

ANNUAL EDUCATION RESULTS REPORT



Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB

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mhpsd.ca

DIVISION MOTTO
WHERE KIDS COUNT!

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

MHPSD'S 2020-2021 EDUCATION PLAN

2021-2024 Three Year Education Plan



TO LIVE. TO GROW.
TO BUILD A BETTER
WORLD.

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ACCOUNTABILITY

ANNUAL EDUCATION RESULTS REPORT

The Annual Education Results Report for Medicine Hat Public School Division for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning Transparency 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 attributes they need to be successful and contributing members of society. **This Annual Education Results Report for 2020/2021 was approved by the Board on November 23, 2021.**

Board Chair: Catherine Willson
Superintendent: Mark Davidson

EXECUTIVE LEADERSHIP TEAM
BOARD OF TRUSTEES



PROFILE OF THE SCHOOL AUTHORITY

DEMOGRAPHIC DATA

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. A community that, similar to other parts of our province, has a typical range of socio-economic status and an ever changing cultural diversity.



7062

Student Enrolment
ELP - gr. 12



331

English Language
Learners (ELL)



254

Full Time Equivalent
Support Staff
102 Part Time Support
Staff



407

Full Time Equivalent
Certified Teachers
47 Part Time Certified
Teachers



405

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

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

This includes:

- YMCA Teen Mom Program
- Pathways
- PAS
- Coulee Collegiate

SCHOOLS

MHPSD students learn in **17 schools** across our system:

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

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES



Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains (described on page 6). The key elements of each are embedded in our engagement processes and within our five universal goals.

ENGAGEMENT

Throughout the 2020-2021 school year MHPSD engaged with students, teachers, parents and the larger community to gather feedback on our progress and direction. This information was gathered in a number of ways, including:

Alberta Education Assurance Survey Summaries



EMERGING FROM THE PANDEMIC

We engaged with stakeholders across the community to determine what we've learned over the last 14 months and how these lessons can be leveraged as we return to some level of normalcy.

We heard from:

- 400 + Students
- 400 + Staff
- 125 + Parents



THE ALBERTA EDUCATION ASSURANCE SURVEY

replaces the previous APORI survey that is typically administered yearly in Feb. In Apr 2021 the survey was given to staff, students and parents with children in grades 4, 7 and 10. The respondents included elementary schools with smaller populations, all grade 4-6 students completed the survey. These results are reported in our Nov Annual Education Results Report.



TEACHER'S VOICE COMMITTEE

was one of the main methods of collecting feedback from teaching staff. Met multiple times in the 2020-2021 school year and implemented several key suggestions from the committee to strengthen our system.



OURSCHOOL SURVEY is an instrument that we used in both Nov 2020 and Apr 2021 to gather information from students, parents and teachers on domains ranging from program planning to mental health status. These results inform our next plan and are reported each November in the AERR.

Schools created a variety of local measures to inform planning and gather feedback.

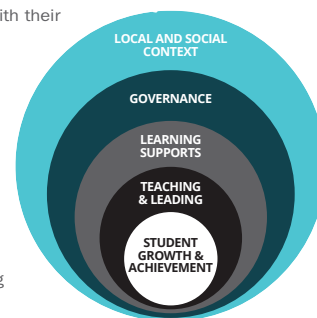
Student Growth & Achievement: Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations.

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.



	OCT 2021	NOV 2021	JAN 2021	MAR 2021	MAR 2021	APR 2021	APR 2021	MAY 2021
ENGAGEMENT	Teacher's Voice Committee	OurSchool Survey	Teacher's Voice Committee	Hope, Connection, Strength Facilitated Engagements	Teacher's Voice Committee	Alberta Education Assurance Survey	OurSchool Survey	Teacher's Voice Committee
STAKEHOLDERS	Teacher Reps Executive Trustess	All students gr. 4-12	Teacher Reps Executive Trustees	16 School Councils – 125+ parents 400+ students 500+ staff	Teacher Reps Executive Trustees	Students gr. 4, 7, 10 Parents All teaching staff	All students gr. 4-12 Parents All teachers	Teacher Reps Executive Trustees

THIS IS WHAT WE HEARD



STUDENTS

POSITIVES

- Google Classroom
- 1:1 devices
- Feedback and assessment practices
- Quarter system for high school
- Safety and cleanliness of schools
- Having our own spaces & routines (cohorting)
- Teachers focused on wellness

KEEP AN EYE ON

- Balance between tech and hands on
- Fixing drawbacks to quarter system
- Field trips and extra curriculars
- School events and spaces
- Working and playing with friends
- Masks



