

GEORGES P. VANIER SCHOOL

2023-24 AERR



Mission

Opportunity, Community, Achievement

Vision

The Georges P. Vanier staff will create opportunities through strong connections within the school and community so students achieve independence, gain confidence, and acquire the skills and knowledge necessary to be successful locally and globally.

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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 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 recreational sport. We are committed to preparing students for the workforce through our career and technology opportunities and post-secondary exploration through industrial arts, food studies, coding, robotics, job site safety courses, and dual credit courses.

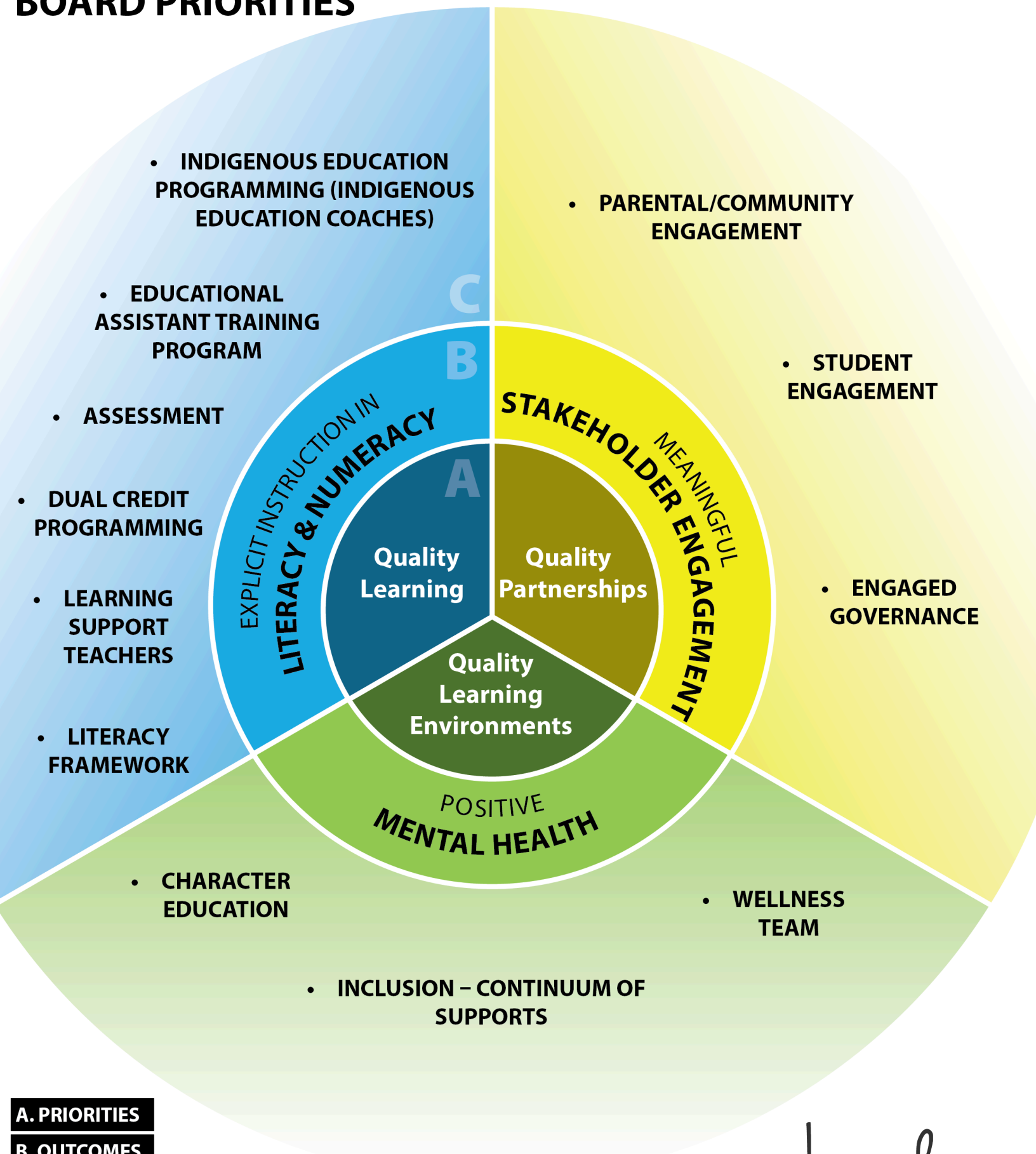
At Vanier, we strive to create opportunities through strong connections within the school and community at large ensuring that students achieve independence, gain confidence, and acquire the skills and knowledge necessary to be successful in life.

