



**E.W. Pratt High School**  
**Annual Education Results Report**  
**2022-23**



### **About Us**

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. Our student population of approximately 274 students has access to a wide variety of amenities in the community, including an indoor pool, curling rink, and skating rink.

### **Principal's Message**

Here at EW Pratt High School, we believe that all students can succeed. Staff are committed to providing a caring educational climate which challenges and inspires students towards fulfilling their personal aspirations, regardless of their chosen pathway. We design an education program that universally promotes success by working to help students express their learning in different ways, at their own pace.

Having a focus of differentiating learning to meet the needs of all students has helped us address the continuing challenges caused by pandemic pressures and guidelines. Many students have suffered learning gaps from interrupted class time, while some have even disappeared from the school scene for two or more years. Although we see shortcomings in skills of incoming students, we take them where they're at and help them grow.

At our school, we value relationships and continue to increase connections between students, staff, and families. For example, we have begun a tradition of an annual kick-off event to start the school year with a bonding activity for all new students, whether new to High School or new to the community. All staff accompanied students to a local venue where we can spend the day connecting with newcomers in a relaxed, non-academic setting. That way, we can accomplish our mission of sharing warmth and caring with our students.

Our parents, who form the School Council, have been actively working with the school team to foster relationships between home and school. They recognize our school's efforts to engage parents and families in positive ways and appreciate the availability of staff to support their children. The council continues to seek new opportunities for increasing the participation of parents in the education of their children and plans to offer workshops and stimulate interest over the course of the school year. Overall, parents on School Council appreciate our continuous improvement of the parent-school relationships.

School council input on the AERR will appear here once the embargo has been lifted.

## Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	E W Pratt High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.1	86.3	86.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.0	74.8	75.9	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	49.8	53.2	56.0	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	71.0	66.3	61.7	88.6	87.1	86.2	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	63.2	56.4	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.4	2.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	83.6	87.2	87.1	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.6	86.3	86.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	77.4	86.5	86.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	83.7	69.0	73.1	79.1	78.8	80.3	Very High	Maintained	Excellent

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

Assurance Domain	Measure	E W Pratt High School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	38.1	46.9	45.8	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	64.0	55.0	51.3	71.3	68.0	67.0	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	57.1	58.5	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	3.1	0.0	n/a	11.3	8.5	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

### High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	75	44.4	90	50.6	88	64.2	82	53.2	90	49.8	Very Low	Maintained	Concern	260	64.4	252	60.1	246	60.8	263	61.3	250	55.3	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	81	58.6	75	55.3	89	65.1	88	70.8	83	55.1	Very Low	Declined	Concern	249	69.3	261	70.8	250	69.1	246	66.4	265	63.3	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	78	63.8	81	60.0	76	58.9	89	66.3	87	71.0	Very Low	Improved	Issue	283	71.5	249	71.1	265	73.0	250	70.8	245	68.7	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

### First Nation, Métis, and Inuit High School Completion Rate

	E W Pratt High School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	43	28.2	50	38.7	47	51.9	45	46.9	45	38.1	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	54	52.5	43	40.0	54	54.9	43	65.0	47	47.6	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	41	57.6	55	53.5	45	45.2	54	55.0	43	64.0	Very Low	Improved	Issue	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

### Comments on Results

While our 3-year completion rate has dropped over the past three years, our 5-year completion rate has increased. That phenomenon aligns with the life experiences of last year's cohort: a few years of school interruption followed by a few months of wildfire disruption. While some areas of the province were less affected by off-campus learning simply because their home communities had access to reliable internet, our school's home communities did not offer that level of service, so students fell behind. We also had many students who were affected by community quarantines long after urban locations opened up to full mobility between communities. Some students simply disappeared for the duration of the Covid mandates, so we had more to teach to students to bring them up to graduation levels. That resulted in more years to attain graduation. We expect that trend to gradually revert to normal, especially as we are continually coaching students to attain graduation in three years, returning for a fourth year of upgrading as opposed to struggling to graduate. We are breaking the mindset of some families that encouraged students to take their time, based on parental experiences of taking five or six years to finish High School. We remind students of the three-year goal whenever we can, starting on their first day of Grade 10.

We have been working on correctly programming students so that the instructional level of their courses aligns with their capacity for mastery. Some of the new courses we are offering this year address learning gaps so that students can successfully move into regular programming. We have also added some KAE courses, improving attendance for struggling students who can now find success and feel encouraged. We encourage students who may be tempted to drop out by showing them different pathways to success in life.

