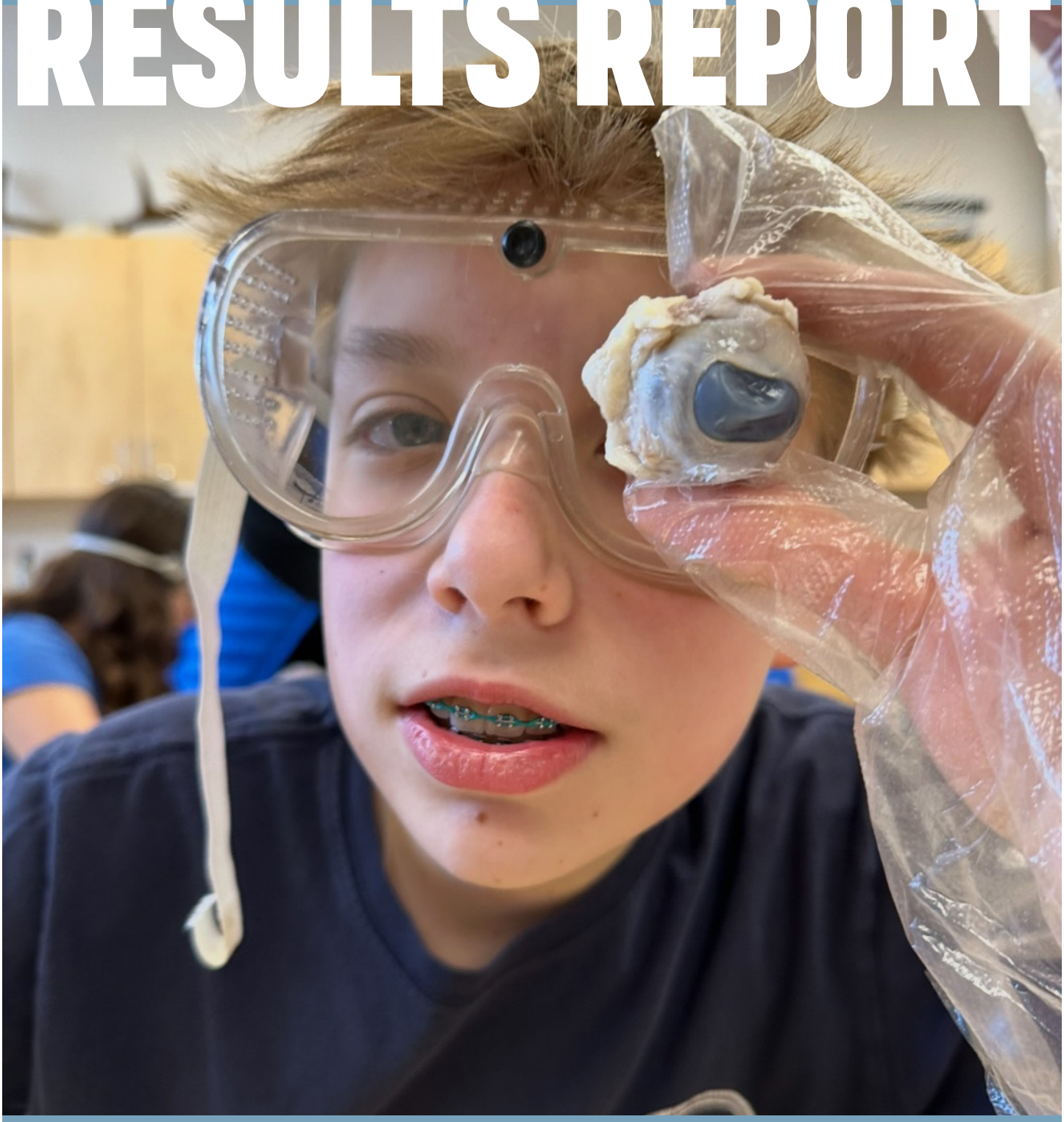
MEDICINE HAT PUBLIC SCHOOL DIVISION

2024-2025 AERR

ANNUAL EDUCATION RESULTS REPORT



Medicine Hat Public School Division
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DIVISION MOTTO

WHERE KIDS COUNT!

Our mission is to provide an inclusive, progressive learning community through trust, courage and collaboration.

TO LEARN. TO GROW.

TO BUILD A BETTER WORLD.

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BOARD CHAIR: CATHERINE WILSON
SUPERINTENDENT: TRACY HENSEL

EXECUTIVE LEADERSHIP TEAM
BOARD OF TRUSTEES

ACCOUNTABILITY STATEMENT

ANNUAL EDUCATION RESULTS REPORT (AERR)

Under the direction of the School Board, the Annual Education Results Report for Medicine Hat Public School Division for the 2024/2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2024/2025 was approved by the Board on Tuesday, December 9, 2025.

CATHERINE WILSON, BOARD CHAIR - ORIGINAL SIGNED

MESSAGE FROM MHPSD CHAIR

Medicine Hat Public School Division marked important progress by advancing four universal goals: enhancing student learning, fostering inclusivity, promoting wellbeing, and strengthening our commitment to Truth & Reconciliation. We are proud to highlight improved outcomes, stronger engagement, and a nurturing educational environment. Through collaboration with stakeholders, we introduced innovative strategies and programs to meet diverse needs, ensuring every student has the opportunity to thrive. Our Board extends sincere gratitude for the shared dedication to public education, and as we look forward, we remain focused in our pursuit of excellence.

BOARD CHAIR: CATHERINE WILSON

PROFILE OF THE SCHOOL AUTHORITY

MHPSD is located within the boundaries of the City of Medicine Hat in the southeast region of Alberta. Our schools serve the needs of students and families in our community. Similar to other parts of our province, this community houses a typical range of socio-economic status and an ever changing cultural diversity.

