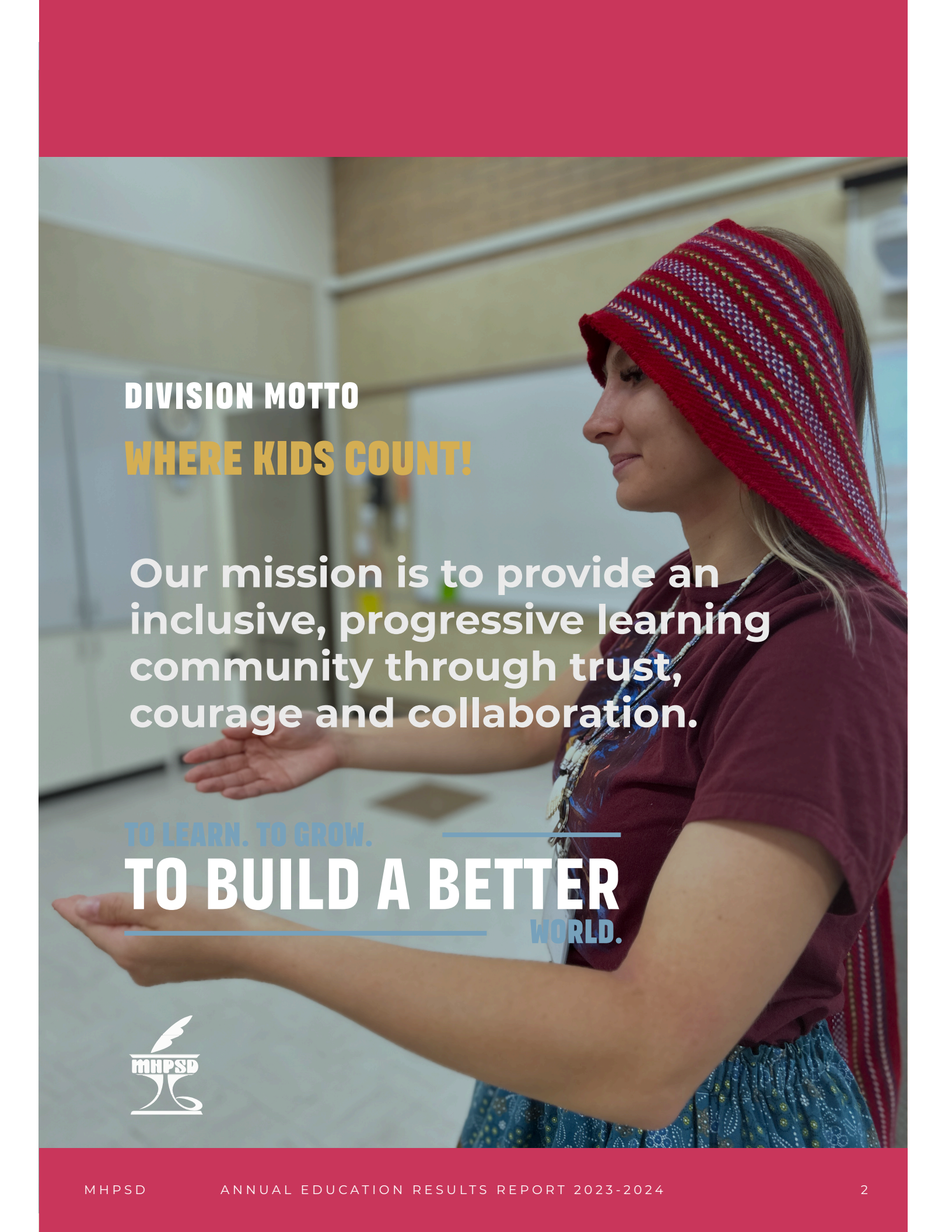


ANNUAL EDUCATION RESULTS REPORT



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
ACTING SUPERINTENDENT: TRACY HENSEL

[EXECUTIVE LEADERSHIP TEAM](#)
[BOARD OF TRUSTEES](#)



ACCOUNTABILITY STATEMENT

ANNUAL EDUCATION RESULTS REPORT (AERR)

The Annual Education Results Report for Medicine Hat Public School Division for the 2023/2024 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 2023/2024 was approved by the Board on November 26, 2024.



CATHERINE WILSON, BOARD CHAIR

MESSAGE FROM MHPSD CHAIR

Medicine Hat Public School Division achieved important milestones by focusing on four universal goals; we enhanced student learning, fostered inclusivity, promoted wellbeing, and furthered our commitment to Truth & Reconciliation. We are proud to share improved outcomes, increased engagement, and a supportive educational environment. Through collaborative efforts with stakeholders, we implemented innovative strategies and programs that addressed diverse needs, ensuring every student had the opportunity to succeed. Our Board

is grateful for the collective dedication to the vital work of public education and as we look ahead, we do so in the 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. A community that, similar to other parts of our province, has a typical range of socio-economic status and an ever changing cultural diversity.