Many of our Indigenous students have jobs lined up as soon as they complete twelve years of school, so they are less focused on returning to complete a Diploma or Certificate. We need to increase our collaboration with surrounding communities so that we can promote graduation. Part of that collaboration

will entail gaining a common understanding of the value of regular attendance for a student who wants to graduate. Casual dialogue could begin the process towards understanding, so we will make sure we invite Education Directors to join us for community events and celebrations. EW Pratt FNMI completion rate has been fairly consistent over the past five years, although our average is relatively lower than that of the province.

## Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	66	69.9	107	76.9	31	81.3	83	74.8	77	71.0	Low	Maintained	Issue	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	16	73.1	26	69.9	8	65.0	6	83.3	4	*	*	*	*	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	32	61.0	65	69.7	7	87.9	61	59.8	67	56.0	Very Low	Declined	Concern	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	18	75.6	16	91.3	16	90.9	16	81.3	10	86.0	Low	Maintained	Issue	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

## Comments on Results

Because we have implemented so many new endeavours to increase active citizenship in our school, we do not feel our students have a good understanding of what active citizenship entails to rate this category so low. Our newer programs include community mentorship with seniors and various community outreach activities, like baking cookies and bringing them to housebound people, making greeting cards, singing Christmas carols at the lodge, and parading our Grads along city streets to visit our community members. We are continually working on events to promote citizenship activities: student challenges, competitions, squeeze days, and wellness activities. One of our most popular citizenship activities is our annual Food Drive, which we have turned into an annual competition based on a points system for the most-needed items. In addition, re-establishing a student council that brainstorms ways to build community engagement will bring active citizenship to the forefront.

Over the past few years, we also noticed that in this category, the percentage of students who were satisfied decreased as the number of students responding increased. We expect to maintain a consistently high number of students completing the survey to increase validity of the results.

## Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	Overall	n/a	n/a	n/a	n/a	31	75.7	83	86.3	77	86.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214
Parent	n/a	n/a	n/a	n/a	8	62.5	6	100.0	4	*	*	*	*	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	7	75.0	61	73.5	67	72.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	16	89.6	16	85.4	10	100.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

### Comments on Results

The school's overall learning engagement is higher than that of the province. While teachers are pleased with the level of student engagement, it is important to note that only two-thirds of teachers responded to the survey this year as opposed to 100%. We would like to improve the number of parents responding to the survey this coming year, which will be easier this year now that we have established an increase in communication with parents on a regular basis.

We have also increased our efforts to engage students in new and different ways. Our staff collaborates and shares expertise on using new software and web-based programs to inspire, to assess, and to inform students. We teach using different ways to instruct students, keeping them active in the classroom and their learning. We discuss challenges to engagement and create solutions together.

### Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																																					
	School													Authority										Province																													
	2018					2019					2020					2021					2022								2018					2019					2020					2021					2022				
	N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%						
	Achievement		Improvement		Overall		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%		N		%								
Drop Out Rate	258	9.1	274	5.6	265	6.0	267	8.5	270	7.1	Low	Maintained	Issue	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5																				
Returning Rate	22	26.4	24	12.8	17	13.1	17	31.2	24	26.6	n/a	n/a	n/a	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2																				

### Comments on Results

Although the school's dropout rate has decreased by 1.4 % compared to last year, it is still too high and significantly higher than the province. One of the ways we had envisioned improving this drop-out rate was to improve the quality of the school-parent partnership in education, so we will continue to grow in that area. Because we also recognize that low student attendance increases the risk of dropping out, we adjusted our automated attendance callout system and improved our communication to parents of low attenders. Personalized letters now included personalized information highlighting the connection between high percentage of absence and low percentage of achievement. More parents are now participating in school success planning as a result. Additionally, we are increasing our information sharing on the dangers of low attendance with posters and conversations with students. Once again, we are breaking the mindset that school attendance doesn't matter. We also have a number of employers in our community who offer well-paying positions to students before they graduate, tempting students to drop out before completion of secondary school.

### Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	66	70.1	107	74.0	31	73.9	82	74.5	77	71.0	Low	Maintained	Issue	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	16	74.8	26	69.5	8	68.4	6	75.0	4	*	*	*	*	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	32	63.5	65	75.4	7	80.0	60	67.7	67	61.4	Low	Declined	Issue	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	18	72.0	16	77.2	16	73.3	16	80.7	10	80.6	Intermediate	Maintained	Acceptable	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



### Comments on Results

The school's overall rating for the broadness of the program of studies offered has been very inconsistent over the five-year period. We attribute the decline in student satisfaction this year to misconceptions leading to false expectations regarding the program coming into Grade 10. Students in this particular cohort expressed frustration over not having all the options they wanted and being obliged to take mostly core subjects instead. Although the Career Coach presentation and myBlueprint introduction have changed very little over the past few years, this group somehow had the thought that their options came first, with core subjects filling the gaps. We are moving forward with the idea of encouraging realistic expectations when introducing Junior High students to the concept of course selection.