DEMOGRAPHIC DATA

6942

Student Enrolment
ELP - gr. 12

631

First Nations, Métis, and Inuit (FNMI) Student Population

589

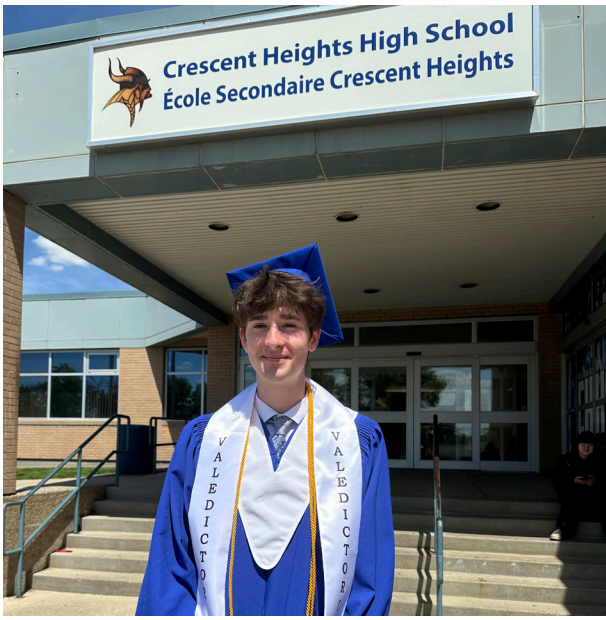
English as an Additional Language Learners (EAL)

351

Full Time Equivalent
Certified Teachers
35 Part Time Certified Teachers

238

Full Time Equivalent Support Staff
45 Part Time Support Staff



SCHOOLS

MHPSD students learn in 17 schools across our system

- Alexandra Middle School (7-9)
- Crestwood STEM School (K-6)
- Dr. Ken Sauer School Fine Arts School (K-6)
- Dr. Roy Wilson Learning Centre (K-9)
- École Crescent Heights Secondaire - dual track English and French Immersion (FI) (7-12)
- École Connaught School - French Immersion (K-6)
- Elm Street School (K-6)
- George Davison School (K-6)
- Herald School (K-6) & specialized programming
- Hub Virtual School (K-9)
- Medicine Hat High School (10-12)
- Medicine Hat Christian School (K-9)
- River Heights Elementary School (K-6)
- Ross Glen School (K-6)
- Southview Community School (K-6)
- Vincent Massey School (K-6)
- Webster Niblock School (K-6)

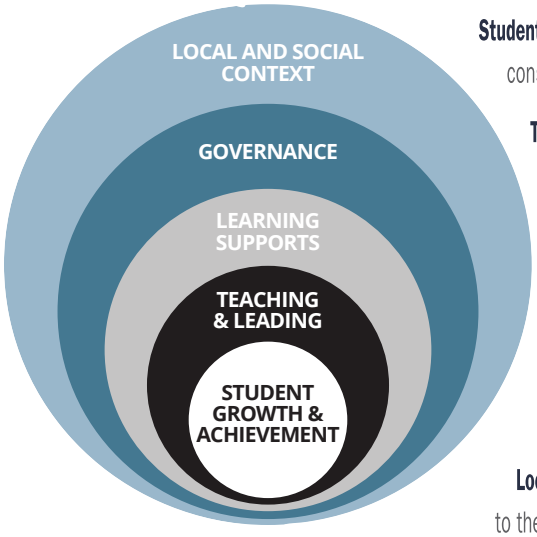
MHPSD offers several alternative programs that operate out of multiple sites in our community.

This includes:

- Pathways Program
- PAS Program
- Coulee Collegiate
- Y Parent Program

AB EDUCATION PROVINCIAL ASSURANCE DOMAINS

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains (described below). The key elements of each are embedded in our engagement processes and within our four universal goals.



Student Growth & Achievement: Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations.

Teaching & Leading: Teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Learning Supports: The mobilization of resources and shared, system wide responsibility to ensure optimum learning for all students.

Governance: Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Local & Societal Context: The engagement practices of schools and communities in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

ENGAGEMENT

In 2024-2025 we facilitated holistic engagement processes as part of our four year planning cycle. Engaging with students, teachers, parents, school councils and the community, we sought feedback on our progress and future direction. This information was gathered in a number of ways:

LOCAL ASSURANCE SURVEY was developed this year with questions directly connected to the success criteria listed in each goal. Students, parents, and staff were provided the opportunity to share their perspective on our system journey with Optimal Learning, Inclusion, Wellness, and Truth and Reconciliation.

TEACHER VOICE COMMITTEE was a valuable method of collecting teacher feedback throughout the school year. The regularly scheduled meetings allowed for timely feedback and enabled us to answer questions and collaboratively develop solutions to the challenges encountered.

THE ALBERTA EDUCATION ASSURANCE SURVEY was completed by students in grades 4 - 12 (depending on site), staff, and was available to parents with children in grades 4, 7, and 10 in Feb and Mar, 2025. Results are reported as Assurance Summaries 2025 - Appendix A Results are reported as Assurance Summaries 2024 - Appendix A.

OURSCHOOL SURVEY is an instrument that we have used since 2018. Information was gathered from students, parents and teachers on domains ranging from program planning to mental health status in April of 2023 and used to develop this plan. These results are also reported each November in this AERR document.

STUDENT VOICE session was held in the winter of 2024, aimed at understanding the perspectives, experiences, and needs of MHPSD students. A diverse group of students from middle and high schools contributed to meaningful discussion surrounding four questions. The insights gained from this session will inform future initiatives, ensuring that student voices are at the forefront of MHPSD planning and decision-making.

PARENT VOICE Parents, through the Division Council of School Council review the AERR, AEA, PAT, and Diploma results. Each year, the Division Council of School Council receives a presentation outlining themes, key findings, and evidence-informed next steps for enhanced student learning. Feedback and perspectives are then gathered to help shape future strategies and priorities.

SCHOOLS CREATED A VARIETY OF LOCAL MEASURES TO INFORM PLANNING AND GATHER FEEDBACK.

CONSULTATION TIMELINE

	OCT 2024	DEC 2024	DEC 2024	JAN 2025	FEB/ MARCH 2025	MAR 2025	APR 2025	MAY 2025
ENGAGEMENT	Teacher Voice Committee	Student Voice Session	Parent Voice AERR	Teacher Voice Committee	Alberta Education Assurance Survey	Local Assurance Survey	OurSchool Survey	1. Teacher Voice Committee 2. Board & Admin Planning
STAKEHOLDERS	Teacher Reps Executive Trustees	Students Trustees Executive	Division Council of School Councils School Councils	Teacher Reps Executive Trustees	Students (gr. 4, 7, 10) Parents All teachers	574 parents 2765 students 250 teachers 123 support staff (including 81 EAs)	Students (gr. 4-12) Parents All teachers	1. Teacher reps, executive, Trustees and support staff 2. Administrators, executive, Trustees and support staff

LOCAL ASSURANCE – FEEDBACK AND OBSERVATIONS

Local Assurance Survey (5 point scale)

OPTIMAL LEARNING

The 2025 Local Assurance Survey highlights continued progress toward our Optimal Learning Environment vision. Teacher Clarity remains a key strength, with schools advancing practices in communicating learning intentions, providing varied opportunities for students to demonstrate understanding, and sharing growth with families. While each school's PL plan reflects its unique context, division support ensures a shared foundation and consistent direction.