A handwritten signature in dark ink that reads "Bill Sheets". The signature is written in a cursive, flowing style.

Bill Sheets, Principal

Tara Lee, GPV School Council Chair

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

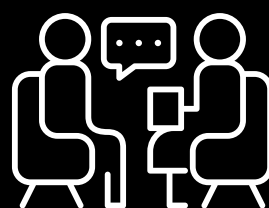
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



301
SURVEY
RESPONSES



13
ENGAGEMENT
SESSIONS

ABOUT US

Georges P. Vanier School is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located near the intersection of Highway 2 and Highway 49, located approximately 65 km south of Peace River and 427 km northwest of Edmonton.

We are a 7-12 school, offering dual-track programming in French Immersion and English for students in grades 7 to 9 with a full array of courses for our senior high students. Our school has a student population of approximately 240 students and is situated in the heart of northwestern Alberta's Smoky River region. We pride ourselves on the small school with big city programming. This is an area of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

We are also pleased to see an increase of 53% in parental input to the assurance survey for this year. This added input will increase the validity of the data and we will work to address the areas needing growth.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Georges P Vanier 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	78.3	87.3	86.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	66.8	74.2	77.8	79.4	80.3	80.9	Low	Declined	Issue
	3-year High School Completion	78.2	76.2	78.3	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	83.6	87.3	84.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	61.7	60.0	60.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	8.9	9.0	9.0	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	67.3	75.9	75.9	81.5	80.3	80.3	Very Low	Declined	Concern
Teaching & Leading	Diploma: Excellence	7.2	8.3	8.3	22.6	21.2	21.2	Very Low	Maintained	Concern
	Education Quality	80.4	87.0	87.8	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.9	78.0	80.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	77.0	85.1	86.3	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.2	83.8	85.5	79.5	79.1	78.9	High	Maintained	Good

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	2020				2021				2022				2023				2024				Achievement			Improvement			Overall			2020			2021			2022			2023			2024			2020			2021			2022			2023			2024																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

COMMENTS

We will explore how to better frame the understanding of the question asked regarding engagement. There is a disconnect between teacher perception and student or parent perception. We will endeavour to explain what engagement looks like and sounds like.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Authority										Province																														
	2020					2021					2022					2023					2024					2020					2021					2022					2023					2024					
	N		%		N	N		%		N	N		%		N	N		%		N	N		%		N	N		%		N	N		%		N	N		%		N	N		%								
	N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%		N	%	N	%	N	%	N	%			
Overall	109	84.5	94	87.6	97	81.4	101	74.2	104	66.8	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Parent	12	71.7	16	76.9	9	71.1	15	65.3	23	54.8	Low	Declined	Issue	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4																		
Student	79	84.0	61	85.8	70	72.9	71	65.3	64	57.3	Very Low	Maintained	Concern	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7																		
Teacher	12	71.7	16	76.9	9	71.1	15	65.3	23	54.8	Very Low	Declined	Concern	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7																		
Overall	109	84.5	94	87.6	97	81.4	101	74.2	104	66.8	Low	Declined	Issue	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4																		
Parent	12	71.7	16	76.9	9	71.1	15	65.3	23	54.8	Very Low	Maintained	Concern	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7																		
Student	79	84.0	61	85.8	70	72.9	71	65.3	64	57.3	Very Low	Declined	Concern	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6																		
Teacher	18	97.8	17	100.0	18	100.0	15	92.0	17	88.2	Intermediate	Maintained	Acceptable	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8																		

COMMENTS

George P. Vanier students engage in many activities that model active citizenship, including, but not limited to, community engagement in activities like “No Stone Left Alone”, community clean up, Legacy Hours, and formal mentorship classes, which include activities with other schools in the area. School-wide activities that promote active citizenship include recognition of Remembrance Day Ceremonies, Orange Shirt Day, anti-bullying campaigns, Land-based-learning opportunities, and a week-long team-building and character education opportunity for our grade nine students in the spring at Camp YoWoChAs. We will promote these and other activities throughout the year as examples of active citizenship for future surveys.