We continue to develop new courses and offer new options to our students. This year, our new courses include Drama, Guitar, a medley of Land-Based Learning, and Creative Writing leading to Publishing. Additionally, we are improving our community mentorship program and adjusting our Math 15-10C fusion course to meet more student needs. Our new additions from last year, Agricultural Leadership and Finance – Business Entrepreneurship, continue to grow and flourish.

### Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	93	38.7	98	33.7	94	48.9	87	49.4	87	58.6	Intermediate	Improved	Good	355	50.1	368	48.9	307	45.9	305	48.5	296	51.7	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

### Comments on Results

Because the number of students accessing the Rutherford Scholarship has consistently improved over a four-year period, we are pleased in this area. We have decided to draw attention to Rutherford Scholarships by using the same criteria for our school's Honour Roll. Our Parent Fundraising Society has agreed to finance the reward for Honour Roll achievement. That gives us a reason to bring it up on a regular basis instead of leaving it to private discussions with the Career Coaches. With renewed interest in academic performance, we expect this rating to continue.

### Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	66	84.0	107	86.9	31	92.1	83	89.5	77	84.4	Intermediate	Maintained	Acceptable	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	16	85.0	26	81.6	8	87.5	6	96.7	4	*	*	*	*	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	32	74.8	65	83.0	7	91.4	61	79.3	67	72.7	Low	Declined	Issue	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	18	92.2	16	96.3	16	97.4	16	92.5	10	96.0	Very High	Maintained	Excellent	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



### Comments on Results

Although we continue to maintain a consistent rating for a safe, caring, and welcoming school environment, there was a decline in the school's overall average and the students' average. Nevertheless, our school culture continues to improve with an increase in school engagement activities for students, organized by students. We recognize that the new cohort we received last year challenged the peaceful environment, especially with increased gathering of students in the bathrooms. New measures had to be implemented, and finding a balance took a significant amount of time. We expect that our renewed commitment to character-building activities and community-restoring practices, including student council and in-person school assemblies, will restore feelings of safety and care for one another. We also look forward to the installation of vape detectors in bathrooms, a move that will change the face of bathroom behaviour in a positive way.

### School Improvement

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.																																	
	School									Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023				2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	65	69.2	107	74.4	28	71.4	78	63.8	74	78.2	High	Improved	Good	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	15	73.3	26	76.9	7	57.1	6	33.3	4	*	*	*	*	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	32	61.9	65	83.8	7	78.6	59	73.5	65	67.4	Low	Declined	Issue	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	18	72.2	16	62.5	14	78.6	13	84.6	9	88.9	Very High	Maintained	Excellent	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

### Comments on Results

We have seen a significant increase in the school's overall rating when compared to last years. We have seen many physical improvements to our building over the past few years, but the students surveyed did not recognize it. Having an active student council this year will certainly improve the awareness students have of improvement in the school. This year, students would even like to partake in a major facelift and play a major role in decision-making and fundraising.

Students coming to our High School from a Junior High School are faced with the shocking reality that they will not advance to the next level course unless they demonstrate mastery of the content of the course they are in. In that regard, it is understandable that students don't see improvement in their school jurisdiction when they move over to our school. We need to have more dialogue with students before they get to our school to lessen the brutal shock of transfer.

We have developed a stable staff over the past few years, with very little movement and attrition. That is a major indicator of the state of affairs in our school, and we take pride in our school team.

## Work Preparation

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.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	72.6	39	87.5	24	75.0	21	81.7	10	80.0	High	Maintained	Good	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	16	56.3	24	75.0	8	75.0	6	83.3	4	*	*	*	*	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	18	88.9	15	100.0	16	75.0	15	80.0	10	80.0	Very Low	Maintained	Concern	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

### Comments on Results

The school's overall rating for the work preparation category is fairly good, close both to the province and the school division. However, the teachers' rate is 11.3% lower than the province. The low response from teachers could be partly due to students' overall attitude towards school and lack of students' concern over taking responsibility for their learning and actions. Many attributes of a diligent student would prepare the students well for the work force: good attendance, punctuality, controlled use of cellphone, and willpower to not vape in the washrooms. Once again, it would be beneficial to see how parents feel about the work preparedness of their children.

