired 1994

CONTACT INFORMATION:
WORK.....(780) 849-4344
WEBSITE.....cjs.hpsd.ca

300 - 6 AVENUE NE
SLAVE LAKE, AB
T0G 2A2

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

E.G. WAHLSTROM



Principal

Kristoffer Herbert
kherbert@hpsd.ca
Hired 2012

STATISTICS:

YEAR BUILT	1954
GRADES	4 - 6
LOCATION	SLAVE LAKE
STUDENTS	366



Vice Principal

Audrey Ghostkeeper
aghostkeeper@hpsd.ca
Hired 2004

CONTACT INFORMATION:

WORK	(780) 849-3539
WEBSITE	egw.hpsd.ca

228 - 4 AVENUE NW
SLAVE LAKE, AB
T0G 2A1

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

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

E.W. PRATT HIGH SCHOOL



Principal

Neil Barry
nbarry@hpsd.ca
Hired 2017

STATISTICS:	
YEAR BUILT	1969
GRADES	10 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	283



Vice Principal

Lyndsay Fleming
lfleming@hpsd.ca
Hired 2018

CONTACT INFORMATION:	
WORK	(780) 523-3813
WEBSITE	ewp.hpsd.ca

PO BOX 150
5650 - 50 STREET
HIGH PRAIRIE, AB
T0G 1E0



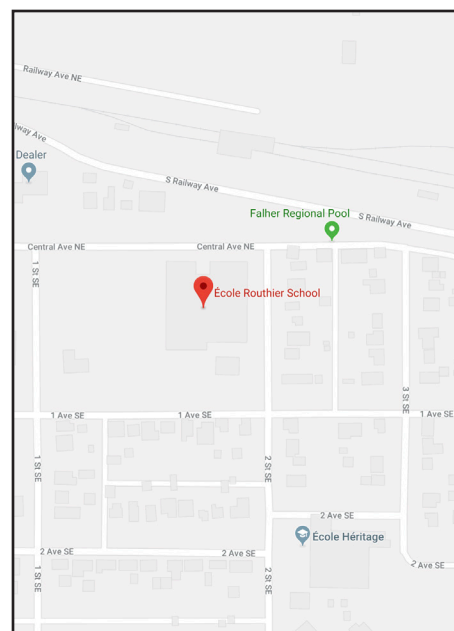
Vice Principal

Troy Runzer
trunzer@hpsd.ca
Hired 2018

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

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

ÉCOLE ROUTHIER SCHOOL



Principal

Diane Benoit
dbenoit@hpsd.ca
Hired 1987

STATISTICS:

YEAR BUILT	1957
GRADES	K - 6
LOCATION	FALHER
STUDENTS	202



Vice Principal

Melissa Portelance
mportelance@hpsd.ca
Hired 2008

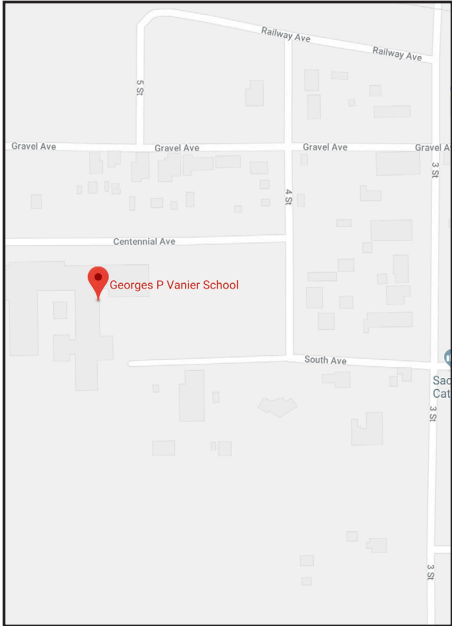
CONTACT INFORMATION:

WORK	(780) 837-2114
WEBSITE	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.....257