FAMILIES

POSITIVES

- Google Classroom and 1:1 support
- Virtual meetings
- Focus on literacy and essentials
- Quarter system for high school
- Communication
- Safety and cleanliness of schools
- Focus on wellness
- Assessment and feedback practices
- Student independence

KEEP AN EYE ON

- Balance between tech and hands on
- Fixing drawbacks to quarter system
- Field trips, extra curriculars and volunteering
- School events and spaces
- Working and playing with friends
- Parent access to schools
- Mental health of students



STAFF

POSITIVES

- Formative, timely & digital assessment practice
- Google classroom & improved teacher tech skills
- Scope and sequence, focus on essential outcomes
- Quarter system and relationship building
- Having an online HUB for students
- Differentiation
- Safety and cleanliness of schools
- Routines and cohorts create calm
- Increased communication and virtual meetings

KEEP AN EYE ON

- Balance between tech and hands on
- Cross grade groupings for instruction and activities
- Fixing drawbacks to quarter system
- Field trips and extra curriculars
- School events, spaces and guests
- Workload
- Mental health of students

THE BRIDGE TO ASSURANCE

SITUATING OUR LOCAL CONTEXT

Medicine Hat Public School Division has been working towards implementing the assurance framework over the last 3 school years. This year represents our full transition to the framework with the development of our May 2021 Education Plan ([insert link](#)) and this document, the 2020-2021 Annual Education Results Report (AERR).

The shift for us means moving from a combined 3 year plan and results report that served to report on historical results and plan for future actions to two separate documents. The Education Plan that lays out the Board's strategy for the next 3-4 school years and a results report that shows how we are progressing relative to our goals.

The Assurance Framework demonstrates how the MHPSD Board of Trustees is committed to determining the level of confidence of the stakeholders in the educational system by developing clear goals, outcomes, and strategies. Assurance provides the framework for MHPSD to continue to maintain close alignment with the direction and goals of the Ministry's Alberta Education Business Plan 2021 with a stronger focus on being responsive and aligned to the needs of the Division's schools.

The AERR is structured to allow stakeholders to look at the priorities in our Education Plan alongside the evidence we identified to measure progress towards achieving those priorities. As we continue the Assurance Framework in the division, the report and plan will continue to be formed within the context of the priorities document prepared by the division in conjunction with stakeholders as part of our engagement processes.

MESSAGE FROM THE SUPERINTENDENT

The results reflected in this document reflect the impact of the COVID-19 pandemic on our schools and community. Noticeable absent is the data regarding provincial academic measures (PATs and Diploma Exams). What can be seen, though, is evidence of love.

The staff and community that surrounds Medicine Hat Public School Division wrapped their arms around their students, our children. Through significant challenge and disruption, two truths were evident; our divisions cares deeply for students and for the people who serve them, and commitment to learning need not be lost to disruption. I hold incalculable pride for the work of our system and support of our community.

MESSAGE FROM THE BOARD CHAIR

To learn. To grow. To build a better world.

We are committed to students. Our leadership is constantly searching for ways to improve our Division through formal upgrading, relevant research, legislation and global influences. Teachers are ever mindful of the changing nature of students and continually strive to explore methodologies to meet their growing needs, promoting engaged learning. Support staff are trained alongside teachers to assist students in their acquisition of knowledge and skills that are essential for success. Clerical and custodial staff help to create safe, caring and nurturing environments for students. We are grateful to have incredible staff serving students and families.

FIVE UNIVERSAL GOALS

INCLUSIVE MINDSET

Approaching all people with an Inclusive Mindset; seeking to ensure that all are engaged in the life of the school community in a manner that fully meets their needs.

OPTIMAL LEARNING ENVIRONMENTS

Providing Optimal Learning Environments to all learners, whatever their need or community.

CULTURE OF WELLNESS

Fostering a healthy school community that create/promotes a Culture of Wellness for all its members.

LEADERSHIP

Developing Leadership skills among all members of the school community through the provision of opportunity, mentorship, development and support.

FIRST NATION, METIS, AND INUIT

Determined focus on First Nation, Métis and Inuit student success in school as well as broadening the understanding of all members of our school community regarding Indigenous cultures, history and ways of learning.



