



E.W. Pratt High School
Annual Education Results Report
2020-21



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 310 students have 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 School, we believe that all students can succeed, anchored on our character-building acronym, CHARGERS: Caring, Hard-working, Achieving, Respectful, Generous, Enthusiastic, Resilient, and Safe. Our collective efforts have borne the fruit of labour that maintains a positive reputation in our community.

Of course, our dedicated staff members are what makes EW Pratt a successful school. Here at our school, teachers and support staff have a passion and an energy for helping students that exceeds what I have ever seen in a Secondary school. You will find that there is at least one adult go-to person for any need a student may have. It is truly a pleasure to work with this school team!

This academic year continued the many challenges that began in 2020, but together, we shall overcome. In spite of all the pressure to isolate people from one another, we continue to work on strengthening personal relationships within our school community. We make a point to be socially connected although our bodies are physically distant and our faces partially covered. We strive to attain resilience in all that we do!

Our school council is working proactively to encourage new parental involvement from more people. We have already increased involvement by dividing our parent groups into two: one separate group for

fundraising (Parent Society) and the other, for governance (School Council). We are involving the school community by inviting, supporting, and including everyone in invitations to participate in the school community, inviting people to more than just school council meetings. Our school council is also cognizant of the increased communication being sent home this year and more regular sharing of information. They appreciate the availability of teachers, and the school's support for peer tutoring. Overall, they recognize improvement in the parent-school relationship and the school success of students.

Staff List

Etta Viens	Principal
Troy Runzer	Vice Principal
Jesslyn Alguire	Teacher
Chelsea Bembridge	Wellness Coach
Ashley Carmichael	Educational Assistant
Beverley Carmichael	Educational Assistant
Jennifer Cooper	Library Clerk
Katie Ellwood	Career Coach
Jenelle Gallivan	Teacher
Corrine Goulet	Indigenous Education Coach
Tracey Hopkins	Educational Assistant
Kenneth Janzen	Career Coach
Patrick Larade	Teacher
Amy Lasher	Teacher
Gary Lewis	Teacher
Rhonda Lund	Teacher
Natasha Martens	Teacher
Keaton Morton	Teacher
Jennifer Norgaard	Teacher
Shawn Oddy	Educational Assistant
Tracy Pratt	Secretary
Irene Roy	Educational Assistant
Farrukh Saeed	Teacher
Galen Sheppard	Educational Assistant
Jason Shirley	Educational Assistant
Nicola Singer	Teacher
Christopher Watts	Teacher
David Westra	Teacher
Kristy Ferguson Willier	Secretary
Shanine Wright	Teacher

Spring 2021 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	75.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.3	76.9	71.0	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	64.2	50.6	47.4	83.4	80.3	79.6	Very Low	Improved Significantly	Acceptable
	5-year High School Completion	58.9	60.0	66.1	86.2	85.3	84.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	59.6	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	5.9	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.5	87.0	83.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.2	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	61.9	77.2	73.1	79.5	81.8	81.4	n/a	n/a	n/a

Spring 2021 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	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	51.9	38.7	34.3	62.0	55.9	55.6	Very Low	Improved	Issue
	5-year High School Completion	45.2	53.5	64.7	68.1	65.0	63.4	Very Low	Declined	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	60.0	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.8	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	85	50.0	81	47.2	75	44.4	90	50.6	88	64.2	Very Low	Improved Significantly	Acceptable	289	62.9	248	63.0	260	64.4	252	60.1	246	60.8	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	70	68.2	81	58.8	81	58.6	75	55.3	89	65.1	Very Low	Maintained	Concern	250	70.1	284	68.5	249	69.3	261	70.8	250	69.1	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	73	66.6	68	74.5	78	63.8	81	60.0	76	58.9	Very Low	Maintained	Concern	239	72.2	249	73.9	283	71.5	249	71.1	265	73.0	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

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

	E W Pratt High School (FNMI)													Alberta (FNMI)									
	2016		2017		2018		2019		2020					Measure Evaluation			2016		2017		2018		2019
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	55	36.9	56	36.0	43	28.2	50	38.7	47	51.9	Very Low	Improved	Issue	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0
4 Year Completion	41	73.3	48	44.7	54	52.5	43	40.0	54	54.9	Very Low	Maintained	Concern	3,247	56.4	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6
5 Year Completion	37	60.1	35	83.0	41	57.6	55	53.5	45	45.2	Very Low	Declined	Concern	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1

