

GEORGES P. VANIER SCHOOL 2024-25 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

Hello Readers,

On behalf of the staff, I am pleased to present the Annual Educational Results Report (AERR) for École Georges P. Vanier School. Within the report there are many areas of improvement to celebrate. One of the first things to acknowledge is the increase in parental participation in the survey. We have shown an improvement in numbers of surveys completed by parents since 2022 where we had 9 parent surveys, to last year where there are 34 parent participants. Thank you all for your input and commitment to making École Georges P. Vanier School a vibrant, improvement focused, learning community.

For this year's survey areas of strength include: Student Learning Engagement, 3-year completion rate, Low drop out rate, Education Quality, Access to support and services, and Parental Involvement to name a few.

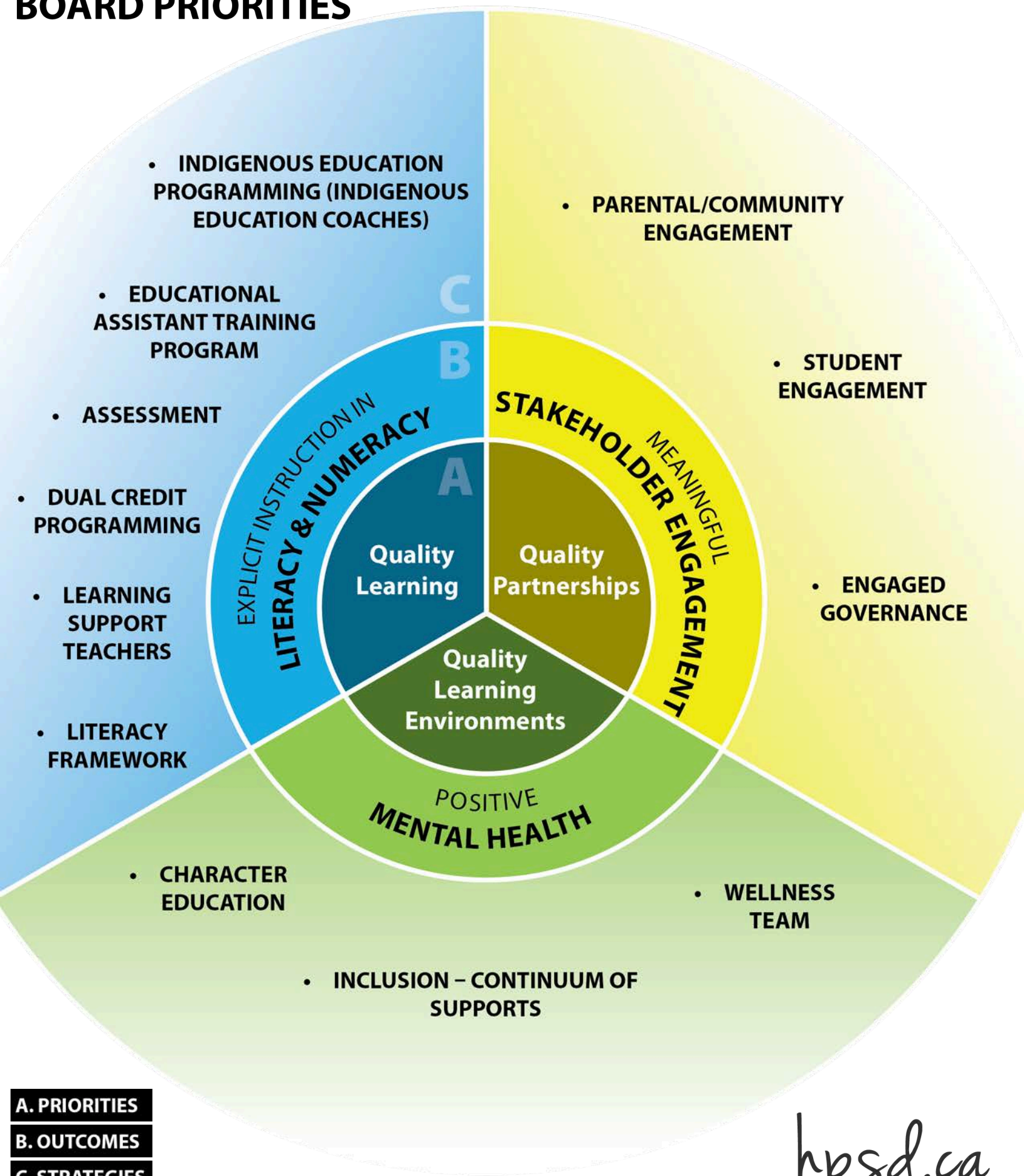
Having said that, there are still areas of the study showing a need for increased focus for improvement. These measures include some of the Provincial Achievement Test results, Diploma exam results, In-service Jurisdiction Needs, and the one measure on Welcoming Caring Respectful and Safe Learning Environments. Within the report you will find focused strategies and initiatives to address these measures. Details for each of the measures are included in the following pages with 5 year averages for the school, the school division, and the province.

We at Georges P. Vanier, look forward to working with all of our education partners and stakeholders for continuous improvement. As always, if you have any questions or concerns with the information provided in this document, please do not hesitate to contact the school.

Yours in Education,

Bill Sheets
Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT

A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.