- Student perspective: Opportunities to demonstrate learning improved from 3.8 (2024) to 3.9 (2025)
- Parent perspective: Communication of student growth rose from 3.6 (2024) to 4.0 (2025)

THINKING & ACTING INCLUSIVELY

MHPSD schools utilize Alberta Education's resource guide, The Continuum of Supports and Services, to foster holistic, inclusive learning environments. This approach emphasizes reflective experiences for staff to examine beliefs and values, so that teams are better positioned to plan for inclusive processes and actions. Further, schools continue to offer new clubs, teams, and other extracurricular activities that allow students to enjoy shared interests and passions. Key supporting results by stakeholder group to the perceived demonstration of inclusive practices:

- Student perspective - 3.3 (2024 - 3.3)
- Parent perspective - 4.0 (2024 - 3.8)
- Teacher perspective - 3.8 (2024 - 3.7)
- Educational Assistant perspective - 4.2 (2024 - 4.3)

WELLNESS

The MHPSD Culture of Wellness Framework serves as a comprehensive resource outlining the processes, programs, training, and supports that have been implemented and/or are available to foster healthy school communities. The framework was enhanced by the tri-division Mental Health Grant project, offering a range of professional learning sessions and committee structures that assisted with capacity development. Below are key supporting results connected to the awareness of available mental health and wellness supports:

- Student perspective - 4.0 (2024 - 3.9)
- Parent perspective - 3.5 (2024 - 3.4)
- Teacher perspective - 3.8 (2024 - 3.9)

TRUTH & RECONCILIATION

The Local Assurance Survey captures stakeholder perceptions of MHPSD's leadership in advancing Truth and Reconciliation across classrooms, schools, and the community. Strategies supporting this goal are intended to be embedded throughout the year to foster foundational knowledge and inclusive practices. A slight regression in select stakeholder survey responses highlights opportunities for varied pathways to strengthening the understanding of indigenous perspectives. Key supporting results connected to the notion that truth and reconciliation is a priority in schools:

- Student perspective - 3.8 (2024 - 3.9)
- Parent perspective - 3.7 (2024 - 3.6)
- Teacher perspective - 4.1 (2024 - 4.2)
- Educational Assistant perspective - 3.8 (2024 - 4.0)

HOW OUR LOCAL CONTEXT IMPACTS ASSURANCE

ASSURANCE

MHPSD implements the full assurance framework and develops a multi-year education plan each May followed by an Annual Education Results Report each November. The cadence of developing goal strategies, success criteria, and measures, followed by the analysis of evidence and stakeholder feedback, aligns with the cadence of the school year. The MHPSD 2022-2026 (Year 4) Education Plan can be read alongside this document for a comprehensive and interconnected view of the assurance process.

The assurance framework demonstrates the Board's commitment to determining stakeholder confidence in the education system by developing clear goals, outcomes, and strategies. Assurance also provides the framework for MHPSD to continue to maintain close alignment with the direction, goals, and outcomes of the Ministry's Alberta Education Business Plan 2025-2028, with a focus on responsiveness and alignment to the needs of MHPSD schools.

The AERR is structured to allow stakeholders the opportunity to examine education plan priorities alongside the evidence we identified to measure progress toward achieving these priorities. This is the final year of the MHPSD 2022-2026 multi-year plan, and will initiate a comprehensive stakeholder engagement process beginning in January 2026 to inform the next Education Plan and report.

OPTIMAL LEARNING - Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

THINKING & ACTING INCLUSIVELY - Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seek to ensure all are a valued part of the school community.

WELLNESS - Supporting a healthy school community that creates and promotes a culture of wellness through focus on trusting relationships and efficacy for all.

TRUTH & RECONCILIATION - Developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.

GOAL 1
OPTIMAL LEARNING

GOAL 1: OPTIMAL LEARNING

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. Students are literate and numerate.
2. Students acquire the attitudes, skills and knowledge to be successful.
3. Students know themselves as learners and engage in communication around their learning, growth and achievement.

STRATEGIES WE EMPLOYED

DIVISION STRATEGIES

- Optimal Learning website
- Curriculum Focused Partner Schools - admin
- Mentorship days for teachers and admin
- New teacher orientation
- Literacy & numeracy division frameworks
- OLC residencies to provide embedded support
- Promoted understanding and clarity of assessment and reporting
- Division review and implementation support for high quality instruction and learning resources
- Division professional learning (PL) to build capacity and learning in literacy, numeracy, and asssment
- Division PL days to enhance cohesion and focus on growth within our division goal and OLE

SCHOOL STRATEGIES

- Teachers connected generative dialogue inquiry to OLE
- Teachers utilized OLC support
- School PD days focused on specific OLE elements and noted in PD Plan
- Embedded collaborative planning time, CTMS, PTMs, case conferences
- Data informed practice (ie. screening tools, diagnostics, progress monitoring)

IMPACTFUL INSTRUCTION

- Ideas and resources for best instructional practices and effective interventions
- Reviewed and understood frameworks and foundational pieces
- Respond to student needs with responsive instruction
- Shared recommended resources and learning opportunities

ENGAGED LEARNING CULTURE

- Outcomes based learning/assessment/reporting
- Built assessments around learning intentions and success criteria
- Quality feedback (written/verbal)
- Collected evidence of learning
- Communicated learning with students and families

QUALITY EVIDENCE OF LEARNING

- Supported new teachers to establish appropriate routines and engage with experienced teachers to share strategies for classroom boundaries
- Modeled school norm development for teachers then established classroom norms (positive culture approach)
- Emphasized the importance of positive relationships - Teachers encouraged to make positive relational home connections at the start of the year
- Ensured opportunities for creating balance between screen and non screen activities

LEVERAGING DIGITAL

- Professional learning, shared resources and routines
- Exploration of Artificial Intelligence - uses and impact

INTENTIONAL LEARNING DESIGN

- Professional development in Teacher Clarity, Backwards Design, and Universal Design for Learning.

GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures (100 point scale):		Cdn Norms	2022	2023	2024	**2025**
Students value schooling outcomes	gr. 4-6	91	88	89	84	**85**
	gr. 7-12	62	60	61	55	**62**
Students are interested and motivated	gr. 4-6	78	73	70	66	**65**
	gr. 7-12	33	36	33	31	**32**
Students feel challenged in ELA, math and science	gr. 4-6	36	33	38	36	**35**
	gr. 7-12	63	61	59	55	**58**
OurSchool Student Measures (10 point scale):						
Effective learning time	gr. 4-6	7.8	7.8	7.7	7.5	**7.6**
	gr. 7-12	6.9	6.8	7.1	6.9	**7.0**
Relevance	gr. 4-6	7.3	7.2	7.1	6.8	**6.9**
	gr. 7-12	6.0	5.8	5.9	5.8	**6.0**
Positive learning climate	gr. 4-6	6.6	6.5	6.3	6.2	**6.3**
	gr. 7-12	6.2	6.1	6.1	6.3	**6.3**
Expectations for success	gr. 4-6	8.2	8.2	8.1	8.0	**7.9**
	gr. 7-12	7.3	7.1	7.2	7.2	**7.3**

