



Georges P. Vanier School

**Annual Education Results Report
2022-23**



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 offer 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. 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.

Principal's Message

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.

School council input on the AERR will be included here after our next meeting on December 5th, 2023

Fall 2023 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	87.3	85.6	85.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	74.2	81.4	82.9	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	76.2	79.4	78.3	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.3	80.4	83.8	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	60.0	58.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.0	9.2	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	75.9	73.1	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	8.3	19.2	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	87.0	88.5	91.1	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.0	82.9	82.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.1	87.6	87.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	83.8	87.2	85.4	79.1	78.8	80.3	Very High	Maintained	Excellent

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

Assurance Domain	Measure	Georges P Vanier School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	69.8	45.5	46.7	57.0	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	70.7	51.9	50.8	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	*	25.0	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	0.0	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	84.2	57.1	n/a	74.8	68.7	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	15.8	14.3	n/a	11.3	8.5	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School												Authority										Province										
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	43	80.7	42	76.2	39	79.5	51	79.4	32	76.2	Intermediate	Maintained	Acceptable	260	64.4	252	60.1	246	60.8	263	61.3	250	55.3	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	51	83.7	42	82.3	42	78.0	38	87.5	51	81.7	Intermediate	Maintained	Acceptable	249	69.3	261	70.8	250	69.1	246	66.4	265	63.3	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	52	82.9	51	83.7	42	87.1	42	80.4	38	87.3	Intermediate	Maintained	Acceptable	283	71.5	249	71.1	265	73.0	250	70.8	245	68.7	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

First Nation, Métis, and Inuit High School Completion Rate

	Georges P Vanier School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	71.4	7	44.7	6	50.0	10	45.5	6	69.8	Low	Maintained	Issue	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	8	27.9	7	73.1	6	34.8	8	71.2	10	44.9	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	5	*	8	27.0	7	73.6	6	51.9	8	70.7	Very Low	Maintained	Concern	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

Comments on Results

The high school completion rate continues to be high for the general population but is lower for self-identified Indigenous students. Sample size is extremely small and as a result percentages will fluctuate greatly. 5-year FNMI completion rate is in line with the province. We will strengthen the involvement of our Indigenous education coach in the formation of connections with our FNMI families to promote successful pathways to graduation for those students.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	13	80.0	109	84.5	94	87.6	97	81.4	101	74.2	Intermediate	Declined	Issue	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	13	80.0	12	71.7	16	76.9	9	71.1	15	65.3	Intermediate	Maintained	Acceptable	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	79	84.0	61	85.8	70	72.9	71	65.3	Intermediate	Declined	Issue	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	n/a	n/a	18	97.8	17	100.0	18	100.0	15	92.0	Intermediate	Maintained	Acceptable	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

We believe that the decline in these percentages stem from a lack of understanding of how citizenship is incorporated into our programming. Legacy hours, mentorship programs, and regular engagement in character development activities are forms of citizenship development. We will focus on messaging to our stakeholders the concrete evidence of citizenship development throughout the year utilizing our Facebook page, website, and monthly newsletters as well as local media sources.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	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	94	89.4	97	85.6	101	87.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	16	87.5	9	81.5	15	91.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	61	80.6	70	75.2	71	73.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	17	100.0	18	100.0	15	97.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

We are happy with the overall results here but would continue to press for 100% engagement from all students. We feel the student percentage is a more accurate representation and would promote a focus in that section of the data.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																						
	School													Authority										Province														
	2018					2019					2020					2021					2022					Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	195	2.3	182	4.3	177	2.1	157	6.0	156	7.1	Low	Declined	Issue	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5					
Returning Rate	6	24.2	6	0.0	9	0.0	4	*	12	10.9	n/a	n/a	n/a	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2					

