



Roland Michener Secondary School

**Annual Education Results Report
2020-21**



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 offers full academic and special education programs in an effort to foster hope and to inspire success among our 588 students in Grades 7 to 12. A wide range of CTS options and Fine Arts are also available for students to take.

Principal's Message

It is my pleasure to send a warm welcome to all new and returning students and their families. The teachers and staff join me in saying we are happy to have you as part of our school family. We want this to be a successful year for all of you.

One of our biggest goals for the year 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. Throughout the year our school will be closely following the expectations released by the High Prairie School Division within their updated [re-entry handbook](#) and changes regarding COVID-19 protocols from the Government of Alberta. At our school, we are proud of the variety of courses and the diversity of extracurricular clubs, teams, and leadership opportunities available to our students. As a community we can fulfill our school core values of being **R**espectful, **A**ccepting, **M**otivated, and **S**uccessful. We are all **RAMS**!

Vision

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Mission

Our purpose is to inspire hope and to foster success.

Staff List

Kristoffer Herbert	Principal
Patrick Kennedy	Vice Principal
Deanna Sloan	Vice Principal
Corinna Adkins	Teacher
Cara Block	Teacher
Tara Boyle	Teacher
Amanda Bradley	Teacher
Tracy Burnett	Library Technician
Jenny-Lynn Butcher	Educational Assistant
Rose Cantada	Educational Assistant
Angela Carrigan	Teacher
Melanie Cline-Thera	Educational Assistant
Michele Cyr	Teacher
Ian Doetzel	Teacher
Maria Doroshenko	Teacher
Chad Durling	Teacher
Brenda Edgar	Secretary
Monica Edwards	Career Coach Lead
Andrew Fehst	Teacher
Jasmine Gaskell	Teacher
Samantha Giroux	Educational Assistant
Ryan Haines	Teacher
Courtney Harrington	Wellness Coach
Mackenzie Heather	Teacher
Kevin Hildingson	Teacher
Adam Hogarth	Teacher
Robyn Hollohan	Teacher
Freida Hook	Student Support
Taylor Hulme	Teacher
Cindy Irvine	Educational Assistant
Janice Isles	Secretary
Jenna Jackson	Wellness Coach
Linnea Jones	Teacher
Fatima Kamar	Educational Assistant
Huma Kashif	Educational Assistant
Karen Kenyon	Teacher
Natasha Kolibaba	Teacher
Lance McMahon	Teacher

Julie Miller	Wellness Coach
April Ries	Teacher
Kathleen Rousselle	Educational Assistant
Christopher Rowe	Teacher
Tayla Sharp	Career
Andrea Schibler	Teacher
Michelle Smith	Teacher
Thomas Spencer	Educational Assistant
Allyson Strickland	Teacher
Peter Sutton	Teacher
Tammy Syslak	Teacher
Rachel Toner	Educational Assistant
LaDawn Vandusen	Secretary
Paulette Ward	Educational Assistant
Janice Warman	Secretary
Judith Yaro	Teacher
Mikayla Young	Teacher



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Roland Michener Secondary Sch			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	76.3	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	69.6	67.5	63.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	67.0	74.1	77.6	83.4	80.3	79.6	Low	Declined	Issue
	5-year High School Completion	90.9	84.9	82.4	86.2	85.3	84.8	High	Improved	Good
	PAT: Acceptable	n/a	n/a	60.7	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	8.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.2	81.7	75.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.8	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	74.1	72.7	73.6	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	Roland Michener Secondary Sch (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	28.3	62.3	67.4	62.0	55.9	55.6	Very Low	Declined Significantly	Concern
	5-year High School Completion	73.5	78.5	77.8	68.1	65.0	63.4	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	45.9	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	5.9	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	81.3	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	2.6	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	100	79.5	78	76.5	100	82.1	75	74.1	72	67.0	Low	Declined	Issue	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	95	72.0	100	83.3	79	80.9	100	88.6	73	83.2	Intermediate	Maintained	Acceptable	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	71	79.5	95	77.3	100	84.9	79	84.9	100	90.9	High	Improved	Good	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