NEW DIGITAL TOOL

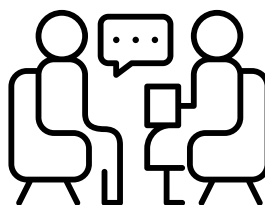
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS

Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.



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SURVEY
RESPONSES



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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, approximately 65 km south of Peace River and 427 km northwest of Edmonton.

Our school has a student population of approximately 235 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.

Georges P. Vanier school offers diverse and varied programming with a full academic program in English and 4-core French Immersion. We also offer work experience programming, Registered Apprenticeship Program, Independent Study through Golden Hills Academy of Learning, and Dual Credit partnerships with a multitude of Alberta Post-secondary institutions in many different fields of study.

Our values of respect and integrity are supported through our inclusive learning spaces and promoting a safe and caring environment with our multi-grade schoolwide mentorship group activities. Active citizenship is demonstrated in our Legacy hours program where students volunteer thousands of hours every year in a wide range of community events and activities. There are also activities such as No Stone Left Alone, the food can challenge supporting food banks, Lever de Drapeau, in addition to the annual recognition of such things as Orange Shirt day, anti-bullying campaigns, and Indigenous Peoples' day.

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. The CTS/option programs include a 6-station Foods lab, Cosmetology, Fashion Studies, Art, Drama, an industrial arts program with metals, wood working, welding, graphic design, small engine repair, and other strands. We demonstrate commitment to the arts with opportunities in band, drama, 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 through personal life skills courses and recreational sport. We remain committed to preparing students for the workforce through our career counselling services, ensuring every student has a successful career path as they complete their studies at Georges P. Vanier School

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.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare 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	85.7	78.3	83.7	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	74.5	66.8	74.1	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	90.9	78.2	77.9	81.4	80.4	81.4	Very High	Improved	Excellent
	5-year High School Completion	85.5	83.6	83.8	87.1	88.1	87.9	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	67.1	61.7	60.8	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	10.1	8.9	8.9	15.6	15.4	15.5	Low	Maintained	Issue
	Diploma: Acceptable	80.2	67.3	71.6	82.0	81.5	80.9	Intermediate	Improved	Good
Teaching & Leading	Diploma: Excellence	12.4	7.2	7.7	23.0	22.6	21.9	Low	Maintained	Issue
	Education Quality	87.3	80.4	85.3	87.7	87.6	88.2	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.1	70.9	77.3	84.4	84.0	84.9	Low	Maintained	Issue
	Access to Supports and Services	84.7	77.0	83.2	80.1	79.9	80.7	High	Maintained	Good
Governance	Parental Involvement	79.2	79.2	83.4	80.0	79.5	79.1	High	Maintained	Good

Fall 2025 Required Alberta Education and Childcare Assurance Measures - 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	*	54.6	56.6	59.8	58.6	58.4	*	*	*
	5-year High School Completion	67.8	47.0	56.6	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	14.3	45.9	45.9	41.6	41.4	40.4	Very Low	Declined	Concern
	PAT9: Excellence	0.0	8.1	8.1	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	75.0	80.0	82.1	77.5	76.9	75.9	Low	Maintained	Issue
Teaching & Leading	Diploma: Excellence	0.0	0.0	7.9	11.9	11.8	11.6	Very Low	Maintained	Concern
	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

Fall 2025 Required Alberta Education and Childcare Assurance Measures - EAL Summary

Assurance Domain	Measure	Georges P Vanier School (EAL)			Alberta (EAL)			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	*	n/a	n/a	73.5	72.0	74.4	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.2	52.7	54.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.0	10.1	10.5	*	n/a	n/a
	Diploma: Acceptable	66.7	*	n/a	67.4	66.3	66.7	Very Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	3.7	*	n/a	14.8	14.0	13.9	Very Low	n/a	n/a
	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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	94	89.4	97	85.6	101	87.3	104	78.3	123	85.7	High	Maintained	Good	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	16	87.5	9	81.5	15	91.1	23	75.4	34	80.4	Very Low	Maintained	Concern	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	61	80.6	70	75.2	71	73.2	64	63.5	69	76.6	High	Maintained	Good	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	17	100.0	18	100.0	15	97.7	17	96.1	20	100.0	n/a	Maintained	n/a	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

COMMENTS

We are happy to see improvement in all three groups for this measure. The most critical group was the students themselves. We are currently just above the division and the province in this measure.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	94	87.6	97	81.4	101	74.2	104	66.8	123	74.5	Intermediate	Maintained	Acceptable	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8		
Parent	16	76.9	9	71.1	15	65.3	23	54.8	34	63.5	Low	Maintained	Issue	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6		
Student	61	85.8	70	72.9	71	65.3	64	57.3	69	65.1	Intermediate	Maintained	Acceptable	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3		
Teacher	17	100.0	18	100.0	15	92.0	17	88.2	20	95.0	Very High	Maintained	Excellent	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5		

COMMENTS

We note a disconnect in this measure between the Teacher group and the others. We consider this issue one of messaging the definition of active citizenship and celebrating student participation in citizenship related activities.

We will be highlighting these points in our newsletters, sharing them on our social media pages, and celebrating them in assemblies and activities throughout the year.