GOAL 1

OPTIMAL LEARNING

GOAL 1: OPTIMAL LEARNING

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful

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

IMPACTFUL INSTRUCTION & INTENTIONAL LEARNING DESIGN:

- Use of collaborative response structures
- Literacy facilitator committee
- Establish a numeracy committee
- Facilitate communities of practice connected to k-6 curriculum
- Communities of practice to support French immersion instruction

ENGAGED LEARNING CULTURE AND LEVERAGING DIGITAL:

- Teachers co-create and identify collaborative inquiry questions
- Framework for digital integration that:
 - Supports distribution of technology
 - Identifies a digital literacy progression
 - Enhances and scaffolds pedagogy
 - Establish structures and routines
- Online HUB for students
- K-9 template to communicate learner attributes

QUALITY EVIDENCE OF LEARNING & LEVERAGING DIGITAL:

- Phased implementation of a learning management system
- Continued focus on identifying learning intentions and success criteria
- Focus on feedback and criteria to develop reflective learners



GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED

*OurSchool Data not available for 2020

LOCAL MEASURES					
OurSchool Student Measures		Cdn Norms	2018	2019	2021
Students value schooling outcomes	Gr. 4-6	95	92	93	92
	Gr. 7-12	71	62	59	56
Students are interested and motivated	Gr. 4-6	86	83	81	78
	Gr. 7-12	40	37	36	37
Students feel challenged in ELA, math and science	Gr. 4-6	40	41	39	37
	Gr. 7-12	62	51	53	62
Effective Learning Time	Gr. 4-6	8.1	8.0	8.1	7.8
	Gr. 7-12	6.9	6.8	7.0	7.0
Relevance	Gr. 4-6	8.0	7.9	7.7	7.3
	Gr. 7-12	6.0	5.9	5.9	5.8
Positive learning climate	Gr. 4-6	7.4	6.7	6.6	6.5
	Gr. 7-12	6.4	6.1	5.9	6.3
Expectations for success	Gr. 4-6	8.6	8.6	8.6	8.2
	Gr. 7-12	7.4	7.3	7.5	7.3

OurSchool Teachers - Drivers of Learning:	2018	2019	2021
Learning culture	8.1	8.2	8.4
Data informs practice	8.1	8.3	8.4
Teaching strategies	8.0	8.2	8.4
Technology	7.0	6.9	8.0
Challenging and visible goals	7.7	7.7	8.1
Planned learning opportunities	8.0	8.0	8.3
Quality Feedback	7.5	7.6	8.0

OurSchool Parent Perspectives:	2018	2019	2021
Expectations for learning	7.3	7.4	7.5

GOAL 1: OPTIMAL LEARNING

OTHER LOCAL MEASURES	
Evidence of literacy in school plans	All schools have embedded literacy in their school assurance plans
Evidence of planning for leveraging digital	All schools embedded a leveraging digital goal in 2020-2021
Establish student baselines through benchmarking	STAR/MIPI data used to plan and program for students

Provincial Measures: *see appendix for yr over yr	2021 Prov	2021 MHPSD
Student learning outcomes in program of studies	81.9	83.6
Education quality	89.6	89.8
Drop-out rate	2.6	2.9
5 yr high school completion	86.2	82.4
6 yr high school transition rates	48.7	60.0
Rutherford Scholarship eligibility	68.0	64.3
Students model the characteristics of active citizenship	83.2	77.9
PAT/DIP data (in normal years) See link	NA	NA

ANALYSIS/COMMENTS

Optimal Learning sits at the heart of our model and what we desire for students. Trends over time have certainly been impacted by the pandemic and we see this in our student data measures. While many of our local measures have remained relatively stable, we need to keep an eye on students' motivation and how they value learning - particularly at the high school level. The good news is that all of our provincial high school measures showed improvement - greater completion rates, higher Rutherford eligibility and lower drop out rates.

Our teacher data paints a picture of a collective that is feeling greater and greater efficacy in terms of the learning culture they are creating and how they implement that in their classrooms. This will continue to be a point of leverage for our system and will anticipate this positive teacher data to transfer to student results. Similarly, we see the parent perspective trending in the same positive direction.

What is missing from this data set are our Provincial Achievement Test and Diploma Exam results. These measures were trending quite positively for MHPSD both in terms of meeting the standard and excellence prior to the onset of the pandemic.



GOAL 2

INCLUSIVE MINDSET

GOAL 2: INCLUSIVE MINDSET

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful

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 the physical and emotional needs are met.

