



Roland Michener Secondary School

**Annual Education Results Report
2022-23**

We are all RAMS! - **Respectful, Accepting, Motivated, and Successful.**



About Us

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

Roland Michener Secondary School is a Grade 7 to 12 school with an enrollment of approximately 660 students and 60 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environment that respect diversity and nurture a sense of belonging and a positive sense of self. Our school offers full academic and special education programs in an effort to foster hope and to inspire success. We are also proud to offer a wide range of options that includes Industrial Arts, Foods, Cosmo, Art, Drama, Instrumental Music and more.

Principal's Message:

Welcome back to a new school year at Roland Michener Secondary School - 'Home of the RAMS!' It brings me great joy to reconnect with all of you and witness the success we have achieved. The strong relationships we fostered in the past continue to flourish, creating an environment where our students can thrive. It is a pleasure to send a warm welcome to all new students and their families. The teachers and staff join me in saying we are happy to have you as part of our school community. This will be a successful year for all of you.

Our biggest goal is to help all students feel welcome and safe. We want each student to be successful and know that they are truly cared for at RMSS. As a community, we can fulfill our school core values by being **Respectful, Accepting, Motivated, and Successful**. We are all RAMS!

We take pride in our relationships with parents/guardians and encourage partnership in the important job of educating the children of this community. We value open and ongoing communication between home and school.

Vision: We are all RAMS! - **Respectful, Accepting, Motivated, and Successful**.

Mission: We are dedicated to educating, modelling, and creating safe spaces for our school community. Guided by our RAMS values, we aim to raise productive and successful members of our society who positively impact lives and make a meaningful difference.



Roland Michener Secondary School would like to acknowledge that we work and learn in the ancestral and traditional territory of the Indigenous peoples in this area. This land has been and will continue to be home of the Cree, Dene, Métis, and other First Nations within the boundaries of Treaty 8. We also wish to acknowledge the traditional knowledge holders and Elders who are still with us today and those who have gone before us.

Staff List:

Name (Last, First)	Role	Name (Last, First)	Role
Adkins, Corinna	Teacher	Herbert, Kristoffer	Principal
Block, Cara	Teacher	Sloan, Deanna	Vice Principal
Bourgeois, Jan Michael	Teacher	Boyle, Tara	Vice Principal
Bradley, Amanda	LST	Gardner, Christopher	Vice Principal (LSO/RMS)
Brandt, Charity	Teacher	Burnett, Tracy	LRC
Carrigan, Angela	Teacher	Edgar, Brenda	Secretary
Court, Genevieve	Teacher	Thiessen, Jamie	Secretary
Doetzel, Ian	Teacher	Vandusen, LaDawn	Secretary
Durling, Chad	Teacher	Warman, Janice	Secretary
Fehst, Andrew	Teacher	Butcher, Jenny-Lynn	EA
Fuller, Jessie	Teacher	Brown, Aurisha	EA
Gatto, Camille	Teacher	Cline-Thera, Melanie	EA
Hildingson, Kevin	Teacher	Fernandes, Veena	EA
Jones, Linnea	LST	Kamar, Fatima	EA
Kashif, Huma	Teacher	Law, Kara	EA
Kiil, Kalev	Teacher	Rousselle, Kathleen	EA
Kolibaba, Natasha	Teacher	Spencer, Thomas	EA
Lukan, Kennedy	Teacher	Toner, Rachel	EA
McMahon, Lance	Teacher	Ward, Paulette	EA (PDLC Support)
Murphy, Hayley	Teacher	Hook, Freida	Student Supports
Owen, Phillip	Teacher	Jackson, Jenna	Wellness Coach
Ries, April	Teacher	Soloshy, Kyla	Wellness Coach
Rowe, Chris	Teacher	Gall, Lisa	Career Coach
Rubisch, Brandon	Teacher	Paulson, Breanne	Career Coach
Schibler, Andrea	Teacher	Gauchier, Sharon	Indigenous Education Coach
Simon, Chantelle	Teacher		
Smith, Michelle	Teacher		

Sutton, Peter	Teacher		
Trethewy, Tracy	Teacher		
Yaro, Judy	Teacher		
Yarranton, Daniel	Teacher		
Young, Mikayla	Teacher		

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Roland Michener Secondary 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	77.8	78.8	78.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	66.1	65.5	66.5	80.3	81.4	82.3	Very Low	Maintained	Concern
	3-year High School Completion	61.8	80.5	73.9	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	77.8	84.2	86.7	88.6	87.1	86.2	Low	Declined	Issue
	PAT: Acceptable	51.6	53.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.1	4.7	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	71.5	61.2	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	6.9	7.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	79.8	78.9	80.3	88.1	89.0	89.7	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.9	74.3	74.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.7	73.7	73.7	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	76.0	70.0	71.3	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

