

# PRAIRIE RIVER JUNIOR HIGH SCHOOL 2023-24 ANNUAL EDUCATION RESULTS REPORT



## Mission

Prairie River Junior High School is dedicated to the involvement of students, parents and the community in the creation of a safe, encouraging learning environment. We commit to fostering responsibility, respect for all, and resiliency that students will call upon throughout their lives.

## Vision

Prairie River School guides learners, builds futures, fosters caring and instills hope.



## MESSAGE FROM THE PRINCIPAL AND SCHOOL COUNCIL CHAIR

Our school culture at Prairie River is based on our foundational 3A's (Academics, Arts, and Athletics), and 3R's (Responsible, Resilient, and Respectful). In an effort to make more progress in each of these areas we have become a "Restorative Practices School." Restorative Practices seeks to change the personal relationship dynamic between all members of our school community. Taking responsibility for our actions, and rebuilding damaged relationships are two critical elements that are a focus for each of us (students, staff, and families) during the school year.

Academically, many of our students continue to struggle to achieve acceptable and exemplary levels of achievement in the larger areas of literacy and numeracy. Throughout our 2023/24 school year, we worked hard to introduce a comprehensive approach to literacy, with deliberate inclusion of fluency practices imbedded throughout all core classes. As well, in response to the needs of our students, we embarked on the development of a Blended Classroom, that focused on intensive literacy and numeracy supports in a setting with a significantly lower student/teacher/EA ratio. Students in this class work on grade level curriculum, but focus on a narrower set of outcomes.

2023/24 was our second year of re-designed Parent/Teacher Interviews (PTI's), in an effort to become more warm and welcoming, with a focus on building relationships. We started the year with a very well attended "Family Night" meet and greet. We will build upon that success as we continue to move to a "relationship first" model that will become a series of "Family Nights," each starting with a dinner, and including mini workshops focused on Restorative Practices, Elder Storytelling, Book Fairs, and fun activities in the gym. Prior to beginning our Family Night model we averaged 25-30 parents visiting with our traditional model of PTI's. We now welcome an average of 100-200 family members into our school each Family Night evening. We continue to offer opportunities for parents and guardians to meet with specific teachers for more detailed feedback on their child's progress.

In an effort to build a safer, more caring school community, "House Teams" were introduced this year to bring students together, across all grades, to build community. Students have an opportunity to work together to solve challenges, work on projects, and laugh and learn together. Each team has students from each grade, and House Team events occur throughout the month where students can earn individual and team points as they participate in these special events.

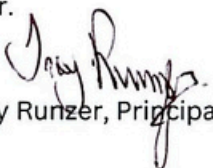
### Prairie River Junior High School Council/Parent Travel Club

For many years now, our school community has benefitted from the time and effort from this committed group of parents, guardians, and school community members. We rely on the Prairie River School Council to provide feedback and perspective on school direction and programing. For example, this includes providing School Council members with information regarding our Literacy Framework that has become a foundation to our own Prairie River Literacy Plan.

Our Prairie River Travel Association has a common executive with our School Council. The Travel Association provides financial support for program enhancements throughout the school year. Our Travel Association cooperates closely with school fundraising initiatives that bring a wealth of supports to our students such as:

- school furniture
- transportation subsidies for fieldtrips and sports trips
- books and magazines for our Learning Commons
- financial supports for the purchase of band instruments

Our school community benefits tremendously from the work of both our School Council, and Travel Association. Each of these organizations has been critical to our growth over the course of our school year.