STRATEGIES WE EMPLOYED

- Collaborative response established in each school to identify students that require support and a way for staff to provide those supports
- Accommodations embedded into teacher daily practice
- Year plan for CSTs focuses on core areas of inclusive support
- New ISP format utilized to focus on student goals, success criteria and evidence
- ELL program framework developed and pathway established
- Continue in-reach support to promote inclusion while monitoring ongoing changes to alternative programs
- Finalize division continuum of supports for academics and social emotional for Tier 2 and 3
- Comprehensive school health plans to streamline and coordinate mental health supports
- Develop and implement an “anti-discrimination” action plan that includes revision of policy and procedures, universal curriculum, staff training and communications



GOAL 2: INCLUSIVE MINDSET

HOW WE PERFORMED

*OurSchool Data not available for 2020

LOCAL MEASURES					
OurSchool Student Measures		Cdn Norms	2018	2019	2021
Students with positive behaviour at school	Gr. 4-6	91	90	91	90
	Gr. 7-12	93	93	94	96
Bullying and exclusion	Gr. 4-6	28	30	28	30
	Gr. 7-12	19	24	22	18
Advocacy at school	Gr. 4-6	6.4	6.3	6.6	6.6
	Gr. 7-12	2.9	2.6	2.8	2.7
Positive teacher-student relations	Gr. 4-6	8.3	8.1	8.2	8.0
	Gr. 7-12	6.5	6.2	6.2	6.4
OurSchool Teachers - Drivers of Learning:			2018	2019	2021
Expectations for positive behaviour			8.1	8.3	8.4
Inclusive school			8.4	8.5	8.5
Parent involvement			7.7	7.7	7.7
Overcoming obstacles to learning			8.0	8.1	8.3
OurSchool Parent Perspectives:			2018	2019	2021
Expectations for positive behaviour			7.3	7.4	7.5
Inclusion			6.8	6.9	6.9
Bullying			19	17	14
Exclusion			27	27	23
Our Local Measures:					
School CR plans • Document and regular CTMs and PTMs • Increased in goals achieved in ISPs • Increase in attendance rates • Decrease in suspension rates			Measures are maintained at the school level as part of other local measures. Schools share collaborative response year plans and professional learning plans.		
Provincial Measures:			2021 Prov	2021 MHPSPD	
Overall teacher, parent, student satisfaction that schools have improved			81.4	80.6	
Overall parent satisfaction with involvement in decisions about their child's education			79.5	77.9	
Increase in safe and caring and parental involvement indicators			88.9	90.0	
Increase in inclusive education indicators of student inclusion and supported families			71.8	73.0	

ANALYSIS/COMMENTS

Many local and provincial measures are trending positive in regard to our goal of inclusion. Data suggests that students feel more included at school, that there is less bullying and they see a greater level of positive behaviour in fellow students. This is echoed by staff and parent perspectives in

local data. When mixed with provincial results there are discrepancies between overall satisfaction levels. Ultimately, we are proud of our high safe and caring results along with increased supports for inclusion and supporting families.

Our current education plan continues to support professional practice and communication in all areas of learning, but inclusive education in particular.



GOAL 3 LEADERSHIP

GOAL 3: LEADERSHIP

ALBERTA EDUCATION

Outcome 3: Alberta has Excellent Teachers, School Leaders and School Authority Leaders.

Outcome 4: Alberta's K-12 Education System is Well Governed and Managed.

STRATEGIES WE EMPLOYED

- School plans established to reflect system and local goals
- Collaborative response year plan embedded into school plan
- Collaborative time established at each school
- Continuum of supports reflects increased depth and breadth of application to support academic and social emotional needs
- Administrators engage in and support a process of generative dialogue with all staff members to support professional growth and inquiry
- Central office team assigned to schools to support implementation of priorities
- Trustees assigned to schools to support engagement and governance

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 standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation



GOAL 3: LEADERSHIP

HOW WE PERFORMED

*OurSchool Data not available for 2020

OurSchool Teachers - Drivers of Learning:	2018	2019	2021
Leadership	7.0	7.1	7.7
Collaboration	7.9	8.1	8.2
Learning culture	8.1	8.2	8.4

OurSchool Parent Perspectives:	2018	2019	2021
Parents are informed	6.7	6.7	7.0
Parents support learning at home	7.0	7.1	6.9

Other Local Measures:	
Impact of stakeholder engagement in decision making • Feedback gathered from educational planning stakeholder engagement. • Teachers Voice Committee feedback • Documentation of generative dialogue process • Deepening understanding of the TQS, LQS & SLQS	• Feedback from 400+ students; 400+ staff and 125+ families through local and division engagement sessions. • 4 teacher voice sessions across the year. • All professional staff exploring inquiry questions connected to the TQS, LQS and SLQS

Provincial Measures: *see appendix for yr over yr	2021 Prov	2021 MHPSD
Professional learning has contributed significantly to their ongoing professional growth	84.9	84.5
Overall teacher, parent, student satisfaction that schools have improved	81.4	80.6
Overall parent satisfaction with involvement in decisions about their child's education	79.5	77.9

ANALYSIS/COMMENTS

Leadership in MHPSD is defined by both the traditional formal leadership functions and by the way in which staff step to the front to strengthen their practice and demonstrate lifelong learning.

