

MESSAGE FROM THE PRINCIPAL

Georges P. Vanier School offers diverse and varied programming with a full academic program in English and 4-core French Immersion. Our values of respect and integrity are supported through our inclusive learning spaces and promoting a safe and caring environment. At Georges P. Vanier, we continue to prioritize a vast array of programming to engage our learners and prepare them for their post-secondary studies and life after high school.

We demonstrate commitment to the arts with opportunities in drama, band, visual arts, design, and photography. We are dedicated to health and wellness with an integrated fitness Centre, athletics programs both in school and extra-curricular, and a focus on life-long learning and citizenship through personal life skills courses, mentorship, legacy hours volunteer program, and SSA recreational sport. We are committed to preparing students for the workforce through our career and technology studies (CTS) opportunities and post-secondary exploration through industrial arts, food studies, coding, robotics, job site safety courses, and dual credit courses.

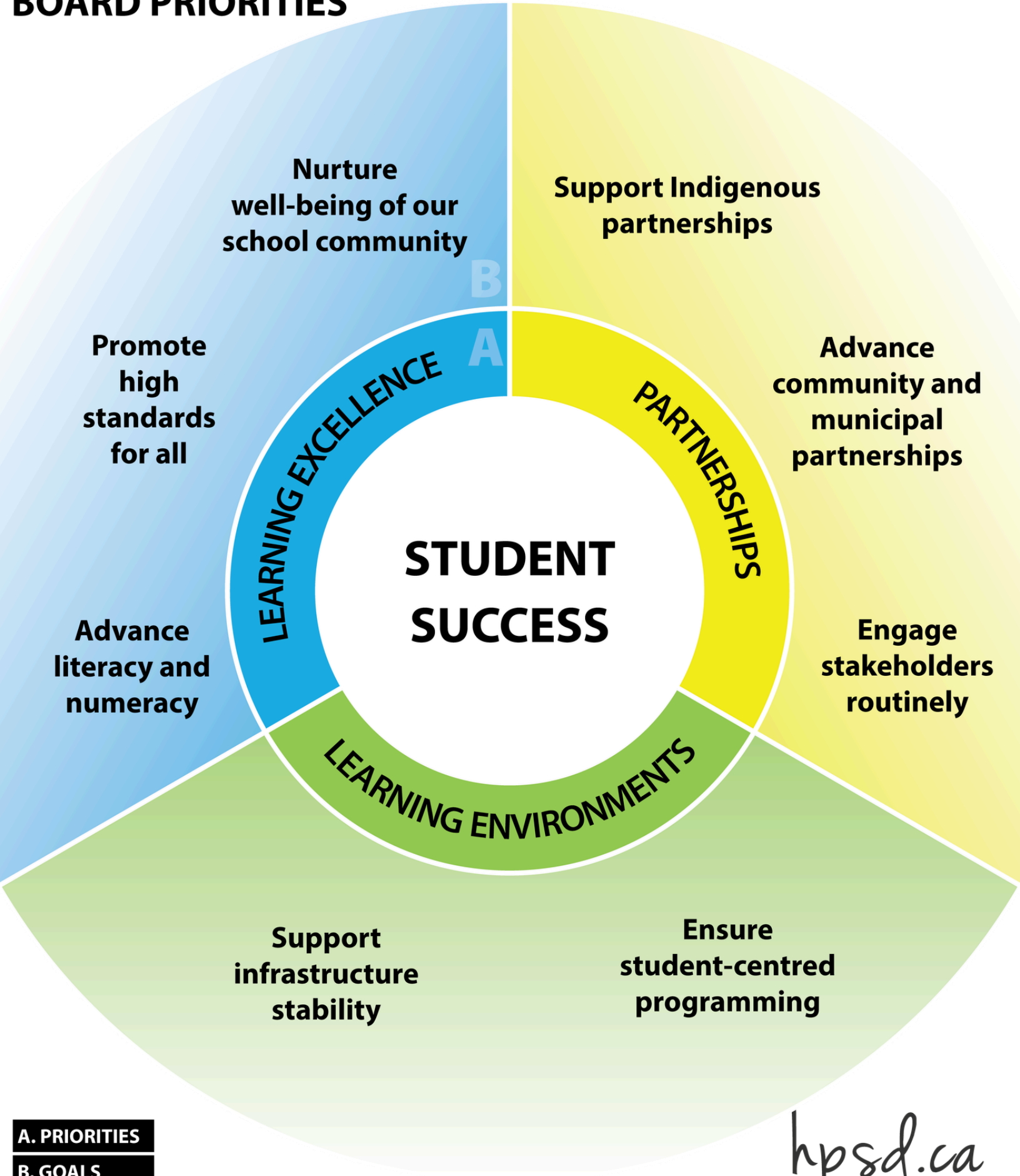
At Vanier, we strive to create opportunities through strong connections within the school and community at large, including work experience and registered apprenticeship programming, ensuring that students achieve independence, gain confidence, and acquire the skills and knowledge necessary to be successful in life.