DEMOGRAPHIC DATA



Student Enrolment
ELP - gr. 12



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



English as an Additional Language
Learners (EAL)



Full Time Equivalent
Certified Teachers
30 Part Time Certified Teachers



Full Time Equivalent Support Staff
50 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)



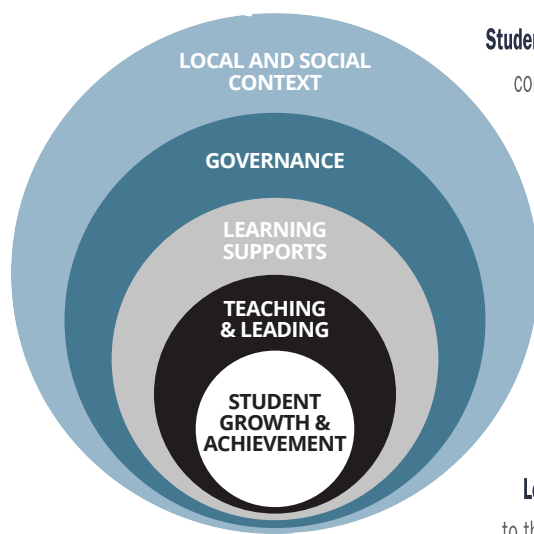
MHPSD offers several alternative programs that operate out of multiple sites in our community.

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 2023-2024 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 ensure timely feedback and enable us to answer questions and collaboratively develop solutions to the challenges encountered.



THE ALBERTA EDUCATION

ASSURANCE SURVEY

was given to staff, students and parents with children in grades 4, 7, and 10



in Feb and Mar, 2023. Results are reported as [Assurance](#)

[Summaries 2023 - 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 2023, 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. Continued collaboration and engagement with students is essential for fostering supportive and inclusive environments.

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

CONSULTATION TIMELINE

STAKEHOLDERS	ENGAGEMENT	OCT 2023	NOV 2023	JAN 2024	JAN/FEB 2024	MAR 2024	APR 2024	MAY 2024
		Teacher Voice Committee	Student Voice Session	Teacher Voice Committee	Alberta Education Assurance Survey	Local Assurance Survey	OurSchool Survey	1. Teacher Voice Committee 2. Board & Admin Planning
		Teacher Reps Executive Trustees	Students Trustees Executive	Teacher Reps Executive Trustees	Students (gr. 4, 7, 10) Parents All teachers	486 parents 2589 students 209 teachers 98 support staff (including 68 EAs)	Students (gr. 4-12) Parents All teachers	1. Teacher reps, executive Trustees and support staff 2. Administrators, executive, Trustees and support staff

ASSURANCE - FEEDBACK AND OBSERVATIONS

	OPTIMAL LEARNING	THINKING & ACTING INCLUSIVELY
Local Assurance Survey (5 point scale)	Schools and teachers have engaged with Teacher Clarity concepts to ensure the effective communication of success criteria and learning intentions. Teacher survey response results demonstrate growing teacher efficacy with the instructional framework and the ability to involve students in the learning process. With continued implementation, increased student awareness, understanding, and collaboration should follow. - Teacher Clarity and Success Criteria (Teacher 4.2 & Student 4.0) - Learning Intentions (Teacher 4.2 & Student 4.0) - Explicit Routines (Teacher 4.7 & Student 4.2)	Professional learning opportunities for teachers, educational assistants, classroom support teachers, and school administration have sought to enhance planning for learner accommodations and individualized programming. Para-bytes training is an example of this focused learning. Finding new ways to involve students and parents/guardians in the planning process remains a priority. Schools use strategies and resources to give access to learning (teachers 4.4, students 3.9, & parents 3.8)
OurSchool Survey	Survey data demonstrates a noticeably lowered teacher score for “technology” as a driver of learning from 2023 (7.8) to 2024 (7.4). Collecting staff feedback through varied evidence sources about this specific measure will support planning for professional learning opportunities and support. Results in the areas of learning culture (8.3), data-informed practice (8.4), and collaboration processes (8.2) suggest the Collaborative Response framework implementation has enhanced the way we work together.	Grade 7-12 student responses are higher in 2024 than in 2023 for questions about observed positive behavior at school (93 to 95) and positive teacher-student relations (6.3 to 6.4). Gr. 4-6 student response declined slightly for the same questions (positive behavior at school, 91 to 87 & positive teacher-student relations, 7.9 to 7.6).
Alberta Education Assurance Survey	In the 2024 AEA survey, parent satisfaction with their involvement in decisions about their child’s education is the highest in four years (72.6% parent result). Parent/guardian involvement contributes to the measure of education quality and is reflected in the overall 2024 AEA measure result of 88.1%. An objective of the expanded program options is to promote student connections, engagement, and interest.	The 2024 AEA Access to Supports and Services measure (83.5%) questions indicate that MHPSD system and school supports connected to student schoolwork are more recognizable than services that assist students with problems not about schoolwork. Ensuring all stakeholders are aware of and can access resources in schools and division supports remains a priority.
	WELLNESS	TRUTH & RECONCILIATION
Local Assurance Survey (5 point scale)	Comprehensive School Health Teams consist of Wellness and Health Champions. Wellness Champions advocate and promote employee health and wellness, and the latter role does the same for students. The survey provides important feedback to guide school and division initiatives. For example, local assurance questions ask students, parents, and staff about available supports (Student 3.9, Teacher 3.9, Parent 3.4)	All group 2024 results increased for the statement, that an identifiable Indigenous presence can be seen in our school (see results below). The FNMI team has developed new programs and presentations to offer leadership with developing student knowledge and understanding of FNMI histories, cultures, languages, and experiences. - Teacher (3.8 to 4.1) - Students (3.8 to 3.9) - Parents (3.4 to 3.5)
OurSchool Survey	Trusting relationships, connection, and belonging are characteristics of effective learning cultures. Monitoring the 2024 results for students with a positive sense of belonging (Gr. 4-6, 66% and Gr. 7 - 12, 55%) and students with positive relationships (Gr. 4-6, 80% and Gr. 7 - 12, 74%) feedback is provided about our schools and division continuum of supports.	Overall, the percentage of students who self-identify as FNMI, has increased over the past four years. FNMI team members and staff are committed to trusting and supportive student and family relationships to achieve the goal of FNMI student success.
Alberta Education Assurance Survey	Continued “high” achievement results for parents, students, and teachers within the AEA Safe & Caring measure is considered a celebration. Developing a shared SEL division plan is intended to promote a common language, connect resources to curriculum outcomes, develop active citizenship, and foster respectful and caring relationships.	The five-year high school completion rate for FNMI students improved from 77.1% (2022) to 87.4% (2023). The Rutherford Scholarship Eligibility rate declined in 2023 (39.3%); however, the four-year High School to Post-Secondary Transition rate improved from 24.6% (2022) to 31.3% (2023).