We will also be addressing this particular measure with focus groups in our wellness classes, having students define the qualities of active citizenship and recognize when they might occur during the school year.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Georges P Vanier School													Alberta											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	39	79.5	51	79.4	32	76.2	40	78.2	33	90.9	Very High	Improved	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4		
4 Year Completion	42	78.0	38	87.5	51	81.7	32	82.3	39	85.0	Intermediate	Maintained	Acceptable	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7		
5 Year Completion	42	87.1	42	80.4	38	87.3	51	83.6	32	85.5	Intermediate	Maintained	Acceptable	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1		

	Georges P Vanier School (FNMI)										Alberta (FNMI)																						
	2020				2021				2022				2023				2024				Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	6	50.0	10	45.5	6	69.8	13	54.6	3	*	*	*	*	*	*	*	*	*	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8					
4 Year Completion	6	34.8	8	71.2	10	44.9	6	67.8	12	66.9	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8										
5 Year Completion	7	73.6	6	51.9	8	70.7	10	47.0	6	67.8	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7										

	Georges P Vanier School (EAL)													Alberta (EAL)									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	1	*	n/a	n/a	n/a	n/a	n/a	n/a	1	*	*	*	*	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5
4 Year Completion	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1
5 Year Completion	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

COMMENTS

Our 3-year completion rate is quite high at 91% for 2024. We are happy to work to maintain this evaluation by working closely with our high school students to individually develop pathways to success. The value is suppressed in the FNMI and English Alternate Language (EAL) population due to small numbers of students in these categories in the 2024 year.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	69.2	5.8	60.6	12.1	73.8	7.1	75.8	6.1	80	15	80	15
	Authority	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	60.3	4.5				
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1				
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	n/a	n/a	31.3	0	*	*	11.8	0	16.7	0				
	Province	n/a	n/a	50.5	5	50.2	5.7	49.6	5.6	47.4	5.2				
French Language Arts 9 année	School	n/a	n/a	100	10	84.6	0	66.7	0	76.9	7.7	90	15	90	15
	Authority	n/a	n/a	100	10	78.6	0	66.7	0	76.9	7.7				
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3				
Mathematics 9	School	n/a	n/a	38.5	5.8	45.5	6.1	42.9	9.5	54.5	9.1	70	10	75	15
	Authority	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.5	4.9				
	Province	n/a	n/a	53	16.7	54.4	13.5	52.7	14	51.7	14				
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	n/a	n/a	50	0	*	*	15.4	0	*	*				
	Province	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9	49.7	11				
Science 9	School	n/a	n/a	65.4	19.2	63.6	6.1	71.4	11.9	78.8	15.2	80	15	85	20
	Authority	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	52.5	9.8				
	Province	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8	68.6	21.1				
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	n/a	n/a	46.7	26.7	*	*	30.8	0	*	*				
	Province	n/a	n/a	57.8	11	52.9	10.9	52.3	8.9	50.3	7.9				
Social Studies 9	School	n/a	n/a	53.8	5.8	60.6	15.2	57.1	9.5	63.6	12.1	70	10	75	15
	Authority	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	41.5	7.2				
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1				
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	n/a	n/a	33.3	11.1	*	*	33.3	0	*	*				
	Province	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3	50.3	10.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1602 Georges P Vanier School

		Georges P Vanier School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	33	75.8	38	67.2	59,391	69.8	57,676	70.4
	Standard of Excellence	Low	Maintained	Issue	33	6.1	38	9.6	59,391	11.1	57,676	12.6
K&E English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,469	47.4	1,360	49.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,469	5.2	1,360	5.6
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	13	76.9	13	75.6	3,134	75.2	3,262	76.4
	Standard of Excellence	Intermediate	Improved	Good	13	7.7	13	0.0	3,134	9.3	3,262	10.7
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	33	54.5	38	44.2	58,911	51.7	57,012	53.5
	Standard of Excellence	Low	Maintained	Issue	33	9.1	38	7.8	58,911	14.0	57,012	13.7
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,940	49.7	1,891	52.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,940	11.0	1,891	10.6
Science 9	Acceptable Standard	Very High	Improved	Excellent	33	78.8	38	67.5	59,453	68.6	57,692	66.9
	Standard of Excellence	High	Maintained	Good	33	15.2	38	9.0	59,453	21.1	57,692	20.5
K&E Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,454	50.3	1,304	52.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,454	7.9	1,304	9.9
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	33	63.6	38	58.9	59,472	60.5	57,717	59.4
	Standard of Excellence	Low	Maintained	Issue	33	12.1	38	12.3	59,472	17.1	57,717	15.8
K&E Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,434	50.3	1,246	50.0
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,434	10.6	1,246	10.9

School: 1602 Georges P Vanier School (FNMI)

		Georges P Vanier School (FNMI)							Alberta (FNMI)			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	*	*	*	6	*	9	55.6	4,495	50.7	4,420	49.3
	Standard of Excellence	*	*	*	6	*	9	11.1	4,495	4.7	4,420	4.5
K&E English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	400	43.5	343	43.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	400	5.3	343	4.3
Mathematics 9	Acceptable Standard	*	*	*	6	*	9	22.2	4,390	27.4	4,279	28.7
	Standard of Excellence	*	*	*	6	*	9	0.0	4,390	4.7	4,279	4.3
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	508	41.5	463	46.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	508	8.5	463	8.7
Science 9	Acceptable Standard	*	*	*	6	*	9	66.7	4,512	47.7	4,429	44.1
	Standard of Excellence	*	*	*	6	*	9	11.1	4,512	8.9	4,429	7.8
K&E Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	381	44.9	327	47.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	381	6.6	327	7.7
Social Studies 9	Acceptable Standard	*	*	*	6	*	9	33.3	4,528	38.6	4,446	36.6
	Standard of Excellence	*	*	*	6	*	9	11.1	4,528	6.4	4,446	5.6
K&E Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	367	43.1	307	45.8
	Standard of Excellence	*	*	*	1	*	n/a	n/a	367	9.3	307	8.3