Our local measures indicate that this was a significant area of improvement for our school division this year in terms of leadership, collaboration and strengthening our learning culture.

Parents indicated that they were more informed about learning, but have also signaled that the pressures of “at home” learning over the course of the last 1.5 years have put additional pressure on them.



GOAL 4

CULTURE OF WELLNESS

GOAL 4: CULTURE OF WELLNESS

ALBERTA EDUCATION

Outcome 1: Alberta's Students are Successful.

Outcome 2: Alberta has Excellent Teachers, School Leaders and School Authority Leaders.

Outcome 3: Alberta's K-12 Education System is Well Governed and Managed.

STRATEGIES WE EMPLOYED

- Increase in FSLW and counselling supports
- Implementation of SEL curriculum across grade levels (I.e., Second Step, Fourth R, Zones of Regulation)
- Innovative solutions to student extra-curricular activities
- Access to supports for students both at school and from home
- Connect with families to ensure they are able to access community supports
- Adjust attendance supports as necessary
- Access to technology and internet
- Hour Zero emergency response program – ongoing training, inclusion of pandemic module(s)
- Jurisdiction Health and Safety Committee training
- Comprehensive school health plan to streamline and coordinate mental health supports
- Professional development for staff on regulation, mental health, and trauma-informed practice
- Employee Wellness Committee
- Ongoing partnerships with support services (ex. AHS, ASEBP, Homewood Health)

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 and how to access them.
4. Staff and students understand that learning happens best when physical and emotional needs are met.



GOAL 4: CULTURE OF WELLNESS

HOW WE PERFORMED

*OurSchool Data not available for 2020

LOCAL MEASURES					
OurSchool Student Measures		Cdn Norms	2018	2019	2021
Students with a positive sense of belonging	Gr. 4-6	79	71	69	71
	Gr. 7-12	66	55	56	57
Students with positive relationships	Gr. 4-6	84	83	82	79
	Gr. 7-12	76	76	79	76
Students with moderate or high levels of anxiety	Gr. 4-6	22	26	27	31
	Gr. 7-12	26	33	34	35
OurSchool Parent Perspectives:			2018	2019	2021
Parents feel welcome			7.5	7.5	7.5
Parent participation			82	85	90
Safety at school			7.4	7.4	7.6
Other Local Measures:					
Decrease in staff absenteeism rates due to sick leave. • Tracking critical response; VTRA, self-harm • Decrease in suspension rates • Increase in attendance rates • FSLW referrals • Universal mental health presentation data		These important local measures are tracked internally and used to make decisions about supports for staff and students at school sites. Universal mental health presentation data is shared with the province through our Mental Health Capacity Building programs.			
Provincial Measures:				2021 Prov	2021 MHPSD
Increase in safe and caring & parental involvement indicators				90.0	88.9
Increase in inclusive education indicators of student inclusion and supported families				71.8	73.0

ANALYSIS/COMMENTS

Our local measures indicate that we need to continue supporting our students' wellness. This is something we have recognized in the past and has led to changes in how we support our students and in the amount of supports we have at our disposal. The pandemic has clearly exacerbated these issues. Our goal this year is to not only increase our supports, but better coordinate and align them through our Comprehensive School Health Plan.

Alongside this data our parents are indicating that they see schools as safe and supportive environments for their

children, a positive that we will continue to build upon.

Our teacher voice feedback over the past year would indicate that our staff are working at capacity. Again, the pandemic has stretched each and every one of us, and we work to ensure that our staff are in a healthy place by making sure they are aware of the many supports they can access. Wellness is also supported through coherence and each of the goals in our Education Plan are designed to make our system, the processes we use, more coherent each year.



GOAL 5 FNMI SUCCESS

GOAL 5: FNMI SUCCESS

ALBERTA EDUCATION

Outcome 2: First Nations, Métis and Inuit students in Alberta are successful.