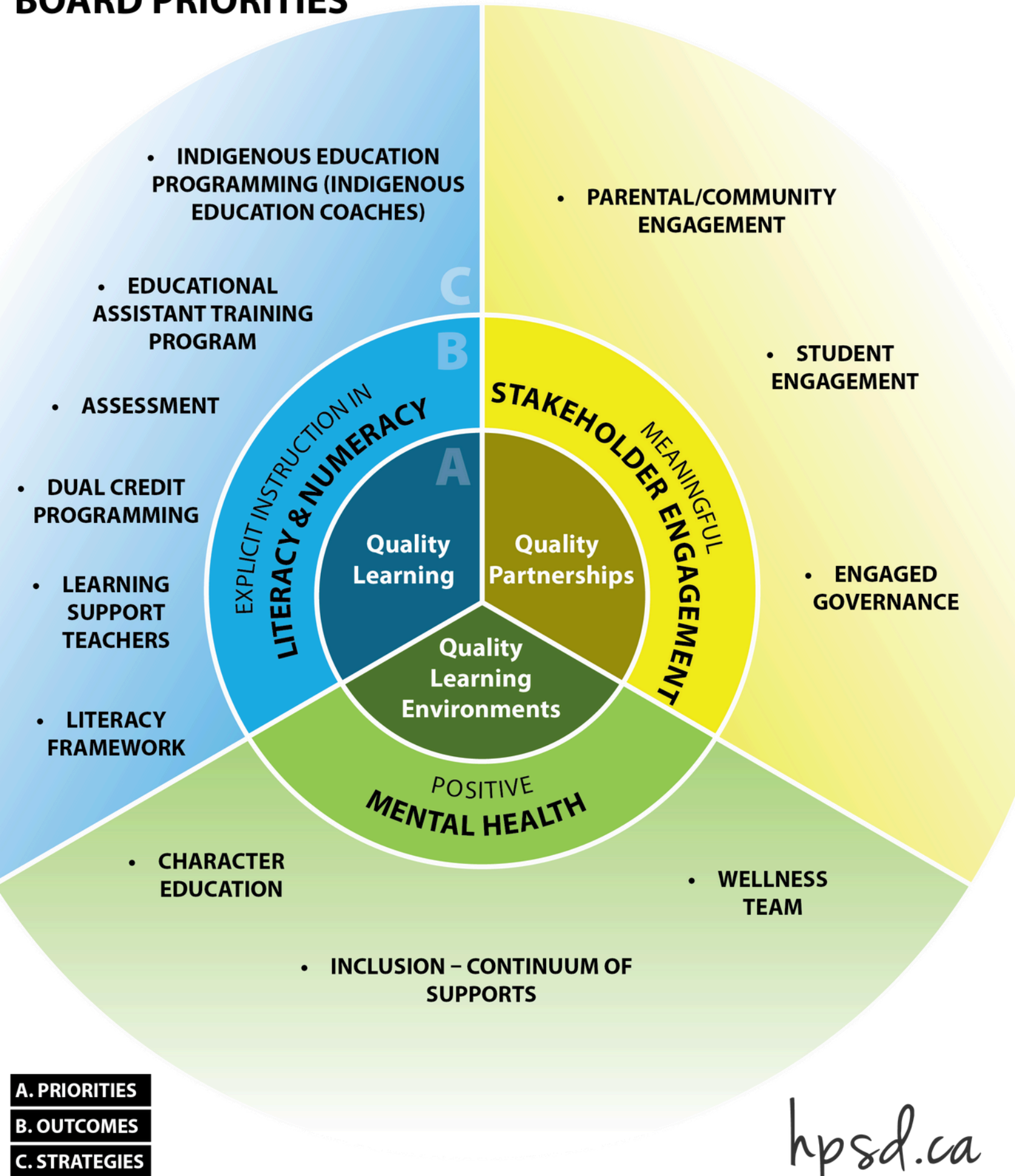


Troy Runzer, Principal



Richa Sherman-Peters, School Council Chair

# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



hpsd.ca



# REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

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

## MISSION

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

## VISION

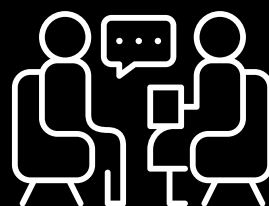
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

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

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



**301**  
SURVEY  
RESPONSES



**13**  
ENGAGEMENT  
SESSIONS



# ABOUT US

We would like to respectfully acknowledge that we are located on the ancestral and traditional territory of the Indigenous peoples in this area. This land has, and will continue to be, the home to the Cree, Dene and other First Nations and the Métis within the boundaries of Treaty 8. We wish to acknowledge the traditional Knowledge Holders and Elders who are still with us today and those who have gone before us.



Prairie River Junior High School is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake. We provide educational opportunities to the communities of High Prairie, Jousard, Driftpile First Nation, Sucker Creek First Nation, Kinuso, East Prairie and Peavine Metis Settlements, and Grouard.

The Prairie River Junior High School crest includes references to our “3 A’s:” Academics, Arts, and Athletics. Our school teams compete under the “Prairie River Raiders” banner. Our students have enjoyed much success in many school sports over the last long while, including golf, volleyball, basketball, curling, archery, and track and field. Additionally, our Prairie River Band has achieved significant success at adjudicated music festivals both in Alberta and British Columbia. Finally, a recent addition to the school competition has been our participation in the University of Alberta-sponsored “Mathletics Competition,” which brings students from Northern Alberta to compete against each other as they solve Math problems.

In addition to the “3A’s,” our character education program includes the “3R’s:” Resilient, Responsible, and Respectful. Our students are recognized frequently - informally, through the handing out of “Gotcha Tickets,” as well as formally during our monthly student-led assemblies.

Our school days begin at 8:35 with O’Canada and a land acknowledgement. Respective in-classroom staff (teacher or educational assistant) will then lead classes through morning announcements and a morning “check-in” to start the day off right. The day is divided into 8 periods, including two 40-minute Career Technology Foundations (CTF) classes at the end of the day. Students have a wide variety of choices for their CTF classes, including Art, Instrumental Band, Ancient Civilizations, Astronomy, Guitar, Volleyball, Basketball, Fitness, Archery, Floor Hockey/Shinny, High Prairie Elementary (HPE) Mentorship, Cosmetology and Foods. We work collaboratively with staff at E.W. Pratt and HPE to offer programming in all High Prairie schools. Our goal for the coming year is to have a team of our Foods students compete in the Culinary Arts Competition at Skills Canada Provincials.

Land-based learning is an important part of programming at Prairie River. Throughout the year, we have had the honour of hosting a number of Elders and Knowledge Holders, either on the land or in school, as they shared their knowledge and wisdom regarding the magnificent natural world around us. We are thankful that these Elders and Knowledge Holders are able to spend time with us to bring a perspective that is extremely valuable in our rapidly changing world.

# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

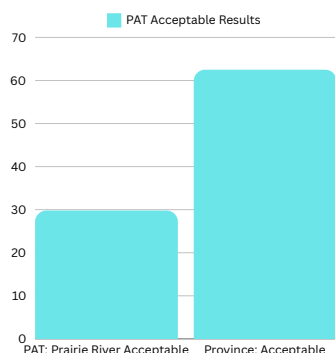
## Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Prairie River Jr. High Sch.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.4	86.9	82.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	71.6	73.2	72.0	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	29.8	3.2	3.2	62.5	62.6	62.6	Very Low	Improved Significantly	Acceptable
	PAT9: Excellence	1.2	2.4	2.4	15.4	15.5	15.5	Very Low	Maintained	Concern
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Learning Supports	Education Quality	82.1	86.1	82.7	87.6	88.1	88.6	Low	Maintained	Issue
Governance	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.3	74.5	75.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	88.8	87.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.6	91.1	79.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- 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).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.
- 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.

- WHILE OUR GRADE 9 PAT RESULTS ARE IDENTIFIED AS HAVING “IMPROVED SIGNIFICANTLY,” OUR CURRENT RESULT IS BEING COMPARED TO VERY FRACTURED 3-YEAR DATA AS WE CONTINUED TO EMERGE FROM COVID AND WILDFIRE EVENTS. THE PREVIOUS YEAR, WE HAD ONLY THREE GRADE 9 STUDENTS WRITING PATS DUE TO THE WILDFIRE IMPACT.
- SOON, WE WILL BE ABLE TO RETURN TO EXAMINING LONGITUDINAL RESULTS THAT WILL SHOW PAT AND DIPLOMA RESULTS FROM COHORTS OF STUDENTS WHO WRITE EXAMS THROUGH THEIR GRADE 6 & 9 PATS AND, FINALLY, THEIR DIPLOMA EXAMS DURING THEIR GRADE 12 YEAR.