	Roland Michener Secondary Sch (FNMI)										Measure Evaluation			Alberta (FNMI)											
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	18	83.3	19	75.1	17	64.7	18	62.3	18	28.3	Very Low	Declined Significantly	Concern	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0		
4 Year Completion	20	61.1	17	91.0	18	74.2	18	73.0	18	67.8	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	14	78.6	19	69.6	18	85.4	17	78.5	18	73.5	Low	Maintained	Issue	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1		

Comments on Results

- We believe the decline in the 3 year completion rates and increase in 5 year completion rates is directly related to the COVID-19 pandemic. Students on track to graduate by 3 or 4 years struggled to cope with the constant changes in education and life due to the pandemic. We also found that students looking to graduate by 5 years found more success due to the removal of diploma exams.
- The decline in FNMI graduation rates is also correlated with the difficulties encountered by the pandemic and may have been compounded with a heavy reliance on technology. Furthermore, we were without an Indigenous Education Coach for the majority of the 2020-2021 school year. This role provided support to students/staff and focused on curriculum infusion.
- COVID-19 created a difficult learning environment for students switching between online learning and in-person learning. It came with many interruptions to the flow of education. These results were also present in our RMS Student Survey Results.
- Career coaches were a positive support for students to help them find a pathway to completion on a timeline that can work for the students.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	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	519	67.8	217	62.8	208	61.1	217	67.5	198	69.6	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	27	59.8	23	51.8	27	48.5	25	56.5	19	54.7	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	463	56.7	173	57.6	157	55.8	162	65.4	147	64.2	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	29	86.9	21	79.0	24	79.0	30	80.5	32	89.8	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

- Given the difficulties encountered during the global pandemic we are encouraged to see that our citizenship measures have remained static and have not declined. This is potentially due to our character education program based on the RAMS acronym which was created at the end of 2019 and instituted at the beginning of the 2020-2021 school year.
- The RAMS character educations program revolves around:
 - Core values of school: What does it mean to be Roland Michener RAMS? We are all – Respectful, Accepting, Motivated, Successful
 - The creation of these values included the input from our staff, families, and students
 - Student recognition: Staff nominate students for positive behaviours every week, with one student winning the weekly student recognition award. These accomplishments are celebrated over our weekly announcements.
 - RAMS Cards: School based administrators hand out RAMS recognition postcards to students, written by staff, acknowledging positive behaviours.
 - Continued expectation within sport teams: Ensure core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, and staff.
 - Wellness Blitz: Our wellness coaches create targeted monthly character education blitzes based on the RAMS acronym and important themes for wellness.
- Mentorship option classes provide an opportunity to build strong student citizens and volunteerism in our school and community.
- We have a strong social media awareness.
- Community Engagement: Our students/staff fill a bus with donated food for the food bank every December. We also participate in yearly important events, such as Terry Fox Run/Walk, Orange Shirt Day, Bully Awareness and Prevention Week, support for breast cancer, pink shirt day, and more.