Comments on Results

We constantly ensure that students leaving our school authority are provided with opportunity to seek enrollment in alternate educational opportunities. Follow up contact is attempted in every case. We will continue to pursue this strategy to lower the dropout rate.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	13	91.3	109	90.0	94	92.8	97	90.7	101	83.3	Very High	Declined	Good	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	13	91.3	12	78.1	16	87.1	9	83.6	15	81.9	Very High	Maintained	Excellent	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	79	93.3	61	91.4	70	89.4	71	78.3	Very High	Declined Significantly	Acceptable	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	n/a	n/a	18	98.6	17	100.0	18	99.3	15	89.7	High	Declined	Acceptable	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

We are happy with the diversity of programming at the current time, but will explore options to include new or cycled programming including Drama, Agriculture, and Career and Technology Foundations for Junior High.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	69	58.0	70	72.9	40	57.5	45	75.6	32	62.5	Intermediate	Maintained	Acceptable	355	50.1	368	48.9	307	45.9	305	48.5	296	51.7	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Comments on Results

We will endeavour to promote Rutherford Scholarship Eligibility for all students in Senior High. A focus on appropriate course stream selection will support this indicator.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	13	92.3	109	91.8	94	90.5	97	86.9	101	83.4	Intermediate	Declined	Issue	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	13	92.3	12	86.7	16	83.5	9	77.8	15	82.7	Intermediate	Maintained	Acceptable	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	79	88.7	61	87.9	70	82.9	71	80.9	High	Maintained	Good	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	18	100.0	17	100.0	18	100.0	15	86.7	Very Low	Declined	Concern	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

The decline in this measure is only slight but was enough to signal a colour change. We note there was an increase in the parental indicator and we are happy to promote the evidence of a safe and caring environment through our media tools on a monthly basis.

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	75.0	109	87.6	91	91.8	96	79.6	101	71.3	Intermediate	Declined Significantly	Issue	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	12	75.0	12	66.7	14	85.7	9	77.8	15	66.7	Low	Maintained	Issue	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	79	96.1	60	89.7	70	60.9	71	67.4	Low	Declined	Issue	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	n/a	n/a	18	100.0	17	100.0	17	100.0	15	80.0	High	Declined Significantly	Issue	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

The improvement measures in this indicator are misleading as the student value has increased and the parental value has declined slightly. To address this indicator, we will promote our school improvement through our School Council, and various media tools. We are implementing a Collaborative Response Model (CRM) and Character Education (student leadership mentorship program), on a school wide basis.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																								
	School										Authority										Province																			
	2019					2020					2021					2022					2023					Measure Evaluation					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	13	61.5	29	77.3	32	90.0	27	94.4	29	89.3	Very High	Maintained	Excellent	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1							
Parent	13	61.5	11	54.5	15	80.0	9	88.9	14	78.6	Very High	Maintained	Excellent	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0							
Teacher	n/a	n/a	18	100.0	17	100.0	18	100.0	15	100.0	Very High	Maintained	Excellent	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3							

Comments on Results

We celebrate this result and work continually to promote work preparation initiatives within the school and partnerships with the community in the form of Work Experience, Registered Apprenticeship Program, Dual Credit, job shadowing, and Green Certificate programs.

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	51	41.5	42	51.0	42	57.7	38	34.3	51	46.4	High	Maintained	Good	249	33.5	261	38.0	250	36.0	246	33.7	265	25.1	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	55	67.9	52	61.7	51	58.3	42	61.0	42	67.7	High	Maintained	Good	249	52.6	282	53.5	250	48.2	265	47.7	250	49.3	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

Comments on Results

Although we are happy with the current results in this measure, it is merely an indicator of those seeking post-secondary education. We are above the authority and provincial values in this measure.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	13	61.5	30	79.2	32	88.3	27	82.4	30	89.3	Very High	Maintained	Excellent	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	13	61.5	12	58.3	15	76.7	9	64.7	15	78.6	Very High	Maintained	Excellent	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	n/a	n/a	18	100.0	17	100.0	18	100.0	15	100.0	Very High	Maintained	Excellent	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