## High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	81	18.7	75	24.6	89	29.1	88	47.3	83	21.6	Very Low	Declined	Concern	249	33.5	261	38.0	250	36.0	246	33.7	265	25.1	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	68	46.7	77	49.5	81	26.8	76	35.8	89	42.3	Low	Maintained	Issue	249	52.6	282	53.5	250	48.2	265	47.7	250	49.3	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

### Comments on Results

The transition rate continues to decline in our school. After Covid, there was a significant number of students who chose to defer secondary education because institutions were not completely restored to normal practices. Now, our Career Coaches are noticing that students are simply not interested in pursuing schooling after graduation. Many of our students don't even have a career goal by the beginning of Grade 12, yet others have non-career jobs guaranteed in their communities or in the home communities of their ancestors. We also have a number of employers in our community who offer well-paying positions to young adults, detracting students from post-secondary graduation. Some of our students also have family farms or businesses to take care of in the community after leaving school.

## Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	70.1	41	75.3	24	76.6	22	68.3	10	85.0	Very High	Maintained	Excellent	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	16	62.5	25	75.5	8	75.0	6	66.7	4	*	*	*	*	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	18	77.8	16	75.0	16	78.1	16	70.0	10	85.0	Intermediate	Maintained	Acceptable	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

### Comments on Results

The school's overall lifelong learning has seen consistent improvement over the five-year period, and our overall average is higher than that of the province. Our staff continues to pour a lot of effort into encouraging students to adopt the habits of lifelong learning. Teachers continue to look for creative and innovative ways to connect learning in the classroom to the world outside the school. Career Coaches are continually revisiting lifelong learning plans with students, connecting them to opportunities. Students have access to various courses through Alberta Education and universities within the province.

### Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	79.4	0.0	n/a	n/a	n/a	n/a	44.4	0.0	75.0	0.0	81.5	2.3
	Authority	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	75.0	7.5	n/a	n/a	n/a	n/a	60.0	0.0	87.1	3.2	88.8	3.7
	Authority	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
Mathematics 30-1	School	21.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	13.3	0.0	30.0	3.0
	Authority	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	14.3	0.0	n/a	n/a	n/a	n/a	20.0	0.0	14.3	0.0	30.0	3.0
	Authority	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	66.7	4.2	n/a	n/a	n/a	n/a	72.2	5.6	56.3	0.0	69.7	3.0
	Authority	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	42.9	0.0	n/a	n/a	n/a	n/a	53.3	0.0	73.5	5.9	79.9	8.65
	Authority	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	66.7	13.9	n/a	n/a	n/a	n/a	n/a	n/a	72.7	36.4	79.4	39.4
	Authority	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	58.3	8.3	n/a	n/a	n/a	n/a	58.8	5.9	63.6	18.2	69.5	21.8
	Authority	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	33.3	0.0	n/a	n/a	n/a	n/a	75.0	0.0	50.0	0.0	71.8	3.0
	Authority	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1		

	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	School	76.5	35.3	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3	77.7	14.7
	Authority	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0	57.1	14.3		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

### Diploma Examination Results Course By Course Summary With Measure Evaluation

		E W Pratt High School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	32	75.0	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	32	0.0	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Low	n/a	n/a	31	87.1	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	31	3.2	n/a	n/a	17,112	12.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	15	13.3	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	15	0.0	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	14	14.3	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	14	0.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	Very Low	n/a	n/a	16	56.3	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	16	0.0	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Low	n/a	n/a	34	73.5	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	34	5.9	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Low	n/a	n/a	22	72.7	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	22	36.4	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	11	63.6	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	11	18.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Very Low	n/a	n/a	8	50.0	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	8,007	23.1	n/a	n/a

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Comments on Results

It is difficult to determine how the ratings were determined, but we can see continuous improvement in diploma rates. We have a number of teachers who regularly mark Diploma exams, providing them with insight and experiential knowledge and skills that are needed to prepare students for those exams. To improve the performance of our students, we discussed our discrepancy reports and the possibility of restoring Diploma preparation classes.