Comments on Results

COVID has slowed down the process of high school completion. Students did not always adapt well to alternating online schooling with in-person learning, so gaps became more and more evident over the year. Our graduating class of 47 students was much lower than usual, with about 19 students close enough to graduate with one or two more courses the following year. As a deterrent to returning students, governmental changes to the funding structure contribute to accepting only rare exceptions for returning Grade 12 students after the fourth year.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	254	74.1	88	66.1	66	69.9	107	76.9	31	81.3	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	12	71.2	11	63.6	16	73.1	26	69.9	8	65.0	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	230	54.4	57	60.8	32	61.0	65	69.7	7	87.9	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	12	96.7	20	74.0	18	75.6	16	91.3	16	90.9	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comments on Results

We noticed that our students rated themselves higher than both the average for our school division and the average for the province. We may spend some more time pointing out to students the type of behaviours we expect for modeling characteristics of active citizenship.

With the low parental response rates, the school is planning to create a school-based survey to provide additional information on key questions that realized lower than anticipated responses. We hope that the data collected from these additional sources will better inform us for our annual Education Plan and Annual Education Result Reports to provide clarity on the presented information. Specific to this survey, parents noted low agreement for both students following the rules and children being encouraged to be involved in activities that help the community. As noted above, the student response to students following the rules was considerably higher than the parental response. This was also noted in the annual student survey, which is distributed to all students that showed approximately 85% of student respondents agreeing or strongly agreeing to citizenship-like questions related to the school. Our parental responses on involvement in the community mirrored responses from other schools in the jurisdiction and can be attributed to the COVID-19 gathering and health restrictions of the time. Our school has typically scored well in this measure in the past.

Our school worked to provide opportunities for students to complete the government Annual Education Assurance survey in the spring of 2021, our school was impacted by a number of events beyond our control which greatly reduced the number of students in attendance, thus impacting our overall student response. We intend to continue with the process of giving students time in class to complete this survey as it has been highly effective in the past. We were very pleased to note that our student response in this measure was extremely positive and above the provincial average. The student response to this measure reflects the work of the school body, inclusive of students, staff, and additional learner supports from the Division, during critical events including but not limited to the ongoing global pandemic. In these crisis events, staff worked to provide the necessary supports to students and their families which was evidenced in the final report with students having 100% strongly agree and agree in the questions of students helping each other and respecting each other. While other planned citizenship activities and supports were impacted by the pandemic, we were pleased that overall, the work done to support our students in this measure was well-received.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	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	n/a	n/a	n/a	n/a	31	75.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	62.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0		

Comments on Results

We believe that our low parent participation in the survey does not fairly represent our school population. This resulted in low responses to the questions on numeracy and children learning what they need to know. From the data collected from the student responses in this survey and the data from all students from the school survey, 86% of students understand that numeracy is useful to them and 69% of students noted that school is important for their future goals.

In the 2020-21 school year, the school increased the number of visual displays on learning concepts, specifically literacy and numeracy, and how it is important for the student. We also offered competitions and activities during class time to further support literacy and numeracy concepts and understanding. Addressing the literacy and numeracy gaps is part of our Education Plan goals. Strategies identified in that plan that we employed in the 2020-21 school year included Collaborative Response Team meetings where the staff discussed strategies to support learners in noted areas with opportunities for growth.

Next year, we will pour more effort into getting higher levels of participation from parents, including email reminders, phone calls, and focus group discussions.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	234	5.7	278	7.5	258	9.1	274	5.6	265	6.0	Intermediate	Maintained	Acceptable	1,042	5.0	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	14	0.0	15	35.9	22	26.4	24	12.8	17	13.1	n/a	n/a	n/a	36	6.3	58	25.0	67	25.0	66	13.5	69	15.8	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Comments on Results