School: 1602 Georges P Vanier School (EAL)

Course		Georges P Vanier School (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7504	54.5	7109	59.6
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7504	4.7	7109	6.0
Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7506	45.2	7066	48.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7506	11.6	7066	11.8
Science 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7515	57.6	7106	58.5
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7515	13.8	7106	14.6
Social Studies 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	7509	47.9	7116	49.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	7509	10.4	7116	10.3

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 2020/21 to 2021/22. School years 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 wildfires 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. 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.
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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

We are happy to note that all categories have maintained with FLA 9 and Science 9 showing improvement. The area of concern with Mathematics in particular is being addressed with continued instructional coaching and focused professional development in the area of assessment. With smaller numbers in the French Immersion program (n=13), individual students' performance will affect percentages significantly. Also, it is noted that the FNMI and EAL data is suppressed due to low numbers.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	School	n/a	n/a	n/a	n/a	93.3	0	66.7	4.8	91.3	4.3	100	12	95	15
	Authority	n/a	n/a	64.5	3.2	74.2	1	77.9	2.6	83.3	1.3				
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9				
English Language Arts 30-2	School	n/a	n/a	n/a	n/a	94.4	0	73.3	0	100	8.7	100	15	100	15
	Authority	n/a	n/a	78.4	2.7	87	3.7	84.8	11.4	87.6	7.3				
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3				
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	100	0	*	*	*	*	100	10	100	10
	Authority	n/a	n/a	n/a	n/a	100	0	*	*	*	*				
	Province	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6	94.7	6				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	44.4	11.1	27.3	0	84.6	23.1	80	15	90	25
	Authority	n/a	n/a	38.1	0	44.4	6.7	23.4	4.3	64.4	11.1				
	Province	n/a	n/a	63.6	23	70.8	29	75.4	34.9	77.8	37.1				
Mathematics 30-2	School	n/a	n/a	n/a	n/a	81.3	12.5	75	8.3	61.1	11.1	100	10	80	15
	Authority	n/a	n/a	27.1	0	45.1	3.9	43.9	2.4	37.7	3.3				
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3				
Social Studies 30-1	School	n/a	n/a	*	*	86.7	26.7	61.1	5.6	64	8	80	15	85	15
	Authority	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	74.2	8.1				
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8				
Social Studies 30-2	School	n/a	n/a	78.6	0	54.5	0	87.5	0	81	0	100	15	95	10
	Authority	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	64.5	4.3				
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3				
Biology 30	School	n/a	n/a	75	25	58.3	0	72.7	21.2	81	23.8	85	25	90	25
	Authority	n/a	n/a	71.1	17.8	54.9	11	62.2	10	70.1	15.6				
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8				
Chemistry 30	School	n/a	n/a	76.9	38.5	69.2	23.1	55.6	5.6	71.4	28.6	85	15	85	30
	Authority	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6	59.3	16.9				
	Province	n/a	n/a	77.1	31.1	80.5	37	82.9	38	83.8	40.6				
Physics 30	School	n/a	n/a	*	*	*	*	*	*	87.5	12.5	85	15	90	15
	Authority	n/a	n/a	53.1	3.1	63.6	9.1	55	10	71.4	9.5				
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1602 Georges P Vanier School

		Georges P Vanier School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	High	Improved	Good	23	91.3	18	80.0	35,845	85.3	32,247	83.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	23	4.3	18	2.4	35,845	10.9	32,247	10.3
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very High	Improved Significantly	Excellent	23	100.0	17	83.9	21,398	85.6	18,166	85.9
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	23	8.7	17	0.0	21,398	11.3	18,166	12.8
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	7	100.0	1,234	94.7	1,218	94.2
	Diploma Examination Standard of Excellence	*	*	*	4	*	7	0.0	1,234	6.0	1,218	7.4
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved Significantly	n/a	13	84.6	10	35.9	22,680	77.8	20,399	73.1
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	13	23.1	10	5.6	22,680	37.1	20,399	32.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Declined	n/a	18	61.1	14	78.1	17,430	73.6	15,047	71.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	18	11.1	14	10.4	17,430	17.3	15,047	15.3
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	25	64.0	17	73.9	26,238	84.6	24,595	84.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	25	8.0	17	16.1	26,238	16.8	24,595	17.3
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	21	81.0	14	71.0	27,021	77.5	22,515	77.8
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	21	0.0	14	0.0	27,021	12.3	22,515	12.5
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	21	81.0	29	65.5	25,916	82.7	23,842	82.9
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	21	23.8	29	10.6	25,916	34.8	23,842	33.2
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	21	71.4	16	62.4	21,438	83.8	19,160	81.7
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	21	28.6	16	14.3	21,438	40.6	19,160	37.5
Physics 30	Diploma Examination Acceptable Standard	High	n/a	n/a	8	87.5	n/a	n/a	11,366	85.6	9,598	83.7
	Diploma Examination Standard of Excellence	Low	n/a	n/a	8	12.5	n/a	n/a	11,366	43.6	9,598	41.5