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										Authority															Province																								
	2019					2020					2021					2022					2023					2019					2020					2021					2022					2023				
	N		%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		
	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
3 Year Completion	42	76.2	39	79.5	51	79.4	32	76.2	40	78.2	Intermediate	Maintained	Acceptable	252	60.1	246	60.8	263	61.3	250	55.3	271	56.3	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4																	
4 Year Completion	42	82.3	42	78.0	38	87.5	51	81.7	32	82.3	Intermediate	Maintained	Acceptable	261	70.8	250	69.1	246	66.4	265	63.3	250	64.8	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1																	
5 Year Completion	51	83.7	42	87.1	42	80.4	38	87.3	51	83.6	Intermediate	Maintained	Acceptable	249	71.1	265	73.0	250	70.8	245	68.7	265	64.9	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1																	

COMMENTS

Our percentages in this facet of the survey are more in line with the provincial values. We continue to utilize our Career Coach position and our diverse programs to formulate workable graduation plans for our students. Strengthening these numbers is always our goal, and we look forward to being more responsive to student needs with an increase in allotment for our Career Coach in the coming year.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	n/a	n/a	69.2	5.8	60.6	12.1	73.8	7.1	70	15	80	15
	Authority	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4				
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8				
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	100	10.0	84.6	0.0	66.7	0.0	90	10	90	15
	Authority	n/a	n/a	n/a	n/a	100	10.0	78.6	0.0	66.7	0.0				
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6				
Mathematics 9	School	n/a	n/a	n/a	n/a	38.5	5.8	45.5	6.1	42.9	9.5	60	10	70	10
	Authority	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9				
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0				
Science 9	School	n/a	n/a	n/a	n/a	65.4	19.2	63.6	6.1	71.4	11.9	70	10	80	15
	Authority	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8				
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8				
Social Studies 9	School	n/a	n/a	n/a	n/a	53.8	5.8	60.6	15.2	57.1	9.5	70	15	70	10
	Authority	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8				
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	68.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Low	Improved	Acceptable	42	73.8	33	60.6	59,096	69.5	56,255	71.4
	Standard of Excellence	Low	Maintained	Issue	42	7.1	33	12.1	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	Very Low	Declined	Concern	12	66.7	13	84.6	3,308	76.6	3,215	76.1
	Standard of Excellence	Very Low	Maintained	Concern	12	0.0	13	0.0	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	42	42.9	33	45.5	58,577	52.7	55,447	54.4
	Standard of Excellence	Low	Maintained	Issue	42	9.5	33	6.1	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	42	71.4	33	63.6	59,072	67.6	56,311	66.3
	Standard of Excellence	High	Maintained	Good	42	11.9	33	6.1	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	42	57.1	33	60.6	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	Maintained	Concern	42	9.5	33	15.2	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

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. 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. 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

Areas of strength in the Provincial Achievement Test results include the acceptable level for ELA-9 and Science 9 where we were slightly ahead of the provincial average. We continue to pursue avenues to support numeracy not only at the grade 9 level, but throughout all of the grades. We are working closely with the numeracy leads to advance best practices in this area. The French Language Arts results are weak with a limited number of students. We have a returning teacher this year and will work to improve results with consistency in the program.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	93.3	0.0	66.7	4.8	100	10	100	12
	Authority	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.9	2.6				
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1				
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	94.4	0.0	73.3	0.0	100	10	100	15
	Authority	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	84.8	11.4				
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9				
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	100	0.0	*	*	100	15	100	10
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100	0.0	*	*				
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	44.4	11.1	27.3	0.0	100	10	80	15
	Authority	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	23.4	4.3				
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9				
Mathematics 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	81.3	12.5	75.0	8.3	100	15	100	10
	Authority	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	43.9	2.4				
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4				
Social Studies 30-1	School	n/a	n/a	n/a	n/a	*	*	86.7	26.7	61.1	5.6	100	28	80	15
	Authority	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8				
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7				
Social Studies 30-2	School	n/a	n/a	n/a	n/a	78.6	0.0	54.5	0.0	87.5	0.0	70	10	100	15
	Authority	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1				
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7				
Biology 30	School	n/a	n/a	n/a	n/a	75.0	25.0	58.3	0.0	72.7	21.2	75	25	85	25
	Authority	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	62.2	10.0				
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7				
Chemistry 30	School	n/a	n/a	n/a	n/a	76.9	38.5	69.2	23.1	55.6	5.6	75	25	85	15
	Authority	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6				
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0				
Physics 30	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	80	10	85	15
	Authority	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1	55.0	10.0				
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	21	66.7	15	93.3	33,001	84.2	31,493	83.7
	Standard of Excellence	Low	Maintained	Issue	21	4.8	15	0.0	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	Very Low	Declined	Concern	15	73.3	18	94.4	19,219	85.7	17,112	86.2
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	18	0.0	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	*	*	*	4	*	7	100.0	1,200	95.3	1,236	93.1
	Standard of Excellence	*	*	*	4	*	7	0.0	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	11	27.3	9	44.4	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Declined	n/a	11	0.0	9	11.1	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	12	75.0	16	81.3	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Maintained	n/a	12	8.3	16	12.5	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	Very Low	Declined	Concern	18	61.1	15	86.7	25,167	85.2	24,023	83.5
	Standard of Excellence	Low	Declined	Issue	18	5.6	15	26.7	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	16	87.5	11	54.5	23,985	77.6	21,045	78.1
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	11	0.0	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Low	Improved	Acceptable	33	72.7	24	58.3	24,414	83.1	23,270	82.7
	Standard of Excellence	Low	Improved Significantly	Good	33	21.2	24	0.0	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Very Low	Maintained	Concern	18	55.6	13	69.2	19,955	82.9	18,364	80.5
	Standard of Excellence	Very Low	Declined	Concern	18	5.6	13	23.1	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,955	85.1	9,241	82.3
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1