In this, the third year of the education plan, we are happy to report the progress we are making on many of the assurance measures, and continue to focus on the literacy and numeracy goals in line with the school division's priorities. We are pleased to see our parental involvement increase on the survey from 23 to 34 parents! (48% increase) And we look forward to working with all stakeholders for continued improvement.

Bill Sheets,
Principal

Tara Lea,
Georges P. Vanier/École Routhier School Joint-School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. GOALS

hpsd.ca

Effective September 2026

BOARD OUTCOME: QUALITY LEARNING - LITERACY

SCHOOL OUTCOME: TO SUPPORT AND ENHANCE LITERACY FOR EVERY STUDENT

HPSD-LITERACY FRAMEWORK

Teachers at GPV will assess literacy skills using divisional benchmarks and screening tools including HLATs(Highest Level of Achievement Test), RCATs (Reading Comprehension Assessment Tool), and others, according to a divisionally set schedule in the areas of reading comprehension and writing to identify specific areas of targeted growth. Teachers will use literacy data (including benchmark results) and foundational balanced literacy principles to set and achieve improvement goals.

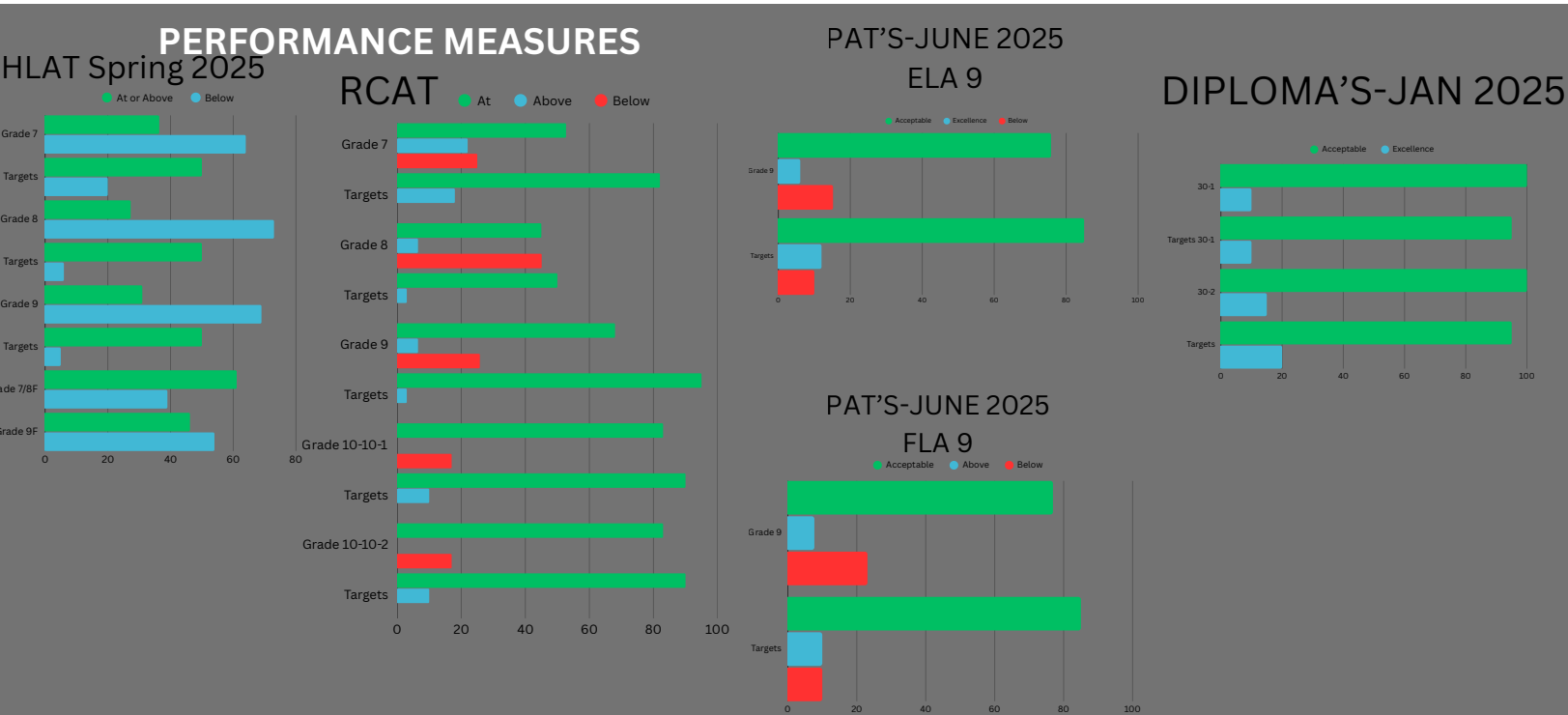
Support will be provided, and evidence will include:

- Read alouds & think alouds modelled 7-12 across all subject areas,
- Teachers conferencing with students about their reading and writing,
- 7-12 students participating in guided and shared reading and writing opportunities,
- Explicit instruction of phonics, comprehension, content area, and literacy strategies,
- Explicit word work and vocabulary instruction using researched strategies
- Adrienne Gear’s resources on Writing Power, Reading Power, and Powerful Writing Structures.
- Critical Response to Text (CRT) and Personal Response to Text (PRT) assessments.
- DIBLES and UFLI supports.