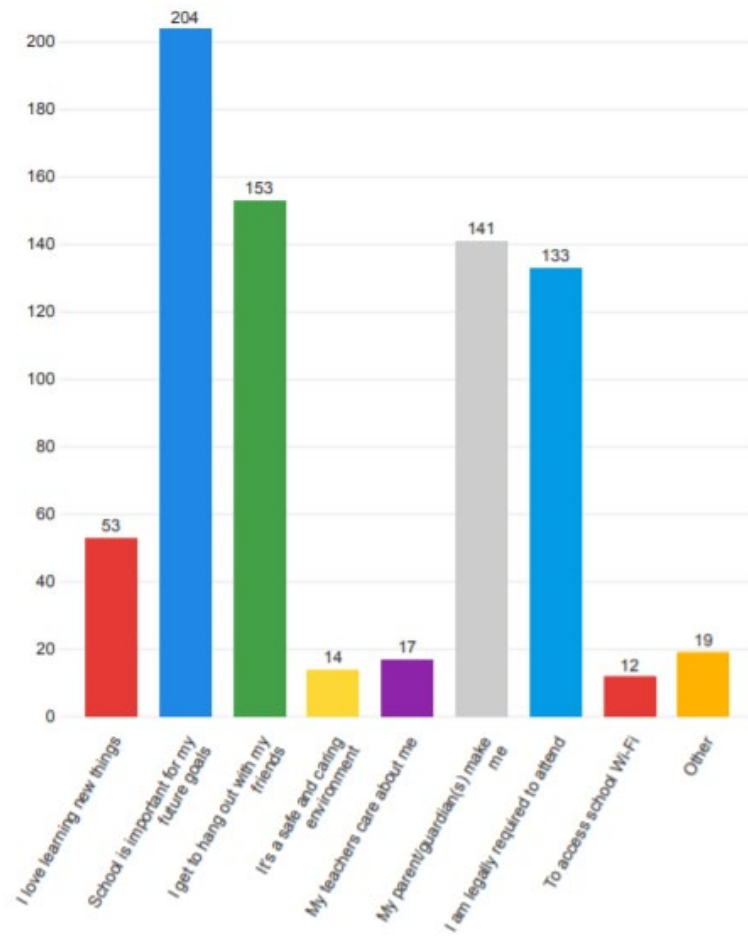
Student Learning Engagement – Measure Details

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	n/a	198	76.3	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	n/a	19	63.2	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	n/a	147	72.0	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	n/a	32	93.8	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 the discrepancy between parents/students and teachers could be related to transitions between online and in person learning. Furthermore, the increase in illness, time away for quarantine and switches from online to in-person learning made engagement a difficult undertaking.
- There was a strong staff investment to the online learning, but we did struggle overall getting the involvement of students participating in online classes.
- Increased illness or time away from classes due to strict COVID-19 symptom requirements, quarantine measures, created breaks in education.
- Regardless of the changes, the staff felt prepared to offer learning in person and online.
- Small sample size from the parent group, only 19 parents out of approx. 200 answered the survey.
- To get more specific information regarding student learning engagement, students were surveyed in a RMS student survey. See results below to why students attend school. This survey was completed by the majority of students attending school in the 2019-20 school year.

I attend school because:



Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School													Authority										Province									
	2016		2017		2018		2019		2020		Measure Evaluation			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	%	N	%
Drop Out Rate	353	3.7	341	2.3	317	1.1	329	2.2	315	0.9	Very High	Improved	Excellent	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	7	16.4	14	17.0	11	52.2	5	*	8	0.0	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

- While our graduation rate was affected by the difficulties surrounding COVID-19, our drop out rate has declined and reflects the 4 and 5 year graduation rates encountered in 2020. We believe this positive trend is further supported by the work of our Career Coaches and the variety of CTS courses we offer.

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	518	80.1	217	81.9	208	80.9	217	81.7	198	82.2	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	27	75.9	23	79.7	27	74.9	25	80.9	19	81.1	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	462	78.7	173	80.8	157	77.1	162	83.6	147	79.6	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	29	85.7	21	85.1	24	90.6	30	80.4	32	85.8	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 are happy to see a continued increase in the data surrounding our program of studies in the face of increased safety measures introduced at the height of the pandemic during the 2020-2021 school year.
- The collaboration and problem solving between teachers, school staff, the school division, the community and the students allowed for the vast majority of our program of studies to continue running throughout the pandemic.
- Strong CTS programs in both Jr. and Sr. High School - Industrial Arts, Foods, Cosmetology, Art, Drama, Constantly adding new CTS courses: CTS Finance and Coding.
- Dual Credit Programming:
 - We offer dual credit programming in association with: Northern Lakes College, Lakeland College, Athabasca University, Southern Alberta Institute of Technology and Northern Alberta Institute of Technology.
 - We have revised our work experience & Registered Apprenticeship Program contracts and we've increased our site visits to our students' work experience employers.
 - We have a Vice-Principal who facilitates Registered Apprenticeship Programs and Work experience.
- Career Coaches:
 - All grade levels will access My Blueprint to engage students in potential career paths.