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. 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.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS

The low results in both English Language Arts and Social Studies demand a closer look at our assessment practices as well as the use of the RCAT and HLAT data to improve instructional practices. We are also seeking out Professional Development specifically designed to address the identified weaknesses in students' writing and reading comprehension skills. There may also be consideration for aligning student skills with the particular stream they choose, which is indicated by a dip in both humanity courses. We are also utilizing diploma prep courses for students this semester.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2019-20			2020-21			2021-22			2022-23			2023-24				
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#		%	#	%	#
MIPI	Grade 7	Requires Attention	48	43.5	10	29	55.0	11	42	58.6	17	25	52.4	11	28	46.2	12	0.0	0
		May Require Attention		56.5	13		45.0	9		41.4	12		47.6	10		30.8	8	40.0	2
		Does Not Require Attention		43.5	10		10.0	2		37.9	11		19.0	4		23.1	6	60.0	3
	Grade 8	Requires Attention	44	30.0	9	42	60.7	17	31	25.0	6	43	65.2	15	29	46.4	13	0.0	0
		May Require Attention		36.7	11		32.1	9		29.2	7		17.4	4		28.6	8	18.2	2
		Does Not Require Attention		43.3	13		25.0	7		50.0	12		56.5	13		25.0	7	81.8	9
	Grade 9	Requires Attention	41	38.7	12	36	54.3	19	53	13.6	3	34	35.7	10	41	53.3	16	11.1	2
		May Require Attention		19.4	6		25.7	9		31.8	7		17.9	5		13.3	4	22.2	4
		Does Not Require Attention		38.7	12		2.9	1		50.0	11		42.9	12		33.3	10	66.7	12
	Grade 10	Requires Attention	29	21.7	5	41	61.9	13	36	47.2	17	53	ND	ND	38	60.9	14	ND	ND
		May Require Attention		26.1	6		33.3	7		22.2	8		ND	ND		34.8	8	ND	ND
		Does Not Require Attention		26.1	6		4.8	1		11.1	4		ND	ND		4.3	1	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	51	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	42	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

The Mathematics teachers at Georges P. Vanier are working closely with the numeracy leads and the numeracy coordinator to address learner needs as we develop a numeracy framework. Utilizing a consistent numeracy tool to benchmark student progress will be the initial goal in this measure, as well as accessing divisional staff such as the Numeracy Lead and Curriculum Coordinator to support teachers in this area.