OurSchool Teacher Measures - Drivers of Learning (10 point scale):	2022	2023	2024	**2025**
Leadership	7.8	7.5	7.6	**7.5**
Learning culture	8.4	8.4	8.3	**8.3**
Data informs practice	8.4	8.5	8.4	**8.4**
Teaching strategies	8.4	8.4	8.3	**8.3**
Technology	7.8	7.8	7.4	**7.5**
Collaboration	8.3	8.2	8.2	**8.1**
Challenging and visible goals	8.1	8.1	8.0	**8.0**
Planned learning opportunities	8.3	8.3	8.1	**8.2**
Quality feedback	7.9	7.9	7.8	**7.8**

OurSchool Parent Measures (10 point scale):	2022	2023	2024	**2025**
Expectations for learning	7.7	7.5	7.4	**7.6**
Parents are informed	7.2	6.9	6.9	**7.2**
Parents support learning at home	7.2	7.4	7.3	**7.2**

GOAL 1: OPTIMAL LEARNING

Other Local Measures:

- CSHT committee feedback and planning strategies to support healthy, positive, and collaborative learning culture
- Teacher voice committee feedback
- Student Engagement Session feedback
- OLC consultation and collaboration
- Deepen understanding of teacher quality standard (TQS), leadership quality standard (LQS), and superintendent leadership quality standard (SLQS)
- Feedback through the generative dialogue process
- Feedback from Spring 2024 local engagement survey: 2,700+ students, 300+ staff, and 500+ families

School assurance plans contain strategies or goals that focus on:

1. The OLE in the following target areas:
• Outcomes-Based Assessment and Teacher Clarity
• Inclusive, Engaging, and Supportive Learning Environments
• Literacy and Numeracy Instruction
• Cultures of Thinking

2. Develop collaborative processes foundational to positive and healthy learning cultures. Establish communication practices that promote a sense of belonging, connection, and support amongst stakeholders. This ongoing work contributes to optimal learning and inclusive environments.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2023 Prov	2023 MHPSD	2024 Prov	2024 MHPSD	**2025 Prov**	**2025 MHPSD**
Student learning outcomes in program of studies	82.9	83.6	82.8	83.5	**83.0**	**84.5**
Education quality	88.1	89.0	87.6	88.1	**87.7**	**88.0**
Drop out rate	2.5	3.0	2.5	2.9	**2.4**	**2.5**
5 yr high school completion	88.6	89.7	88.1	86.6	**87.1**	**85.9**
6 yr high school transition rates	59.7	44.9	60.1	49.7	**59.9**	**51.0**
Rutherford Scholarship eligibility	71.9	71.3	70.7	63.8	**69.4**	**66.7**
Students model the characteristics of active citizenship	80.3	77.2	79.4	76.9	**79.8**	**78.6**
Professional learning has contributed significantly to ongoing teacher growth	82.2	88.8	81.1	83.3	**81.7**	**86.4**
Overall teacher, parent, student satisfaction that schools have improved	75.2	77.0	75.8	74.2	**76.6**	**78.4**
Overall parent satisfaction with involvement in decisions about their child's education	79.1	78.1	79.5	78.3	**80.0**	**78.6**

PAT/DIP data in appendix B

GOAL 1: OPTIMAL LEARNING

ADDRESSING LEARNING LOSS

Addressing learning loss is essential to our assessment practice, helping to identify the needs of students and put supports in place to enhance their learning. Instructional coaches were deployed to support schools, teachers, and administrators, focusing on literacy and numeracy interventions for learners. Six coaches provided in-class professional learning through modelling, co-planning, and strategies such as UFLI instruction, small-group teaching, and differentiation. Screening data guided evidence-based decisions for universal instruction, targeted interventions, and capacity building within teams. A responsive teaching approach and aligned assessment data with timely, purposeful interventions to address student needs.

Literacy - English								
	Initial Assessment				Final Assessment			
Grade	Assessment	Deadline	Students Assessed	Students Needing Additional Support	Assessment	Deadline	Students Assessed	Students Needing Additional Support
K	PAST	1-29-2025	361	109	n/a	n/a	n/a	n/a
1	PAST/EIPA (FI)	9-27-2024	357	77	CC3/EIPA (FI)	5-30-2025	156	79
2	EIPA	9-27-2024	437	99	EIPA	5-30-2025	69	6
3	EIPA	9-27-2024	436	60	EIPA	5-30-2025	49	18
Numeracy - French Immersion								
K	NSA	1-29-2025	338	93	n/a	n/a	n/a	n/a
1	EIMA	9-27-2024	391	175	EIMA	5-30-2025	64	26
2	EIMA	9-27-2024	439	171	EIMA	5-30-2025	78	44
3	EIMA	9-27-2024	431	191	EIMA	5-30-2025	120	57

Notes:
- In accordance with AB Education guidelines, only one round of testing was completed for kindergarten, so a comparison couldn't be made.
- In grade one, the screen administered in the fall (PAST) was different than what was administered in the spring (CC3) for non-French Immersion students. The difference in assessment cut scores, and overall difficulty resulted in more students being flagged for support on the spring assessment than were identified by the fall assessment.

APPROVED ASSESSMENTS FOR NUMERACY & LITERACY

Literacy (Grades 1-3)
PAST | Phonological Awareness Screening Test
EIPA | Elk Island Phonological Awareness Screener
CC3 | Castles and Coltheart 3

Numeracy (Grades 1-3)
NSA | Provincial Numeracy Screening Assessment
EIMA | Elk Island Math Assessment

GOAL 1: OPTIMAL LEARNING

ANALYSIS/COMMENTS

System-level and school planning for each component of the OLE Framework is informed by current educational research, learner evidence, student interests, and teacher creativity. To promote student success, teaching teams collaborate through the division's Collaborative Response processes and access academic interventions and supports via the Continuum of Supports. A key initiative within this framework is the OLC residency model, introduced in the 2024–2025 school year, which embeds division coaches into classrooms and planning structures. Teachers and coaches co-teach, plan, and provide observations that foster deep reflection and responsive instruction.

Local and provincial measures highlight areas of strength, growth, and priorities for continued attention under the Optimal Learning goal. The MHPSD Alberta Education Assurance (AEA) Survey results once again demonstrated a "high" achievement measure for overall education quality. Aligned with this measure is the significantly improved percentage of teachers, parents, and students who indicated their school and schools in the jurisdiction have improved or remained the same over the last three years (74.2% in 2024 to 78.4% in 2025).

While these results are encouraging, comparative data with Canadian norms (OurSchool Survey) and provincial averages (AEA) indicate opportunities exist to enhance student interest and engagement. It is anticipated that innovative, cross-curricular initiatives, such as the Mindcraft Education Project, Try-A-Trade, and the STEM Kit Project, will foster learner motivation and connections.