- THIS REPORT INCLUDES DATA FROM OUR FIRST WRITING OF PAT'S UNDER “NORMAL CONDITIONS” SINCE 2018. OF CONCERN IS THE FACT THAT, COMPARED TO PROVINCIAL DATA, LESS THAN HALF OF OUR STUDENTS ARE MEETING THE PROVINCIAL “ACCEPTABLE LEVEL.”



# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2022			2023			2024				2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	40	84.8	65	77.4	46	86.9	87	80.4	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	5	*	n/a	n/a	3	*	14	76.2	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	
Student	n/a	n/a	31	73.3	53	74.3	37	81.2	60	67.7	n/a	Declined	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	9	96.3	12	80.6	9	92.6	13	97.4	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

## COMMENTS

Of concern in this domain is the significant difference between student and teacher perceptions as to the level of student engagement. The student-reported year-to-year drop (81.2%, to 67.7%) between 2023 and 2024 needs to be examined further to determine what steps need to be taken to address this decline. It is felt that much of this decline may have been due, in part, to the manner in which the survey was administered (large group). Students were noted to be rushing their responses, and had difficulty focusing for the duration of the survey administration.

## 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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	79	82.2	40	86.7	65	70.9	46	73.2	87	71.6	Low	Maintained	Issue	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4				
Parent	9	86.4	5	*	n/a	n/a	3	*	14	60.0	Low	n/a	n/a	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7				
Student	56	68.8	31	77.9	53	61.8	37	64.1	60	60.9	Low	Maintained	Issue	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6				
Teacher	14	91.4	9	95.6	12	80.0	9	82.2	13	93.8	High	Maintained	Good	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8				

## COMMENTS

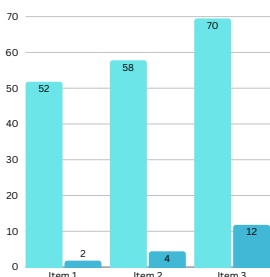
Again, there is significant differential between teacher responses versus parent and student responses. This speaks to having more conversations with all stakeholders regarding what “active citizenship” consists of. We will use Family Nights to take an opportunity to clarify our understanding of how parent/guardians feel about this particular domain.

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

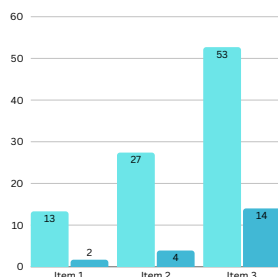
**PAT Course by Course Results by Number Enrolled.**

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	n/a	n/a	36.2	1.4	*	*	51.8	1.8	47.0	5.0	55.0	3.5
	Authority	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4				
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8				
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	31.3	0.0	*	*	11.8	0.0				
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6				
Mathematics 9	School	n/a	n/a	n/a	n/a	13.0	0.0	*	*	13.3	1.7	35.0	3.5	25.0	3.0
	Authority	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9				
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0				
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	50.0	0.0	*	*	15.4	0.0				
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9				
Science 9	School	n/a	n/a	n/a	n/a	24.6	1.4	*	*	26.7	1.7	38.0	7.0	32.0	3.0
	Authority	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8				
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8				
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	46.7	26.7	*	*	30.8	0.0				
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9				
Social Studies 9	School	n/a	n/a	n/a	n/a	23.2	4.3	*	*	31.0	0.0	25.0	2.0	35.0	2.0
	Authority	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8				
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8				
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	33.3	11.1	*	*	33.3	0.0				
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3				

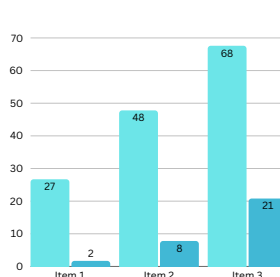
**ENGLISH LANGUAGE ARTS 9:  
ACCEPTABLE/EXCELLENT**



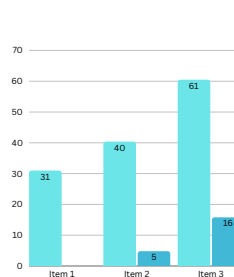
**MATH 9:  
ACCEPTABLE/EXCELLENT**



**SCIENCE 9:  
ACCEPTABLE/EXCELLENT**



**SOCIAL STUDIES 9:  
ACCEPTABLE/EXCELLENT**



- BASED ON RESULTS IN PREVIOUS YEARS, WE SET TARGETS THAT WE BELIEVED WERE CHALLENGING BUT ACHIEVABLE.
- WE SURPASSED OUR TARGETS IN BOTH ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES BUT FELL SHORT IN BOTH MATH AND SCIENCE.
- WE BELIEVE THAT, WITH A CONTINUED FOCUS ON LITERACY STRATEGIES ACROSS ALL CORE CLASSES AND THE ADOPTION OF OUR NEW DIVISIONAL NUMERACY PLAN, WE WILL SEE IMPROVEMENTS ACROSS ALL COURSES IN THE COMING YEAR.



# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Prairie River Jr. High Sch.								Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4	
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8	
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	68.5	57,655	66.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	56	51.8	n/a	n/a	59,096	69.5	56,255	71.4	
	Standard of Excellence	Very Low	n/a	n/a	56	1.8	n/a	n/a	59,096	11.8	56,255	13.4	
K&E English Language Arts 9	Acceptable Standard	*	*	*	6	*	n/a	n/a	1,465	49.6	1,254	50.2	
	Standard of Excellence	*	*	*	6	*	n/a	n/a	1,465	5.6	1,254	5.7	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3	
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	60	13.3	n/a	n/a	58,577	52.7	55,447	54.4	
	Standard of Excellence	Very Low	n/a	n/a	60	1.7	n/a	n/a	58,577	14.0	55,447	13.5	
K&E Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,967	52.2	1,815	52.7	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,967	9.9	1,815	11.3	
Science 9	Acceptable Standard	Very Low	n/a	n/a	60	26.7	n/a	n/a	59,072	67.6	56,311	66.3	
	Standard of Excellence	Very Low	n/a	n/a	60	1.7	n/a	n/a	59,072	20.8	56,311	20.1	
K&E Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,411	52.3	1,197	52.9	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,411	8.9	1,197	10.9	
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	58	31.0	n/a	n/a	59,125	60.5	56,309	58.4	
	Standard of Excellence	Very Low	n/a	n/a	58	0.0	n/a	n/a	59,125	15.8	56,309	15.9	
K&E Social Studies 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,351	50.4	1,140	49.6	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,351	11.3	1,140	10.6	

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

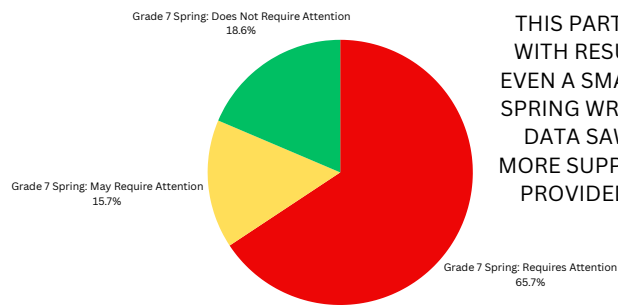
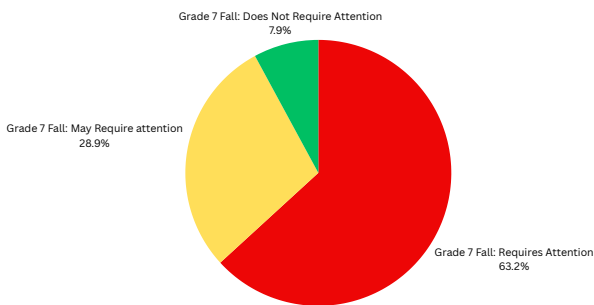
**AS INDICATED ON THE PREVIOUS PAGE, THERE IS MUCH WORK TO DO IN TERMS OF RAISING THE NUMBERS OF STUDENTS WRITING PAT'S AT ACCEPTABLE AND EXCELLENT LEVELS. WE LOOK FORWARD TO THE DATA FROM THIS YEAR FORMING THE FOUNDATION FOR UPCOMING 3 YEAR DATA TRENDS.**

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

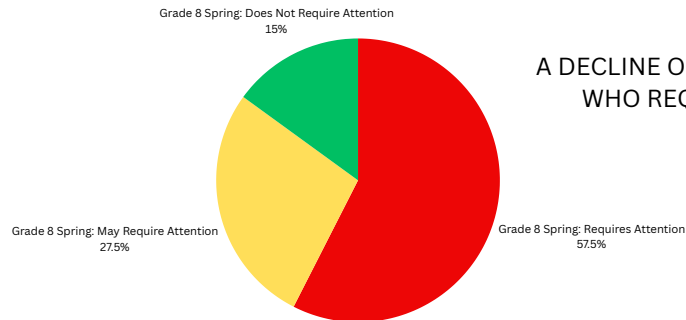
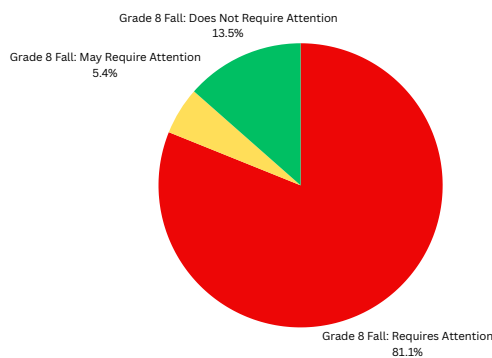
Numeracy Data			2018-19			2019-20			2020-21			2021-22			2022-23			2023-24				
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#		%	#		%	#	%	#
MIPI	Grade 7	Requires Attention	62	28.6	10	65	60.0	21	49	28.6	10	63	66.0	31	54	81.0	34	78	63.2	48	65.7	46
		May Require Attention		28.6	10		17.1	6		62.9	22		19.1	9		14.3	6		28.9	22	15.7	11
		Does Not Require Attention		42.9	15		22.9	8		8.6	3		14.9	7		4.8	2		7.9	6	18.6	13
	Grade 8	Requires Attention	85	47.5	19	61	100.0	7	56	57.7	15	62	64.2	34	69	78.4	40	50	81.1	30	57.5	23
		May Require Attention		32.5	13		0.0	0		26.9	7		17.0	9		11.8	6		5.4	2	27.5	11
		Does Not Require Attention		20.0	8		0.0	0		15.4	4		18.9	10		9.8	5		13.5	5	15.0	6
	Grade 9	Requires Attention	71	66.7	24	76	72.7	32	46	52.6	10	72	80.4	45	66	74.5	35	58	85.0	34	77.8	21
		May Require Attention		13.9	5		13.6	6		26.3	5		14.3	8		19.1	9		15.0	6	14.8	4
		Does Not Require Attention		19.4	7		13.6	6		21.1	4		5.4	3		6.4	3		0.0	0	7.4	2