Assurance Domain	Measure	Roland Michener Secondary 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	37.5	64.0	51.5	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	34.1	65.6	72.5	71.3	68.0	67.0	Very Low	Declined Significantly	Concern
	PAT: Acceptable	29.3	43.0	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.3	3.9	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	75.0	60.0	n/a	74.8	68.7	n/a	Low	n/a	n/a
	Diploma: Excellence	2.5	8.0	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	100	82.1	75	74.1	72	67.0	80	80.5	85	61.8	Very Low	Declined	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	79	80.9	100	88.6	73	83.2	70	76.7	80	82.0	Intermediate	Maintained	Acceptable	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	100	84.9	79	84.9	100	90.9	73	84.2	70	77.8	Low	Declined	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

	Roland Michener Secondary Sch (FNMI)													Alberta (FNMI)																			
	2018		2019		2020		2021		2022		Measure Evaluation			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	17	64.7	18	62.3	18	28.3	25	64.0	24	37.5	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	18	74.2	18	73.0	18	67.8	18	34.4	26	62.9	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	18	85.4	17	78.5	18	73.5	17	65.6	18	34.1	Very Low	Declined Significantly	Concern	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3										

Comments on Results:

Despite facing challenges, Roland Michener Secondary School has made notable progress in the completion rates for both the overall student population and First Nation, Métis, and Inuit students. While our three-year completion rate has decreased, our four-year completion rate has shown an improvement, reaching a level comparable to the provincial average. This achievement can be attributed to the dedicated efforts of our Career Coaches and the formation of a committed graduation group. Additionally, our students have shown a preference for a four-year completion timeline, which aligns with their postsecondary or employment aspirations. Moreover, the recent addition of a full-time Indigenous Education Coach holds promise for further enhancing the high school completion rates among First Nation, Métis, and Inuit students. It is worth noting that both the province and High Prairie School Division have experienced declining completion rates, which can be attributed to various factors, including the challenges of reintegration into the school environment and the impact of mental health issues.

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	208	61.1	217	67.5	198	69.6	211	65.5	257	66.1	Very Low	Maintained	Concern	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	27	48.5	25	56.5	19	54.7	19	56.4	26	54.7	Very Low	Maintained	Concern	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	157	55.8	162	65.4	147	64.2	161	52.6	199	59.9	Low	Maintained	Issue	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	24	79.0	30	80.5	32	89.8	31	87.7	32	83.8	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: The Citizenship percentages for the 2023 year reflects consistent feedback from students, parents, and staff, aligning with previous years at our school. However, it is important to note that our percentages still fall below those of the provincial and High Prairie School Division, indicating a need for continued focus on enhancing active citizenship among our school community. To address this, we have developed a comprehensive character education program centered around our school's core values: Respectful, Accepting, Motivated, and Successful (RAMS). These values were collaboratively established with input from our dedicated staff, families, and students.

Our character education program incorporates various strategies to promote positive behaviour and active citizenship. Notably, our staff writes RAMS Recognition Cards to our students to celebrate the daily successes happening throughout the building and acknowledges students' positive behaviours. The program also includes the recognition of a "RAM of the month," highlighting individuals who consistently exemplify our RAMS values. Moreover, these values are continually reinforced within all classroom environments, our sports teams and extracurricular activities, with regular reviews and revisits to ensure that they guide our engagement with students, families, and staff.

To further foster character development and wellness, our wellness coaches create targeted monthly character education blitzes, focusing on the RAMS acronym and important themes for overall well-being. We have actively integrated visual representations of our acronym throughout our school, helping to instill and reinforce our culture of active citizenship.

In addition to our internal initiatives, we offer mentorship option classes that provide opportunities for students to develop strong citizenship skills and engage in volunteerism within our school and community.

To amplify our efforts, we maintain a strong social media presence that raises awareness about our character education program and promotes the values of active citizenship.

Furthermore, our commitment to community engagement is exemplified by annual events such as the Terry Fox Run/Walk, Orange Shirt Day, Bully Awareness and Prevention Week, Movember, and support for breast cancer awareness, pink shirt day, and more. Additionally, we actively contribute to the community by organizing a yearly food drive, filling a bus with donated food for the local food bank every December.

While we have made significant strides in promoting active citizenship through our character education program, we recognize the importance of further bridging the gap between our percentages and those of the provincial and High Prairie School Division. By continuing to prioritize and enhance our initiatives, we aim to cultivate a culture of active citizenship that reflects the values of our school community.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																			
	School													Authority										Province											
	2019		2020		2021		2022		2023					Measure Evaluation					2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	198	76.3	211	78.8	257	77.8	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	84.4		
Parent	n/a	n/a	n/a	n/a	19	63.2	19	82.5	26	75.6	n/a	Maintained	n/a	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	147	72.0	161	63.7	199	69.4	n/a	Improved	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	32	93.8	31	90.2	32	88.3	n/a	Maintained	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 student learning engagement percentages have remained relatively stable over the past three years. Notably, we are pleased to report a modest increase in the student results, rising from 63.7% to 69.4%. While our results are slightly below the provincial average and High Prairie School Division averages, we are encouraged by the positive trend.