Our dropout rate is too high, although it is lower than the overall average for our school division. We feel that students don't value education as much as staff do and believe that improving the quality of school-parent partnerships will have a positive effect on that. In the 2020-21 school year, the school increased communication with parents and guardians on student attendance as we recognized that the students with low attendance are at risk for dropping out of school. In these communications, staff drew correlations between student attendance and their success rate in school. Letters home were altered from form letters to personalized letters that outlined activities and current learner results to improve engagement with the families. Parents were invited to come for school success planning meetings to further improve learner success at school.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	256	72.4	88	69.2	66	70.1	107	74.0	31	73.9	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	12	73.9	11	65.4	16	74.8	26	69.5	8	68.4	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	232	65.3	57	65.9	32	63.5	65	75.4	7	80.0	n/a	n/a	n/a	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	12	78.1	20	76.3	18	72.0	16	77.2	16	73.3	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Comments on Results

We feel that parents are not aware of what is being offered in the school, whether because they were not able to come into the school or because they chose to not participate in our online open house meetings which presented our programs. We have made many adjustments in the past year, striving to offer students more choices than ever before, even choices previously requested by parents. Since we had low parental participation in the survey and no parents in the school, our concern is that the data is not representative of the actual work being performed in the school. Specific to the parent response in this measure, 2 areas of note included the programming for drama and a second language. In the 2020-21 school year, we had no students requesting drama as an option and a minimal number of students requesting French, although both course offerings were available. By the end of the third week of French, all students had withdrawn from the program. Course offerings available in the school are reflective of student demand. Moving forward, we intend to provide additional communication on course availability and offerings so families can discuss options with their children and make informed decisions about programs of study together.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	109	32.1	98	27.6	93	38.7	98	33.7	94	48.9	Low	Improved Significantly	Good	337	49.9	306	51.6	355	50.1	368	48.9	307	45.9	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Comments on Results

We are pleased to see improvement in this area. The student cohort in the 2020-21 school year was very engaged in their program of studies and subsequently, their overall achievement in those courses. This drove students to have a friendly competition for achieving higher learner outcomes which realized an improvement in this measure. At the school, staff worked to ensure students were remaining in class and actively engaged in learning through differentiated instruction and a variety of learning opportunities to help learners achieve the necessary grades for Rutherford eligibility. We expect to see improvement in other related areas in the near future.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	254	84.7	88	83.5	66	84.0	107	86.9	31	92.1	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	12	83.1	11	77.8	16	85.0	26	81.6	8	87.5	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	230	70.9	57	76.8	32	74.8	65	83.0	7	91.4	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	12	100.0	20	96.0	18	92.2	16	96.3	16	97.4	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Comments on Results

Parents reported strong results for safe and caring school, even given the pandemic limitations that prevented them from entering the school. If there were a time that we needed to be safe and caring, it is in the current global climate. Parents noted, both in the survey and through school council, that the open communication between parents and the school on the well-being of their children was greatly improved in the 2020-21 school year. Given the global pandemic and the local incidents impacting our school in the last year, our school worked extensively with students and families to promote safety through a variety of means including the provision of safety materials from the government as well as adopting other best practices such as securing access to the facility and adjusting the layout of the front office. We also increased supervision during loading times for school buses.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	254	79.1	88	71.3	65	69.2	107	74.4	28	71.4	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	12	83.3	11	72.7	15	73.3	26	76.9	7	57.1	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	230	62.4	57	76.1	32	61.9	65	83.8	7	78.6	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	12	91.7	20	65.0	18	72.2	16	62.5	14	78.6	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Comments on Results

While both the student and staff respondents to this question improved significantly over previous years, parental responses did not show the same level of improvement. Given the health and safety restrictions in the previous years, parents and guardians were unable to enter the school and observe first-hand the many improvements that were made both to the physical environment and the learning opportunities. Some examples from the previous three years include the remodel of our entryway to improve safety and visibility, the student lounge area, portraits of local student success stories, increased program offerings based on student and parent requests, and additional student support services for those in need. Also, the improved teacher retention supported better continuity of learning for students and improved the overall culture in the school.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	24	95.8	31	78.9	34	72.6	39	87.5	24	75.0	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	12	91.7	11	72.7	16	56.3	24	75.0	8	75.0	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	12	100.0	20	85.0	18	88.9	15	100.0	16	75.0	n/a	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Comments on Results

We were pleased to see the results from this measure maintained overall for our parental responses. Our school has full-time Career Coaches supporting learners to prepare for the world of work and life after school. We have also been working closely with our students and their families to provide education and programs that are meeting the needs of our learners.