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

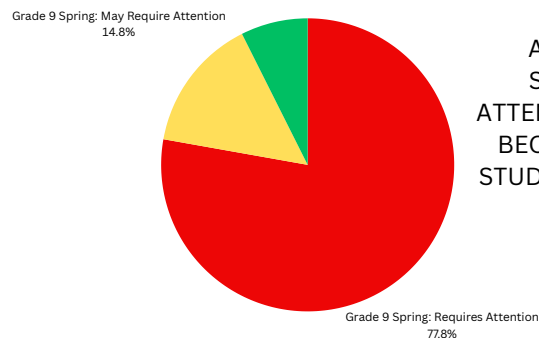
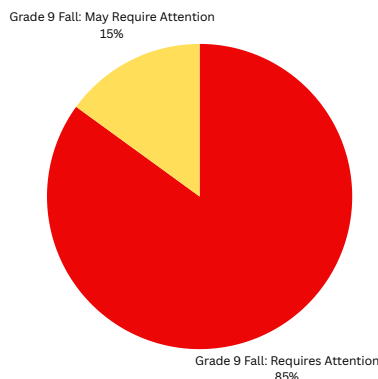
GROWTH THROUGHOUT THE MATH DISCIPLINE CONTINUES TO BE SLOW BUT STEADY. WITH THE EXCEPTION OF OUR GRADE 7 SPRING WRITING OF THE “MATH INTERVENTION PROGRAMMING INSTRUMENT” (MIPI), THE PERCENTAGE OF PRAIRIE RIVER STUDENTS “REQUIRING ATTENTION” IN MATH UNDERSTANDING AND KNOWLEDGE WENT DOWN (IN SOME CASES, SIGNIFICANTLY). EVEN FOR OUR GRADE 7 STUDENTS, THE PERCENTAGE OF STUDENTS WHO NO LONGER REQUIRED SPECIAL ATTENTION ROSE BY 10.7 %.



THIS PARTICULAR RESULT IS AN OUTLIER, WITH RESULTS REMAINING FLAT (INDEED, EVEN A SMALL DECLINE BETWEEN FALL AND SPRING WRITINGS). OUR MATH BENCHMARK DATA SAW BETTER RESULTS, HOWEVER, MORE SUPPORTS AND ASSESSMENT WILL BE PROVIDED FOR THESE STUDENTS IN THE COMING YEAR



A DECLINE OF 23.6% OF STUDENTS WHO REQUIRE ATTENTION.



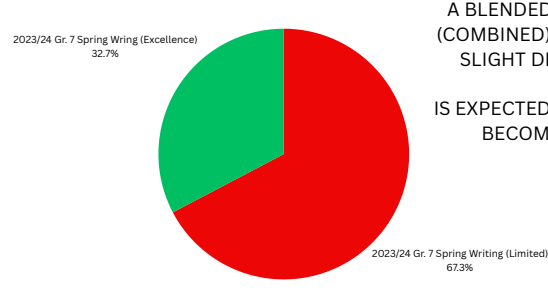
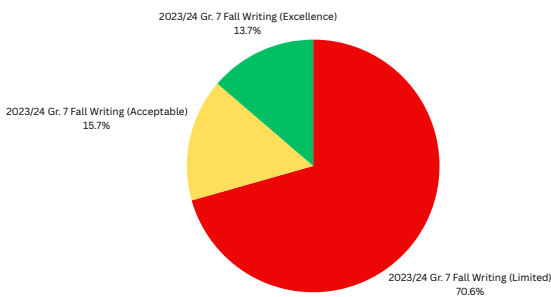
A REDUCTION OF 7.2 % OF STUDENTS WHO REQUIRE ATTENTION, MOVING DIRECTLY TO BECOME PART OF THE 7.4% OF STUDENTS WHO DO NOT REQUIRE ATTENTION.



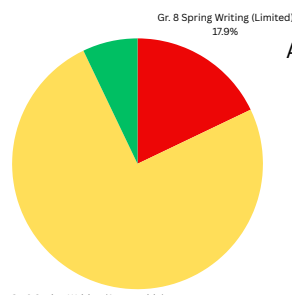
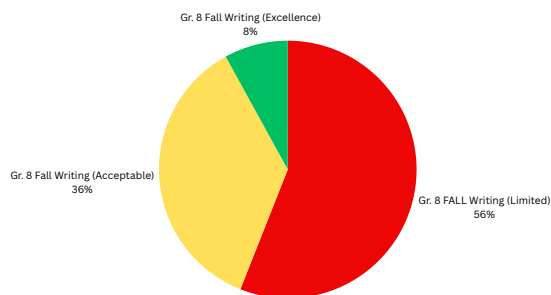
# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20 <sup>1</sup>				2020-21 <sup>1</sup>				2021-22				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
OCA RCAT	Grade 7	Limited	65	60.5	23	ND	ND	49	62.5	20	ND	ND	63	43.4	23	ND	ND	54	51.2	21	75.8	25	78	70.6	36	67.3	35
		Acceptable		34.2	13	ND	ND		37.5	12	ND	ND		47.2	25	ND	ND		48.8	20	24.2	8		15.7	8	0.0	0
		Excellence		5.3	2	ND	ND		0.0	0	ND	ND		9.4	5	ND	ND		0.0	0	0.0	0		13.7	7	32.7	17
	Grade 8	Limited	61	58.1	18	ND	ND	56	35.1	13	ND	ND	62	32.5	13	ND	ND	69	50.0	28	65.7	23	50	56.0	14	17.9	5
		Acceptable		41.9	13	ND	ND		59.5	22	ND	ND		30.0	12	ND	ND		50.0	28	34.3	12		36.0	9	75.0	21
		Excellence		0.0	0	ND	ND		5.4	2	ND	ND		37.5	15	ND	ND		0.0	0	0.0	0		8.0	2	7.1	2
	Grade 9	Limited	76	ND	ND	ND	ND	46	56.0	14	ND	ND	72	43.5	20	ND	ND	66	30.2	16	37.2	16	58	55.6	15	50.0	17
		Acceptable		ND	ND	ND	ND		28.0	7	ND	ND		32.6	15	ND	ND		50.9	27	58.1	25		33.3	9	50.0	17
		Excellence		ND	ND	ND	ND		16.0	4	ND	ND		23.9	11	ND	ND		18.9	10	4.7	2		11.1	3	0.0	0
	Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: <sup>1</sup> Schools only required to submit one assessment per student due to COVID complications																							