HOW OUR LOCAL CONTEXT IMPACTS ASSURANCE

ASSURANCE

Medicine Hat Public School Division implements the full assurance framework and develops a four 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 3) 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 2023-2026, with a strong focus on being responsive 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. As we continue utilizing assurance to inform our planning and report our progress, we will regularly check back in with our stakeholders to ensure we are on track. Processes will begin in Jan 2025 to inform our next 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 has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and 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

- Continued focus on the development and implementation of OLEs has enhanced the student learning experience
- Numeracy and literacy teams shared resources to build capacity and learning
- Elementary Science curriculum PD days - Teacher clarity, conceptual understanding, SoR, mathematical proficiency
- Curriculum focused partner schools - admin
- New teacher orientation and mentorship days
- Literacy & numeracy and CRM frameworks

SCHOOL STRATEGIES

- Teachers connected generative dialogue inquiry to elements of OLE
- Teachers utilized OLC support
- Embedded collaborative planning time, CTMs, PTMs and case conferences
- Data informed practice (ie. screening tools, diagnostics, progress monitoring)

IMPACTFUL INSTRUCTION & INTENTIONAL LEARNING DESIGN

- Shared ideas/resources for best instructional practices and effective interventions
- Reviewed frameworks and foundational pieces
- Student needs were addressed through responsive instruction
- Professional development in backwards design, UbD and universal design for learning

ENGAGED LEARNING CULTURE AND LEVERAGING DIGITAL

- Teachers were supported to establish routines and boundaries
- Developed school and classroom norms to promote positive cultures
- Positive relationships were emphasized
- Created balance between screen and non screen activities

QUALITY EVIDENCE OF LEARNING & LEVERAGING DIGITAL

- Outcomes based learning/assessment/reporting were developed
- Quality written and verbal feedback
- Collected evidence of learning
- Learning communications through Edsby
- Flexible professional learning based on school goals and identified needs
- Division wide PD at the secondary level
- Updated assessment procedures incorporated into school plans



GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2021	2022	2023	2024
Students value schooling outcomes	gr. 4-6	91	92	88	89	84
	gr. 7-12	62	56	60	61	55
Students are interested and motivated	gr. 4-6	78	78	73	70	66
	gr. 7-12	33	37	36	33	31
Students feel challenged in ELA, math and science	gr. 4-6	36	37	33	38	36
	gr. 7-12	63	62	61	59	55
OurSchool Student Measures (10 point scale):						
Effective learning time	gr. 4-6	7.8	7.8	7.8	7.7	7.5
	gr. 7-12	6.9	7.0	6.8	7.1	6.9
Relevance	gr. 4-6	7.3	7.3	7.2	7.1	6.8
	gr. 7-12	6.0	5.8	5.8	5.9	5.8
Positive learning climate	gr. 4-6	6.6	6.5	6.5	6.3	6.2
	gr. 7-12	6.2	6.3	6.1	6.1	6.3
Expectations for success	gr. 4-6	8.2	8.2	8.2	8.1	8.0
	gr. 7-12	7.3	7.3	7.1	7.2	7.2
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2021	2022	2023	2024
Leadership			7.7	7.8	7.5	7.6
Learning culture			8.4	8.4	8.4	8.3
Data informs practice			8.4	8.4	8.5	8.4
Teaching strategies			8.4	8.4	8.4	8.3
Technology			8.0	7.8	7.8	7.4
Collaboration			8.2	8.3	8.2	8.2
Challenging and visible goals			8.1	8.1	8.1	8.0
Planned learning opportunities			8.3	8.3	8.3	8.1
Quality feedback			8.0	7.9	7.9	7.8
OurSchool Parent Measures (10 point scale):			2021	2022	2023	2024
Expectations for learning			7.5	7.7	7.5	7.4
Parents are informed			7.0	7.2	6.9	6.9
Parents support learning at home			6.9	7.2	7.4	7.3

GOAL 1: OPTIMAL LEARNING

Other Local Measures:

- Strategies to promote the collective capacity of staff with the OLE and teacher clarity
- CSHT planning to support healthy, positive, and collaborative learning cultures
- Teacher voice committee feedback
- Deepen understanding of teacher quality standard (TQS), leadership quality standard (LQS), and superintendent leadership quality standard (SLQS).
- Feedback about the generative dialogue process
- Feedback from Spring 2024 local engagement survey: 2,500+ students, 300+ staff, and 500+ families

School assurance plans contain strategies or goals that focus on:

1. The OLE in the following target areas:

- Teacher clarity
- Differentiated Instruction
- Literacy and numeracy instruction
- Assessment and reporting
- 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): <i>*See appendix A for year over year</i>	2022 Prov	2022 MHPsD	2023 Prov	2023 MHPsD	2024 Prov	2024 MHPsD
Student learning outcomes in program of studies	82.9	83.1	82.9	83.6	82.8	83.5
Education quality	89.0	89.3	88.1	89.0	87.6	88.1
Drop out rate	2.3	3.0	2.5	3.0	2.5	2.9
5 yr high school completion	87.1	83.5	88.6	89.7	88.1	86.6
6 yr high school transition rates	60.3	47.8	59.7	44.9	60.1	49.7
Rutherford Scholarship eligibility	70.2	63.6	71.9	71.3	70.7	63.8
Students model the characteristics of active citizenship	81.4	77.5	80.3	77.2	79.4	76.9
Professional learning has contributed significantly to ongoing teacher growth	83.7	86.6	82.2	88.8	81.1	83.3
Overall teacher, parent, student satisfaction that schools have improved	74.2	74.4	75.2	77.0	75.8	74.2
Overall parent satisfaction with involvement in decisions about their child's education	78.8	77.1	79.1	78.1	79.5	78.3

[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.

	Total # of student assessed in the fall of 2023	Total #of students identified as being at risk in 23/24	Pre-test: average months behind for at risk students	Total # of students reassessed and remained at risk	Post-test: average months behind for at risk students.
Literacy					
Gr 1	422	89	5.58	7	0.56
Gr 2	434	35	3.60	2	0.20
Gr 3	439	52	3.46	12	1.12
Gr 4	90	14	4.93	6	2.07
Gr 5	75	13	5.69	10	3.38
Numeracy					
Gr 1	423	48	2.98	9	0.81
Gr 2	433	87	3.54	15	0.51
Gr 3	439	90	3.14	23	0.78
Gr 4	448	145	4.04	44	1.27
Gr 5	159	27	5.11	8	1.56
Both Literacy and Numeracy					
Gr 1	NA	71	NA	13	NA
Gr 2	NA	110	NA	24	NA
Gr 3	NA	97	NA	25	NA
Gr 4	NA	57	NA	16	NA
Gr 5	NA	20	NA	3	NA

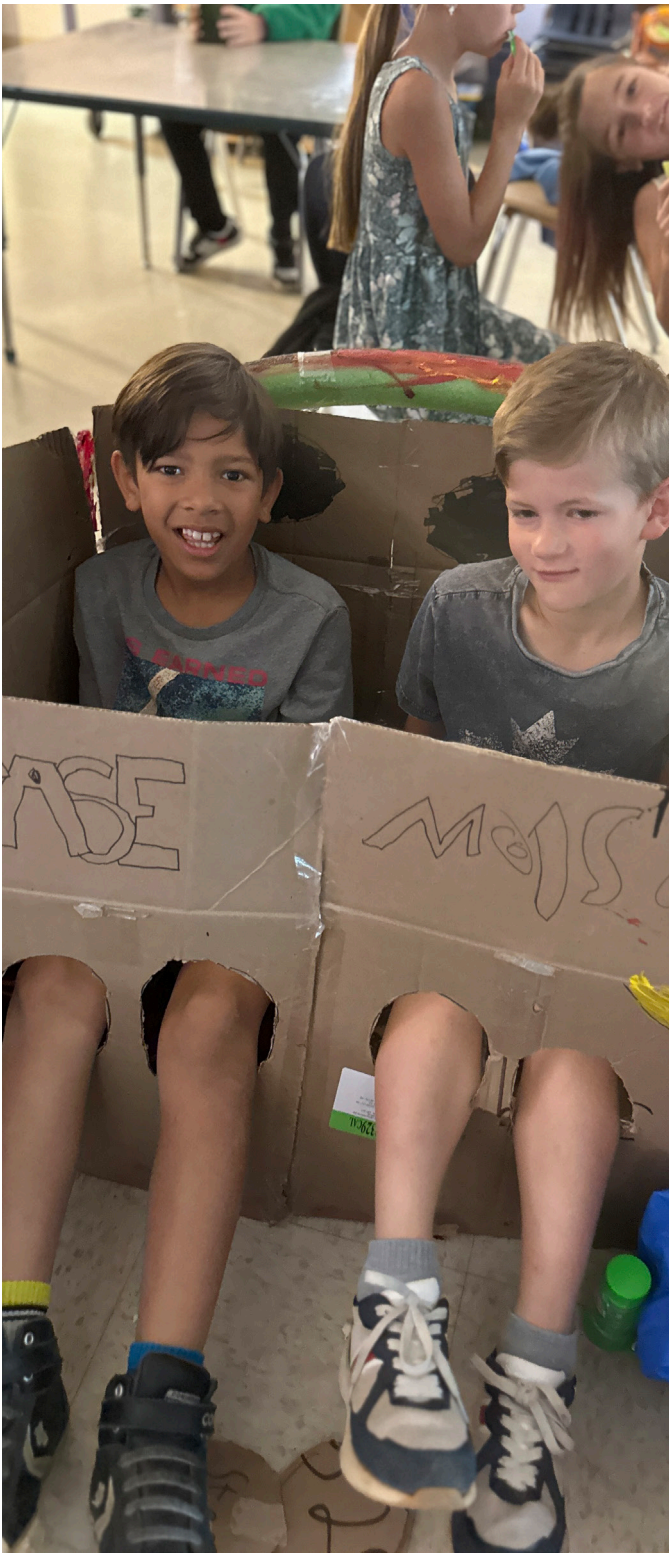
APPROVED ASSESSMENTS FOR NUMERACY & LITERACY

Literacy (Grades 1-5)