To further enhance student learning engagement, we continue to implement various proven strategies. These include incorporating active learning methodologies such as group discussions, debates, simulations, experiments, and project-based assignments. Additionally, leveraging technology tools and resources can enrich instruction and engage students through interactive presentations, multimedia content, online discussions, educational apps, and virtual field trips.

Recognizing the diverse needs and learning styles of our students, differentiated instruction is crucial. Offering varied instructional approaches, materials, and assessments can ensure that all students are actively engaged in their learning journey. Moreover, fostering collaboration and teamwork through cooperative learning activities promotes student interaction, problem-solving, and knowledge sharing.

Making real-world connections is essential to make learning relevant and meaningful. By linking classroom concepts to practical applications and incorporating current events, case studies, guest speakers, and community partnerships, we can demonstrate the practical value of what students are learning.

Furthermore, empowering students by providing opportunities for voice and choice in their learning fosters ownership and motivation. Allowing students to make decisions about assignments, projects, and topics of study, and involving them in lesson planning and classroom decision-making processes, enhances their engagement and investment in the learning experience.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	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	%
Drop Out Rate	317	1.1	329	2.2	315	0.9	320	3.6	350	5.0	Intermediate	Declined	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	11	52.2	5	*	8	0.0	3	*	13	0.0	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:

Despite a slight increase in our school's dropout rate for the 2022-23 school year, we have managed to maintain intermediate achievement results and better scores than our overall school authority. This achievement can be attributed to the support provided by our Career Coaches, the expansion of CTS courses, and the various opportunities we offer, such as work experience, dual credits, and RAP placements. Additionally, our commitment to supporting at-risk students includes mental health capacity building, specialized individualized supports, and assistance from our Indigenous Education Team.

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										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	208	80.9	217	81.7	198	82.2	211	81.4	257	89.2	Very High	Improved Significantly	Excellent	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	27	74.9	25	80.9	19	81.1	19	82.7	26	83.8	Very High	Maintained	Excellent	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	157	77.1	162	83.6	147	79.6	161	77.6	199	89.6	Very High	Improved Significantly	Excellent	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	24	90.6	30	80.4	32	85.8	31	83.9	32	94.1	Very High	Improved	Excellent	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:

Our school has achieved significant improvements in the Program of Studies results for the 2023 year, surpassing both provincial and school authority scores. These excellent results reflect our commitment to providing students with a broad program of studies, including fine arts, career, technology, and health and physical education. We take pride in our strong CTS programs, encompassing areas such as Industrial Arts, Foods, Cosmetology, Art, and Drama, along with our dedication to expanding offerings in Finance and Computer Science. Our focus on health education and French programming at the junior high level further enhances our students' learning experiences. Additionally, our partnerships with various educational institutions enable us to offer dual credit programming opportunities, while our revised work experience and Registered Apprenticeship Program contracts, coupled with increased site visits, ensure valuable real-world experiences for our students. The presence of dedicated career coaches who engage students, provide guidance on academic pathways, and organize career fairs and course selection evenings further supports our students' transition to post-secondary education and the workforce. Furthermore, our partnerships with local businesses contribute to increased job opportunities through programs like RAP, pre-employment dual credit, and work experience. As we meet with graduating students and parents, we emphasize graduation requirements and the Rutherford scholarship, facilitating their successful transition beyond high school.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	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	%
Rutherford Scholarship Eligibility Rate	116	66.4	95	55.8	82	63.4	88	56.8	100	56.0	Intermediate	Maintained	Acceptable	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:

Our school's Rutherford Eligibility Rate for the 2022-23 school year has remained consistent, indicating stability over the past two years. However, we acknowledge that our results are still below the provincial average. Moving forward, we will continue our efforts to improve and strive towards meeting those benchmarks. It is worth noting that our career coaches have played a vital role in supporting students, assisting them in finding a suitable pathway to graduation within their preferred timeline. Furthermore, the career coaches have been instrumental in promoting, supporting, and guiding students in their pursuit of scholarships.

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	208	74.6	217	80.8	198	81.5	211	80.5	257	80.7	Low	Maintained	Issue	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	27	63.4	25	73.4	19	69.6	19	78.7	26	73.4	Low	Maintained	Issue	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	157	72.1	162	81.0	147	78.8	161	66.8	199	76.3	Intermediate	Maintained	Acceptable	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	24	88.3	30	87.9	32	96.2	31	96.1	32	92.5	Intermediate	Maintained	Acceptable	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:

Our school's Safe and Caring results for the 2022-23 school year have remained consistent and maintained over the past four years. However, we acknowledge that we are still below the provincial and school authority averages, highlighting the need to continuously strive for improvement. We are particularly pleased to see a significant increase of almost 10% in student data, as creating a safe and supportive environment is of utmost importance to our school. Moving forward, we will focus on enhancing our character education programming, implementing wellness initiatives, and reinforcing our RAMS values to further improve these results in the coming years. Additionally, our firm enforcement of the cell phone policy aims to address concerns such as cyberbullying and inappropriate use of social media during school hours. To facilitate progress, we will leverage various resources, including wellness coaches, community agencies, High Prairie School Division psychological services, learning support teachers, interventions, and individualized support. By combining these services with universal supports, we aim to enhance students' comfort, abilities, and ultimately their sense of safety within the school.