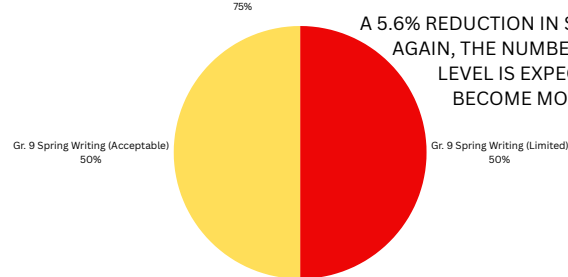
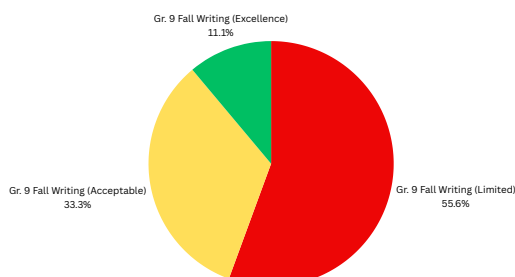
IN TERMS OF COMPARING RESULTS, WE FEEL IT MOST ACCUARATE TO LOOK SPECIFICALLY AT THE DIFFERENCES BETWEEN FALL AND SPRING WRITINGS FROM EACH COHORT DISTINCTLY. FOR EXAMPLE, THE SKILLS AND KNOWLEDGE DIFFERENCE FOR SUCCESSIVE GRADE 7 YEARS CAN BE CONSIDERABLE. HOWEVER, COMPARISON “IN-YEAR” TELLS US EXACTLY HOW EFFECTIVELY WE ARE DEVELOPING SKILLS AND KNOWLEDGE AMONG STUDENTS WITHIN A GIVEN YEAR.



A BLENDED “ACCEPTABLE/EXCELLENCE” RESULT OF 29.4% (COMBINED) BECOMES A 32% “EXCELLENCE” RESULT. A VERY SLIGHT DECREASE (3.3%) IN THE NUMBER OF STUDENTS PERFORMING AT A “LIMITED” LEVEL IS EXPECTED TO IMPROVE SIGNIFICANTLY (DECLINE) AS STAFF BECOME MORE EFFECTIVE AT DIRECT INSTRUCTION LITERACY STRATEGIES



A REDUCTION OF 38.1% OF STUDENTS PERFORMING AT THE “LIMITED” LEVEL.



A 5.6% REDUCTION IN STUDENTS PERFORMING AT THE “LIMITED” LEVEL. AGAIN, THE NUMBER OF STUDENTS PERFORMING AT A “LIMITED” LEVEL IS EXPECTED TO IMPROVE (DECREASE) AS STAFF BECOME MORE EFFECTIVE AT DIRECT INSTRUCTION STRATEGIES.

# 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	79	88.3	40	85.8	65	79.3	46	86.1	88	82.1	Low	Maintained	Issue	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	9	87.0	5	*	n/a	n/a	3	*	14	77.4	Intermediate	n/a	n/a	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	56	82.7	31	80.8	53	80.8	37	85.3	61	80.6	Very Low	Maintained	Concern	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	14	95.2	9	90.7	12	77.8	9	87.0	13	88.5	Very Low	Maintained	Concern	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

THE DATA FOR THIS DOMAIN INDICATES THAT WE ARE QUITE CLOSE TO RESULTS WITHIN THE DIVISION AND THE PROVINCE. OF COURSE, WE WILL STRIVE TO MATCH OR EXCEED JURISDICTIONAL RESULTS IN THE COMING YEARS BY LISTENING TO STAKEHOLDERS IN TERMS OF GAPS OR DEFICIENCIES WHERE IT IS FELT THAT THERE IS ROOM FOR IMPROVEMENT.



# ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

## PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

- Teachers and Educational Assistants (EAs) continue to participate in professional development that supports growth for students in Literacy and Numeracy. EAs joined their teacher colleagues during our October Professional Development Day as we looked deeply into the Highest Level of Achievement Test (HLAT) results from our early September writing.
- All of Prairie River's EAs continue to be active in the Division's "Educational Assistant Training pilot project."
- Strategies for growth in Numeracy and Literacy are embedded throughout all core classes. For example, direct instruction of vocabulary takes place in all classes so that students can expand their knowledge of subject-specific terms. Additionally, each teacher is required to include Fluency strategies in each lesson. This may take the form of choral, echo, or peer-to-peer reading as students move into the study of topics within their core class.
- During our Nov 1st, 2024 PD Day, teachers developed action plans for programming after studying data results from various standardized tests. These action plans are designed to address specific needs that were identified from the data.
- Both the vice principal and principal make frequent visits to classrooms to observe the teaching and learning taking place. Administration also frequently joins Collaborative Response Team Meetings where programming for specific student needs are discussed.
- Supports from our Division's Numeracy lead have helped our Blended Classroom get off to a strong start. The outcomes thus far for students who are receiving supports for at-grade-level programming in Math are very promising. Students are able to work at grade-level material in more meaningful and thorough ways than is possible in a full Math class.

## 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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	40	91.6	65	85.1	46	88.8	87	82.7	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	5	*	n/a	3	*	14	73.5	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	
Student	n/a	n/a	31	90.0	53	80.3	37	82.1	60	79.5	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.6
Teacher	n/a	n/a	9	93.2	12	90.0	9	95.6	13	95.4	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.7

IT IS FELT THAT OUR AVAILABLE SUPPORTS ARE QUITE EXTENSIVE, BUT WE NEED TO COMMUNICATE MORE EFFECTIVELY WITH STUDENTS AND FAMILIES IN TERMS OF WHAT THESE SUPPORTS ARE. WE COACH AND ENCOURAGE OUR STUDENTS TO BECOME INCREASINGLY INDEPENDENT AS THEY GET OLDER. A LARGE PART OF THIS TASK IS TO ENSURE THAT STUDENTS HAVE THE SKILLS TO SELF-ADVOCATE FOR THEMSELVES. COMMUNICATING LEARNING NEEDS TO SCHOOL STAFF IS A CRITICAL SKILL THAT WILL BE VALUABLE THROUGHOUT THEIR LIVES.