Literacy Data			2018-19				2019-20¹				2020-21¹				2021-22²				2022-23								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
OCA RCAT	Grade 10	Limited	90	67.3	35	55.4	31	92	87.0	40	ND	ND	77	64.8	35	79.1	34	82	56.4	31	50.0	25	102	61.8	47	23.5	4
		Acceptable		30.8	16	41.1	23		13.0	6	ND	ND		35.2	19	20.9	9		43.6	24	50.0	25		38.2	29	64.7	11
		Excellence		1.9	1	3.6	2		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	11.8	2
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	85	50.0	4	ND	ND
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	37.5	3		ND	ND		
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	12.5	1	ND		ND			
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	109	ND	ND	ND	ND
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND			
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND			
	Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																							

Numeracy Data			2018-19				2019-20				2020-21				2021-22				2022-23			
			Enrollment Total		Fall		Enrollment Total		Fall		Enrollment Total		Fall		Enrollment Total		Fall		Enrollment Total		Fall	
					%	#			%	#			%	#			%	#			%	#
MIPI	Grade 10	Requires Attention	90	81.8	27	92	62.5	10	77	91.7	11	82	74.2	23	102	86.5	64					
		May Require Attention		12.1	4		25.0	4		8.3	1		25.8	8		13.5	10					
		Does Not Require Attention		6.1	2		12.5	2		0.0	0		0.0	0		0.0	0					
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
Legend:																						
Fall: September - January																						
ND: No data collected for the corresponding grade/school year																						
Spring: February - June																						

## Comments on Results

We have recently changed our literacy assessment tools to improve validity of results. We have also renewed our commitment to diligence in collecting data in spite of daily challenges, such as low attendance or technological difficulties. Our school team continues to brainstorm ways to combat literacy and numeracy weaknesses, adopting practices school-wide to improve skills over time. We continually adjust our timetable and change course offerings to reflect the needs of our students. For example, last year we began offering a fusion Math class that combines Math 15 with Math 10C. This year, we are offering KAE classes at all three grade levels.

Numeracy and literacy data has indicated a counterintuitive trend with literacy difficulties increasing over the years. Analysis of assessment has revealed non-standardized test administration, with non-compliance affecting some grades. Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years. Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

## DOMAIN: TEACHING AND LEADING

### Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School												Authority										Province										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	66	79.2	107	87.0	31	82.5	83	87.2	77	83.6	Low	Maintained	Issue	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	16	80.2	26	81.8	8	77.1	6	91.7	4	*	*	*	*	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	32	72.1	65	87.6	7	90.2	61	82.7	67	77.2	Very Low	Declined	Concern	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	18	85.2	16	91.5	16	80.2	16	87.4	10	90.0	Low	Maintained	Issue	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

### Comments on Results

The school's quality of education has been fairly consistent over the five-year period, despite being 3.6% lower than the 2022 rate. Our satisfaction rate in 2023 is 4.5% lower than that of the province. The school seeks to provide quality education for all and ensures that students have access to courses that are not necessarily provided in class. Students are able to access them through CTS courses, dual-credit courses with universities within the province, shared courses offered by other schools in our division, and online courses offered by another jurisdiction in partnership with our own. We have added courses such as Drama, Mentorship, Guitar, Land-Based Learning, Agricultural Leadership, and Recreational Leadership.

We acknowledge that the students' rating of the quality of education decreased by 5.5%. We think we need to discuss this more with students as it could be that they associate course failure as a sign of weakness in quality whereas it would more likely be an increase in standards for students or weakness in streaming choices.

We intend to continue to increase awareness of what we value overall in the basic education of our students. We also intend to continue working on improving communication with parents and improve parental participation in our school community. We would like to see our students finding school more interesting and seeing more parents collaborating with educators to promote success with their children at school.

### In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	18	57.4	16	59.6	15	64.4	16	79.2	9	51.9	Very Low	Maintained	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	18	57.4	16	59.6	15	64.4	16	79.2	9	51.9	Very Low	Maintained	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

### Comments on Results

This rating is extremely difficult to understand, as the 27.3% drop was rated as "maintained." The low rating is extremely disappointing after promoting professional development that meets expressed teacher needs. This year, jurisdictional offerings were reorganized to provide larger chunks of time for schools and individuals to access specialized learning opportunities. Teachers still feel they need more specialty-focused professional development.

## DOMAIN: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	31	90.2	83	86.3	77	79.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	8	81.3	6	93.8	4	*	*	*	*	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	7	91.9	61	73.1	67	66.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	16	97.3	16	92.0	10	92.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

#### Comments on Results

We are ensuring that our staff and students feel welcome by addressing the needs of all. The school has strengthened its wellness program in the school for both staff and students. We are building our school community by improving our character education program, by increasing school spirit, by involving more students in decision-making through the Student Council, by having fun together such as with Squeeze Days, and by having spontaneous discussions about incidents in our school.