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	206	69.7	216	74.2	192	71.3	206	55.5	251	66.7	Low	Maintained	Issue	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	25	52.0	24	70.8	16	68.8	18	38.9	24	58.3	Very Low	Maintained	Concern	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	157	61.2	162	75.1	145	67.8	161	46.0	197	68.5	Low	Improved	Acceptable	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	24	95.8	30	76.7	31	77.4	27	81.5	30	73.3	Intermediate	Maintained	Acceptable	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: While our School Improvement results for the 2022-23 school year are still below the provincial and school authority averages, we have observed a significant increase of over 10% overall. Notably, both parents and students have shown an impressive nearly 20% increase in their positive responses. This data highlights the importance of ongoing school improvement efforts, which remain a major focus for our school team. Moving forward, we are committed to actively collecting student and parent feedback through our student government and school council, respectively, to gather ideas and insights for continuous improvement. Additionally, we seek to promote and share our progress regularly with families, ensuring transparency and engagement. To continue to address challenges, we will continue our staff "school improvement committee" in the upcoming school year, with the aim of identifying areas for growth and fostering positive outcomes for the future.

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				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																		
Overall	51	59.7	54	73.1	50	67.9	48	69.0	57	74.3	Intermediate	Maintained	Acceptable	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	27	44.4	25	60.0	18	38.9	17	41.2	26	61.5	Intermediate	Maintained	Acceptable	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	24	75.0	29	86.2	32	96.9	31	96.8	31	87.1	Low	Maintained	Issue	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: Our Work Preparation results for the 2022-23 school year have remained consistent over the past four years. However, we are pleased to note a 5% overall increase and an impressive nearly 20% increase in parent expectations. This reflects the positive impact of our commitment to health programming and student success in work preparation attitudes and behaviours. By offering dual credit programming in collaboration with various institutions and revising our work experience and Registered Apprenticeship Program contracts, we have enhanced opportunities for students to gain practical skills and real-world experience. Moreover, our dedicated career coaches play a crucial role in engaging students, providing information on academics, course selection, and post-secondary institutions, and organizing career fairs and campus tours. Through partnerships with local businesses, we strive to increase job opportunities for our students through programs such as RAP, pre-employment dual credit, and work experience. These initiatives collectively contribute to equipping our students with the attitudes and behaviors necessary for success in the workforce upon graduation.

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	79	44.4	100	53.2	73	39.9	70	29.9	80	24.8	Low	Declined Significantly	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	95	57.3	100	64.3	79	68.1	100	63.1	73	53.0	Intermediate	Declined	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:

Our High School to Post-secondary Transition Rate results for the 2022-23 School year have shown a decline in both the 4 and 6 year rates. However, it is worth noting that we are on par with our school authority percentages. We recognize the influence the various work opportunities available in our location, such as oil, gas, trades, and lumber have on these rates. As a priority and focus, we will continue to assess and provide personalized supports to improve these transition rates. The data collected from the HPSD surveys has highlighted that students explore different avenues after high school, including apprenticeships, immediate workforce entry, academic upgrading, gap years, or staying home to support their families. These individual circumstances significantly impact our transition rate results.

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	51	54.6	55	62.0	51	70.4	49	76.1	58	73.0	Intermediate	Maintained	Acceptable	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	27	25.9	25	49.0	19	48.6	18	58.8	26	57.1	Low	Maintained	Issue	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	24	83.3	30	75.0	32	92.2	31	93.3	32	88.9	High	Maintained	Good	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:

Our Lifelong Learning results for the 2022-23 school year have remained consistent, with no significant changes in the percentages across all categories. While we are pleased with this consistency, we recognize the need for continuous improvement in fostering lifelong learning among our students. It is noteworthy that a strong majority of our students continue their educational journey beyond high school, as evidenced by our post-secondary transition rate data. The emphasis on our RAMS values throughout the school contributes to fostering positive attitudes towards lifelong learning and overall success. We also provide comprehensive support for students beyond program completion, including career coaching, inclusive education supports, graduation coaching, individualized career path planning, and assistance with post-secondary applications and tours. These interventions are designed to encourage students to pursue further education and engage in lifelong learning opportunities.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	65.3	8.0	n/a	n/a	n/a	n/a	64.6	0.0	68.3	4.0	70.0	5.0
	Authority	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	*	*	n/a	n/a	n/a	n/a	30.8	0.0	*	*	*	*
	Authority	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0	*	*		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
Mathematics 9	School	50.0	10.8	n/a	n/a	n/a	n/a	43.9	3.7	45.8	8.3	48.0	9.0
	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	*	*	n/a	n/a	n/a	n/a	53.8	0.0	*	*	*	*
	Authority	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0	*	*		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	70.3	16.2	n/a	n/a	n/a	n/a	62.7	4.8	59.6	10.1	61.0	11.0
	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	*	*	n/a	n/a	n/a	n/a	50.0	33.3	*	*	*	*
	Authority	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7	*	*		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	55.4	13.5	n/a	n/a	n/a	n/a	50.0	7.0	46.5	9.9	50.0	10.0
	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	*	*	n/a	n/a	n/a	n/a	33.3	11.1	*	*	*	*
	Authority	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Roland Michener Secondary School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	101	68.3	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	101	4.0	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,254	5.7	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	96	45.8	n/a	n/a	55,447	54.4	n/a	n/a