While the teacher response in this measure is lower than would be expected and lower than previous years, we know that the previous year was very difficult for our learners and our staff members. The ongoing pandemic resulted in significant disruptions to learning in terms of mandatory isolation and quarantine and the cessation of many work placements to protect the health and safety of our students and staff.

We will be monitoring this measure in the upcoming AEA survey to determine if the pandemic indeed impacted the results or if further investigation into the need for additional strategies or modification of our Education Plan is necessary.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	70	35.6	81	40.0	81	18.7	75	24.6	89	29.1	Low	Maintained	Issue	250	39.4	284	42.9	249	33.5	261	38.0	250	36.0	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	85	45.2	73	48.7	68	46.7	77	49.5	81	26.8	Very Low	Declined Significantly	Concern	263	51.9	238	54.6	249	52.6	282	53.5	250	48.2	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

Comments on Results

Last year and the previous year, due to COVID, many students chose to defer secondary education, as they did not want to be online. This was due to both the cost of living and the fact that High Prairie and surrounding areas have limited internet access. Lastly, we had a number of students that chose to take a year off from learning or directly entered the workforce.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	24	83.3	31	84.7	34	70.1	41	75.3	24	76.6	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	12	70.8	11	81.8	16	62.5	25	75.5	8	75.0	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	12	95.8	20	87.5	18	77.8	16	75.0	16	78.1	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Comments on Results

We have poured out a lot of effort to encourage all students to adopt habits and attitudes conducive to fruitful learning over the course of their lives. Our teachers look for creative and innovative ways to connect learning in the classroom to the world outside the four walls so that students are stimulated to seek learning.

Career Coaches in the school are revisiting lifelong learning plans with students and connecting students with opportunities. In the last year, we limited offerings to virtual presentations for students. In that same vein, we offered virtual post-secondary tours and information sessions.

Ontario Comprehension Assessment (OCA)

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

	2018-19	2019-20	2020-21
Limited	167	80	69
Acceptable	86	21	28
Excellence	10	0	0

Comments on Results

Many students do not take the test seriously due to it not being weighted. Also, since they have seen the tests many times before High School, they feel they know it all and do not see the importance of doing their best. We are additionally trialling a new assessment, Edubest, regarding literacy in addition to the OCA. This is being done to direct teaching according to the needs of the students.

Math Intervention/Programming Instrument (MIPI)

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

	2018-19	2019-20	2020-21
May Require Attention	22	10	1
Requires Attention	70	42	11
Does not Require Attention	17	8	0

Comments on Results

Many students do not take the test seriously since it doesn't count for marks. Due to a number of compounding issues that arose during the last school year related to the numeracy programming, the results from the previous year are negatively impacted. We anticipate that moving forward, with the additional measures in place to conduct these assessments, inclusive of key personnel in place to administer the assessments, we will realize significant improvement in both testing fidelity and overall results.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	257	85.9	88	84.9	66	79.2	107	87.0	31	82.5	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	12	81.9	11	84.6	16	80.2	26	81.8	8	77.1	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	233	77.3	57	82.7	32	72.1	65	87.6	7	90.2	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	12	98.6	20	87.5	18	85.2	16	91.5	16	80.2	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comments on Results

While our results in this area are quite high, we believe we will see improvement once we increase awareness of what we value in the overall quality of basic education. With the previously noted improvements from other Alberta Education Assurance survey measures, we are pleased to see them realize results nearing the provincial average based on the aforementioned work being done on the school. We intend to continually increase our parent-school communication and improve parental participation in our school community to close the gap in key questions including students finding school work interesting and students learning what they need to know. We also plan to work closely with our team of educators to improve their overall result in future surveys.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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Comments on Results

Teachers would prefer more specialty-focused professional development, especially teacher-led choices that are not necessarily directed by divisional office. Also, Secondary and Elementary teachers do not have the same PD needs and goals, so they should not be grouped together for professional development. The school did not have as much use of our Category B professional development funds due to a direct correlation between availability for visiting other schools or attending professional development outside the school and the gathering and health and safety restrictions due to COVID-19. This was additionally impacted by having low numbers of substitute teachers which are integral to staff attending professional development opportunities outside of assigned professional development days.