We start the school year off with a bonding activity for staff and students together. We continue to foster relationships with parents by actively inviting participants in our School Council and Parent Fundraising Society. Additionally, our school has an annual Orientation Day and an annual BBQ for the community as way to engage with the staff, parents and community.

### Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	31	86.3	83	86.5	77	77.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	8	77.5	6	83.3	4	*	*	*	*	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	7	95.0	61	90.1	67	74.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	16	86.3	16	86.3	10	80.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

#### Comments on Results

Students feel that their access to appropriate support and services has dropped by 15.2% when compared to the 2022 percentage. We acknowledge that we have seen an increase in needs due to the increased challenges to student lives in the past few years. The school has opened up new avenues for students needing extra support: KAE programs for those students who struggle in the mainstream classrooms, different options for students to practice skills, and working in the community classroom to enhance skills. The school's LST teacher, Wellness Coach, and Career Coaches work closely with



parents and students to arrange the supports that are needed and ensure that students are placed in the correct courses. We are ensuring that Universal accommodations are available for those students who need them. We have implemented several measures to meet and accommodate the needs of students, with more emphasis on authentic assessments and indigenous ways of knowing and being. We need to change the way students are informed about supports available to them as they are not consistently aware of them.

### Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	66	87.4	107	91.4	31	85.8	83	89.0	77	84.1	Intermediate	Declined	Issue	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	
Parent	16	89.6	26	82.9	8	70.8	6	83.3	4	*	*	*	*	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	
Student	32	78.1	65	91.3	7	95.0	61	90.1	67	74.9	Very Low	Declined Significantly	Concern	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	18	94.4	16	100.0	16	91.7	16	93.8	10	93.3	Intermediate	Maintained	Acceptable	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	

### Comments on Results

The school's overall rate for accessing program of studies for At Risk Students declined when compared to 2022 and is higher than that of the province. Nonetheless, we have implemented more proper level programming for at risk students (notably the -4 level). While we are improving our individual student programming to ensure student goals are appropriate and meaningful and that individuals have access to their required accommodations, we are also ensuring that Universal accommodations are available for any student who needs them. All instructional material is available online in Google classrooms, allowing access to Google tools such as Read and Write. Once again, we need to change the way students are informed about supports available to them as they are not consistently aware of them.

### Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

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

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

## DOMAIN: GOVERNANCE

### Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	67.0	42	77.2	24	61.9	22	69.0	10	83.7	Very High	Maintained	Excellent	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	16	60.8	26	76.9	8	52.5	6	70.0	4	*	*	*	*	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	18	73.3	16	77.5	16	71.3	16	67.9	10	83.7	Low	Maintained	Issue	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

#### Comments on Results

The school's overall parental involvement rating is much higher than that of the province. We would like to say that this high rating is due to the school's vibrant sport program, the active parent fundraising society, and the school council, but we didn't have enough parents participating in the survey to include their feedback. The low rating by teachers can be attributed to difficulties staff have when attempting communication with parents who have not updated contact information, or when communication receives no response regarding student learning and attendance.

The key issue for this concern is that we don't have enough parents participating in the survey. Previous to this year, paper copies of the survey were available, so schools had the option of calling parents into the school for a survey party where we could serve refreshments and answer questions about what the survey wants to know. We will need to explore new ideas for increasing parent participation in survey response.

### Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	66	82.1	107	87.7	31	84.9	81	83.5	77	75.8	Intermediate	Declined	Issue	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	16	83.3	26	83.8	8	64.5	6	76.0	4	*	*	*	*	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	32	73.2	65	87.6	7	96.4	59	86.0	67	76.7	Low	Declined	Issue	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	18	89.7	16	91.7	16	93.8	16	88.5	10	75.0	Low	Declined	Issue	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

#### Comments on Results

Despite the decline in the school's rating of program access, both the overall rate and the student rate are higher than that of the province. We feel that the dissolution of the Joint-Use program with the Town of High Prairie and the Big Lakes County contributed to this measure. We can no longer afford to use community programs at will and must share outings with other schools to make outings economically viable. All groups (students, parents, and teachers) have noticed the difference. We are currently exploring other avenues to strengthen access to programs in the community.

Nevertheless, the school continues to grow relationships with community people and businesses. We have formed partnerships with various workplaces according to the school's Work Experience program and the Registered Apprenticeship Program. In addition, students have the opportunity to volunteer and work with seniors in the community.