

ANNUAL EDUCATION RESULTS REPORT



Medicine Hat Public School Division
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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.

TO LEARN. TO GROW.

TO BUILD A BETTER
WORLD.

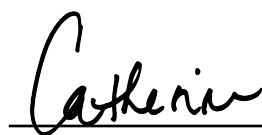


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ACCOUNTABILITY STATEMENT

ANNUAL EDUCATION RESULTS REPORT (AERR)

The Annual Education Results Report for Medicine Hat Public School Division for the 2022/2023 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 2022/2023 was approved by the Board on November 28, 2023.



BOARD CHAIR: CATHERINE WILSON

BOARD CHAIR: CATHERINE WILSON
SUPERINTENDENT: MARK DAVIDSON

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



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 Language Learners (ELL)



Full Time Equivalent
Certified Teachers
32 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) (AMS)
- ◆ Crestwood School (K-6)
- ◆ Dr. Ken Sauer School (K-6)
- ◆ Dr. Roy Wilson Learning Centre (K-9) (WLC)
- ◆ École Crescent Heights Secondaire (CHHS) - 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) (MHHS)
- ◆ Medicine Hat Christian School (K-9) (MHCS)
- ◆ 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.

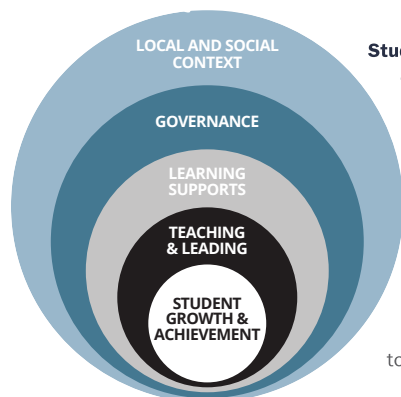
This includes:

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

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

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.

ENGAGEMENT

In 2022-2023 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.

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



ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

CONSULTATION TIMELINE

	OCT 2022	JAN 2023	MAR 2023	MAR 2023	APR 2023	APR 2023	MAY 2023
ENGAGEMENT	Teacher Voice Committee	Teacher Voice Committee	Local Assurance Survey	Alberta Education Assurance Survey	OurSchool Survey	Teacher Voice Committee	Cypress Planning
STAKEHOLDERS	Teacher Reps Executive Trustees	Teacher Reps Executive Trustees	837 parents 2167 students 235 teachers 85 EAs 54 support staff	Students (gr. 4, 7, 10) Parents All teaching staff	Students (gr. 4-12) Parents All teachers	Teacher Reps Executive Trustees	Administrators Executive Trustees

FEEDBACK AND OBSERVATIONS

	OPTIMAL LEARNING	THINKING & ACTING INCLUSIVELY
Local Assurance Survey (5 point scale)	MHPSD teachers continue to engage in professional learning connected to the Optimal Learning Environment (OLE). The following teacher and student local survey results reflect the positive impact on staff and student learning. For example, teacher confidence is high 4.1 with teacher clarity professional learning and students' responses indicating that teachers are sharing learning intentions 4.1	Regarding the availability of system resources, the teacher response was 4.1 , when considering supports such as the alternative learning team (ALT), optimal learning coaches (OLCs), and family school liaison workers (FSLWs). System support teams continue to collect teacher feedback, reflect on the information, and make adjustments to ensure their responsiveness to staff, student, and family needs.
OurSchool Survey	MHPSD teacher OurSchool responses are at their highest point in the past five years in the areas of learning culture (84%), data informed practice (85%), as well as challenging and visible goals (81%). Each of these drivers of learning contributes to the growth and capacity of staff for effective collaboration, therefore enhancing the OLE for students.	Students in gr. 4 - 6 (91%) and gr. 7 - 12 (93%) are reporting at the same level as the Canadian norm that they observe students with positive behaviour at school.
Alberta Education Assurance Survey	The provincial AEA measure, "education quality" aligns with local measures and supports the enhanced collective capacity with the OLE. In the most recent report, 89% of teachers, parents, and students were satisfied with the overall quality of basic education in our schools.	Examining further the notion of Access to Supports and Services, 92.2% of teachers, 83.4% of students, and 72.9% of parents agree that students have access to the appropriate supports and services at school. Teacher and student feedback responses reinforce the local survey data and looking forward, new strategies for increasing awareness of school and system supports will be beneficial.
	WELLNESS	TRUTH & RECONCILIATION
Local Assurance Survey (5 point scale)	The student response score to the question, "I am aware of the supports available to me for wellness and mental health" was 4.1. MHPSD continues to prioritize the development of healthy school communities and is adding to the existing continuum of support with new positions.	Staff responses indicate that Truth and Reconciliation is a priority in our schools (4.4). The First Nations, Métis, and Inuit (FNMI) team continue to work collaboratively with schools to ensure a variety of programs are available to further foundational knowledge.
OurSchool Survey	The number of students reporting positive relationships with other students has remained consistent. The gr. 7 - 12 (76%) student response is at the Canadian norm.	The percentage of students who self identify as First Nations, Métis, or Inuit, has increased steadily over the past five years. FNMI team members and MHPSD staff are committed to developing strong student and family relationships to achieve the goal of FNMI student success.
Alberta Education Assurance Survey	Parent, teacher, and student agreement to the statement 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" at 87.2% . It is anticipated that the work done through the mental health grant in schools will promote the social emotional skills that assist interpersonal relationships and enhance well-being.	The percentage of FNMI students eligible for a Rutherford Scholarship has increased by 13.9% from 2018 (50%) to 2022 (63.9%). In addition, the dropout rate for our division's students is at 2.3% . This is a considerable improvement from 2018 when the dropout rate was at 6.1%