Elk Island Phonological Awareness Assessment

Numeracy (Grades 1-5)

Elk Island Math Assessment



GOAL 1: OPTIMAL LEARNING

ANALYSIS/COMMENTS

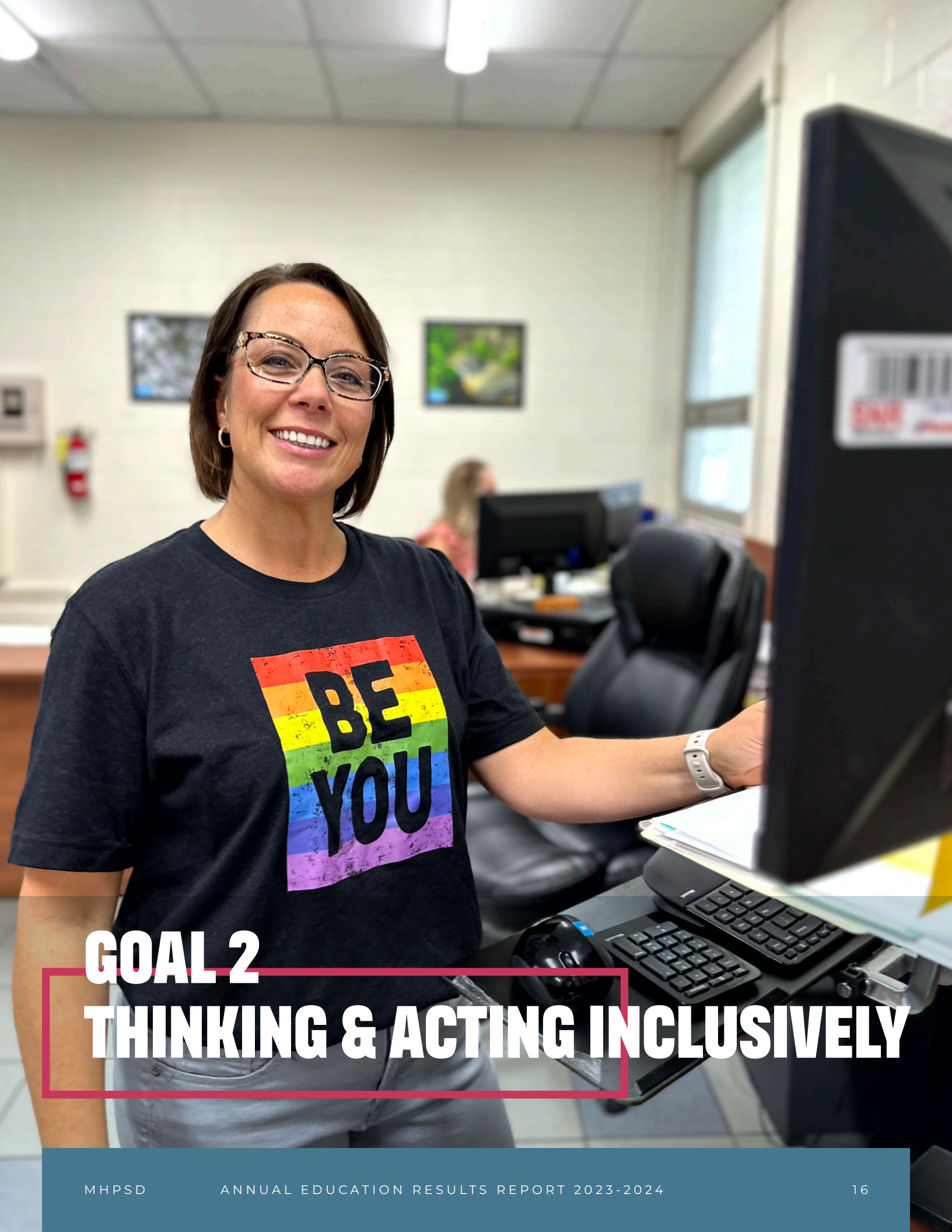
The everchanging educational context, which includes new curriculum implementation, necessitates attention and care to collaborative processes, professional learning opportunities, and system supports. MHPSD assurance plans continue to focus on empowering students to be self-aware learners, understand success criteria, and effectively apply feedback to grow and achieve success. Students, families, and staff have also found connections with varied school programming that includes STEM and Arts-Centered instruction, French Immersion, Career Pathways, culinary arts, athletics, and more.