School: 1602 Georges P Vanier School (FNMI)

		Georges P Vanier School (FNMI)							Alberta (FNMI)				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	2,182	88.6	1,922	86.2	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	2,182	9.3	1,922	10.4	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	932	71.6	764	65.3	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	932	11.5	764	11.1	
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,264	77.5	1,029	76.1	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,264	9.1	1,029	9.6	
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	2,325	72.1	2,012	72.6	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	2,325	5.7	2,012	6.0	
Biology 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,112	74.0	972	72.7	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,112	20.3	972	18.0	

School: 1602 Georges P Vanier School (EAL)

		Georges P Vanier School (EAL)							Alberta (EAL)				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,611	64.7	2,289	62.3	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,611	3.3	2,289	3.2	
English Language Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,932	67.4	2,309	70.7	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,932	4.5	2,309	5.4	
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,977	67.6	1,629	62.6	
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,977	30.8	1,629	25.4	
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,557	63.3	1,289	58.1	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,557	13.4	1,289	9.4	
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,322	72.5	1,263	71.6	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,322	8.2	1,263	9.8	
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	3,551	63.2	2,827	62.9	
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	3,551	8.3	2,827	8.1	
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	6	50.0	n/a	n/a	1,600	74.7	1,422	73.3	
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	1,600	33.1	1,422	29.8	
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	771	75.0	680	73.5	
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	771	32.0	680	32.6	

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 examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

COMMENTS

The results for Diploma exams generally show us maintaining achievement and in some cases improving. Where achievement is low it can be noted that these are the standard of excellence categories. We have endeavored to support student choice for course selection in order to meet their educational goals, but in some cases this means they are challenging themselves to achieve in the higher -1 stream to meet admission requirements.

This measure has to be tempered with the fact that we have a high percentage of students (64%) writing 4+ diploma exams.

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

Numeracy Data			2020-21			2021-22			2022-23			2023-24				2024-25					
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#	%	#		%	#		
MIPI EICS	Grade 7	Requires Attention	29	55.0	11	42	58.6	17	25	52.4	11	28	46.2	12	0.0	40	ND	ND	ND	ND	
		May Require Attention		45.0	9		41.4	12		47.6	10		30.8	8	40.0		2	ND	ND	ND	ND
		Does Not Require Attention		10.0	2		37.9	11		19.0	4		23.1	6	60.0		3	ND	ND	ND	ND
	Grade 8	Requires Attention	42	60.7	17	31	25.0	6	43	65.2	15	31	46.4	13	0.0	31	ND	ND	ND	ND	
		May Require Attention		32.1	9		29.2	7		17.4	4		28.6	8	18.2		2	ND	ND	ND	ND
		Does Not Require Attention		25.0	7		50.0	12		56.5	13		25.0	7	81.8		9	ND	ND	ND	ND
	Grade 9	Requires Attention	36	54.3	19	53	13.6	3	34	35.7	10	41	53.3	16	11.1	35	ND	ND	ND	ND	
		May Require Attention		25.7	9		31.8	7		17.9	5		13.3	4	22.2		4	ND	ND	ND	ND
		Does Not Require Attention		2.9	1		50.0	11		42.9	12		33.3	10	66.7		12	ND	ND	ND	ND
	Grade 10	Requires Attention	41	61.9	13	36	47.2	17	53	ND	ND	38	60.9	14	ND	40	ND	ND	ND	ND	
		May Require Attention		33.3	7		22.2	8		ND	ND		34.8	8	ND		ND	ND	ND	ND	ND
		Does Not Require Attention		4.8	1		11.1	4		ND	ND		4.3	1	ND		ND	ND	ND	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	51	ND	ND	ND	ND	39	ND	ND	ND	ND	
		Approaching Expectations	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	
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	42	ND	ND	ND	ND	54	ND	ND	ND	ND
		Approaching Expectations	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
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																					

COMMENTS

Although this table shows no data for the 24/25 school year, we are now implementing the EICS numeracy screen and targeting professional development for Math teachers in the current school year. Our focus is on the confidence indicator mentioned in the HPSD Numeracy Framework, with the belief that improving student self-efficacy is a crucial first step in mastering numeracy outcomes.