In the past Provincial Achievement Test and Diploma Exam cycle, over half of MHPSD schools transitioned to the digital assessment platform. With continued practice, students are expected to gain confidence in using this technology. Annual diploma exam results remained stable in our schools, with the "acceptable" standard current result (81.7%) matching the previous 3-year average. The diploma "excellence" standard declined slightly from 16.1% in 2024 to 15.5% in 2025. Both the grade 9 "acceptable" and "excellence" standards will remain system priorities for improvement. The 2025 PAT results underscore the importance of aligning learner progressions within and across school sites to build on students' prior knowledge and enhance their subject area skills.

GOAL 2
THINKING & ACTING INCLUSIVELY

GOAL 2: THINKING & ACTING INCLUSIVELY

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

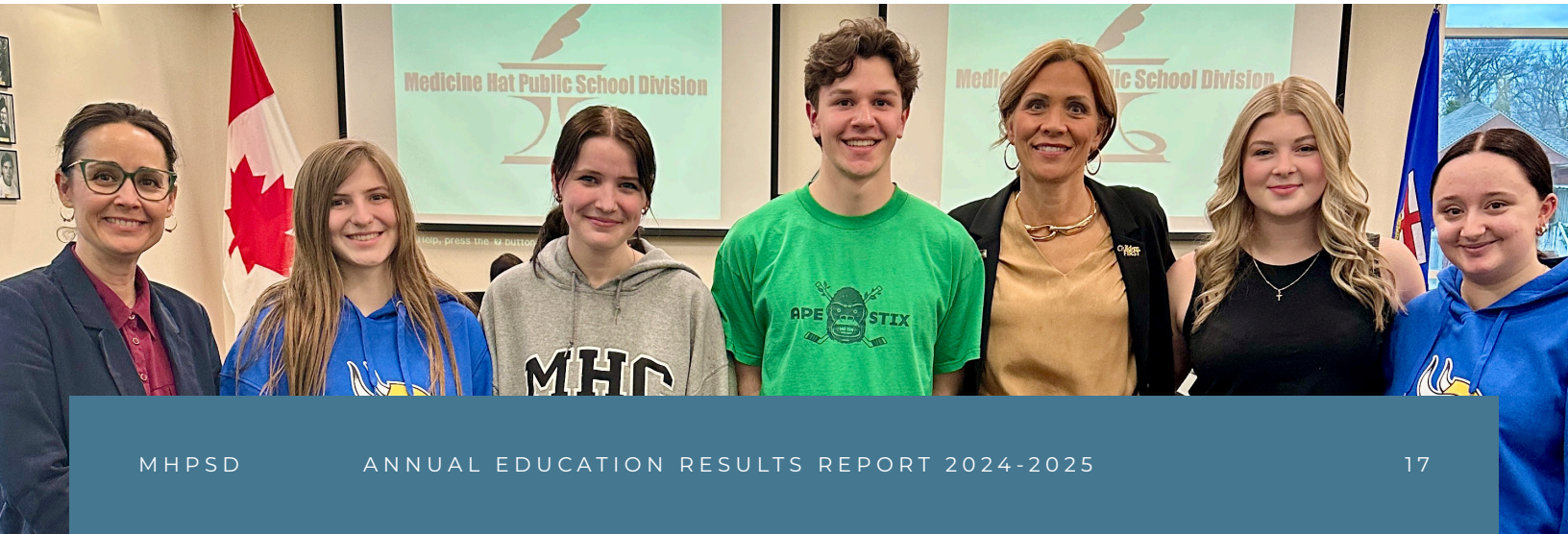
MHPSD

1. Staff and students feel valued, supported and a sense of belonging.
2. Comprehensive school health is achieved through policy, practice and partnerships.
3. Students are aware of the supports available to them and how to access them.
4. Staff and students understand that learning happens best when their physical and emotional needs are met.

STRATEGIES WE EMPLOYED

The strategies within our plan are designed to focus on developing and then actioning our mindset around thinking inclusively. This shift is intentionally designed to move away from thinking that "inclusion" is about programs to thinking about how we intentionally work to include everyone. MHPSD continues to work toward a shared understanding of this goal.

- Dvision and schools helped to facilitate common understanding of this goal
- Schools operated a visible and active model of the collaborative response framework
- Schools developed a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers (CSTs) focused on identified areas of inclusive support
- Enhanced Professional Learning provided for Education Assistants
- Staff are aware of programs and resources within the school and division Continuum of Supports and how to access them
- Schools identified opportunities for students to be involved through extra-curricular and co-curricular activities
- Continued dialogue and learning to build cultural competence
- Schools identifed and implemented school-based strategies based on local need
- Year 3 implementation of Social-Emotional (SEL) division-wide foundational programming
- Diversity, Equity and Inclusion (DEI) Committee continued focus on enhanced professional learning and action initiatives
- MHPSD Cultural Liaison Worker collaborated with division staff and community organizations to empower newcomer families and assist with system navigation through division hosted presentations and conversations (Ex. Parenting Foundations Program and Coffee and Conversations)
- MHPSD Cultural Liaison Worker assisted schools to establish varied student leadership groups to foster inclusive and connected learning environments (Ex. Culture Clubs)
- Continued division and school level collaboration to further the understanding and implementation of Responsibility – Centered Discipline concepts



GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures:		Cdn Norms	2022	2023	2024	**2025**
Students with positive behaviour at school (100 point scale)	gr. 4-6	90	88	91	87	**86**
	gr. 7-12	95	95	93	95	**95**
Bullying and exclusion (100 point scale)	gr. 4-6	30	32	30	36	**34**
	gr. 7-12	20	22	22	21	**22**
Advocacy at school (10 point scale)	gr. 4-6	6.3	6.7	6.6	6.3	**6.4**
	gr. 7-12	3.0	2.9	3	2.8	**2.9**
Positive teacher student relations (10 point scale)	gr. 4-6	8.1	8.1	7.9	7.6	**7.7**
	gr. 7-12	6.3	6.4	6.3	6.4	**6.5**
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2022	2023	2024	**2025**
Expectations for positive behaviour			9.3	9.4	9.3	**9.2**
Inclusive school			8.7	8.6	8.6	**8.6**
Parent involvement			7.6	7.7	7.6	**7.7**
Overcoming obstacles to learning			8.4	8.3	8.3	**8.2**
OurSchool Parent Measures (10 point scale):			2022	2023	2024	**2025**
Expectations for positive behaviour (10 point scale)			7.4	7.2	7.1	**7.3**
Inclusion (10 point scale)			7.2	7	6.9	**7.0**
Bullying (100 point scale)			20	15	18	**20**
Exclusion (100 point scale)			25	27	23	**22**

GOAL 2: THINKING & ACTING INCLUSIVELY

Other Local Measures:	

• School Collaborative Response Plans and Continuum of Supports
• Student Engagement Session feedback
• Alternative Learning Team consult and coaching model requests
• Document CTMs, PTMs, and Case Conferences
• Monitor student attendance rates and implementation of attendance support systems
  • Cultural Liaison Worker stakeholder feedback
  • Local Assurance Survey with questions about safety, belonging, and inclusive behaviors
	These school plans, documents, and evidence sources are maintained at the school level as part of other local measures. Annually, schools complete Collaborative Response year plans and professional learning plans.