Reviewing and monitoring the different evidence sources, such as the OurSchool Survey, Alberta Education Assurance Measures (AEAMs), Teacher Voice, and achievement measures, stakeholder feedback informs future planning and actions. OurSchool student responses correlating to student motivation, interest, and relevance have regressed and highlight the potential to leverage teacher clarity practices for meaningful and engaging learning experiences. The collective system capacity within the OLE components provides a solid foundation to respond to a range of learner needs and contributes to the consistently reported achievement of “high” education quality in the AEA.

MHPSD diploma exam overall results continue to improve with an increase in both the “acceptable” standard (81.6% in 2023 to 81.8 in 2004) and the standard of “excellence” (15.8% in 2023 to 16.1% in 2024). Grade 9 provincial achievement test results and closing the gap with provincial trends will be an area of focus in the future planning cycle. Further connected to standardized assessment measures will be preparing staff and students for the movement toward digital assessment platforms.

Parents and guardians play a pivotal role in a child’s education, and it is encouraging to observe the highest levels of parent satisfaction with their involvement in decisions about their child’s education in the past four years through AEA data. Schools continue to share feedback and celebrations of learning through social media, Edsby, and school events. The inaugural Expo of Learning showcased school programs and system resources and offered families the chance to ask questions and learn more about school priorities, goals, and commitments to providing quality education.





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 has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and 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.

- Schools operated a visible and active model of collaborative response
- School teams continued to implement their comprehensive school health plans
- Classroom Support Teachers (CSTs) engaged in professional learning that focused on identified areas of inclusive support and individual support plan development
- Professional learning provided to educational assistants, including added time to allow for enhanced collaboration with teachers
- Division resources and programs are accessible and responsive to system needs
- Schools created opportunities for students to be involved through extra-curricular and co-curricular activities
- Ongoing professional learning with system leaders to support schools in their understanding of diverse cultures
- Comprehensive division wide social emotional learning (SEL) plan provides a framework for shared understanding and language among staff and students
- Professional learning with the Diversity, Equity and Inclusion Committee; Dr Farha Shariff presented on cultural identity, anti oppression, anti racism, power and privilege
- Built leadership capacity to establish a community of practice for supported learning and specialized classroom teachers



GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures:		Cdn Norms	2021	2022	2023	2024
Students with positive behaviour at school (100 point scale)	gr. 4-6	90	90	88	91	87
	gr. 7-12	95	96	95	93	95
Bullying and exclusion (100 point scale)	gr. 4-6	30	30	32	30	36
	gr. 7-12	20	18	22	22	21
Advocacy at school (10 point scale)	gr. 4-6	6.3	6.6	6.7	6.6	6.3
	gr. 7-12	3.0	2.7	2.9	3	2.8
Positive teacher student relations (10 point scale)	gr. 4-6	8.1	8.0	8.1	7.9	7.6
	gr. 7-12	6.3	6.4	6.4	6.3	6.4
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2021	2022	2023	2024
Expectations for positive behaviour			9.3	9.3	9.4	9.3
Inclusive school			8.5	8.7	8.6	8.6
Parent involvement			7.7	7.6	7.7	7.6
Overcoming obstacles to learning			8.3	8.4	8.3	8.3
OurSchool Parent Measures (10 point scale):			2021	2022	2023	2024
Expectations for positive behaviour (10 point scale)			7.2	7.4	7.2	7.1
Inclusion (10 point scale)			6.9	7.2	7	6.9
Bullying (100 point scale)			14	20	15	18
Exclusion (100 point scale)			23	25	27	23



GOAL 2: THINKING & ACTING INCLUSIVELY

Other Local Measures:

- School Collaborative Response Plans and Continuum of Supports
- Document CTMs, PTMs, and Case Conferences
- Monitor student attendance rates and implementation of attendance support systems
 - Cultural Cultural Liaison Worker stakeholder feedback
 - Local Assurance Survey with questions about safety, belonging, and inclusive behaviors

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.

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
Overall teacher, parent, student satisfaction that schools have improved	75.2	77.0	75.8	74.2
Overall parent satisfaction with involvement in decisions about their child's education	79.1	78.1	79.5	78.3
Increase in safe and caring and parental involvement indicators	87.5	87.2	87.1	87.3
Increase in inclusive education indicators of student inclusion and supported families	72.9	77.6	71.9	75.9

[PAT/DIP data in appendix B](#)



GOAL 2: THINKING & ACTING INCLUSIVELY

ANALYSIS/COMMENTS

To foster student safety, connection, and belonging with their schools, MHPSD staff engaged in professional learning that promotes the belief and skills for inclusive learning environments. Dr. Julie Causton and Dr. Kristie Pretti-Frontczak's Inclusive Schooling resources and Para-Bytes training have been shared with staff across the school division and have supported a common language for teams to discuss universal and individualized student programming. School-based teams work within the Collaborative Response framework, utilizing Classroom Support Teacher capacity and accessing system supports when needed to respond to student needs.

The 2024 OurSchool Survey results indicate contrasting trends for Gr. 4-6 and Gr. 7-12 students' perceptions of student behavior at school, bullying, and exclusion. This year, Gr. 7-12 student feedback suggested positive student behaviors were observed more frequently than last year, and the results for positive teacher-student relations also increased slightly. Further, the AEA reported stakeholder agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school remains "high".