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

Literacy Data			2020-21 ¹				2021-22 ²				2022-23				2023-24				2024-25								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
OCA RCAT	Grade 7	Limited	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	40	27.8	10	50.0	2
		Acceptable		42.3	11	32.0	8		61.0	25	ND	ND		56.0	14	50.0	11		60.9	14	39.3	11		50.0	18	0.0	0
		Excellence		3.8	1	8.0	2		4.9	2	ND	ND		0.0	0	0.0	0		21.7	5	0.0	0		22.2	8	50.0	2
	Grade 8	Limited	42	22.9	8	47.5	19	31	43.3	13	25.0	3	43	44.2	19	18.2	2	31	22.6	7	65.4	17	31	51.9	14	50.0	12
		Acceptable		71.4	25	50.0	20		56.7	17	50.0	6		46.5	20	81.8	9		71.0	22	26.9	7		29.6	8	33.3	8
		Excellence		5.7	2	2.5	1		0.0	0	25.0	3		9.3	4	0.0	0		6.5	2	7.7	2		18.5	5	16.7	4
	Grade 9	Limited	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	35	38.7	12	56.7	17
		Acceptable		64.5	20	56.7	17		48.0	24	64.4	29		55.6	15	69.6	16		44.4	16	47.2	17		54.8	17	43.3	13
		Excellence		3.2	1	6.7	2		0.0	0	0.0	0		18.5	5	0.0	0		30.6	11	0.0	0		6.5	2	0.0	0
	Grade 10	Limited	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	40	7.1	1	53.3	8
		Acceptable		45.2	14	45.7	16		78.6	22	ND	ND		ND	ND	62.5	5		51.3	20	44.4	12		78.6	11	46.7	7
		Excellence		3.2	1	17.1	6		3.6	1	ND	ND		ND	ND	0.0	0		0.0	0	3.7	1		14.3	2	0.0	0
RCAT	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND	36	21.7	5	ND	ND	51	35.7	5	61.1	11	39	30.0	3	55.6	5
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		78.3	18	ND	ND		57.1	8	38.9	7		70.0	7	44.4	4
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	ND	ND		7.1	1	0.0	0		0.0	0	0.0	0
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND	36	ND	ND	ND	ND	42	ND	ND	ND	ND	54	0.0	0	0.0	0
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	0.0		0	0.0	0	
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	0.0	0
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 HLAT assessment for all grades

COMMENTS

This data is not necessarily complete as it shows gaps where the RCAT was not written or in a semester format. The data is best viewed as a longitudinal view of trends for a group of students over three years. Professional development will include in-servicing on RCAT and HLAT writing and reading strands and implementing strategies that promote appropriate development and remedial supports.

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

Literacy Data			2023-24				2024-25					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#
HLAT	Grade 7	Poor	28	0.0	0	0.0	0	40	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		44.0	11	66.7	12		73.7	28	31.4	11
		Proficient		40.0	10	27.8	5		23.7	9	54.3	19
		Exemplary		16.0	4	5.6	1		2.6	1	14.3	5
	Grade 8	Poor	31	0.0	0	0.0	0	31	3.3	1	3.7	1
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		39.3	11	58.6	17		26.7	8	44.4	12
		Proficient		50.0	14	31.0	9		60.0	18	44.4	12
		Exemplary		10.7	3	10.3	3		10.0	3	7.4	2
	Grade 9	Poor	41	0.0	0	0.0	0	35	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		48.6	17	38.7	12		38.7	12	26.9	7
		Proficient		28.6	10	51.6	16		51.6	16	69.2	18
		Exemplary		22.9	8	9.7	3		9.7	3	3.8	1
	Grade 10	Poor	38	ND	ND	ND	ND	40	0.0	0	0.0	0
		Limited		ND	ND	ND	ND		0.0	0	0.0	0
		Adequate		ND	ND	ND	ND		0.0	0	0.0	0
		Proficient		ND	ND	ND	ND		0.0	0	0.0	0
		Exemplary		ND	ND	ND	ND		0.0	0	0.0	0
	Grade 11	Poor	51	ND	ND	ND	ND	39	0.0	0	0.0	0
		Limited		ND	ND	ND	ND		14.3	1	0.0	0
		Adequate		ND	ND	ND	ND		28.6	2	0.0	0
		Proficient		ND	ND	ND	ND		57.1	4	0.0	0
		Exemplary		ND	ND	ND	ND		0.0	0	0.0	0
	Grade 12	Poor	42	ND	ND	ND	ND	54	0.0	0	0.0	0
		Limited		ND	ND	ND	ND		9.5	4	0.0	0
		Adequate		ND	ND	ND	ND		35.7	15	0.0	0
		Proficient		ND	ND	ND	ND		42.9	18	0.0	0
		Exemplary		ND	ND	ND	ND		11.9	5	0.0	0
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June												

COMMENTS

We believe this data supports our commitment to Literacy development with the vast majority of students achieving adequate or better achievement.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	94	92.3	97	88.5	101	87.0	104	80.4	123	87.3	High	Maintained	Good	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7		
Parent	16	87.5	9	83.3	15	80.0	23	76.5	34	80.3	Intermediate	Maintained	Acceptable	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3		
Student	61	90.3	70	83.1	71	86.6	64	70.6	69	84.2	Intermediate	Maintained	Acceptable	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8		
Teacher	17	99.0	18	99.1	15	94.4	17	94.1	20	97.5	High	Maintained	Good	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9		

COMMENTS

We are pleased to see an overall good rating in this measure. We have shown an improvement from last year and are consistent with the division and the province. We feel that this is a vote of confidence in the efforts our teachers make to provide quality instruction on a daily basis.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Professional learning has been a blend of literacy and numeracy framework supports such as Edubest/RCAT to analyze writing and direct instruction, participation in new curriculum roll outs in grades 7-10 P.E. and wellness sessions, High school Math Collaboration meetings, targeted Math PD Creating Engaging Math Tasks, and Junior High Math PD facilitated by the Numeracy director.

In addition, the staff are engaged in division wide PD on Indigenous Education, Framework committee meetings, selected First Aid training, and Admin professional development targeted to teacher supervision and evaluation.