The 2024/25 school year has teachers of all curriculum diving into the data of these universal screens to establish trends within the areas of concern/growth. Subject groups are making commitments and measures to the areas identified during PD days. All subject areas are working together to support numeracy as it embeds itself in all pedagogy. This will be a continued area of focus for teachers and PD for the next few school years as we look to improve overall student numeracy skills.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20 ¹					2020-21 ¹					2021-22 ²					2022-23					2023-24				
			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	48	64.9	24	ND	ND	29	53.8	14	60.0	15	42	34.1	14	ND	ND	25	44.0	11	50.0	11	28	17.4	4	60.7	17
		Acceptable		35.1	13	ND	ND		42.3	11	32.0	8		61.0	25	ND	ND		56.0	14	50.0	11		60.9	14	39.3	11
		Excellence		0.0	0	ND	ND		3.8	1	8.0	2		4.9	2	ND	ND		0.0	0	0.0	0		21.7	5	0.0	0
	Grade 8	Limited	44	20.0	7	ND	ND	42	22.9	8	47.5	19	31	43.3	13	25.0	3	43	44.2	19	18.2	2	29	22.6	7	65.4	17
		Acceptable		62.9	22	ND	ND		71.4	25	50.0	20		56.7	17	50.0	6		46.5	20	81.8	9		71.0	22	26.9	7
		Excellence		17.1	6	ND	ND		5.7	2	2.5	1		0.0	0	25.0	3		9.3	4	0.0	0		6.5	2	7.7	2
	Grade 9	Limited	41	44.1	15	ND	ND	36	32.3	10	36.7	11	53	52.0	26	35.6	16	34	25.9	7	30.4	7	41	25.0	9	52.8	19
		Acceptable		44.1	15	ND	ND		64.5	20	56.7	17		48.0	24	64.4	29		55.6	15	69.6	16		44.4	16	47.2	17
		Excellence		11.8	4	ND	ND		3.2	1	6.7	2		0.0	0	0.0	0		18.5	5	0.0	0		30.6	11	0.0	0
	Grade 10	Limited		ND	ND	ND	ND	41	51.6	16	37.1	13	36	17.9	5	ND	ND	53	ND	ND	37.5	3	38	48.7	19	51.9	14
		Acceptable		ND	ND	ND	ND		45.2	14	45.7	16		78.6	22	ND	ND		ND	ND	62.5	5		51.3	20	44.4	12
		Excellence		ND	ND	ND	ND		3.2	1	17.1	6		3.6	1	ND	ND		ND	ND	0.0	0		0.0	0	0.0	0
RCAT	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	36	21.7	5	ND	ND	51	35.7	5	61.1	11
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	78.3		18	ND	ND	57.1		8	38.9	7	
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	0.0		0	ND	ND	7.1		1	0.0	0	
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	36	ND	ND	ND	ND	42	ND	ND	ND	ND
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

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 HLT assessment for all grades

COMMENTS

Staff at Georges P. Vanier are utilizing regular literacy assessments to support learning and are participating in divisional professional development targeting literacy, especially RCAT data and identifying strategies to implement in individual classes. We are also developing a referral system for a Community Classroom to support individual students and small groups with targeted interventions on a short-term basis.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School												Authority												Province											
	2020		2021		2022		2023		2024		Measure Evaluation						2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	109	93.8	94	92.3	97	88.5	101	87.0	104	80.4	Very Low	Declined	Concern	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6			
Parent	12	90.1	16	87.5	9	83.3	15	80.0	23	76.5	Low	Maintained	Issue	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8			
Student	79	91.2	61	90.3	70	83.1	71	86.6	64	70.6	Very Low	Declined Significantly	Concern	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9			
Teacher	18	100.0	17	99.0	18	99.1	15	94.4	17	94.1	Intermediate	Maintained	Acceptable	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9			

COMMENTS

Although there is a decline in the satisfaction rating for students and parents, there is no indication as to what qualities with which they are dissatisfied. The staff has remained largely unchanged, and the focus continues to be on quality instruction with meaningful assessment. We will explore ways to better understand student and parent dissatisfaction in this area with focused conversations with stakeholders.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

The staff of Georges P. Vanier School are engaged in a variety of professional learning opportunities, including division-wide initiatives focused on interleaving, spiralling curriculum, interpretations of literacy assessments and strategies supporting student learning related to literacy and numeracy. The area of focus is on hard data provided to us via universal screens and PAT/DIP results. Staff have spent Professional Development days examining trends in the data in all subject areas. Teachers have worked in subject teams to determine short-term goals/commitments/measures to improve pedagogy, assessment and student achievement.

With respect to supervision and evaluation, the administration team, Principal, Vice Principal, and Learning Support Teacher, are involved in regular formal and informal supervision on all teachers in the school ensuring a consistency in programming, planning, and assessment practices.