Provincial Measures (100 point scale): *See appendix A for year over year	2024 Prov	2024 MHPSD	2025 Prov	2025 MHPSD
Overall teacher, parent, student satisfaction that schools have improved	75.8	74.2	**76.6**	**78.4**
Overall parent satisfaction with involvement in decisions about their child's education	79.5	78.3	**80.0**	**78.6**
Increase in safe and caring and parental involvement indicators	87.1	87.3	**87.3**	**86.9**
Increase in inclusive education indicators of student inclusion and supported families	71.9	75.9	**72.1**	**77.4**
PAT/DIP data in appendix B				

GOAL 2: THINKING & ACTING INCLUSIVELY

ANALYSIS/COMMENTS

During the 2024–2025 school year, MHPSD strengthened its commitment to fostering an inclusive mindset and enhancing student connection and belonging. This was achieved through the establishment of new collaborative relationships and the continued attention and care for existing partnerships. Drawing upon the resources within our community and beyond helps ensure we are responsive to changing school communities and student needs.

Our comprehensive planning involved a growing number of cultural celebrations across elementary, junior high, and high school settings. Several of the school events occured in May, connected to the United Nations' World Day for Cultural Diversity for Dialogue and Development. Other cultural learning activities included Black History Month in February and Kiskihkeyimowin in May. Each celebration offered students and staff engaging learning opportunities to better understand and appreciate diverse cultural traditions and perspectives. MHPSD recognizes and values the generosity of students, families, and community members who shared their history, practices, and experiences to support the learning of others.

MHPSD also collaborated with external experts in the areas of culturally responsive approaches and inclusive practices. Dr. Farah Shariff facilitated professional learning for school administrators and members of the Diversity, Equity, and Inclusion committee, offering reflective opportunities and rich conversations that promoted equity-focused leadership. Additionally, Dr. Jeffrey MacCormack from the University of Lethbridge is committed to a research project with staff, students, and families in our specialized classroom settings. Teaching teams have welcomed and appreciated Dr. MacCormack's instructional experience and research focused on supporting students with multiple and complex disabilities. OurSchool and AEA spring survey results demonstrated progression with the listed goal criteria for Thinking and Acting Inclusively. Both grade 4 - 6 and grade 7 - 12 student groups indicated they experienced more positive teacher-student relationships in 2025 compared to the previous year. Furthermore, parents completing the AEA survey expressed the highest satisfaction levels in five years regarding access to services beyond regular instruction, including academic and career counselling. These encouraging trends highlight MHPSD's ongoing commitment to creating safe, caring, and inclusive learning environments for all students.

GOAL 3
WELLNESS

GOAL 3: WELLNESS

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. MHPSD is well governed and managed.
2. MHPSD has excellent teachers, school leaders and school authority leaders.
3. Teachers and leaders are accountable to a standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation.

STRATEGIES WE EMPLOYED

- Demonstrated commitment to reducing system stress through coherence of system planning
- Opportunities for system-wide staff connection (Ex. MHPSD Bowling Tournament)
- Comprehensive School Health Plans developed, shared and implemented
- Culture of Wellness Framework implemented at each school
- Opportunity for voice from all stakeholders
- Professional learning for administrators to support wellness conversations
- 6 to 6 guidelines for communication remain in place
- Generative dialogue utilized to facilitate communication with admin and staff
- Schools promoted co-curricular and extra-curricular connections
- Commitment to considering teacher voice in teaching assignments
- Prioritized health and wellness curriculum through Social Emotional Learning (SEL) planning
- Promoted available supports to all stakeholders
- Set aside time to understand elements of wellness through professional learning
- Focused on relationships between home and school
- Offered choice in professional learning
- Continued to explore new collaborative partnerships that contribute to a range of learning opportunities that further supported student needs (Ex. CASA, ISSP)
- Promoted staff efficacy to support individual wellness and healthy school communities
- Continued professional learning for CYCWs, Success Coaches, and FSLWs to serve students and families, and support the mental health needs in schools

GOAL 3: WELLNESS

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures (100 point scale):		Cdn Norms	2022	2023	2024	**2025**
Students with a positive sense of belonging	gr. 4-6	72	64	63	66	**64**
	gr. 7-12	62	54	56	55	**58**
Students with positive relationships	gr. 4-6	80	79	79	80	**80**
	gr. 7-12	75	74	76	74	**76**
Students with moderate or high levels of anxiety	gr. 4-6	29	34	36	36	**33**
	gr. 7-12	32	38	39	32	**30**

OurSchool Parent Measures:	2022	2023	2024	**2025**
Parent attended meetings (100 point scale)	81	92	91	**91**
Parent talked with a teacher (100 point scale)	91	94	92	**89**
Parents feel welcome (10 point scale)	7.7	7.6	7.5	**7.8**
Safety at school (10 point scale)	7.8	7.4	7.5	**7.6**

Other Local Measures:

- Tracking critical response; Assessment of Risk to Others (ARTO), risk assessment
- Tracking suspension and attendance rates
- FSLW referrals
- Success Coach classroom presentations
- Project Reporting:
  - Integrated School Support Program (ISSP) reporting (George Davison School)
  - CASA Classroom registration and student growth
  - Apple School Reporting (Ross Glen and Vincent Massey Schools)
  - Mental Health Grant
  - Our Collective Journey (OCJ) presentations and resilience coach contacts
  - Local Assurance Survey questions asking about MHPSD wellness initiatives, resources, and wellness responsibilities

The local measures are tracked internally and inform decisions, school level resources and supports. Medicine Hat Public School Division also reports specific measures as part of collaborative partnerships with The Calgary Police Youth Foundation, Apple Schools, CASA Classroom, and the Mental Health tri-division project.

GOAL 3: WELLNESS

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2024 Prov	2024 MHPSD	2025 Prov	2025 MHPSD
Increase in safe & caring and parental involvement indicators	87.1	87.3	87.3	86.9
Increase in inclusive education indicators of student inclusion and supported families	71.9	75.9	72.1	77.4
PAT/DIP data in appendix B				

ANALYSIS/COMMENTS

Time and resources were dedicated to facilitating the types of conversations and processes that enable school and system leaders to better understand the wellness needs of their communities and to plan accordingly. The spring and fall MHPSD Comprehensive School Health Team (CSHT) events are examples of this proactive, collaborative planning and involved CSHTs from across the division, with over 50 staff members sharing ideas. In the room were Family School Liaison Workers (FSLWs), HUG/Success Coaches, Health and Wellness Champions, school administrators, division supports, and more. The sessions generated energy for this essential component of school planning and utilized common action-planning templates to promote consistency throughout the system.