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 2) 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 level 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 the 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 January of 2024 that will inform our next plan and report.

MESSAGE FROM THE BOARD CHAIR & SUPERINTENDENT

The Board and Superintendent are proud of the work of the staff and students of Medicine Hat Public School Division this past school year and through the many years prior. Years of collective effort and commitment to meeting the needs of each of our students have produced improved outcomes for students and for our community. We are gratified by the commitment demonstrated by our staff and students to **learning, growing and building a better world...**



BOARD CHAIR: Catherine Wilson



SUPERINTENDENT: Mark Davidson



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/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 share resources to build capacity and learning
- 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
- Professional learning through resources sharing and routine building



GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2019	2021	2022	2023
Students value schooling outcomes	gr. 4-6	95	93	92	88	89
	gr. 7-12	71	59	56	60	61
Students are interested and motivated	gr. 4-6	86	81	78	73	70
	gr. 7-12	40	36	37	36	33
Students feel challenged in ELA, math and science	gr. 4-6	40	39	37	33	38
	gr. 7-12	62	53	62	61	59
OurSchool Student Measures (10 point scale):						
Effective learning time	gr. 4-6	8.1	8.1	7.8	7.8	7.7
	gr. 7-12	6.9	7.0	7.0	6.8	7.1
Relevance	gr. 4-6	8.0	7.7	7.3	7.2	7.1
	gr. 7-12	6.0	5.9	5.8	5.8	5.9
Positive learning climate	gr. 4-6	7.4	6.6	6.5	6.5	6.3
	gr. 7-12	6.4	5.9	6.3	6.1	6.1
Expectations for success	gr. 4-6	8.6	8.6	8.2	8.2	8.1
	gr. 7-12	7.4	7.5	7.3	7.1	7.2
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2019	2021	2022	2023
Leadership			7.1	7.7	7.8	7.5
Learning culture			8.2	8.4	8.4	8.4
Data informs practice			8.3	8.4	8.4	8.5
Teaching strategies			8.2	8.4	8.4	8.4
Technology			6.9	8.0	7.8	7.8
Collaboration			8.1	8.1	8.3	8.2
Challenging and visible goals			7.7	8.1	8.1	8.1
Planned learning opportunities			8.0	8.3	8.3	8.3
Quality feedback			7.6	8.0	7.9	7.9
OurSchool Parent Measures (10 point scale):			2019	2021	2022	2023
Expectations for learning			7.4	7.5	7.7	7.5
Parents are informed			6.7	7.0	7.2	6.9
Parents support learning at home			7.1	6.9	7.2	7.4

GOAL 1: OPTIMAL LEARNING

Other Local Measures:

- Strategies to promote the collective capacity of staff with the OLE and teacher clarity
- Recognizing the need 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)
- Document the generative dialogue process
- Feedback from local engagement survey: 2000+ students; 300+ staff and 800+ families

School assurance plans contain strategies or goals that focus on:

1. The OLE in the following target areas:

- Teacher clarity
- Literacy and numeracy instruction
- Assessment and reporting
- Research based practices
- Cross curricular instruction

2. Develop collaborative processes foundational to positive and healthy learning cultures. Multiple schools have chosen to foster a culture of wellness through an Indigenous lens.



HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for yr over yr	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Student learning outcomes in program of studies	82.9	83.1	82.9	83.6
Education quality	89.0	89.3	88.1	89.0
Drop out rate	2.3	3.0	2.5	3.0
5 yr high school completion	87.1	83.5	88.6	89.7
6 yr high school transition rates	60.3	47.8	59.7	44.9
Rutherford Scholarship eligibility	70.2	63.6	71.9	71.3
Students model the characteristics of active citizenship	81.4	77.5	80.3	77.2
Professional learning has contributed significantly to ongoing teacher growth	83.7	86.6	82.2	88.8
Overall teacher, parent, student satisfaction that schools have improved	74.2	74.4	75.2	77.0
Overall parent satisfaction with involvement in decisions about their child's education	78.8	77.1	79.1	78.1
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.