As well, the Vice Principal is involved in coaching and mentoring new teachers with regular visits to their classrooms and support in the development of curricular knowledge, long-range/unit/daily planning, assessment practices and classroom management practices. Observation and walkthroughs allow for debrief conversations. This gives the teachers reflection opportunity and to make commitments that can be measured by themselves. Supervision and support to help the teachers reach these goals follows.

The Principal is engaged in the formal evaluation process for 3 teaching staff. Two teachers are seeking a permanent teaching certificate, and one is on a probationary contract. The evaluation process consists of regular classroom visits, both planned and impromptu, with debriefing sessions following each visit. The evaluation process follows the TQS document and reflects all six dimensions regarding teaching standards.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School													Authority										Province									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	94	92.4	97	87.6	101	85.1	104	77.0	n/a	Declined	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	16	87.2	9	79.5	15	78.4	23	63.2	n/a	Maintained	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	61	90.0	70	83.1	71	86.6	64	72.6	n/a	Declined	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	17	100.0	18	100.0	15	90.4	17	95.3	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

We endeavour to provide supports and services at the school with the use of the Learning Support Teacher and available staff to support short-term student remedial assistance in our Community Classroom, as well as the strategic use of educational assistants for targeted supports. The division is restructuring the educational support referral process as well as implementing a new counselling service provider model for the division. In the interim, we continue to utilize our wellness coach, career coach, and LST to their full potential.

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										Measure Evaluation			Authority								Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	94	88.4	97	82.9	101	78.0	104	70.9	n/a	Declined	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	16	81.6	9	72.2	15	75.0	23	61.7	n/a	Maintained	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	61	83.6	70	76.4	71	73.4	64	61.8	n/a	Declined	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	17	100.0	18	100.0	15	85.7	17	89.1	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

While this assurance measure is multifaceted, it is challenging to recognize the rationale for the declining trend in this area. Staff work diligently to provide welcoming learning environments, and we have reimagined the use of the entire school by moving classes to rooms to accommodate class size, accessibility to resources, and programming. Staff also engage in regularly connecting with students as they enter and leave the building by greeting them and connecting with students on a daily basis.

Although the building itself is aging, and furniture in many learning environments is dated and needs replacement, teachers are consistently working to develop the ergonomics of their classrooms to promote engagement and create pleasant learning spaces.

While there have been changes mandated at the division level to improve safety, such as the installation of detectors in bathroom and change room areas, and a front doorbell and camera, these additions may be perceived as indicators of issues instead of preventative measures.

We will work to better understand dissatisfaction in this measure and advocate for improvement in this measure.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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 HPSSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	30	83.6	33	87.5	27	87.2	29	83.8	40	79.2	High	Maintained	Good	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	12	68.3	16	75.0	9	77.8	15	73.3	23	66.7	Intermediate	Maintained	Acceptable	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	18	98.9	17	100.0	18	96.7	14	94.3	17	91.8	High	Maintained	Good	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

We are pleased to see maintained improvement in this domain as we continually seek out ways to involve parents in the decisions regarding their child's education. We place a lot of importance on regular, constructive communication with parents and are consistently putting the needs of the student first in our minds. We host a number of community events (Welcome Back, Christmas Concert, Spring engagement, Colour Night, Band Concerts, etc) throughout the school year to allow parents opportunities to communicate and engage with staff informally.

SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Measure Evaluation			Authority					Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	42	39	51	32	40	n/a	n/a	n/a	252	246	263	250	271	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	23.8	n/a	n/a	27.0	11.7	Intermediate	n/a	n/a	32.7	n/a	n/a	44.3	33.0	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	76.2	n/a	n/a	73.0	88.3	Intermediate	n/a	n/a	67.3	n/a	n/a	55.7	67.0	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	76.2	n/a	n/a	28.6	83.3	Intermediate	n/a	n/a	63.3	n/a	n/a	34.6	60.7	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	59.0	n/a	n/a	0.0	53.0	Low	n/a	n/a	43.9	n/a	n/a	11.0	36.9	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	54.1	n/a	n/a	0.0	45.4	Intermediate	n/a	n/a	33.9	n/a	n/a	0.8	28.3	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	31.9	n/a	n/a	0.0	32.8	Intermediate	n/a	n/a	16.9	n/a	n/a	0.0	16.4	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	14.7	n/a	n/a	0.0	22.7	High	n/a	n/a	4.4	n/a	n/a	0.0	6.7	13.7	n/a	n/a	0.0	8.4