We celebrate the results in this measure and see it as an indication of the dedication staff give students in the tools to become lifelong learners.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	67.6	11.8	n/a	n/a	n/a	n/a	69.2	5.8	60.6	12.1	70	15
	Authority	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
French Language Arts 9 année	School	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0	84.6	0.0	90	10
	Authority	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0	78.6	0.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Mathematics 9	School	52.9	8.8	n/a	n/a	n/a	n/a	38.5	5.8	45.5	6.1	60	10
	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	School	67.6	29.4	n/a	n/a	n/a	n/a	65.4	19.2	63.6	6.1	70	10
	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	School	52.9	8.8	n/a	n/a	n/a	n/a	53.8	5.8	60.6	15.2	70	15
	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	33	60.6	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	33	12.1	n/a	n/a	56,255	13.4	n/a	n/a
French Language Arts 9 année	Acceptable Standard	Intermediate	n/a	n/a	13	84.6	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	13	0.0	n/a	n/a	3,215	10.9	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	33	45.5	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	33	6.1	n/a	n/a	55,447	13.5	n/a	n/a
Science 9	Acceptable Standard	Intermediate	n/a	n/a	33	63.6	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	33	6.1	n/a	n/a	56,311	20.1	n/a	n/a
Social Studies 9	Acceptable Standard	Low	n/a	n/a	33	60.6	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	33	15.2	n/a	n/a	56,309	15.9	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Results

We are recognizing trends in the data and are utilizing a detailed analysis of the results of previous PAT results to inform instruction for the current year. We couple this with our internal assessment tools such as the RCAT, HLAT, MIPI, and Benchmark tools to focus on areas of concern within the strands. Using the data, we intend to incorporate strategies from the following programs to support and improve learner needs; Fisher and Frey, AR Data, Word Power, Modified Math Program, Leaps and Bounds, Teacher Created Resources/Class Data, Words their Way, Dibels for grade 7.

Diploma Examination Results

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	94.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	93.3	0.0	100	10
	Authority	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	90.9	0.0	n/a	n/a	n/a	n/a	n/a	n/a	94.4	0.0	100	10
	Authority	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	School	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0	100	15
	Authority	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Mathematics 30-1	School	72.7	18.2	n/a	n/a	n/a	n/a	n/a	n/a	44.4	11.1	100	10
	Authority	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	69.2	7.7	n/a	n/a	n/a	n/a	n/a	n/a	81.3	12.5	100	15
	Authority	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	66.7	4.8	n/a	n/a	n/a	n/a	*	*	86.7	26.7	100	28
	Authority	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	77.8	0.0	n/a	n/a	n/a	n/a	78.6	0.0	54.5	0.0	70	10
	Authority	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	88.2	17.6	n/a	n/a	n/a	n/a	75.0	25.0	58.3	0.0	75	25
	Authority	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		

Chemistry 30	School	88.9	11.1	n/a	n/a	n/a	n/a	76.9	38.5	69.2	23.1	75	25
	Authority	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	66.7	16.7	n/a	n/a	n/a	n/a	*	*	*	*	80	10
	Authority	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Georges P Vanier School								Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average			2023		Prev 3 Year Average	
					N	%	N	%		N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	n/a	n/a	15	93.3	n/a	n/a		31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	15	0.0	n/a	n/a		31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	High	n/a	n/a	18	94.4	n/a	n/a		17,112	86.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	18	0.0	n/a	n/a		17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	Very High	n/a	n/a	7	100.0	n/a	n/a		1,236	93.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a		1,236	6.1	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	9	44.4	n/a	n/a		19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	9	11.1	n/a	n/a		19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	16	81.3	n/a	n/a		14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	16	12.5	n/a	n/a		14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	Intermediate	n/a	n/a	15	86.7	n/a	n/a		24,023	83.5	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	15	26.7	n/a	n/a		24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Very Low	n/a	n/a	11	54.5	n/a	n/a		21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a		21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Very Low	n/a	n/a	24	58.3	n/a	n/a		23,270	82.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	24	0.0	n/a	n/a		23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	13	69.2	n/a	n/a		18,364	80.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	13	23.1	n/a	n/a		18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	*	*	*	5	*	n/a	n/a		9,241	82.3	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	n/a		9,241	39.9	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