Established the Cultural Liaison Worker (CLW) position to assist families with navigating system and community resources, help schools facilitate school-home connections, and contribute to inclusive cultures. The CLW worked closely with multiple schools to establish culture clubs to collaborate on initiative such as Black History Month and the United Nations World Day for Cultural Diversity for Dialogue and Development. The CLW is part of the larger continuum of supports focused on strength-based, student-centered, and inclusive programming.





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 has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 system is well governed and managed



STRATEGIES WE EMPLOYED

- Emphasis on system planning alignment
- Division wellness team provided wellness opportunities for staff (flu clinic, bowling tournament, community based partnerships)
- Comprehensive school health teams played a vital role in implementing their plans to promote healthy school communities
- Implementation of Culture of Wellness Framework
- Administrators supported with wellness conversations
- Maintained CYC and FSLW support in schools
- 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
- Aligned health and wellness curriculum outcomes with SEL resources and instructional strategies
- Robust continuum of student supports with ongoing emphasis on increasing parent and caregiver awareness
- Focused on communication strategies to enhance parent/school relationships
- Offered choices for staff to build their understanding of wellness and empower them to seek out professional learning opportunities
- Partnership with Our Collective Journey through the Mental Health Grant project
- Hour Zero emergency response program – ongoing training and understanding of the program

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.



GOAL 3: WELLNESS

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2021	2022	2023	2024
Students with a positive sense of belonging	gr. 4-6	72	71	64	63	66
	gr. 7-12	62	57	54	56	55
Students with positive relationships	gr. 4-6	80	79	79	79	80
	gr. 7-12	75	76	74	76	74
Students with moderate or high levels of anxiety	gr. 4-6	29	31	34	36	36
	gr. 7-12	32	35	38	39	32

OurSchool Parent Measures:	2021	2022	2023	2024
Parent committee participation (100 point scale)	90	86	87	85
Parent attended meetings (100 point scale)	70	81	92	91
Parent talked with a teacher (100 point scale)	90	91	94	92
Parents feel welcome (10 point scale)	7.5	7.7	7.6	7.5
Safety at school (10 point scale)	7.6	7.8	7.4	7.5

Other Local Measures:	
- Tracking critical response; Assessment of Risk to Others (ARTO), risk assessment - Tracking suspension and attendance rates - FSLW referrals - Project Reporting: - Integrated School Support Program (ISSP) reporting (George Davison School) - 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 MHPSPD wellness initiatives, resources, and wellness responsibilities	The local measures are tracked internally and are used to make decisions about supports for staff and students at school sites. Medicine Hat Public School Division also reports specific measures as part of their collaborative partnerships with The Calgary Police Youth Foundation, Apple Schools, and the Mental Health tri-division project.

GOAL 3: WELLNESS

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): <i>*See appendix A for year over year</i>	2023 Prov	2023 MHPSD	2024 Prov	2024 MHPSD
Increase in safe & caring and parental involvement indicators	87.5	87.2	87.1	87.3
Increase in inclusive education indicators of student inclusion and supported families	72.9	77.6	71.9	75.9
PAT/DIP data in appendix B				

ANALYSIS/COMMENTS

Strategies to promote personal wellness and healthy school communities are refined and embedded within division and school structures. The Comprehensive School Health Team is a foundational support, and the recently released OurSchool Canadian Norms for student anxiety levels highlight the potential value of the team. In 2024, the Canadian Norm for students in Gr. 4-6 reporting moderate to high levels of anxiety rose from 22% to 29%. The same 7% increase was reported for Gr. 7 -12 students, as observed in the updated Canadian Norm of 32% (previously 25%).

In this year's MHPSD OurSchool Survey results, 36% of upper elementary students reported moderate or high levels of anxiety, and 32% of junior high and high school students (39% in 2023). The national trends relating to student fear, worry, and anxiety are concerning, and MHPSD planning continues to prioritize the awareness of and access

to the following school/division supports:

- FSLW
- HUG/Success Coach
- Child and Youth Care Workers
- First Nations, Métis, and Inuit Support Workers
- Cultural Liaison Worker
- Optimal Learning Coaches
- The Alternative Learning Team
- Other school and division resources

New curriculum implementation, academic learning loss, and behavioral needs are some of the identified pressures facing Alberta teachers today. In collaboration with the MHPSD health and wellness manager, staff feedback is collected to gain a better understanding of staff wellness needs and expand available resources. The proactive response also involves ongoing professional learning opportunities in research-based instructional strategies for engaging and meaningful student learning.





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 has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and 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

- Strategic 3 year plan utilized to guide the work of the FNMI team
- Staff and students pursued the development of personal land acknowledgments
- Additional resources and program offerings developed to build foundational knowledge for students, teachers and leaders
- Classroom libraries expanded to include additional FNMI content
- Sept 30 activities and Kiskihkeyimowin - *Sharing Good Teachings* provided enhanced hands on opportunities and experiences
- Elder connections strengthened
- Professional learning for staff connected to the Calls to Action
- Explored opportunities for professional learning in Indigenous knowledge and understanding
- "Nothing about us without us" is part of our practice
- Professional Learning for FNMI including College of Alberta School Superintendents gathering

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		2021	2022	2023	2024
Student self identification (OurSchool)	gr. 4-6	14%	14%	14%	12%
	gr. 7-12	12%	13%	13%	13%
Self identification by registration	All Grades	6.2%	6.9%	8.4%	8.7%
First Nations, Métis and Inuit student attendance	All Grades	85%	84%	80%	81%