COMMENTS

We recognize the value in seeing students write 3 or more diploma exams, but we are primarily focused on meeting student and parent expectations for success beyond high school, no matter what form that takes. We endeavour to provide meaningful instruction in as many of the diploma exam courses as our student demographics will support, but the primary goal is always to support graduation and post-graduation goals for our students.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	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	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%									
Drop Out Rate	182	4.3	177	2.1	157	6.0	156	7.1	142	3.3	High	Maintained	Good	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	197,800	2.5	199,100	2.5	200,000	2.5	200,000	2.5							
Returning Rate	6	0.0	9	0.0	4	*	12	10.9	13	28.2	n/a	n/a	n/a	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,244	16.6	6,244	16.6	6,244	16.6	6,244	16.6							

COMMENTS

This data is difficult to interpret as we will expect to provide all students with educational programming and if circumstances require alternative programming or a delayed program while other life elements take precedence. In all cases, we advocate for the best long-term goal for the student.

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									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	18	83.3	17	80.4	18	86.8	15	46.5	17	74.0	Very Low	Maintained	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	18	83.3	17	80.4	18	86.8	15	46.5	17	74.0	Very Low	Maintained	Concern	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

In this measure there has been a significant increase in satisfaction, although there is still room for improvement. To this end, the administration will work to incorporate meaningful professional development for individual teachers through their individual professional development plan, as well as building self-directed professional development practices that promote teacher efficacy. The restructuring of central office positions will help to stabilize a direction for professional development and advance the divisional vision.

SUPPLEMENTAL MEASURES

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	30	79.2	32	88.3	27	82.4	30	89.3	39	80.8	High	Maintained	Good	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9				
Parent	12	58.3	15	76.7	9	64.7	15	78.6	22	67.4	High	Maintained	Good	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3				
Teacher	18	100.0	17	100.0	18	100.0	15	100.0	17	94.1	Very High	Declined	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6				

COMMENTS

There is a slight drop in the percentages here, but we continue to advocate for the connection of the skills learned at school to be applicable to lifelong learning. It will be important to message this philosophy to parents at every opportunity to have them make the connection between schooling and learning. This may also be representative of parental concern with their child's ability to visualize a future beyond school that includes learning.

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	109	90.0	94	92.8	97	90.7	101	83.3	104	85.9	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8		
Parent	12	78.1	16	87.1	9	83.6	15	81.9	23	83.8	Very High	Maintained	Excellent	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3		
Student	79	93.3	61	91.4	70	89.4	71	78.3	64	79.4	Very High	Maintained	Excellent	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7		
Teacher	18	98.6	17	100.0	18	99.3	15	89.7	17	94.6	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2		

COMMENTS

We are happy to see that students and parents recognize our efforts to support an extremely diverse program of studies. We will continue to explore opportunities to connect with emerging programming such as agriculture, reintroducing drama, enhancing our CTS programming, utilizing community instructors in specialty programs, and supporting the Dual Credit program that supports student transitions to post-secondary programs.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	109	91.8	94	92.4	97	88.2	101	86.6	104	78.1	Very Low	Declined	Concern	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	12	83.3	16	87.2	9	81.5	15	75.6	23	61.8	Very Low	Declined	Concern	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	79	92.2	61	90.0	70	83.1	71	86.6	64	72.6	Very Low	Declined	Concern	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	18	100.0	17	100.0	18	100.0	15	97.7	17	100.0	Very High	Maintained	Excellent	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS

The decline in this measure may be due to a lack of good messaging to parents about the in-house efforts of the school to support individual student learning, such as targeted interventions identified through universal screening tools, the use of differentiated strategies by teachers to meet student learning needs, supports supplied by the LST in the form of educational assistant deployment, resource procurement, and lesson support. Implementation of the study hall program has also supported this effort.