	Standard of Excellence	Low	n/a	n/a	96	8.3	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	12	*	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	12	*	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Low	n/a	n/a	99	59.6	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	99	10.1	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	*	*	*	9	*	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	*	*	*	9	*	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	101	46.5	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	101	9.9	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,140	10.6	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 tests.
3. Participation in the Provincial Achievement Tests 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 Provincial Achievement Tests 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. 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.
6. 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.

Comments on Results:

Our Provincial Achievement Test (PAT) results for the 2022-23 year have remained consistent with last year's scores. We are particularly impressed with the increase in Science and Social Studies PAT results for the standard of excellence scoring. While our scores continue to outperform the overall performance of our school authority, they still fall below the provincial average. Our goal is to work towards closing this gap and achieving closer alignment with the provincial standards.

To address this, we have established school-based literacy and numeracy teams that are dedicated to improving these areas at RMSS. These teams will lead professional development sessions for all staff members, ensuring a collective focus on literacy and numeracy improvement. Furthermore, in the upcoming year, we will construct our continuum of supports for literacy and numeracy, providing a clear framework for universal and targeted interventions.

At the junior high level and in grade 10, we have implemented additional school-based literacy and numeracy initiatives, including intervention programs. Additionally, we have some staff members actively participate in the literacy and numeracy divisional committee, fostering collaboration with other educators across the division to share best practices and collectively work towards improving student outcomes in these areas.

Diploma Examination Results

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	87.5	0.0	n/a	n/a	n/a	n/a	78.6	7.1	71.4	2.4	74.0	4.0
	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	96.8	3.2	n/a	n/a	n/a	n/a	83.3	5.6	84.6	7.7	86.0	8.0
	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	43.5	4.3	n/a	n/a	n/a	n/a	42.1	0.0	65.0	10.0	67.0	11.0
	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	68.4	5.3	n/a	n/a	n/a	n/a	42.1	0.0	40.0	0.0	43.0	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	90.5	4.8	n/a	n/a	n/a	n/a	n/a	n/a	77.3	13.6	79.0	13.6
	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	83.7	0.0	n/a	n/a	n/a	n/a	72.2	11.1	83.0	2.1	85.0	3.0
	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	94.4	11.1	n/a	n/a	n/a	n/a	72.7	18.2	53.8	3.8	60.0	5.0
	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	30.8	7.7	n/a	n/a	n/a	n/a	n/a	n/a	69.2	19.2	72.0	20.0
	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	22.2	n/a	n/a	n/a	n/a	42.1	5.3	66.7	11.1	70.0	12.0
	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		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Roland Michener Secondary Sch							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	42	71.4	n/a	n/a	31,493	83.7	n/a	n/a

	Standard of Excellence	Low	n/a	n/a	42	2.4	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Low	n/a	n/a	39	84.6	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	39	7.7	n/a	n/a	17,112	12.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	20	65.0	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	20	10.0	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	15	40.0	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	15	0.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	Low	n/a	n/a	22	77.3	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	22	13.6	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Intermediate	n/a	n/a	47	83.0	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	47	2.1	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Very Low	n/a	n/a	26	53.8	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	26	3.8	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	26	69.2	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	26	19.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Low	n/a	n/a	9	66.7	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	9	11.1	n/a	n/a	9,241	39.9	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: Our diploma examination results for the 2022-23 school year have shown overall consistency compared to last year. Notably, we are pleased to witness significant improvements in Mathematics 30-1, with an increase of almost 23% at an acceptable standard. Furthermore, our standard of excellence in Mathematics 30-1 has seen substantial growth, soaring from 0% to 10% within a single year.

In Social 30-2, we have observed a commendable increase of over 10% in the acceptable standard. Similarly, Physics 30 has demonstrated remarkable progress, with a rise of over 20% at an acceptable standard. Moreover, our standard of excellence in Physics 30 has more than doubled in percentages.

It is worth mentioning that Biology experienced a teacher switch, with a newer teacher taking over from a veteran instructor who had been teaching the subject for over 15 years.