Vice Principal
Monique Dubrule
mdubrule@hpsd.ca
Hired 2005

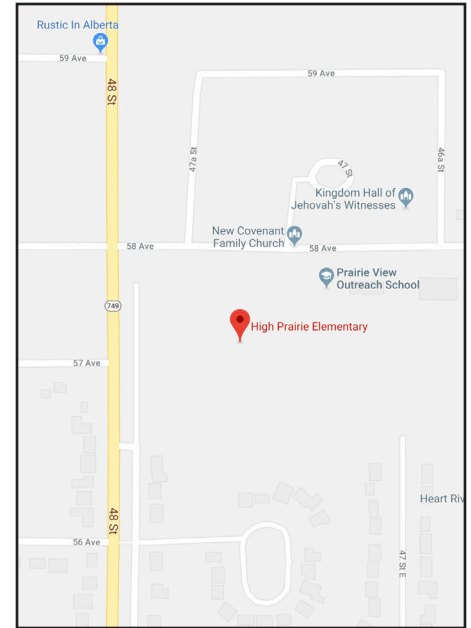
CONTACT INFORMATION:
WORK.....(780) 925-3959
WEBSITE.....gpv.hpsd.ca

PO BOX 60
5504 CENTENNIAL AVENUE
DONNELLY, AB
T0H 1G0

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

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

HIGH PRAIRIE ELEMENTARY SCHOOL



Principal

Kim Corless
kcorless@hpsd.ca
Hired 2008

STATISTICS:

YEAR BUILT	1956
GRADES	K - 6
LOCATION	HIGH PRAIRIE
STUDENTS	294



Vice Principal

Spencer Smith
ssmith@hpsd.ca
Hired 2015

CONTACT INFORMATION:

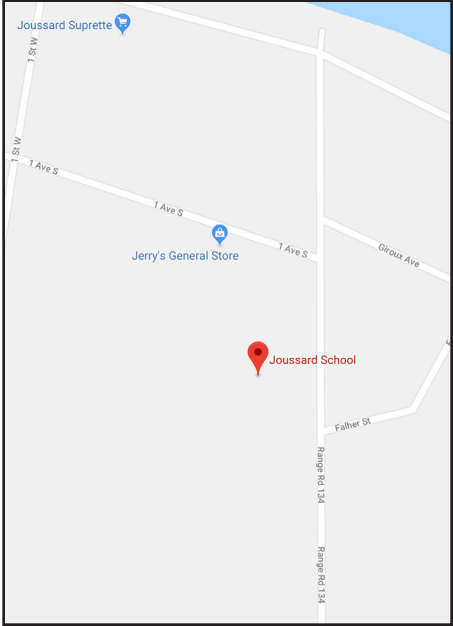
WORK	(780) 523-4531
WEBSITE	hpe.hpsd.ca

PO BOX 1200
5701 - 48 STREET
HIGH PRAIRIE, AB
T0G 1E0

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

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

JOUSSARD SCHOOL



Principal

Heather Caudron
hcaudron@hpsd.ca
Hired 1980

STATISTICS:

YEAR BUILT	2016
GRADES	K - 6
LOCATION	JOUSSARD
STUDENTS	103

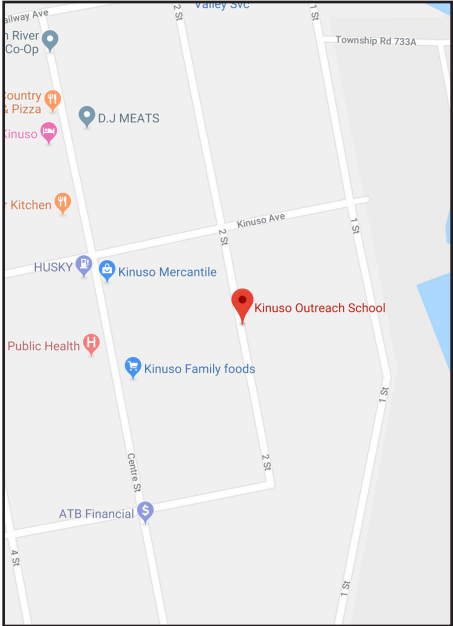
Jousard School is located in the hamlet of Jousard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on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

CONTACT INFORMATION:

WORK	(780) 776-3753
WEBSITE	jou.hpsd.ca

PO BOX 60
12 LAKEVIEW DRIVE
JOUSSARD, AB
T0G 1J0

KINUSO OUTREACH SCHOOL



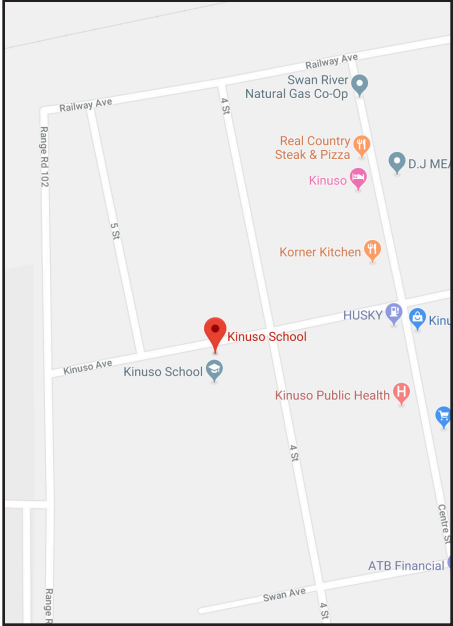
Kinuso Outreach School is located in the Hamlet of Kinuso and is located 48 km west of Slave Lake on the southern shores of Lesser Slave Lake. The region is home to a varied and diverse population with rich cultures and backgrounds. The school offers an alternative learning environment with programming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

STATISTICS:	
YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	KINUSO
STUDENTS	9

CONTACT INFORMATION:	
WORK	(780) 775-3533
WEBSITE	kio.hpsd.ca

PO BOX 428
211 - 2 STREET
KINUSO, AB
T0G 1K0

KINUSO SCHOOL



Principal

Linda Green
lgreen@hpsd.ca
Hired 1997

STATISTICS:
YEAR BUILT.....1957
GRADES.....K - 12
LOCATION.....KINUSO
STUDENTS.....260



Vice Principal

Jodi McMahon
jmcmahon@hpsd.ca
Hired 2019

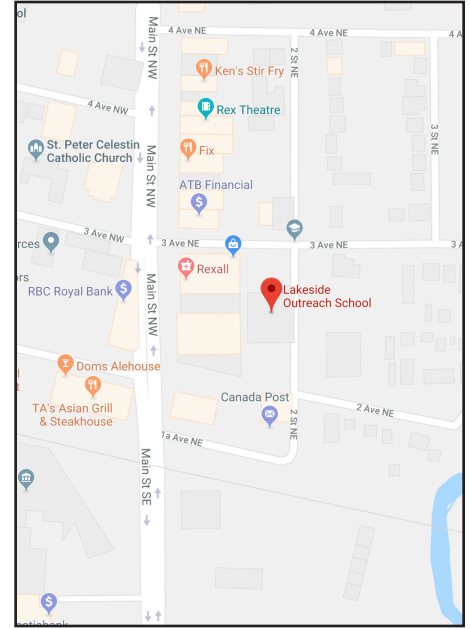
CONTACT INFORMATION:
WORK.....(780) 775-3694
WEBSITE.....kin.hpsd.ca

PO BOX 180
500 KINUSO AVENUE
KINUSO, AB
T0G 1K0

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

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

LAKESIDE OUTREACH SCHOOL



Vice Principal

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

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	SLAVE LAKE
STUDENTS	65

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

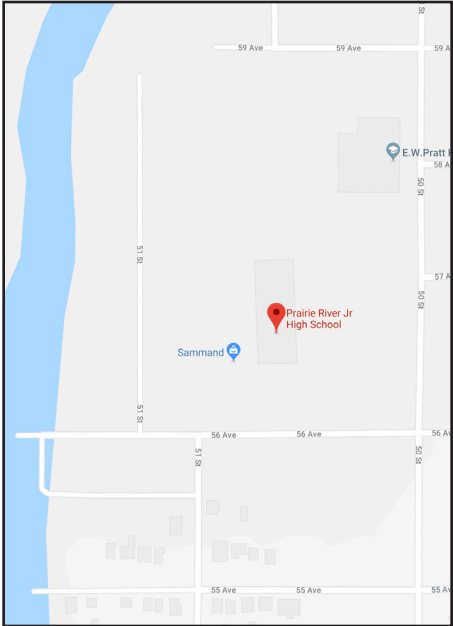
The school offers an alternative learning environment with programming which is individualized, flexible and offered within a small, personal setting. The school is located in the heart of Slave Lake with a team of dedicated staff providing quality education to the diverse student population.