A detailed analysis of the disaggregated data will form a focussed plan for instruction in this school year. In areas where diploma preparation is requested beyond the regular instruction, we will endeavour to offer this to students. As well, we will target specific areas of concern through the CRM where applicable to diploma courses. A particular focus on Math 30-1 is expected as those results are anomalous.

Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22 ²				2022-23								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
OCA RCAT	Grade 7	Limited		ND	ND	ND	ND	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
		Acceptable		ND	ND	ND	ND		35.1	13	ND	ND		42.3	11	32.0	8		61.0	25	ND	ND		56.0	14	50.0	11
		Excellence		ND	ND	ND	ND		0.0	0	ND	ND		3.8	1	8.0	2		4.9	2	ND	ND		0.0	0	0.0	0
	Grade 8	Limited		ND	ND	ND	ND	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
		Acceptable		ND	ND	ND	ND		62.9	22	ND	ND		71.4	25	50.0	20		56.7	17	50.0	6		46.5	20	81.8	9
		Excellence		ND	ND	ND	ND		17.1	6	ND	ND		5.7	2	2.5	1		0.0	0	25.0	3		9.3	4	0.0	0
	Grade 9	Limited		ND	ND	ND	ND	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
		Acceptable		ND	ND	ND	ND		44.1	15	ND	ND		64.5	20	56.7	17		48.0	24	64.4	29		55.6	15	69.6	16
		Excellence		ND	ND	ND	ND		11.8	4	ND	ND		3.2	1	6.7	2		0.0	0	0.0	0		18.5	5	0.0	0
	Grade 10	Limited		ND	ND	ND	ND		ND	ND	ND	ND	41	51.6	16	37.1	13	36	17.9	5	ND	ND	53	ND	ND	37.5	3
		Acceptable		ND	ND	ND	ND		ND	ND	ND	ND		45.2	14	45.7	16		78.6	22	ND	ND		ND	ND	62.5	5
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		3.2	1	17.1	6		3.6	1	ND	ND		ND	ND	0.0	0
RCAT	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	36	21.7	5	ND	N
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	78.3		18	ND	N	
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	0.0		0	ND	N	
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	36	ND	ND	ND	N
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	N
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	N
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																								

Numeracy Data			2018-19			2019-20			2020-21			2021-22			2022-23		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#		%	#
MIPI	Grade 7	Requires Attention	48	60.0	15	48	43.5	10	29	55.0	11	42	58.6	17	25	52.4	11
		May Require Attention		40.0	10		56.5	13		45.0	9		41.4	12		47.6	10
		Does Not Require Attention		12.0	3		43.5	10		10.0	2		37.9	11		19.0	4
	Grade 8	Requires Attention	44	53.8	14	44	30.0	9	42	60.7	17	31	25.0	6	43	65.2	15
		May Require Attention		34.6	9		36.7	11		32.1	9		29.2	7		17.4	4
		Does Not Require Attention		38.5	10		43.3	13		25.0	7		50.0	12		56.5	13
	Grade 9	Requires Attention	41	41.7	10	41	38.7	12	36	54.3	19	53	13.6	3	34	35.7	10
		May Require Attention		16.7	4		19.4	6		25.7	9		31.8	7		17.9	5
		Does Not Require Attention		33.3	8		38.7	12		2.9	1		50.0	11		42.9	12
	Grade 10	Requires Attention	53	44.7	17	29	21.7	5	41	61.9	13	36	47.2	17	53	ND	ND
		May Require Attention		34.2	13		26.1	6		33.3	7		22.2	8		ND	ND
		Does Not Require Attention		0.0	0		26.1	6		4.8	1		11.1	4		ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