While our scores align with the overall performance of our school authority, we acknowledge that we are still below the provincial average. Our aim is to bridge this gap and move closer to the provincial benchmark.

To address these goals, we have established school-based literacy and numeracy teams dedicated to improving literacy and numeracy at RMSS. These teams will lead professional development sessions for our staff. Additionally, we will be expanding our continuum of support for both literacy and numeracy, enabling us to clearly visualize our efforts in supporting these areas at different levels, including university-level and targeted support.

Furthermore, we have implemented additional school-based literacy and numeracy initiatives, including intervention programs for grade 10 students. Additionally, our staff actively collaborates with others across the division by participating in the literacy and numeracy divisional committee.

By focusing on these initiatives and leveraging our dedicated teams, we are committed to raising our performance and achieving greater alignment with the provincial average.



Literacy Data			2018-19					2019-20 ¹					2020-21 ¹					2021-22 ²					2022-23				
			Enrollment Total	Fall			Spring	Enrollment Total	Fall			Spring	Enrollment Total	Fall			Spring	Enrollment Total	Fall			Spring	Enrollment Total	Fall			Spring
				%	#	%			%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA RCAT	Grade 7	Limited	100	65.8	52	78.4	40	108	93.2	68	ND	ND	100	58.5	48	46.4	39	117	47.9	45	61.5	56	113	30.5	29	63.2	48
		Acceptable		32.9	26	21.6	11		5.5	4	ND	ND		41.5	34	53.6	45		40.4	38	38.5	35		62.1	59	36.8	28
		Excellence		1.3	1	0.0	0		1.4	1	ND	ND		0.0	0	0.0	0		11.7	11	0.0	0		7.4	7	0.0	0
	Grade 8	Limited	100	58.3	42	52.9	37	101	61.4	51	ND	ND	84	60.3	44	62.3	43	105	32.2	29	55.2	48	109	58.3	42	54.2	45
		Acceptable		40.3	29	41.4	29		32.5	27	ND	ND		32.9	24	30.4	21		58.9	53	39.1	34		38.9	28	44.6	37
		Excellence		1.4	1	5.7	4		6.0	5	ND	ND		6.8	5	7.2	5		8.9	8	5.7	5		2.8	2	1.2	1
	Grade 9	Limited	83	69.7	46	63.6	42	100	70.1	54	ND	ND	88	62.5	45	69.0	49	96	53.9	41	41.6	32	109	30.0	27	37.6	32
		Acceptable		27.3	18	36.4	24		29.9	23	ND	ND		36.1	26	29.6	21		43.4	33	57.1	44		58.9	53	56.5	48
		Excellence		3.0	2	0.0	0		0.0	0	ND	ND		1.4	1	1.4	1		2.6	2	1.3	1		11.1	10	5.9	5
	Grade 10	Limited	83	66.7	34	58.5	31	88	63.9	46	ND	ND	86	70.0	49	71.2	47	90	55.6	40	54.5	36	105	54.7	41	27.4	17
		Acceptable		33.3	17	39.6	21		31.9	23	ND	ND		27.1	19	25.8	17		41.7	30	42.4	28		38.7	29	66.1	41
		Excellence		0.0	0	1.9	1		4.2	3	ND	ND		2.9	2	3.0	2		2.8	2	3.0	2		6.7	5	6.5	4
RCAT	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	90	48.8	39	53.1	34	89	71.8	56	58.6	34
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		46.3	37	45.3	29		25.6	20	37.9	22
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		5.0	4	1.6	1		2.6	2	3.4	2
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	106	26.0	20	61.0	36	94	44.4	12	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		39.0	30	39.0	23		44.4	12	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		35.1	27	0.0	0		11.1	3	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 7	Requires Attention	100	60.3	41	108	29.7	19	100	47.5	38	117	62.2	51	113	30.5	25
		May Require Attention		17.6	12		39.1	25		35.0	28		23.2	19		41.5	34
		Does Not Require Attention		22.1	15		31.3	20		17.5	14		14.6	12		28.0	23
	Grade 8	Requires Attention	100	61.8	42	101	58.1	36	84	72.5	50	105	67.1	57	109	51.4	56
		May Require Attention		17.6	12		22.6	14		18.8	13		20.0	17		23.9	26
		Does Not Require Attention		20.6	14		19.4	12		8.7	6		12.9	11		24.8	27
	Grade 9	Requires Attention	83	65.6	42	100	35.8	24	88	46.9	30	96	55.6	30	109	41.2	40
		May Require Attention		17.2	11		25.4	17		35.9	23		29.6	16		28.9	28
		Does Not Require Attention		17.2	11		38.8	26		17.2	11		14.8	8		29.9	29
	Grade 10	Requires Attention	83	75.0	36	88	67.9	19	86	84.3	43	90	86.2	50	105	66.3	57
		May Require Attention		18.8	9		21.4	6		15.7	8		10.3	6		27.9	24
		Does Not Require Attention		6.3	3		10.7	3		0.0	0		3.4	2		5.8	5
	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