Schools within MHPSD embed wellness strategies into daily operations through creative programming, resources, and learning environments. For instance, regulation spaces have been established to provide students with research-informed areas to manage their emotions, reduce sensory input, and ready themselves for learning.

Mental Health personnel, such as FSLWs and Child and Youth Care Workers (CYCWs), are embedded in schools to provide timely and individualized supports. These efforts are having a measurable impact on student safety and personal wellness, as the most recent OurSchool survey indicates a decrease in the percentage of Grade 4–6 and Grade 7–12 students reporting moderate or high levels of anxiety.

Foundational to MHPSD's whole-child development approach are the diverse programming and extracurricular opportunities for students. The 76 Hockey and Ringette Academy was established as a comprehensive skill development program with dryland training and social-emotional focused sessions. Another creative offering available to MHPSD junior high and high school students is the Red Rock Mountain Bike Club. A community-supported program, the bike club has served over 100 students, helping students find community and healthy living habits through a shared passion. The 76 Academy and Red Rock Mountain Bike Club are just two examples of how MHPSD students are forming positive and healthy relationships and are thriving through their personal interests.

GOAL 4
TRUTH & RECONCILIATION

GOAL 4: TRUTH & RECONCILIATION

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. First Nations, Métis and Inuit (FNMI) students are successful.
2. Reconciliation is advanced through staff and students acquisition and application of foundational knowledge.
3. Teachers and leaders demonstrate an understanding of indigenous perspectives and support success and wellbeing.

STRATEGIES WE EMPLOYED

- FNMI team continued to develop strategic plans
- Staff and students continued to develop personal land acknowledgments
- Developed more FNMI resources to build foundational knowledge
- Classroom libraries expanded to include more FNMI content
- September 30 and Kiskihkeyimowin used to provide students with enhanced experiences
- Elder connections strengthened
- Professional learning available for staff connected to the Calls to Action
- Ensure we live by the notion of "nothing about us without us"
- Continued expansion of classroom presentations
- National Indigenous Peoples' Day is recognized and honoured through cultural teachings and activities.

HOW WE PERFORMED LOCAL MEASURES

OurSchool Student Measures (100 point scale):		2022	2023	2024	2025
Student self identification (OurSchool)	gr. 4-6	14%	14%	12%	**14%**
	gr. 7-12	13%	13%	13%	**14%**
Self identification by registration	All Grades	6.9%	8.4%	8.7%	**9.2%**
First Nations, Métis and Inuit student attendance	All Grades	84%	80%	81%	**85%**

GOAL 4: TRUTH & RECONCILIATION

Other Local Measures:	
• Family and community engagement in school meetings, events, and cultural celebrations • Kiskihkeyimowin participant feedback • Evidence of increased academic success for FNMI students • Evidence of impact through stories, videos, pictures, and other digital anecdotes • Expanding community, elder, and knowledge-keeper partnerships • Increased number of classroom presentations and professional learning sessions • Local Assurance Survey stakeholder feedback to monitor leadership in advancing Truth and Reconciliation • FNMI team members collect feedback through one-on-one conversations	In May 2025, the third annual Kiskihkeyimowin (Sharing Good Teachings) celebrated Indigenous culture, history, and traditions. Elders, Knowledge Keepers, and representatives from multiple community agencies shared their expertise and talents with grade 4 and 10 students, staff, and families.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2024 Prov	2024 MHPSD	2025 Prov	2025 MHPSD
Decreased drop-out rate of FNMI students	5.2	6.2	5.2	4.7
5 yr high school completion	69.4	87.4	69.7	70.7
6 yr high school transition rates	36.8	29.3	37.1	43.7
Increase % of gr. 12 FNMI students eligible for a Rutherford Scholarship	43.7	39.3	44.0	55.1
Increase % of FNMI students writing four or more diploma exams	23.5	19.8	24.4	28.6
PAT/DIP data in appendix B				

GOAL 4: TRUTH & RECONCILIATION

ANALYSIS/COMMENTS

MHPSD is deeply committed to advancing Truth and Reconciliation through the integration of FNMI perspectives into daily learning and community celebrations. Students and staff engage in focused and meaningful learning during National Truth and Reconciliation Week, National Indigenous Peoples' Day, the week-long Kiskihkeyimwowin Celebration, and as part of daily school conversations and learning outcomes. Guided by the wisdom and care of our FNMI Team, schools benefit from authentic teachings delivered through hands-on experiences that foster reflection and cultural awareness. Activities such as the Circle of Courage, Métis Dot Art, and traditional Indigenous games invite students and staff to connect with Indigenous culture and practices in ways that build understanding, promote reflection, and strengthen relationships.

In May 2025, MHPSD proudly collaborated with the Miywasin Friendship Centre and Medicine Hat College to plan for the 3rd annual Spring celebration, Kiskihkeyimowin – Sharing Good Teachings. The event continues to grow, involving approximately 800 students, staff, and community members, and evolves with new sessions and teachings. Each year, participating gr 4 and 10 students, as well as the supervising staff, are invited to complete a post-event survey. Survey results indicate that participants enjoy the experiential learning format, with sessions taking place in Cree tipis, in the Medicine Hat College Big Eagle Room, at Saratoga Park, and at Police Point

Park. It is encouraging to note that 84% of grade 10 students who responded to the survey reported that they talked positively about the event with other people. It is these conversations that create a ripple effect in fostering awareness and inspiring meaningful action toward Truth and Reconciliation.

FNMI student success can be observed in varied formats, including our graduation ceremonies, improved diploma "acceptable" standard results, and improved 6-year high school to post-secondary transition rates. The ceremony of walking the graduation stage with a beautifully crafted beaded cord is a significant accomplishment and a culmination of hard work and perseverance. Still, there remains a continued and collective effort to ensure that MHPSD achievement results in comparison with FNMI provincial averages narrow. This includes such measures as high school completion and Rutherford Scholarship eligibility rates.