To support teacher supervision and evaluation, school based admin engage in regular observations of classrooms with instructional coaching provided by the vice principal with the principal overseeing the formal evaluation process as per Admin Procedure 414.

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														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	94	92.4	97	87.6	101	85.1	104	77.0	123	84.7	High	Maintained	Good	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1		
Parent	16	87.2	9	79.5	15	78.4	23	63.2	34	73.5	Intermediate	Maintained	Acceptable	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5		
Student	61	90.0	70	83.1	71	86.6	64	72.6	69	81.7	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7		
Teacher	17	100.0	18	100.0	15	90.4	17	95.3	20	99.0	Very High	Maintained	Excellent	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0		

COMMENTS

The interpretation of what constitutes “supports and services at school” may be a driving force behind these measures. In the minds of some students, this means access to teachers, or school based supports such as our wellness coach or our career counsellor. For others, this could constitute access to speech, physio, and occupational therapists, as well as clinical counselling services. It is noted that the parent group has the lower satisfaction rating in all three levels with the school and division being slightly ahead of the province.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	94	88.4	97	82.9	101	78.0	104	70.9	123	82.1	Low	Maintained	Issue	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4		
Parent	16	81.6	9	72.2	15	75.0	23	61.7	34	72.8	Very Low	Maintained	Concern	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2		
Student	61	83.6	70	76.4	71	73.4	64	61.8	69	76.3	Intermediate	Maintained	Acceptable	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.0	200,020	75.2	201,268	75.7		
Teacher	17	100.0	18	100.0	15	85.7	17	89.1	20	97.1	Very High	Maintained	Excellent	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3		

COMMENTS

Here again, we see growth in all three stakeholder groups with a noted very low achievement from the parent group. Understanding the nature of the question and being able to determine if there is a particular component that supports parent dissatisfaction will be our goal. It may be because the school is due for a modernization and feels less welcoming, or that security protocols require visitors to ring in. Other data supports parental satisfaction with the overall school improvement (p. 26)

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 HPSP 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										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	87.5	27	87.2	29	83.8	40	79.2	54	79.2	High	Maintained	Good	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0		
Parent	16	75.0	9	77.8	15	73.3	23	66.7	34	74.4	Very High	Maintained	Excellent	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6		
Teacher	17	100.0	18	96.7	14	94.3	17	91.8	20	84.0	Low	Maintained	Issue	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3		

COMMENTS

Although we are happy with the high achievement in this measure, it is interesting to note that the teacher satisfaction has dropped 8% while the parent group improved by more than 7%. Across the three groups the values are quite similar. The school makes every effort to include parents in programming decisions for students as well as ongoing monitoring of progress and supports. This measure supports our process for involving parents in course selection, transferring, and withdrawing from inappropriate classes to support student needs. We also focus on engaging parents when students first enter the school in grade 7, as they transition to high school from grade 9, and as they approach graduation.

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					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	39	51	32	40	33	246	263	250	271	259	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	27.0	11.7	3.0	n/a	n/a	44.3	33.0	36.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	73.0	88.3	97.0	n/a	n/a	55.7	67.0	63.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	28.6	83.3	90.9	n/a	n/a	34.6	60.7	60.1	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	0.0	53.0	75.8	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.0	45.4	63.6	n/a	n/a	0.8	28.3	26.5	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	32.8	48.5	n/a	n/a	0.0	16.4	17.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	22.7	21.2	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

COMMENTS

The measure of note here is the 4+ exams percentages with GPV having nearly 64% of the students doing so, which is higher than the provincial average. The French Immersion program contributes significantly to this statistic as those students will write the FLA 30 exams.

Drop Out Rate – Measure Details

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

	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	%
Drop Out Rate	177	2.1	157	6.0	156	7.1	142	3.3	154	1.2	Very High	Improved Significantly	Excellent	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	1,059	7.6	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	9	0.0	4	*	12	10.9	13	28.2	5	*	n/a	n/a	n/a	69	15.8	62	19.0	91	18.3	90	16.9	87	21.1	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

COMMENTS

We are quite pleased with this measure and see it as an indicator that our career counsellor and leadership team are supporting students through their transition from GPV to the next stage in their educational journey.

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												
											Measure Evaluation																						
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	17	80.4	18	86.8	15	46.5	17	74.0	20	55.0	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	17	80.4	18	86.8	15	46.5	17	74.0	20	55.0	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

This measure is particularly troublesome as it is difficult to determine why teachers feel that the PD is not meeting their needs. With the needs of all the schools in mind, there may be a disconnect with the particular needs of any one school. There has recently been a revamping of the process to access PD funds in the division and this should assist in the focused delivery of meaningful PD at the school level. This measure may be an indication of the timeliness of curriculum implementation and resource development. As well, utilizing professional growth plans and correlating larger themes within the school will have a positive impact on aligning with divisional goals for future professional development.

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										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	88.3	27	82.4	30	89.3	39	80.8	51	83.1	Very High	Maintained	Excellent	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	15	76.7	9	64.7	15	78.6	22	67.4	31	71.2	High	Maintained	Good	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	17	100.0	18	100.0	15	100.0	17	94.1	20	95.0	Very High	Maintained	Excellent	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

This measure continues to be strong for us. The diversity in programming supports the development of a variety of skills useful in post-secondary employment.