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in 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										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	208	70.5	217	81.7	199	79.2	211	78.9	257	79.8	Very Low	Maintained	Concern	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	27	50.9	25	76.7	19	65.5	19	78.8	26	71.8	Low	Maintained	Issue	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	157	74.0	162	82.4	148	78.2	161	69.2	199	78.1	Very Low	Maintained	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	24	86.6	30	86.1	32	93.8	31	88.6	32	89.6	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 Education Quality results for the 2022-23 school year have shown consistent performance over the past four years. Notably, we have witnessed a positive increase of almost 10% in student responses, indicating their satisfaction with the overall quality of basic education. While we are pleased with this progress, it is important to note that our scores still fall below the performance of our school authority overall and the provincial average. Our goal is to narrow this gap and strive for greater alignment with these benchmarks.

To enhance the quality of education, our dedicated staff engages in various initiatives. These include monthly professional development sessions, collaborative team meetings, divisional collaboration focused on specific disciplines, continuous teacher supervision, coaching, and evaluation. Furthermore, our team shares a common vision of fostering a growth mindset and prioritizing the holistic development of every student.

By continuing our commitment to these efforts, we aim to further improve the quality of education at our school and work towards achieving higher satisfaction levels among teachers, parents, and students.

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	24	52.8	30	58.9	31	67.7	30	75.6	31	60.2	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	24	52.8	30	58.9	31	67.7	30	75.6	31	60.2	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:

The In-service Jurisdiction Needs results for the 2022-23 school year have shown a significant decline. This decline aligns with the performance of our school authority in this area. Recognizing the importance of continuous professional growth, we are determined to improve in this aspect.

To address this, we have several initiatives in place:

1. Professional Development: We offer professional development opportunities facilitated by administration, learning support teachers, school teachers, and divisional staff. Our monthly calendar incorporates collaborative response models that foster capacity building through collaboration. We also encourage teachers to engage in peer observations both within and outside our school. Furthermore, we emphasize the utilization of both category A and category B funds for professional development. Administration actively supports teachers in their professional growth plans.

2. Supervision and Evaluation focused on growth: Our administration follows a 6-week supervision cycle based on three teams. Each administrator focuses their supervision on a specific group of teachers. Supervision data is collected and used to guide coaching sessions, fostering ongoing growth. Throughout the supervision and evaluation process, administration provides coaching and support to teachers across all areas of the teaching quality standards. Additionally, our administrators make it a daily practice to regularly visit and observe classrooms throughout the school.

By implementing these strategies and emphasizing the importance of ongoing professional growth, we are committed to enhancing the quality and focus of in-service training, ultimately contributing to the professional development of our teachers.

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	198	77.8	211	74.3	257	74.9	n/a	Maintained	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	19	66.9	19	70.0	26	67.6	n/a	Maintained	n/a	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	147	72.7	161	59.4	199	68.3	n/a	Improved	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	32	93.7	31	93.5	32	88.8	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:

The results for Welcoming, Caring, Respectful, and Safe Learning Environments have remained consistent over the past three years. However, we are still below the performance levels of our school authority and provincial benchmarks. It is crucial to note that we have observed a significant increase in student feedback, with a nearly 10% improvement. Given that students comprise our largest population, this progress is particularly important.

To further enhance these areas, we have implemented various initiatives:

1. Character Education Program: Our character education program, centered around the RAMS values (Respectful, Accepting, Motivated, Successful), continues to have a positive impact on our results. We believe that this program will contribute to ongoing improvements in the years to come. The development of these values involved input from our staff, families, and students.
2. Addressing Bullying and Support: We recognize the reports of students feeling bullied and the need for improved access to support. These concerns were highlighted in another RMS student survey. We are committed to addressing and working on these issues, as we believe that progress in these areas will positively impact the overall results for safe and caring learning environments.
3. Recognition and Reinforcement: Our staff actively participates in recognizing students' positive behaviours through various means. This includes RAMS recognition postcards and RAM of the month for outstanding achievement towards our values. We also emphasize the importance of upholding core values within our sports teams, regularly reviewing and revisiting conduct, discipline, and citizenship expectations. Additionally, our wellness coaches create monthly wellness blitzes that align with the RAMS acronym and promote important wellness themes.

By maintaining a strong focus on character education, addressing bullying concerns, and reinforcing positive behaviours, we are dedicated to continually improving our learning environments to ensure they are welcoming, caring, respectful, and safe for all stakeholders.

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													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	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	198	78.4	210	73.7	257	78.7	n/a	Improved	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	19	60.6	19	61.3	26	70.6	n/a	Maintained	n/a	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	147	78.4	160	66.3	199	76.9	n/a	Improved 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	32	96.3	31	93.5	32	88.7	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:

The Access to Supports & Services results for the 2022-23 school year demonstrated improvement, positioning us just below the performance levels of our school authority and the provincial average. Notably, we are proud of the significant progress made with students, with an increase of almost 10% in their feedback. This is especially significant as students represent our largest population of respondents.