FINANCIAL SUMMARY

SUMMARY OF FINANCIAL INFORMATION

REVENUES	2024-2025 Budgeted	2024-2025 Actual
Grant Funding		
Operations	$82,696,500	$83,189,913
Debt Servicing (Supported)	$3,533,600	3,617,700
Subtotal Grants	$86,230,100	86,807,613
Local Revenues	$7,406,600	7,421,134
Total Revenues	$93,636,700	$94,228,747

- MHPSD Financial Management And Business Practices: Section 400 Policy 400
- Audited Financial Statements: For The Year Ended August 31, 2024
- 2024-2025 Budget: Spring Release
- SGF fund information - page 35
- Audited Financial Statements - Provincial Roll up

EXPENDITURE VARIANCE ANALYSIS	2024-2025 Budgeted	2024-2025 Actual	Variance $	Variance %
Instructional Block	$74,645,100	$75,765,670	1,120,570	1.50%
Support Block				
Plant Operations & Maintenance	12,466,600	11,945,928	(520,672)	-4.18%
Transportation	3,588,700	3,640,665	51,965	1.45%
Board Governance & Administration	2,887,200	3,021,143	133,943	4.64%
External Services	849,100	807,359	(41,741)	-4.92%
Total Expenditures	$94,436,700	$95,180,765	$744,065	0.79%

EXPENDITURE VARIANCE ANALYSIS	2024-2025 Budgeted	2024-2025 Actual	Variance $	Variance %
Salaries	55,614,200	56,128,752	514,552	0.93%
Employee Benefits	15,114,300	14,997,737	(116,563)	-0.77%
Purchased Services, Supplies & Contracts	18,919,800	19,036,678	116,878	0.62%
Debt Servicing (Amortization and Interest)	4,788,400	5,017,598	229,198	4.79%
Total Expenditures	$94,436,700	$95,180,765	$744,065	0.79%

FIRST NATIONS MÉTIS AND INUIT GRANT FUNDING GENERAL SUMMARY	2024-2025 Budgeted	2024-2025 Actual	Variance $	Variance %
Grant Funding	828,600	858,412	29,812	3.60%

*** Variance Explanation: Building utility costs, COVID PPE, bus fuel prices, cyber security*

For more information contact Secretary Treasurer, Leanne Dulle 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2024 and detailed information on school generated funds are available on the MHPSD website.

COMPLIANCE

- **Policy 534: Whistleblower Protection**

Disclosures are reported in this annual report for MHPSD relating to the Whistle Blower Protection Act
Number of Inquiries: 0
Number of Complaints: 0

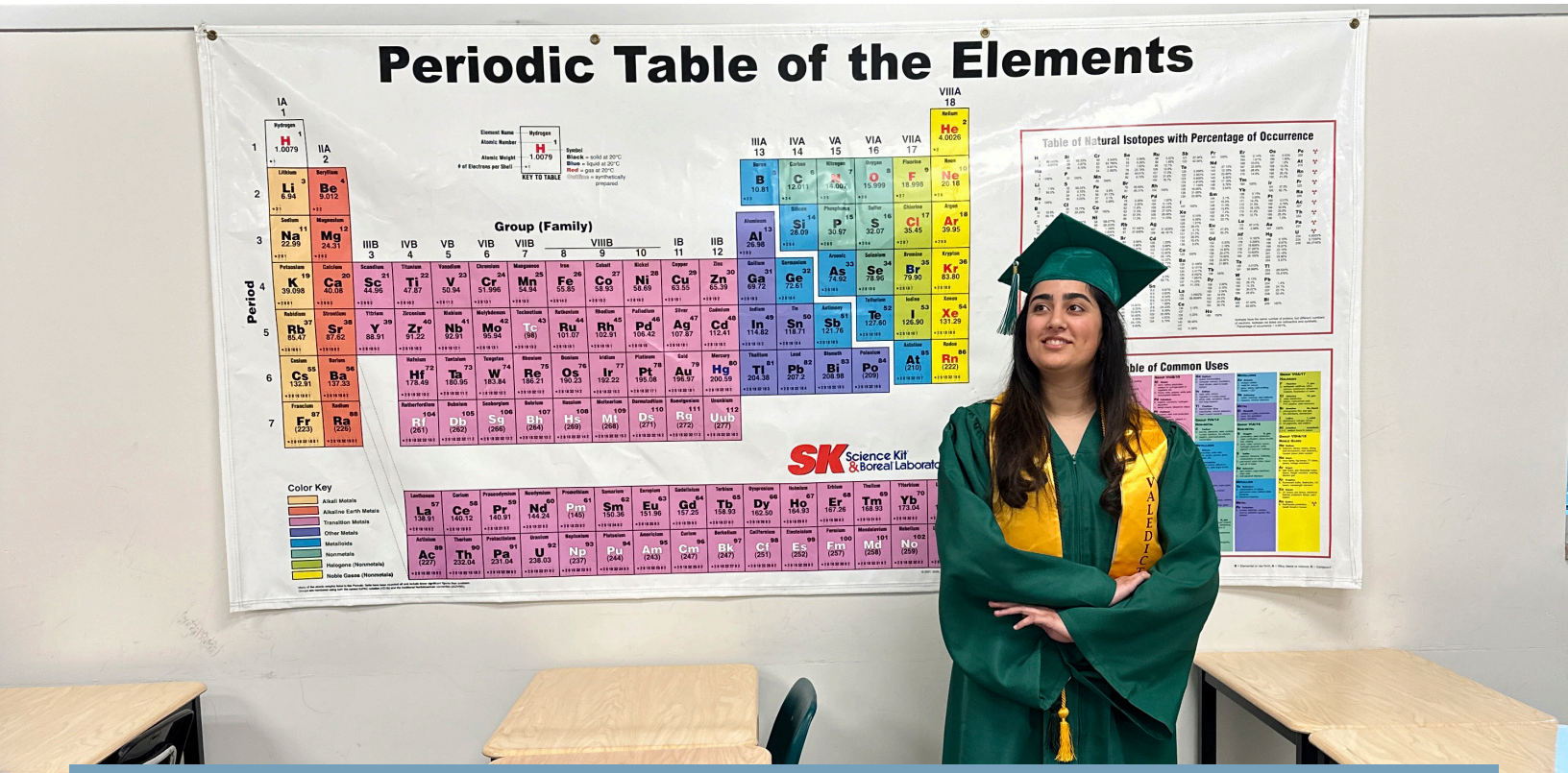
CAPITAL PLANNING PROJECTS

THREE YEAR CAPITAL PLAN 2026 - 2029

PROJECT	CATEGORY	COST
2025-2029		
Crestwood STEM School Replacement	REPLACEMENT	$77,470,000
2026-2028		
Elm Street School	REPLACEMENT	$18,897,600
2026-2030		
Vincent Massey School	REPLACEMENT	$41,994,414
2026-2030		
13th Avenue K-9 School	NEW	$65,772,000
	Estimated Total Project Costs	$204,134,014

A copy of the Facility Master Plan is available for print at the MHPSD office located at: 601 1st Avenue SW, Medicine Hat, Alberta, T1A 4Y7, phone 403.528.6700 or electronically at MHPSD.ca.

- Three Year Capital Plan 2026-2029



To learn. To grow.

To build a better world.

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