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										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	94	92.8	97	90.7	101	83.3	104	85.9	123	90.2	Very High	Maintained	Excellent	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	16	87.1	9	83.6	15	81.9	23	83.8	34	88.2	Very High	Maintained	Excellent	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	61	91.4	70	89.4	71	78.3	64	79.4	69	84.9	Very High	Maintained	Excellent	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	17	100.0	18	99.3	15	89.7	17	94.6	20	97.5	Very High	Maintained	Excellent	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

We are pleased to see that our efforts to provide a diversity and breath of programming are recognized by students and parents alike. We have been diligent in messaging to our stakeholders the value in our programs. We are currently building back the fine arts component of drama into our schedule and look forward to continued responsiveness to student needs.

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										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	94	92.4	97	88.2	101	86.6	104	78.1	123	83.4	Intermediate	Maintained	Acceptable	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5		
Parent	16	87.2	9	81.5	15	75.6	23	61.8	34	68.6	Very Low	Maintained	Concern	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5		
Student	61	90.0	70	83.1	71	86.6	64	72.6	69	81.7	Intermediate	Maintained	Acceptable	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7		
Teacher	17	100.0	18	100.0	15	97.7	17	100.0	20	100.0	Very High	Maintained	Excellent	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4		

COMMENTS

Once again, we see a disconnect between what staff and parents concerning timely access to programs for students at risk. Anecdotally, we have parents who feel the need for increased clinical supports and see the school as the conduit for access to those. As teachers, we may consider programs for at risk students more in an academic nature, and support things such as study hall and after school diploma prep as those mechanisms for at risk students.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	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	%		
Rutherford Scholarship Eligibility Rate	40	57.5	45	75.6	32	62.5	37	75.7	40	75.0	Very High	Maintained	Excellent	307	45.9	305	48.5	296	51.7	302	48.3	293	46.1	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

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
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
2024	40	25		62.5		25		62.5		12		30.0		30	75.0

COMMENTS

This measure shows that we have maintained a 75% eligibility overall for the Rutherford scholarship. This, again, is an indication of the focus on academics within our student body in general, and support the proper streaming of high school students into courses where they are finding success.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	94	90.5	97	86.9	101	83.4	104	77.0	123	85.0	High	Maintained	Good	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	16	83.5	9	77.8	15	82.7	23	69.6	34	75.4	Low	Maintained	Issue	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	61	87.9	70	82.9	71	80.9	64	69.6	69	82.6	Very High	Maintained	Excellent	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	17	100.0	18	100.0	15	86.7	17	91.8	20	97.0	Very High	Maintained	Excellent	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

We are pleased to see an increase in the number of students who feel safe and feel that they are treated fairly at school. We will work to message this out to the broader parent community as well. We believe that supporting character development, and being transparent with student expectations, has worked to building a culture of respect and caring at GPV.

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.

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	94	89.3	97	90.8	101	81.7	104	78.1	122	85.2	Very High	Maintained	Excellent	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	16	73.8	9	83.8	15	78.6	23	72.1	33	71.8	High	Maintained	Good	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	61	94.0	70	89.7	71	82.2	64	77.0	69	87.2	Very High	Maintained	Excellent	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	17	100.0	18	99.1	15	84.4	17	85.3	20	96.7	Very High	Maintained	Excellent	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

COMMENTS

While being pleased with the overall measure evaluation, the disaggregated data shows some parent dissatisfaction with being able to access supports for reading and writing beyond regular instruction.

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.

	School										Authority										Province														
	2021		2022		2023		2024		2025		Measure Evaluation					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	91	91.8	96	79.6	101	71.3	102	80.8	122	87.1	Very High	Improved	Excellent	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6		
Parent	14	85.7	9	77.8	15	66.7	22	72.7	33	81.8	Very High	Maintained	Excellent	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4		
Student	60	89.7	70	60.9	71	67.4	64	69.8	69	79.4	High	Improved	Good	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4		
Teacher	17	100.0	17	100.0	15	80.0	16	100.0	20	100.0	Very High	Improved	Excellent	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1		

COMMENTS

This measure may be an indication of our stakeholders being more aware, and supportive, of the efforts of staff to create a rich, inclusive, success focused learning environment for every student. As there has been little in the way of material upgrades to the facility in the past three years, we feel this measure is directed at the staff, programming, and supports for learning students are accessing.

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										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	%
4 Year Rate	42	57.7	38	34.3	51	46.4	32	40.9	39	44.6	High	Maintained	Good	250	36.0	246	33.7	265	25.1	250	28.9	268	27.7	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	51	58.3	42	61.0	42	67.7	38	42.8	51	63.3	High	Maintained	Good	250	48.2	265	47.7	250	49.3	245	40.7	263	42.4	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

COMMENTS

We are pleased to see that our 6 year transition rate is high, we continue to plan for each student to find success with a path that best suits their talents, needs and expectations.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	90.0	27	94.4	29	89.3	39	79.5	51	83.9	High	Maintained	Good	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	15	80.0	9	88.9	14	78.6	22	59.1	31	67.7	High	Maintained	Good	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	17	100.0	18	100.0	15	100.0	17	100.0	20	100.0	Very High	Maintained	Excellent	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

COMMENTS

We are supportive of the intent of this measure. Staff have high expectations of students for attendance, diligence in their studies, and respectful behaviour to everyone in the building. Students understand that these attributes and habits will support them beyond their school years in all aspects of their lives.