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

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

	School										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2022			2023			2024				2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	40	88.3	65	76.5	46	74.5	87	80.3	n/a		Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	
Parent	n/a	n/a	5	*				*	14	74.1	n/a		n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3		
Student	n/a	n/a	31	79.8	53	66.2	37	66.4	60	72.2	n/a		Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	
Teacher	n/a	n/a	9	96.8	12	86.9	9	82.5	13	94.5	n/a		Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	

THIS DOMAIN IS AN AREA OF CONCERN. ALTHOUGH WE HAVE EARNED “MAINTAINED” STATUS (SLIGHTLY INCREASED FROM PAST YEARS), WE SIMPLY MUST MAKE SIGNIFICANT IMPROVEMENTS. TO THIS END, WE ARE WORKING HARD TO BRING A DAILY FOCUS ONTO OUR 3A’S AND 3R’S (CHARACTER EDUCATION), AS WELL AS BUILDING A “HOUSE TEAM” LEAGUE WHERE TEAMS OF MIXED GRADE 7-9 STUDENTS COME TOGETHER TO WORK TOGETHER ON TASKS AND CHALLENGES, COMPETING FOR INDIVIDUAL AND HOUSE POINTS. OUR GOAL IS TO HAVE AT LEAST 80% OF OUR STUDENTS AND PARENTS AGREE WITH THE STATEMENT THAT OUR PRAIRIE RIVER LEARNING ENVIRONMENT IS WELCOMING, CARING, RESPECTFUL AND SAFE.



# ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

## ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

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

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

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

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

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

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.

# ASSURANCE DOMAIN: GOVERNANCE

## Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	23	88.6	9	88.9	12	67.8	9	91.1	27	75.6	Intermediate	Maintained	Acceptable	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	9	80.0	5	*	n/a	n/a	3	*	14	74.6	Very High	n/a	n/a	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	14	97.1	9	88.9	12	67.8	9	91.1	13	76.6	Very Low	Maintained	Concern	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

**WE WILL SEEK FEEDBACK FOR THIS DOMAIN WITH STAFF AND PARENTS (INCLUDING SCHOOL COUNCIL) TO DETERMINE THE SIGNIFICANCE OF THIS RESULT. CLARIFICATION FROM BOTH STAKEHOLDER GROUPS MAY BE REQUIRED TO ENSURE THAT BOTH GROUPS ARE ASSESSING THE SAME EVIDENCE. OUR GOAL IS FOR BOTH STAKEHOLDER GROUPS TO HAVE RESULTS GREATER THAN 80% (SATISFIED).**

# SUPPLEMENTAL MEASURES

## Drop Out Rate – Measure Details

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

	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	55	4.7	63	1.3	59	4.4	49	1.6	61	2.8	High	Maintained	Good	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	1	*	3	*	1	*	3	*	1	*	n/a	n/a	n/a	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

WE HAVE NOW EMBARKED ON A HIGHLY STRUCTURED APPROACH TO STUDENT AND FAMILY OUTREACH. DESIGNATED TEACHERS WERE RESPONSIBLE FOR CONTACTING FAMILIES WHEN EARLY ATTENDANCE ISSUES WERE NOTED. BEGINNING IN OCTOBER, THESE SAME TEACHERS SWITCHED FOCUS TO “ACADEMIC COUNSELLING.” THIS INVOLVED MEETING WITH EVERY STUDENT IN THE SCHOOL AT LEAST EVERY SECOND WEEK TO GO OVER ACADEMIC RESULTS, AS WELL AS SUPPORTING STUDENTS IN THEIR USE OF STRATEGIES TO BECOME MORE SUCCESSFUL AT SCHOOL (ORGANIZATION, STUDY/REVIEW PRACTICES, ETC.)

## In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	14	97.6	9	92.6	12	83.3	9	59.3	12	77.8	Low	Maintained	Issue	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	14	97.6	9	92.6	12	83.3	9	59.3	12	77.8	Low	Maintained	Issue	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

THERE IS A NOTED IMPROVEMENT FROM THE PREVIOUS YEAR AS OUR DIVISION TOOK ON A VERY DELIBERATE APPROACH TO LITERACY AND NUMERACY INSTRUCTION. WE BELIEVE THAT THIS IMPROVED PERCEPTION OF PROFESSIONAL DEVELOPMENT EFFICACY WILL CONTINUE AS WE BECOME MORE CONVERSANT WITH DEEPER LEVELS OF UNDERSTANDING OF HOW OUR DATA WILL DRIVE PRACTICE.



# 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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	78.0	9	94.4	12	80.0	9	80.0	26	77.8	High	Maintained	Good	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	9	66.7	5	*	n/a	n/a	3	*	13	68.0	High	n/a	n/a	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	14	89.3	9	94.4	12	80.0	9	80.0	13	87.5	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

WE BELIEVE THAT WE HAVE WORK TO DO TO INFORM COMMUNITY AND FAMILY MEMBERS MORE EFFECTIVELY REGARDING THE PROGRAMS THAT ARE OFFERED AT PRAIRIE RIVER SCHOOL. OUR PARENT SATISFACTION WITH THIS DOMAIN NEEDS TO BE AT OR NEAR THE LEVELS INDICATED BY TEACHERS (87.5%). WE WILL REDOUBLE EFFORTS TO BRING THIS INFORMATION TO FAMILIES DURING FAMILY NIGHTS, CAREER SHOWCASES, POST-SECONDARY NIGHTS, ETC.

## 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.

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												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	79	86.3	40	79.9	64	93.1	46	86.2	87	82.5	Very High	Declined	Good	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	9	81.7	5	*	n/a	n/a	3	*	14	81.3	Very High	n/a	n/a	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	56	83.6	31	72.8	52	88.3	37	78.1	60	77.2	Very High	Maintained	Excellent	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	14	93.8	9	87.0	12	97.9	9	94.4	13	89.1	High	Maintained	Good	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

WE ARE GRATEFUL THAT RESULTS ARE POSITIVE IN THIS DOMAIN, AND WE ATTRIBUTE MUCH OF THIS TO THE WILLINGNESS OF STAFF (TEACHERS AND EAS) TO SUPPORT A WIDE DIVERSITY OF CAREER AND TECHNOLOGY FOUNDATION (CTF) OFFERINGS. WE WILL CONTINUE TO DO SO.