While school-level elements are part of the solution, divisional-level restructuring will improve access to supports such as Ed psych and counselling services in the future.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

			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	%	N	%																
Rutherford Scholarship Eligibility Rate			70	72.9	40	57.5	45	75.6	32	62.5	37	75.7	Very High	Improved	Excellent	368	48.9	307	45.9	305	48.5	296	51.7	302	48.3	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7																						

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2019	70	43	61.4	42	60.0	28	40.0	51	72.9
2020	40	19	47.5	21	52.5	14	35.0	23	57.5
2021	45	29	64.4	30	66.7	26	57.8	34	75.6
2022	32	17	53.1	17	53.1	13	40.6	20	62.5
2023	37	24	64.9	25	67.6	18	48.6	28	75.7

COMMENTS

We are happy to see a continued improvement in this area. This indicator is supportive of the efforts of our career counsellor as well as the whole staff to promote participation in this program.

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										Authority										Province														
	2020		2021		2022		2023		2024		Measure Evaluation					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	109	91.8	94	90.5	97	86.9	101	83.4	104	77.0	Very Low	Declined	Concern	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1		
Parent	12	86.7	16	83.5	9	77.8	15	82.7	23	69.6	Very Low	Maintained	Concern	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0		
Student	79	88.7	61	87.9	70	82.9	71	80.9	64	69.6	Very Low	Declined	Concern	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4		
Teacher	18	100.0	17	100.0	18	100.0	15	86.7	17	91.8	Intermediate	Maintained	Acceptable	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9		

COMMENTS

This is another measure that shows a marked differential between staff and parents/students' perceptions. We participate in programming that supports caring for others, such as the PACE programming, Bryan St. Louis' presentation on respect and empathy, and annually, our grade nine class engages in a week-long character development and teamwork program at camp YoWoChAs, among others. We also continue to promote respect for others through our daily interactions and observances of annual character development events such as Orange Shirt Day, Antibullying Campaigns (Pink Shirt Day), remembrance day ceremonies, and related events. We have reinstituted a schoolwide mentorship program to support these efforts and building multi-grade connections between students.

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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	109	91.9	94	89.3	97	90.8	101	81.7	104	78.1	High	Declined	Acceptable	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	12	81.5	16	73.8	9	83.8	15	78.6	23	72.1	High	Maintained	Good	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	79	95.2	61	94.0	70	89.7	71	82.2	64	77.0	Low	Declined	Issue	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	18	99.1	17	100.0	18	99.1	15	84.4	17	85.3	High	Maintained	Good	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

This measure may refer to those agencies that parents and students access through community organizations. The school continues to work with these agencies to bring services to students and families, but delays in accessibility and caseloads may be contributing to increased dissatisfaction.

SUPPLEMENTAL MEASURES

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.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	109	87.6	91	91.8	96	79.6	101	71.3	102	80.8	Very High	Maintained	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	12	66.7	14	85.7	9	77.8	15	66.7	22	72.7	Intermediate	Maintained	Acceptable	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	79	96.1	60	89.7	70	60.9	71	67.4	64	69.8	Low	Maintained	Issue	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	18	100.0	17	100.0	17	100.0	15	80.0	16	100.0	Very High	Improved	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

The increase in this measure is important for us as a staff at GPV. It indicates that stakeholders are aware of our efforts to improve the learning experience for students and families in our communities.

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									
	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	%		
4 Year Rate	42	51.0	42	57.7	38	34.3	51	46.4	32	40.9	Intermediate	Maintained	Acceptable	261	38.0	250	36.0	246	33.7	265	25.1	250	28.9	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	52	61.7	51	58.3	42	61.0	42	67.7	38	42.8	Low	Declined	Issue	282	53.5	250	48.2	265	47.7	250	49.3	245	40.7	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

COMMENTS

We feel that this measure is more of an indicator of the changing demographics and expectations of families to access post-secondary learning. As we use our career counsellor's work to identify student goals beyond high school, we will continue to promote the highest level of learning for our students. It is also noted that our 4-year rate is in line with the province and well ahead of the authority.

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.

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													
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	29	77.3	32	90.0	27	94.4	29	89.3	39	79.5	High	Declined	Acceptable	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8				
Parent	11	54.5	15	80.0	9	88.9	14	78.6	22	59.1	Intermediate	Declined	Issue	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8				
Teacher	18	100.0	17	100.0	18	100.0	15	100.0	17	100.0	Very High	Maintained	Excellent	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7				

COMMENTS

Here again, we see a disconnect between parental and teacher perceptions of student learning. This may be because we are not messaging how the attitudes and behaviours we teach are connected to the work environment, or that parents believe that students are not prepared for the expectations of work environments. Regardless, this measure would require a closer examination to more fully understand parental dissatisfaction.