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	In May 2024, the second annual Kiskihkeyimowin (Sharing Good Teachings) celebrated Indigenous culture, history, and traditions. Elders, Knowledge Keepers, and representatives from multiple agencies shared their expertise and talents with gr. 4 & 10 students, staff, and families. Presentations took place in tipis outdoors at Medicine Hat College, but due to inclement weather, presentations moved into MHC and MHPSD classrooms. In Fall of 2023, Emma Morrison, a Mushkegowuk Cree woman from the Chapleau Cree First Nation, a remote reserve near Chapleau, ON, presented to students, promoting the importance of finding passion and pursuing dreams. Emma is the first Indigenous woman in 72 years to hold the Miss World Canada crown, and is the first Indigenous woman to win the Miss Teenage Canada and Miss Northern Ontario titles.

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
Decreased drop-out rate of FNMI students	5.1	2.3	5.2	6.2
5 yr high school completion	71.3	77.1	69.4	87.4
6 yr high school transition rates	35.5	25.0	36.8	29.3
Increase % of gr. 12 FNMI students eligible for a Rutherford Scholarship	43.9	63.9	43.7	39.3
Increase % of FNMI students writing four or more diploma exams	1.3	5.6	23.5	19.8
PAT/DIP data in appendix B				



GOAL 4: TRUTH & RECONCILIATION

ANALYSIS/COMMENTS

The FNMI coordinator and support workers served self-identified FNMI students and families and collaborated with schools to promote foundational knowledge that benefits all students. Strengthened relationships with community organizations such as the Miywasin Friendship Centre and Medicine Hat College to enhance the student learning experience and advance MHPSD efforts toward Truth and Reconciliation. Elder Charlie Fox and Pat Aaker's guidance and wisdom are appreciated as part of the yearly Kiskiheyimowin event. Their participation, along with the experience and skills of other presenters, are valued and facilitate authentic learning about Indigenous culture, history, practices, and language.

The Guest Speaker Series is another ongoing strategy to provide students with Indigenous role models. In the Fall of 2023, Emma Morrison spoke to MHPSD students about her journey in holding the Miss World Canada crown, and the challenges and achievements towards reaching



her goals. Classroom presentations, guest speakers, community events, and the daily assistance of the FNMI team are intended to support all four Universal Goals and promote FNMI student success.

Comparing this year's AEA provincial FNMI measures with past results reveals that some measures have improved while others indicate a decline. The 5-year high school completion measure at 87.4% is a five-year high and 18% above the 2023 province results. Next, the four-year (24.6% to 31.3%) and six-year (25.0% to 29.3%) high school to post-secondary transition rates have increased from last year. The observed decline of the 2023 Rutherford Scholarship Eligibility rate and the drop-out rate will be monitored moving forward.



FINANCIAL SUMMARY

SUMMARY OF FINANCIAL INFORMATION

REVENUES	2023-2024 Budgeted	2023-2024 Actual
Grant Funding		
Operations	\$82,221,000	\$82,085,042
Debt Servicing (Supported)	\$3,222,200	\$3,585,105
Subtotal Grants	\$85,443,200	\$85,670,147
Local Revenues	\$6,012,100	\$8,190,645
Total Revenues	\$91,455,300	\$93,860,792

- [MHPSD Financial Management And Business Practices: Section 400 Policy 400](#)
- [Audited Financial Statements: For The Year Ended August 31, 2024](#)
- [2023-2024 Budget: Spring Release](#)
- [SGF fund information - page 35](#)
- [Audited Financial Statements - Provincial Roll up](#)

EXPENDITURE VARIANCE ANALYSIS	2023-2024 Budgeted	2023-2024 Actual	Variance \$	Variance %
Instructional Block	\$74,707,100	\$77,463,142	\$2,756,042	3.69%
Support Block				
Plant Operations & Maintenance	12,292,000	11,666,515	(625,485)	-5.09%
Transportation	3,044,300	3,008,793	(35,507)	-1.17%
Board Governance & Administration	2,869,200	3,108,174	238,974	8.33%
External Services	832,700	769,945	(62,755)	-7.54%
Total Expenditures	\$93,745,300	\$96,016,569	\$2,271,269	2.42%

EXPENDITURE VARIANCE ANALYSIS	2023-2024 Budgeted	2023-2024 Actual	Variance \$	Variance %
Salaries	\$56,455,100	\$56,641,773	\$186,673	0.33%
Employee Benefits	\$15,240,800	\$15,134,766	\$(106,034)	-0.70%
Purchased Services, Supplies & Contracts	\$17,309,500	\$19,442,520	\$2,133,020	12.32%
Debt Servicing (Amortization and Interest)	\$4,739,900	\$4,797,510	\$57,610	1.22%
Total Expenditures	\$93,745,300	\$96,016,569	\$3,591,037	3.95%

**** 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, 2023 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 2023 - 2026

PROJECT	CATEGORY	COST
2025-2026		
Elm Street School Replacement	REPLACEMENT	\$17,636,640
2025-2026		
Alexandra Middle School	MODERNIZATION	\$34,069,896
2026-2027		
Hamptons Elementary School	NEW	\$27,240,570
Total 3 Years		\$78,947,106

A copy of the Long Range 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](https://www.mhpsd.ca).

• Three Year Capital Plan 2025-2028





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

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