A variety of supports and interventions for reading and writing will be made available to students and Instruction and supports are informed by student data and staff collaboration.

Literacy interventions are articulated in individual learning support plans were necessary. The school will continue to subscribe to the Accelerated Reading program and utilize the assessments to inform instruction at the junior high level.

The school will continue to support learning by utilizing literacy and numeracy interventions with targeted students in small pull out groups for short periods of time.



BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: TO IMPROVE NUMERACY SKILLS THROUGH DATA INFORMED DIRECT INSTRUCTION

STRATEGIES

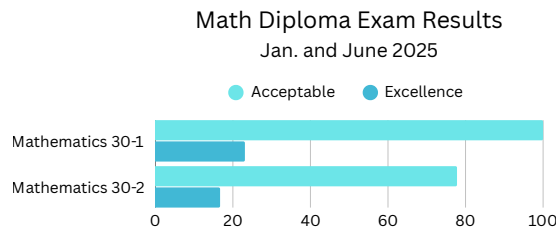
Teachers at Georges P. Vanier will work to improve numeracy skills by adapting teaching methods to support concept attainment and mastery using the following evidence:

- Elk Island Math Intervention Tool is administered in all Grades 7-10,
- Data is organized in Dossier and represented visually for analysis by teachers to inform instruction,
 - Identification and assessment of school numeracy interventions,
 - Students engaging with quantitative or spatial information in all curricula,
 - Students engage in numeracy-rich discussions and activities in all subject areas,
 - The Division will ensure a collaborative numeracy framework is developed and implemented in the 2024-25 school year.
- Use of disaggregated data from Provincial assessments (PATs, and Diplomas) to inform instruction.

Strategies to support numeracy within the school include the following:

- Non-permanent Vertical Surfaces concept exploration,
- Real World data application and data collection devices.
- Key word problem solving strategies,
- Diploma preparation sessions,
- Supportive technology.

The division was searching for a Math benchmark tool and the MIPI was not in use. The EICS was used this year but data is unavailable at this time.



PERFORMANCE MEASURES

	2025 result %	Target %
Grade 9 Mathematics PAT (acceptable/excellence)	30/0	60/10
Mathematics 30-1 Diploma exam results	100/23	90/20
Mathematics 30-2 Diploma exam results	78/17	85/20

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: TO PROMOTE AND IMPROVE STAKEHOLDER ENGAGEMENT

STRATEGIES

The staff at Georges P. Vanier will work to improve and engage stakeholders in the following ways:

1) Communication

a) regular communication with stakeholders through our newsletter, website, and facebook page to update parents and community members of the activities and engagement opportunities including participation in Parent-Teacher interviews and Parent Council.

b) Regular, systematic teacher communication with parents on the in-class advancement of literacy and numeracy skills and their child's progress in mastering the outcomes of the Alberta Program of Studies.

2) Connections

a) Georges P. Vanier School will continue to promote connections with community organizations through involvement with co-curricular activities and wellness initiatives as well as availing our facilities and resources to community groups.

b) We will be maintaining our Legacy Hours program to support not-for-profit community members and implementing incentives for early attainment of the necessary hours prior to graduation. We encourage students to be innovative within their passions as they creatively become engaged in their Legacy Project.

c) Involving parents in establishing learning support plans, course selection, graduation requirements, and post-secondary opportunities for students.

d) Georges P. Vanier will continue to support student and community engagement opportunities initiated by the Board of Trustees and Superintendent.

PERFORMANCE MEASURES

Measure	2025 result	Target
Parent participation in Assurance Survey	43%	50%
Satisfaction with School Improvement	82%	90%
Parental Involvement	74.40%	80%

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: SUPPORTING CHARACTER EDUCATION AND INCLUSION

Georges P. Vanier School will continue to support and promote character education through the following initiatives in the coming school year:

- School wide Mentorship groups to promote cross-grade involvement in citizenship activities throughout the school year.
- Character education: Ambassador Club
- GPV Historian project: gr 7 and 12 student interviews, year-end reflections for gr 7-12
- LiveDifferent Leadership Training School wide presentation with junior high school focus groups.
- Camp YoWoChAs leadership and character education training for Grade 9.
- Legacy Hours - community give back. Students are required to have returned 25 hours of volunteerism to community stakeholders.

In addition, there are presentations to bring in, which can include, but are not limited to, the following:

- Bryan Saint Louis - Radical Empathy, Compassion, Growth Mindset
- HIV North - harm reduction, reducing stigma
- Schizophrenia Society of Alberta - education/reducing stigma
- Dr. Rebecca Saah - cannabis, harm reduction, education

Wellness day - promotion of mental health, nutrition, character education, empathy
 Special Olympics - Unified Sports Day

In addition to the above activities, Georges P. Vanier will continue to utilize the Wellness Coach in a variety of universal, targeted, and individual engagement sessions as the need arises. Also, there are regularly scheduled visits from the divisional Educational Psychologist for individual sessions.

PERFORMANCE MEASURES	2025 result	Target
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.	85%	90%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75%	85%
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	82%	85%