To ensure enhanced access to supports and services, we have implemented several initiatives. Our career coaches have proven to be invaluable resources, guiding students in finding suitable pathways to completion within flexible timelines. Additionally, our wellness coaches have provided targeted and universal supports, equipping students with strategies for positive health and wellbeing.

Furthermore, the presence of two School-based Learning Support Teachers (LSTs) has allowed for coaching conversations with staff, fostering effective support for differentiated programs of study. Their collaboration ensures that students have access to appropriate resources and accommodations.

In addition to these supports, we are fortunate to have an Indigenous Education Coach dedicated to our school. This coach has recently shifted their focus from a student-centered approach to a Universal Education Model. This new model aims to provide all students with a comprehensive understanding of 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.

By leveraging the expertise of our career coaches, wellness coaches, Learning Support Teachers, and Indigenous Education Coach, we have made substantial progress in improving access to supports and services. Moving forward, we remain committed to further enhancing these initiatives to ensure that all students have the necessary resources and assistance to thrive academically, personally, and culturally.



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	208	77.9	217	82.5	198	77.9	210	74.6	257	77.6	Very Low	Maintained	Concern	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	27	59.5	25	67.6	19	59.6	19	61.8	26	65.3	Very Low	Maintained	Concern	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	157	75.7	162	85.6	147	78.4	160	66.3	199	76.9	Very Low	Maintained	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	24	98.6	30	94.3	32	95.8	31	95.7	32	90.5	Low	Maintained	Issue	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 Program of Studies - At Risk Students results for the 2022-23 school year have remained consistent, although there is room for improvement. We are just below the performance levels of our school authority and the provincial average. However, we are proud to highlight a significant improvement of over 10% in student feedback, as they comprise our largest population of respondents.

To enhance programs for at-risk students, we have implemented specific strategies. These include conducting weekly school-based support team meetings to identify additional ways to support students at a tier 3 level. This collaborative approach allows us to address the unique needs of at-risk students and provide timely interventions. Additionally, we have developed continuums of support that focus on relationships, behavior, and attendance. These frameworks guide our efforts in providing targeted and timely assistance to at-risk students.

Moving forward, we remain dedicated to further improving our programs for at-risk students. Our goal is to ensure easy access and timely support for all students, particularly those facing challenges. By maintaining our commitment to these initiatives, we are confident that we can make significant strides in enhancing the educational experience and outcomes for our at-risk students.

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										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	51	77.1	55	72.7	51	74.1	49	70.0	58	76.0	Intermediate	Maintained	Acceptable	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	27	59.4	25	64.2	19	64.4	18	63.5	26	72.0	High	Maintained	Good	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	24	94.9	30	81.1	32	83.8	31	76.5	32	80.0	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 Parental Involvement results for the 2022-23 school year have shown relatively consistent performance since 2019. While we are just below the performance levels of our school authority and the provincial average, we are proud to note a significant improvement of almost 10% in parent feedback.

To further enhance parental involvement, we have implemented specific strategies. Firstly, we have observed that reducing virtual meetings and encouraging in-person interactions has led to greater success in engaging parents. This shift has facilitated more meaningful connections and active participation in decision-making processes.

Additionally, we have made efforts to improve communication with parents through the distribution of newsletters and informational emails. These regular updates aim to keep parents informed and involved in their child's education, fostering a stronger partnership between home and school.

Moving forward, we remain committed to promoting and enhancing parental involvement in decision-making processes. We recognize the value of active parental engagement in supporting student success. By continuing to explore innovative approaches and maintaining effective communication channels, we can further strengthen the involvement of parents in their child's education journey.

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													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	208	74.2	217	75.4	197	78.5	209	74.8	257	73.9	Intermediate	Maintained	Acceptable	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	27	52.2	25	58.6	19	62.5	19	67.1	26	62.6	Intermediate	Maintained	Acceptable	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	157	75.9	162	82.1	146	88.6	159	71.2	199	83.5	High	Improved	Good	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	24	94.4	30	85.6	32	84.4	31	86.0	32	75.4	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: Satisfaction with program access for the 2022-23 school year has shown consistent performance since 2019, just below our school authorities' expectations but above provincial benchmarks. Notably, we are proud to report a significant improvement of over 12% in student satisfaction, which is particularly important given their majority representation among the feedback received. To further enhance our program access, we recognize the need to actively engage parents and ensure they are well-informed about the opportunities available. Several factors contribute to our positive outcomes, such as the leadership component in Physical Education, the Mentorship option, student involvement with local businesses through Entrepreneurship, access to community facilities, joint-use agreements with the town, wellness presentations by Alberta Health Services, and collaborations with educational partners like Community Futures. Going forward, we remain committed to promoting program accessibility and continuing our efforts to provide valuable resources to our students and their families.