- Career coaches work with whole classes, individual students and with parents. They deliver information on academics, pre-requisites, course selection and post secondary institutions.
- They organize post-secondary career fairs, campus tours and in conjunction with administration host course selection evenings with our grade 9, 10 and 11 students.
- In conjunction with the principal the career coaches meet with graduating students and parents, regarding graduation requirements and the Rutherford scholarship.

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	98	58.2	81	63.0	116	66.4	95	55.8	82	63.4	Intermediate	Maintained	Acceptable	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 believe this increase is related in part to the division wide collaboration meeting that helped support teacher assessment growth and pedagogical practice during the pandemic. However, the removal of diploma exams is also a large contributing factor.
- Career coaches were a positive support for students to help them find a pathway to completion on a timeline that can work for the students.

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	518	81.2	217	78.4	208	74.6	217	80.8	198	81.5	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	27	71.1	23	71.3	27	63.4	25	73.4	19	69.6	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	90.0
Student	462	76.7	173	76.2	157	72.1	162	81.0	147	78.8	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	29	95.9	21	87.6	24	88.3	30	87.9	32	96.2	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	95.0

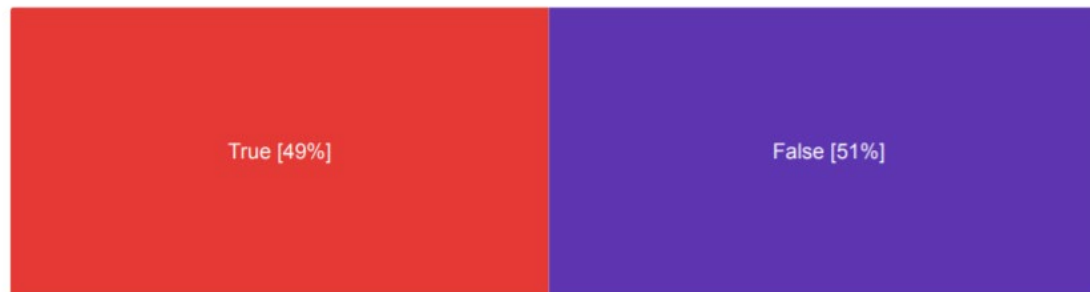
Comments on Results

- While we would like to see our parent response data increase we are encouraged to see our staff data jump nearly 10% and our student data remain more or less static. We believe this is related to our RAMS character education program and our staff priority to put relationships first.
- The Parent/Guardian body has been limited in their ability to enter the school and interact with staff due to COVID-19 restrictions.
- Our school went to great measures to ensure we were following all Alberta and Divisional expectations for safety due to COVID-19 pandemic.
- An area of concern and something we constantly want to address and work on is the reports of students feeling bullied and access to support. Below are the results from our RMS student survey. We believe improvement in these areas will impact our overall results for safe and caring schools.

Bullying is a common experience at my school



Staff help students who have been bullied



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	518	72.8	214	64.1	206	69.7	216	74.2	192	71.3	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	27	70.4	20	50.0	25	52.0	24	70.8	16	68.8	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	462	58.5	173	66.2	157	61.2	162	75.1	145	67.8	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	29	89.7	21	76.2	24	95.8	30	76.7	31	77.4	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 the data is not what we would have hoped for, our school has continued to improve regardless of the pandemic. We were awarded a \$10000 Rural High School Grant by the Chartered Professional Accountant which we used to purchase numerous new technologies in the school (Blast chiller, high tech computer for graphic design, plotter printer). With the support of the school division we were also able to offer 1-1 technology for the first time in our school history. Moving forward we will look at promoting these improvements with the use of social media and once restrictions change, host some parent engagement nights in our school.
 - Focus was on teaching within the pandemic and safety measures. This work could have potentially taken away from past school goals for improvement. That being said, it allowed our school to revisit how we instruct and continue to improve our practices in 21st century learning.