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 well-being

STRATEGIES WE EMPLOYED

- Access to supports for students both at school and from home
- Continued, localized and personal engagement work
- Continued expansion of variety of classroom presentations
- Support staff to embed FNMI outcomes into daily planning
- Kes-key-mowin event with community partners
- Support post-secondary transitions for students
- Ongoing training for school based supports on self identification conversations, embedded into electronic registration
- Professional learning for all staff around FNMI outcomes
- Support teachers and leaders with generative dialogue questions connected to FNMI success
- Continued support of staff specific professional learning goals
- Professional Learning for FNMI including CASS gathering



GOAL 5: FNMI SUCCESS

HOW WE PERFORMED

*OurSchool Data not available for 2020

LOCAL MEASURES				
OurSchool Student Measures		2018	2019	2021
Student self identification (Our School)	Gr. 4-6	13%	13%	14%
	Gr. 7-12	12%	12%	12%
Self Identification by registration	All Grades	5.7%	5.4%	6.2%
Attendance of First Nations, Métis and Inuit students		85%	92%	85%

Other Local Measures:	
• Increase family and community engagement in school meetings, events, and cultural celebrations • Evidence of increased academic success for FNMI Students • Evidence of impact through stories, videos, pictures, and other digital anecdotes • Collaborative community partnerships are sustained • Increase number of classroom presentations and professional learning sessions	Much of this work was completed virtually this past year. Our FNMI team expanded from 2 to 3 members and the number of classroom presentations we offered grew to nearly 40. Several schools focused directly on foundational knowledge through the TQS in their professional learning as did many individual staff members.

	2021 Prov	2021 MHPD
Decreased drop-out rate of FNMI students	5.0	3.3
5 yr high school completion	68.1	71.1
6 yr high school transition rates	35.7	31.0
Increase percentage of gr. 12 FNMI students eligible for a Rutherford Scholarship	39.5	47.6
Increase percentage of FNMI students writing four or more diploma exams	NA	NA

ANALYSIS/COMMENTS

There are some real celebrations within our First Nation, Metis and Inuit student data. The decrease in dropout rates and increase in high school completion and Rutherford Scholarship eligibility are notable. The number of self-identified students in our system increased by over 70 students this past year. All of this can be attributed to the work of our FNMI team and the increased focus and support on this important goal.

Much more work is left for us to do. Students self-reporting FNMI through OurSchool data and self-identifying through registration is still a significant gap. While our high school numbers are improved, we need to maintain our focus on supporting our learners so that more and more students experience success.

FINANCIALS AND CAPITAL PLANS

For more information contact Secretary Treasurer, Jerry Labossiere 403.528.6700 Complete audited financial statements, including notes and schedules, for the year ended August 31, 2021 and detailed information on school generated funds are available on the MHPSD website.

Links:

- Audited financial statements 2020-2021
- 2021-2022 budget
- SGF fund information (page 31)
- Roll up of AFS information

2021-2022 Budget

Facilities:

[Capital 3 Year Plan 2022-2025](#)