CONTACT INFORMATION:

WORK	(780) 849-2992
WEBSITE	iso.hpsd.ca

PO BOX 127
117 - 3 AVENUE NE
SLAVE LAKE, AB
T0G 2A0

PRAIRIE RIVER JUNIOR HIGH SCHOOL



Principal
Paula Taylor
ptaylor@hpsd.ca
Hired 2018

STATISTICS:
YEAR BUILT.....1982
GRADES.....7 - 9
LOCATION.....HIGH PRAIRIE
STUDENTS.....202



Vice Principal
Kienan Wilson
kwilson@hpsd.ca
Hired 2017

CONTACT INFORMATION:
WORK.....(780) 523-4418
WEBSITE.....prs.hpsd.ca

PO BOX 940
5006 - 56 AVENUE
HIGH PRAIRIE, AB
T0G 1E0

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

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

PRAIRIE VIEW OUTREACH SCHOOL



Principal

Jamie Babcock
jbabcock@hpsd.ca
Hired 1985

STATISTICS:

YEAR BUILT	N/A
GRADES	7 - 12
LOCATION	HIGH PRAIRIE
STUDENTS	68

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.

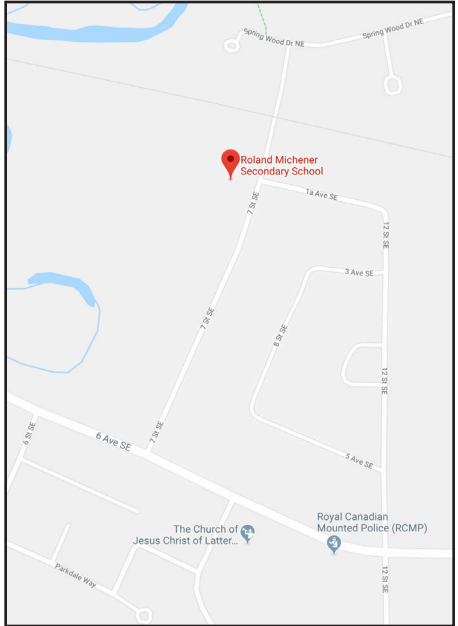
Our school offers an alternative learning environment to students in Grades 7 to 12. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including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

CONTACT INFORMATION:

WORK	(780) 523-4200
WEBSITE	pvo.hpsd.ca

PO BOX 1447
4601 - 58 AVENUE
HIGH PRAIRIE, AB
T0G 1E0

A photograph of Roland Michener Secondary School. The building is a long, single-story structure with a red upper section and white corrugated metal siding on the lower section. A large sign on the red part of the building reads "ROLAND MICHENER SECONDARY SCHOOL". In the foreground, there is a wooden signpost with a sign that says "ROLAND MICHENER SECONDARY SCHOOL" and "DONATED BY GRAD 2006". The school is surrounded by a green lawn and a concrete sidewalk. There are some trees and a blue bench in the background.



Lisa Palko
lpalko@hpsd.ca
Hired 1993

YEAR BUILT.....	1971
GRADES.....	7 - 12
LOCATION.....	SLAVE LAKE
STUDENTS.....	571



Deanna Sloan
dsloan@hpsd.ca
Hired 2005

WORK.....SENIOR (780) 849-3064, JUNIOR (780) 849-5300
WEBSITE.....rms.hpsd.ca

106 - 7 STREET SE
SLAVE LAKE, AB
T0G 2A3



Patrick Kennedy
pkennedy@hpsd.ca
Hired 2012

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

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