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	55	59.5	42	50.0	51	59.7	54	73.1	50	67.9	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	26	50.0	21	33.3	27	44.4	25	60.0	18	38.9	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	29	69.0	21	66.7	24	75.0	29	86.2	32	96.9	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 are very concerned with the parent response data related to work preparation. We believe this is due to parents having little involvement within the school environment due to COVID-19 restrictions. However, this has been an area of concern for us for several years and in our research we have discovered that some parents have related assessment practice with work preparation. The ability to re-write tests/assignments, hand in late work, etc. was mentioned as an area of concern when we explored the why of this question 3 years ago. Nevertheless, we are happy to see teacher opinion has steadily increased over the past 5 years. This positive trend is in line with the creation of the RAMS character education program created in 2019-2020.
- Parents have not been able to be involved within the physical school environment the last two years due to COVID-19 restrictions.
- Skills were developed by staff and students due switching between online and in person learning (eg. google classrooms, digital citizenship. Etc).
- Dual Credit Programming:
 - We offer dual credit programming in association with: Northern Lakes College, Lakeland College, Athabasca University, Southern Alberta Institute of Technology and Northern Alberta Institute of Technology.
 - We have revised our work experience & Registered Apprenticeship Program contracts and we've increased our site visits to our students' work experience employers.
 - We have a Vice-Principal who facilitates Registered Apprenticeship Programs and Work experience.
- Career Coaches:
 - All grade levels will access my blueprint to engage students in potential career paths.
 - Career coaches work with whole classes, individual students and with parents. They deliver information on academics, pre-requisites, course selection and post secondary institutions.
 - They organize post-secondary career fairs, campus tours and in conjunction with administration host course selection evenings with our grade 9, 10 and 11 students.

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	95	40.3	100	51.0	79	44.4	100	53.2	73	39.9	Intermediate	Declined	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	53.4	71	60.8	95	57.3	100	64.3	79	68.1	High	Maintained	Good	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

We attributed the decline in our 4 year post-secondary transition rate to the increased pressures associated with the pandemic as well as the different avenues of work available in our location (eg. Oil, gas, trades, lumber, etc). Furthermore, while our 4 year transition rate has dropped considerably it is still in line with the provincial average. Many students in our school also look at upgrading their courses for post-secondary once they have achieved their high school diploma. This trend is apparent in our 6 year transition rate data.

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	55	61.9	42	62.4	51	54.6	55	62.0	51	70.4	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	26	48.0	21	41.5	27	25.9	25	49.0	19	48.6	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	29	75.9	21	83.3	24	83.3	30	75.0	32	92.2	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

While the parent response data is low, we are encouraged to see our teacher response data grow significantly. We believe that a large factor in our parent response data is related to their inability to be involved in the school environment for the last two years. Furthermore, in relation to our post-secondary transition rate data, we have a strong majority of students that continue their lifelong learning journey several years after graduation.



Ontario Comprehension Assessment (OCA)

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

	2018-19	2019-20	2020-21
Limited	327	220	364
Acceptable	175	77	207
Excellence	10	9	16

Comments on Results

- The school based literacy team, comprised of all subject areas, will lead PD within their subject based Professional Learning Communities (literacy strategies of think aloud, metacognition, and communicating clearly)
- Staff will sit on the literacy divisional committee.
- Through the administration's supervision cycle one of our key "look fors" is whether or not teachers are using high effective literacy strategies.
- No longer using OCA as an assessment tool. We have transitioned to Edubest.

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	105	91	110
Requires Attention	219	130	125
Does not Require Attention	71	80	31

Comments on Results

- School has started a numeracy committee.
- Gaps in continuity of education could impact our results.
- We have an educational assistant dedicated to math 9 support.

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	520	74.1	217	72.9	208	70.5	217	81.7	199	79.2	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	27	58.2	23	55.2	27	50.9	25	76.7	19	65.5	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	464	76.1	173	77.9	157	74.0	162	82.4	148	78.2	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	29	87.9	21	85.7	24	86.6	30	86.1	32	93.8	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

- As stated before, we believe the low parent response rate and scores can be directly related to their inability to participate in our school environment over the past 2 years. However, we are continuously working to improve the quality of our education through monthly professional development, monthly collaborative response meetings, monthly divisional collaboration focused on specific disciplines, continuous teacher supervision, coaching and evaluation and having a team vision of keeping a growth mindset and focusing on teaching the whole child.