FINANCIALS

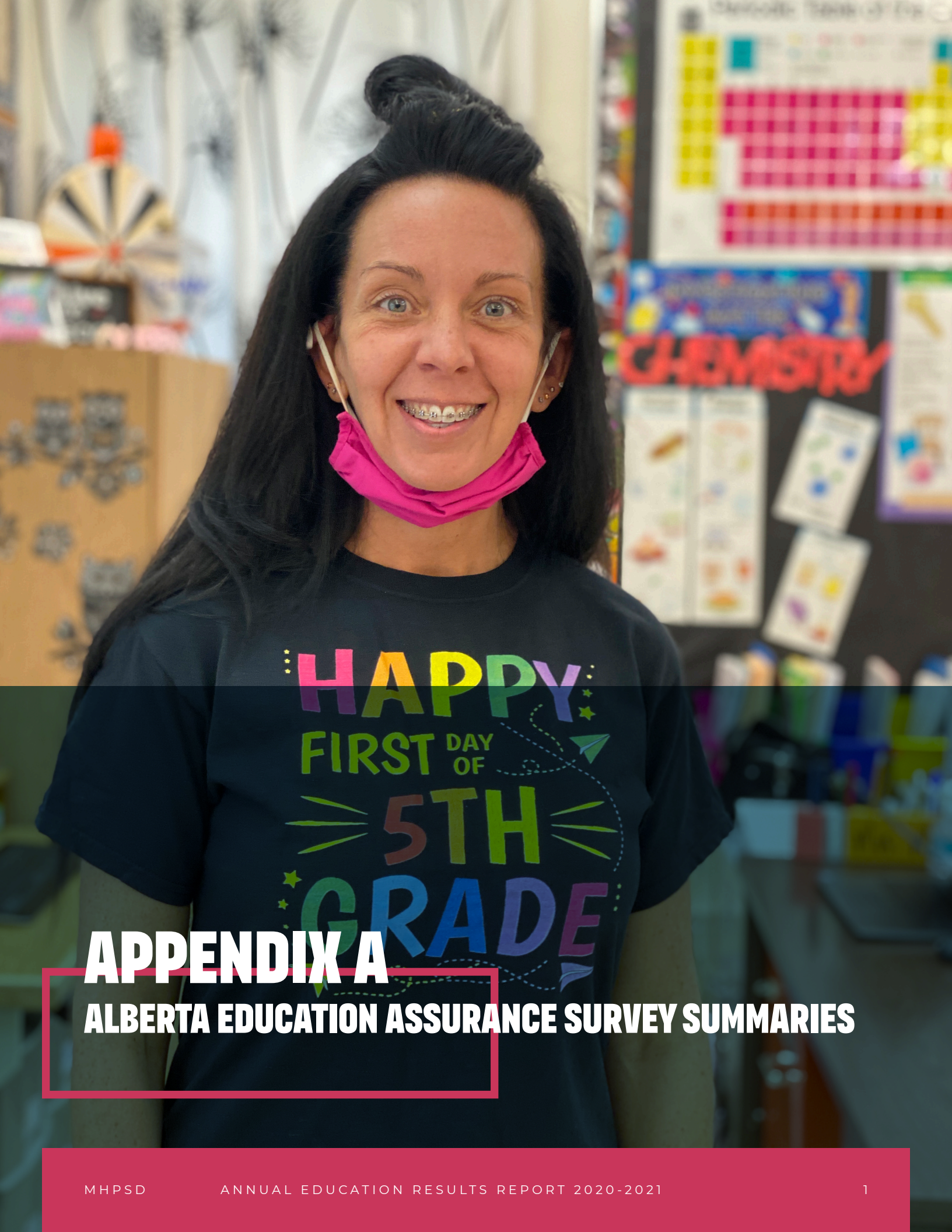
- [2021-2022 BUDGET](#)
- [2021 Audited Financial Statements](#)
- **FACILITIES MASTER PLAN
CAPITAL PLAN 3 YEAR (2022-2025)**
- [WHISTLEBLOWER PROTECTION POLICY](#)



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APPENDIX A

ALBERTA EDUCATION ASSURANCE SURVEY SUMMARIES

ALBERTA ASSURANCE SURVEY SUMMARIES

BACKGROUND

The Alberta Education assurance survey replaced the accountability pillar surveys in 2021. Many of the measures overlap with the previous survey and some measures are new (indicated in the summaries). Surveys were administered to: students in grades four, seven and ten; students in grades four through nine (small schools);

parents of students in grades four, seven and ten; and all teachers.

Each year, these results are used by schools and the school division to develop our assurance plans and school goals found on each school's website.

SCHOOL DIVISION SURVEY RESPONSE RATES

	2017	2018	2019	2020	2021
Location	N	N	N	N	N
STUDENTS	1659	2069	2291	2334	1597
PARENTS	300	383	392	353	236
TEACHERS	326	391	378	347	319

• These are approximate numbers as not every parent, student or teachers answers every question.

• Academically derived measures are also provided on our school webpage.

PROVINCIAL SURVEY RESPONSE RATES

	2017	2018	2019	2020	2021
Location	N	N	N	N	N
STUDENTS	235,302	185,384	196,856	193,364	169,813
PARENTS	32,868	35,486	35,247	36,899	30,969
TEACHERS	31,457	32,624	33,279	33,941	30,205

NEW ALBERTA EDUCATION ASSURANCE MEASURES RESULTS FOR MEDICINE HAT PUBLIC SCHOOL DIVISION

This year, Alberta Education has shifted from an “accountability” model to an “assurance model. This shift has created three new measures for schools and school systems to use in understanding how to best serve their learning community. As these are new measures, year over year data does not yet exist. For now, we can compare ourselves to provincial averages and across our school division.