## 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.

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	79	86.6	40	93.1	65	86.0	46	91.0	87	81.6	Low	Declined	Issue	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	9	76.0	5	*	n/a	n/a	3	*	14	70.7	Very Low	n/a	n/a	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	56	83.9	31	90.0	53	80.3	37	82.1	60	79.2	Low	Maintained	Issue	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	14	100.0	9	96.3	12	91.7	9	100.0	13	94.9	Intermediate	Maintained	Acceptable	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

THIS IS A DOMAIN THAT WILL REQUIRE SOME VERY SPECIFIC FOLLOW-UP. THE CREATION OF A BLENDED CLASSROOM (LITERACY AND NUMERACY) IS OUR INITIAL RESPONSE TO CONCERNS REGARDING THIS DOMAIN. ENSURING THAT STRUGGLING STUDENTS CAN ACCESS A PROGRAM THAT HAS GREATER SUPPORT WITH A LOWER TEACHER/STUDENT RATIO WILL BE A LARGE PART OF OUR FOCUS IN THE COMING YEAR.

# SUPPLEMENTAL MEASURES

## 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									
	2020		2021		2022		2023		2024		Achievement			Improvement			Overall			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%										N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	79	88.2	40	91.4	65	85.4	46	79.5	87	84.3	Intermediate	Maintained	Acceptable	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1							
Parent	9	88.9	5	*	n/a	n/a	3	*	14	78.6	Intermediate	n/a	n/a	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0							
Student	56	77.3	31	82.9	53	79.2	37	70.1	60	80.4	High	Maintained	Good	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4							
Teacher	14	98.6	9	100.0	12	91.7	9	88.9	13	93.8	Intermediate	Maintained	Acceptable	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9							

WE PUT SIGNIFICANT EFFORT INTO REACHING MORE PARENTS FOR THIS SURVEY, AND THE EARLY RESULTS ARE PROMISING AND WILL HELP INFORM US ON FUTURE ACTIONS. IN THE CASE OF THIS PARTICULAR DOMAIN, WE WOULD EXPECT PERCENTAGES OF ALL STAKEHOLDERS WHO AGREE WITH THE STATEMENT TO BE NOT LESS THAN HIGH 80'S. OBTAINING MORE DATA, FROM MORE PARENTS WILL BE A FOCUS FOR US MOVING FORWARD.

## Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																					
	School										Measure Evaluation			Authority										Province													
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	79	82.5	40	84.3	65	85.0	46	73.8	87	82.8	High	Maintained	Good	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9				
Parent	9	74.4	5	*	n/a	n/a	3	*	14	75.0	Very High	n/a	n/a	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8				
Student	56	79.0	31	85.2	53	81.6	37	77.6	60	86.7	High	Maintained	Good	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0				
Teacher	14	94.0	9	83.3	12	88.4	9	70.0	13	86.7	High	Maintained	Good	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8				

THESE ARE PROMISING RESULTS, HOWEVER THERE IS STILL MUCH TO BE DONE IN THE WAY OF COMMUNITY OUTREACH TO ENSURE THAT OUR STUDENTS ARE AWARE OF, AND BENEFIT FROM THE AVAILABLE PROGRAMS AND SERVICES IN THE SURROUNDING COMMUNITIES. WE WILL STRIVE TO BRING THE BUSINESS COMMUNITY, AGRICULTURE SECTOR, HUMAN SERVICES, AND POST SECONDARY OPPORTUNITIES INTO OUR SCHOOL WHENEVER POSSIBLE.

# 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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	79	87.1	40	87.5	65	80.8	45	74.5	85	78.3	High	Maintained	Good	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	9	88.9	5	*	n/a	n/a	3	*	14	64.3	Low	n/a	n/a	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	56	72.3	31	75.0	53	78.3	37	74.0	60	79.7	High	Maintained	Good	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	14	100.0	9	100.0	12	83.3	8	75.0	11	90.9	Very High	Maintained	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

OF NOTE IS THE LOW PERCENTAGE OF PARENTS WHO AGREE THAT THEIR JURISDICTION HAS IMPROVED OR STAYED THE SAME FOR THE PAST THREE YEARS. AGAIN, WE WILL FOCUS ON GATHERING MORE DATA FROM MORE PARENTS. PREVIOUS YEARS (SINCE 2020) HAVE NOT YIELDED A SIGNIFICANT LEVEL OF PARENT RESPONSES. WE ARE HOPEFUL THAT FUTURE RESULTS INDICATE AN INCREASING LEVEL OF PARENT SATISFACTION.

## Work Preparation – Measure Details

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

	School												Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		2020					2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	23	90.9	9	100.0	12	83.3	8	100.0	26	73.1	Intermediate	Declined	Issue	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8		
Parent	9	88.9	5	*	n/a	n/a	3	*	13	53.8	Low	n/a	n/a	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8		
Teacher	14	92.9	9	100.0	12	83.3	8	100.0	13	92.3	High	Maintained	Good	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7		

THIS DOMAIN IS AN AREA OF CONCERN THAT WILL BE ADDRESSED THROUGH THE EXPOSURE BY OUR STUDENTS TO A WIDER VARIETY OF OPPORTUNITIES THAT WILL ENCOURAGE STUDENTS TO BEGIN THINKING ABOUT LIFE BEYOND HIGH SCHOOL. IF STUDENTS CAN BEGIN VISUALIZING VOCATIONAL POSSIBILITIES, THEY CAN THEN START DETERMINING GOALS, AS WELL AS CONSIDERING THE PATH THAT WILL HELP THEM REACH THOSE GOALS. TO THIS END, OUR STUDENTS WILL TAKE PART IN INCREASING LEVELS OF VOCATIONAL PLANNING, CAREER SHOWCASES, POST-SECONDARY NIGHTS, OBSERVATION AND COMPETITION IN SKILLS CANADA PROVINCIALS, ETC.