



HIGHLIGHTS

2018-2019

QUICK FACTS



17 SCHOOLS

- 12 ELEMENTARY SCHOOLS (K-6)
- 2 K-GRADE 9 SCHOOLS
- 1 MIDDLE SCHOOL
- 1 GRADE 7 - 12 SCHOOL
- 1 HIGH SCHOOL



7488

Student Enrolment ELP-grade 12



342

FNMI Student Population



253

English Language Learners (ELL)



448

Full Time Equivalent (FTE)
Certified Teachers



324

(FTE) Support Staff

LINKS

- FULL AERR 2018-2019 REPORT
<http://bit.ly/MHPSD-AERR18-19>
- DETAILED FINANCIAL INFORMATION

CONTINUED COMMITMENT TO COMMUNITY ENGAGEMENT

Throughout the 2018-2019 school year MHPSD and our schools engaged with students, teachers, parents and the larger community to gather feedback on our progress and direction. Our commitment to community engagement took several forms during the 2018-2019 school year including:



January 2019
ALBERTA EDUCATION ACCOUNTABILITY PILLAR SURVEY

The Alberta Education Accountability Pillar Survey is given to all staff, students and parents of students in grades 4, 7 and 10. In elementary schools with smaller populations, all grade 4-6 students completed the survey. For the first time, in 2019 we received **over 3000 responses across the system**.



March 2019
FIRST NATIONS, MÉTIS AND INUIT (FNMI)
COMMUNITY ENGAGEMENT SESSION

Approximately 20 community members from diverse backgrounds provided us with feedback and direction on our FNMI strategic plan.



May 2019
STUDENT ENGAGEMENT SESSION

Engagement Sessions were held in January, April and June of 2019, where approximately 15 grade 9-12 students provided feedback on system direction and developed their own skills in collecting student voice in schools.



April 2019
OURSCHOOL SURVEY

OurSchool survey was completed by most grade 4-12 students, parents and teachers in April of 2019. This data was then used to assist schools in setting goals and priorities for the year and to support changes at the system level around social emotional supports.

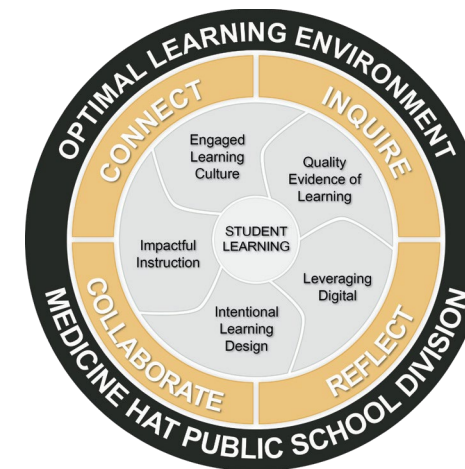


2018-2019
Teachers Voice Committee

The central office executive team met with teacher reps from all schools to discuss questions, comments and ideas submitted by teachers. This group met four times, giving teachers the opportunity to develop a deeper understanding of central leadership. The committee influenced changes to staffing policies, teacher transfers, school year calendar and the addition of more teacher voice sessions. Thorough written responses to inquiries were shared out with all staff to further enhance communication.

CRM

DEEPENING OUR UNDERSTANDING OF A COLLABORATIVE RESPONSE MODEL (CRM)



In 2018-2019 we saw our schools fully commit to implementing a model of collaborative response.

- Classroom Support Teachers worked alongside teachers to refine and enhance their school based continuum(s) of support for both academic and social emotional needs.
- 10 Optimal Learning Coaches worked alongside teachers and administrators to support purposeful collaboration, planning and resource development, and ongoing professional learning at the school, division and provincial level.
- Collaborative time was built into timetables to create the space and time for teachers to meet and discuss student needs and plan appropriate instruction.
- Similarly, at the division level, MHPSD established collaborative planning meetings to support schools to work with key data around staffing decisions and class structures.

STRONG GAINS ON GRADE 6 AND 9 PROVINCIAL ACHIEVEMENT TESTS

- For the second consecutive year we saw our students make **strong gains** on the acceptable scores on seven out of eight grade 6 and grade 9 exams. This strong work by our students also allowed our grade 6 students to continue strengthening our three year acceptable average.

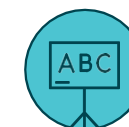
EXCELLENCE ON ACHIEVEMENT & DIPLOMA EXAMS

- Students in grade 6 and 9 made substantial gains in excellence on all achievement exams.
- We saw gains in our three year average in excellence on all achievement exams and on 8 out of 11 diploma exams.

BROAD PROGRAMS OF STUDIES TO SUPPORT ALL LEARNERS

- Continue to show marked improvement on feedback from stakeholders on the broad program of studies that we offer, allowing us to exceed our target in this area. This is a credit to school programming decisions and adapting to continually support all learners.

EXPENSE BY FUNDING BLOCK



80.6%
INSTRUCTION



12.4%
PLANT OPERATIONS
& MAINTENANCE



2.6%
TRANSPORTATION



3.2%
BOARD
SYSTEM ADMIN



1.1%
EXTERNAL
SERVICES