Comments on Results

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

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	13	89.7	109	93.8	94	92.3	97	88.5	101	87.0	Intermediate	Maintained	Acceptable	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	13	89.7	12	90.1	16	87.5	9	83.3	15	80.0	Intermediate	Maintained	Acceptable	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	79	91.2	61	90.3	70	83.1	71	86.6	High	Maintained	Good	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	18	100.0	17	99.0	18	99.1	15	94.4	Intermediate	Maintained	Acceptable	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments on Results

We are happy to see these results in a positive trend but would work to have a larger parent sample size to see this goal more universally understood.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																																							
	School													Authority										Province																															
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023				
	N	%	N	%	N	%	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	%																		
Overall	n/a	n/a	18	83.3	17	80.4	18	86.8	15	46.5	Very Low	Declined Significantly	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2																						
Teacher	n/a	n/a	18	83.3	17	80.4	18	86.8	15	46.5	Very Low	Declined Significantly	Concern	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2																						

Comments on Results

We will work at understanding the school division's professional development focus and how it may be applicable to our school's needs. As well, we will include a portion of our own individual professional growth plans to align with divisional goals.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	94	88.4	97	82.9	101	78.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	16	81.6	9	72.2	15	75.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	61	83.6	70	76.4	71	73.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	17	100.0	18	100.0	15	85.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

With a slight decline in the teacher portion of this measure, we will explore the possibility of standardizing the common criterion necessary for teachers to develop and maintain welcoming, caring, respectful and safe environments for students and message these to all stakeholders.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	94	92.4	97	87.6	101	85.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	16	87.2	9	79.5	15	78.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	61	90.0	70	83.1	71	86.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	100.0	18	100.0	15	90.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

With a slight decline in the teacher portion of this measure, we feel it is important to discuss and explore possibilities for student support that have not already been established.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	13	66.7	109	91.8	94	92.4	97	88.2	101	86.6	Intermediate	Maintained	Acceptable	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	13	66.7	12	83.3	16	87.2	9	81.5	15	75.6	Intermediate	Maintained	Acceptable	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	79	92.2	61	90.0	70	83.1	71	86.6	High	Maintained	Good	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	18	100.0	17	100.0	18	100.0	15	97.7	Very High	Maintained	Excellent	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Comments on Results

We are happy with this result but feel that the supports for at risk students is an area that will need continued attention in the future. We will explore opportunities to remove financial barriers for students to access programs and services.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

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

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

DOMAIN: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	13	55.4	30	83.6	33	87.5	27	87.2	29	83.8	Very High	Maintained	Excellent	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	13	55.4	12	68.3	16	75.0	9	77.8	15	73.3	Very High	Maintained	Excellent	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	18	98.9	17	100.0	18	96.7	14	94.3	Very High	Maintained	Excellent	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

We are happy to include parents in the decisions about their children's education and will continue to promote the School Council and other involvement initiatives.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	13	75.5	109	91.9	94	89.3	97	90.8	101	81.7	High	Declined Significantly	Issue	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	13	75.5	12	81.5	16	73.8	9	83.8	15	78.6	Very High	Maintained	Excellent	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	n/a	n/a	79	95.2	61	94.0	70	89.7	71	82.2	Intermediate	Declined	Issue	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	n/a	n/a	18	99.1	17	100.0	18	99.1	15	84.4	Intermediate	Declined	Issue	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

The data from this indicator can be deceptive as it shows the teacher and student portions still being higher than the Parent data, yet there is a decline in values in the former categories. Georges P. Vanier continues to offer supports to students and will work to ensure the needs of students are met. It may be that stakeholders are looking for more focussed programs and services as they are in higher demand.