The three new measures are highlighted on this page:

	2017		2018		2019		2020		2021	
Location	N	%	N	%	N	%	N	%	N	%
S.1 Student learning Engagement: Percentage of teachers, parents and students who agree that students are engaged in their learning at school.										
ALBERTA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
MHPSD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,152	85.1
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.87.8										
ALBERTA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
MHPSD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,154	85.5
H.1 Access to Supports and Services Measure History: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.										
ALBERTA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
MHPSD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,150	82.4

MEASURE BY MEASURE - SURVEY RESULTS FOR MEDICINE HAT PUBLIC SCHOOL DIVISION

	2017		2018		2019		2020		2021	
Location	N	%	N	%	N	%	N	%	N	%
A.1b Program of Studies Measure History: Percentage of teachers, parents and students satisfied with the opportunity for students to receive abroad program of studies including fine arts, career, technology, and health and physical education.										
ALBERTA	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
MHPSD	1,480	81.9	1,776	85.0	1,954	85.0	1,774	85.7	1,365	83.6
A.4 Education Quality: Percentage of teachers, parents and students satisfied with overall quality of basic education.										
ALBERTA	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
MHPSD	2,292	88.5	2,847	89.0	3,066	89.0	3,043	90.1	2152	89.8

MEASURE BY MEASURE - SURVEY RESULTS FOR MEDICINE HAT PUBLIC SCHOOL DIVISION CONT'D

	2017		2018		2019		2020		2021	
Location	N	%	N	%	N	%	N	%	N	%
A.6 Citizenship Measure History: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
ALBERTA	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
MHPSD	2289	79.2	2,844	79.7	3,064	77.4	3041	80.0	2154	77.9
A.7 Lifelong Learning Measure History: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
ALBERTA	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
MHPSD	609	64.9	748	70.6	754	67.3	687	69.8	543	81.1
A.8 Work Preparation Measure History: 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.										
ALBERTA	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
MHPSD	595	79.9	734	80.1	741	78.1	672	82.2	530	82.9
B.2 Satisfaction with Program Access Measure History: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.										
ALBERTA	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
MHPSD	2274	69.7	2,816	73.3	3,045	74.4	3021	76.0	2137	73.0
B.3 Program of Studies - At Risk Students Measure History: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.										
ALBERTA	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
MHPSD	2286	83.7	2,843	85.4	3,063	84.8	3036	85.0	2150	82.4
B.4 Safe & Caring Measure History: Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, respect for others and are treated fairly in school.										
ALBERTA	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
MHPSD	2285	86.0	2,843	88.4	3061	86.5	3034	89.0	2152	88.9
C.1 Parental Involvement Measure History: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
ALBERTA	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
MHPSD	624	79.5	765	81.4	768	78.6	698	81.3	554	77.9
D.6 In-Service Jurisdiction Needs Measure History: 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.										
ALBERTA	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
MHPSD	323	87.6	387	84.9	378	83.7	344	84.7	317	84.5
E.2 School Improvement Measure History: 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.										
ALBERTA	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
MHPSD	2269	81.3	2,812	81.5	3,041	79.6	3028	83.2	2103	80.6

HIGH SCHOOL SPECIFIC MEASURES - 1 YEAR LOG DATA IN THESE CATEGORIES

	2016		2017		2018		2019		2020	
Location	N	%	N	%	N	%	N	%	N	%
Drop Out Rate: Percentage calculated by dividing the number of students who have dropped out of school by the number ('N') of 14 to 18-year-old students who were registered in the K-12 system in the previous school year.										
ALBERTA	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
MHPSD	2,026	3.4	1,968	3.3	1,943	4.6	2,025	4.2	2081	2.9
High School Completion Rates: How many students complete high school within 3, 4 or 5 years of entering grade 10.										
AB 3 yr	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7	46,245	83.4
AB 4 yr	43,918	81.2	45,174	82.6	45,350	82.7	45,347	83.5	45,351	85.0
AB 5 yr	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9	44,972	86.2
MHPSD 3 yr	540	72.1	532	70.7	496	72.3	506	75.0	533	84.0
MHPSD 4 yr	544	80.8	542	78.1	534	77.7	497	78.9	495	81.4
MHPSD 5 yr	509	79.9	544	82.9	542	80.2	534	81.2	491	82.4
High School Transition Rates – 4 Year: The extent to which students participate in post-secondary study, these rates represent the number of students that begin post-secondary studies either 4 years or 6 years after starting grade 10.										
AB 4 yr	43,918	37.0	45,174	39.3	45,350	40.1	45,347	40.8	45,351	40.5
AB 6 yr	45,105	57.9	44,412	58.7	43,908	59.0	45,194	60.1	44,983	60.0
MHPSD 4 yr	544	30.5	542	28.3	534	38.3	497	31.6	495	27.0
MHPSD 6 yr	565	56.1	508	48.9	544	59.7	542	50.7	530	48.7
Rutherford Scholarship Eligibility Rate: Where 'N' is the total number of grade 12 students and the % result is the percentage of gr 12 students eligible for scholarship										
ALBERTA	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0
MHPSD	576	52.3	582	56.9	593	57.7	606	60.6	650	64.3