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.																																	
	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	29	57.5	21	57.1	24	52.8	30	58.9	31	67.7	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	29	57.5	21	57.1	24	52.8	30	58.9	31	67.7	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Comments on Results

- As stated before, we believe the low parent response rate and scores can be directly related to their inability to participate in our school environment over the past 2 years. However, we are continuously working to improve the quality of our education through monthly professional development, monthly collaborative response meetings, monthly divisional collaboration focused on specific disciplines, continuous teacher supervision, coaching and evaluation and having a team vision of keeping a growth mindset and focusing on teaching the whole child.

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	198	77.8	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	19	66.9	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	147	72.7	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	32	93.7	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

- Given the difficulties encountered during the global pandemic we are encouraged to see these measures have are fairly consistent with the province for students and teachers. This is potentially due to our character education program based on the RAMS acronym which was created at the end of 2019 and instituted at the beginning of the 2020-2021 school year.
- The RAMS character educations program revolves around:
 - Core values of school: What does it mean to be Roland Michener RAMS? We are all – Respectful, Accepting, Motivated, Successful
 - The creation of these values included the input from our staff, families, and students
 - Student recognition: Staff nominate students for positive behaviours every week, with one student winning the weekly student recognition award. These accomplishments are celebrated over our weekly announcements.
 - RAMS Cards: School based administrators hand out RAMS recognition postcards to students, written by staff, acknowledging positive behaviours.
 - Continued expectation within sport teams: Ensure core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, and staff.
 - Wellness Blitz: Our wellness coaches create targeted monthly character education blitzes based on the RAMS acronym and important themes for wellness.
- We also had a major focus on safety measures put in place at our school in response to the pandemic.

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										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	n/a	198	78.4	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	n/a	19	60.6	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	n/a	147	78.4	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	n/a	32	96.3	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

- We are encouraged with these results given we had no Indigenous Education Coach and there were restrictions on how often we could access support services entering buildings during the pandemic.
- Career coaches were a positive support for students to help them find a pathway to completion on a timeline that can work for the students.
- We had tech aides that supported the use of technology in the classrooms and built teacher capacity to better serve 21st century learner skills.
- Our school has access to two School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

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	56	81.6	217	78.7	208	77.9	217	82.5	198	77.9	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	27	67.9	23	56.5	27	59.5	25	67.6	19	59.6	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	173	82.8	157	75.7	162	85.6	147	78.4	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	29	95.3	21	96.8	24	98.6	30	94.3	32	95.8	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

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.

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 Indspire 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	56	73.5	42	71.0	51	77.1	55	72.7	51	74.1	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	27	68.4	21	53.3	27	59.4	25	64.2	19	64.4	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	29	78.6	21	88.6	24	94.9	30	81.1	32	83.8	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

- Parents have not been able to be involved within the school environment the last two years due to COVID-19 restrictions.
- School council moved to online zoom meetings to accommodate parent involvement during COVID-19.

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													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	56	76.1	216	77.9	208	74.2	217	75.4	197	78.5	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	27	66.7	23	60.9	27	52.2	25	58.6	19	62.5	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	65.5
Student	n/a	n/a	172	83.9	157	75.9	162	82.1	146	88.6	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	77.7
Teacher	29	85.5	21	88.8	24	94.4	30	85.6	32	84.4	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 believe our results are above the provincial average due to many factors:
 - Physical Education provides a leadership component where students are expected to volunteer time in the community.
 - Our school offers a Mentorship option.
 - Entrepreneurship involves students with local businesses.
 - Access to community facilities through Physical Education and our joint-use agreement with the town.
 - Wellness coaches providing presentations with Alberta Health Services.
 - Working with partners in education like Community Futures.