DOMAIN 3: LEARNING SUPPORTS

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	91.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	97.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Comments on Results

Participants reported strong results for welcoming, caring, respectful and safe learning environments, even given the pandemic limitations that prevented life from happening as we want it. If there were a time that we can be proud of a welcoming, caring and safe school, it is in the current global climate. We were very pleased to note that even with the restrictions on parents and visitors entering the school, we received near-perfect results in those measures. These results were mirrored in the student survey offered to all students. This is also a goal from our Education Plan, to “Establish a Healthy School, Especially Regarding Mental Health and Staff and Student Engagement”. Plans from the 2020-21 school year were to improve student participation in activities that build on our school culture which were implemented in the 2021-22 school year.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	77.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	95.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Comments on Results

With so many students suffering from increased needs due to the increased challenges in their living environments due to COVID, we are proud of our results in this area. The provision of supports to students in the last year focused on supporting student overall mental health and well-being through our Wellness Coach and other support services staff as well as our Career Coaches.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	24	88.6	88	85.8	66	87.4	107	91.4	31	85.8	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	12	77.1	11	78.8	16	89.6	26	82.9	8	70.8	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	57	83.6	32	78.1	65	91.3	7	95.0	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	12	100.0	20	95.0	18	94.4	16	100.0	16	91.7	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Comments on Results

Our intention is to implement some more proper level programming for at risk students (such as the -4 level). Also, we recognize the importance of having funding to support those at risk students who have fallen through the cracks during COVID, much like the K-3 supports funded by the provincial government. In the 2020-21 school year, the school did not have a large percentage of students requiring supports from Behaviour Management Consultants, Speech-Language Pathologists, or Occupational Therapists. We did require specialized supports for students to address a number of significant local events that greatly impacted their psycho-emotional health above and beyond the global pandemic.

Inclusion – Pyramid of Intervention

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

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

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

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

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

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

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

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

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

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

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

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

- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Inspire Youth Conference.

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

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

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

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

DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	24	89.0	31	75.1	34	67.0	42	77.2	24	61.9	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	12	81.4	11	72.2	16	60.8	26	76.9	8	52.5	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	12	96.7	20	78.0	18	73.3	16	77.5	16	71.3	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Comments on Results

We had extremely low participation from parents this year. Most of our usual community-building activities were impossible due to COVID regulations, and for the most part, parents were not allowed in the school in 2020-21. Because of internet connectivity issues and lack of experience, many of our parents did not (or could not) participate in our online replacement activities.

Once again, we believe that our low parent participation in the survey does not fairly represent our school population. We feel that with extra encouragement, we would have a higher response rate from our parents, yet we depend on parents to meet us partway. We need parents to help us by ensuring we have correct contact information in our registration platform. Often, contact information and guardian status is missing or out-of-date. We have also found some parents to be reluctant to share accurate contact information or decline to receive email and text notifications from the school. Sometimes, even in emergencies, we have to phone neighbors or distant relatives to track down parents and guardians or even drive over to their home because we have no other way to reach them.

One area where we saw improvement was in moving our Parent-Teacher Interviews to a virtual platform. Teachers reported having more success to connect with parents through virtual interview times. This method of connecting virtually was also used for our school council meetings. While we did not realize growth initially, we have now experienced a significant increase in the number of parents attending virtually. Our focus in the 2020-21 school year was on building and maintaining and improving relationships with parents given the previously mentioned barriers to in-person gatherings. This is also our primary goal from our Education Plan.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	24	84.1	88	89.5	66	82.1	107	87.7	31	84.9	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	12	73.9	11	77.3	16	83.3	26	83.8	8	64.5	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	57	92.1	32	73.2	65	87.6	7	96.4	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	12	94.4	20	99.2	18	89.7	16	91.7	16	93.8	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Comments on Results

We were extremely pleased to see the high level of response to this measure. Our school is very proud to have the supports and programs in place for students, inclusive of career counselling, academic counselling, library services, and services to help students to read and write. Our students rated the school with 100% in the areas of career, academic, and learning support with library support at an overwhelming 86%. We feel this strongly reflects the staff and supports in place for learners at E.W. Pratt High School are meeting and exceeding their needs. We will be working closely with our families to relay this information to them as we strongly believe that their response was again as a result of limited access to the school and lower than anticipated response to our virtual information sessions, school council meetings, and parent-teacher interviews.