	# of students	"At Risk" Sept	Avg months behind gr level (INITIAL)	"At Risk" June	Avg months behind grade level (FINAL)
Literacy Screening Assessment - English					
Gr. 1	204	63	24	54	12
Gr. 1	218	87	24	79	12
Gr. 2	191	88	24	69	12
Gr. 2	199	109	24	89	12
Gr. 3	136	77	24	60	12
Gr. 4	87	73	24	66	12
Literacy Screening Assessment - French Test de dépistage-Immersion					
Gr. 1	10	10	24	9	12
Gr. 1	20	20	24	17	12
Gr. 2	14	14	24	10	12
Gr. 2	16	16	24	12	12
Gr. 3	12	12	24	8	12
Gr. 4	9	9	24	6	12
Numeracy Screening Assessment - English					
Gr. 1	234	99	24	88	12
Gr. 2	223	101	24	93	12
Gr. 3	169	86	24	77	12
Gr. 4	45	45	24	37	12
Numeracy Screening - French Test de dépistage-Numératie					
Gr. 1	28	28	24	25	12
Gr. 2	14	9	24	8	12
Gr. 3	1	1	24	1	12
Gr. 4	7	7	24	7	12

APPROVED ASSESSMENTS FOR NUMERACY AND LITERACY

Literacy

Gr 1 & 2: The Letter Name-Sound Test LeNS and the Castles and Coltheart 3 test (CC3)

Gr 3 & 4: CC3

Numeracy

Gr 1 - 4: Numeracy Screening Assessments (NSA)



GOAL 1: OPTIMAL LEARNING

ANALYSIS/COMMENTS

MHPSD staff continue to deepen their understanding, skills, and capacity to implement the OLE. Colleagues have the opportunity to engage with one another and access division resources on scheduled professional learning and curriculum days, work with administrators in the generative dialogue process, and explore instructional interests in various ways. This steady focus on the OLE components contributes to the consistency observed within the OurSchool results.

The ongoing development of leadership capacity in schools requires the collection of stakeholder feedback, established reflective processes, and monitoring implementation strategies. Examining multiple evidence sources through a triangulated approach, it is encouraging to observe indicators of inquiry focused and collaborative learning cultures. For instance, OurSchool teacher perceptions remain high concerning the drivers of learning, and parents' support of learning at home reported levels are the highest since 2018.

In 2023, there was a noted increase in gr. 4-6 students feeling challenged in ELA, Math, and Science, at a percentage close to the Canadian norm. Further, gr. 7-12 students report their highest perception, in the past five years, of the effective use of learning time. Provincial AEA data reflects a sustained and focused journey with the OLE. For instance, stakeholders

continue to report that the education quality in schools is at a "high" level, and we are excited to see the five year high school completion rate has improved significantly to 89.7%.

Edsby remains a consistent communication platform, and each school has established unique ways to keep stakeholders informed. Variations in OurSchool parent feedback in this area help us to see that we need to continue to improve communication structures. In addition to digital communication tools, schools are creatively finding new ways to involve parents in activities.

In comparison to the 21-22 results, the current authority results have improved (acceptable (+0.7) & excellence (+0.3)). Provincially, when comparing current and previous results, there is an observed regression in performance (acceptable (-1.0) & excellence (-1.7)).

MHPSD diploma exam analysis highlights showed improvement in the "acceptable" standard from 77.9% (2021-2022) to 81.6% in the most recent report. This result is also 1.3% above the provincial average. An increased percentage of students, at 15.8%, achieved the standard of "excellence" compared to the previous year at 15.6%.





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 working toward a shared understanding of this goal
- Schools operate a visible and active model of collaborative response
- Collaborative response framework review occurred at the school level, with a focus on refining the continuum of supports
- Schools developed comprehensive school health plans and teams
- Classroom Support Teachers (CSTs) engaged in professional learning that focused on identified areas of inclusive support
- Professional learning provided to educational assistants, including added time to allow for enhanced collaboration with teachers
- Schools created opportunities for students to be involved through extra-curricular and co-curricular activities
- Ongoing work is being done by system leaders to develop cultural competencies
- Implemented school based strategies to promote understanding of diverse cultures
- Social Emotional Learning (SEL) committee built shared SEL language and understanding
- Para Bytes training for teachers and educational assistants
- 2SLGBTQ+ training for division staff with Alex Marshall



GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures:		Cdn Norms	2019	2021	2022	2023
Students with positive behaviour at school (100 point scale)	gr. 4-6	91	91	90	88	91
	gr. 7-12	93	94	96	95	93
Bullying and exclusion (100 point scale)	gr. 4-6	28	28	30	32	30
	gr. 7-12	19	22	18	22	22
Advocacy at school (10 point scale)	gr. 4-6	6.4	6.6	6.6	6.7	6.6
	gr. 7-12	2.9	2.8	2.7	2.9	3
Positive teacher student relations (10 point scale)	gr. 4-6	8.3	8.2	8.0	8.1	7.9
	gr. 7-12	6.5	6.2	6.4	6.4	6.3

OurSchool Teacher Measures - Drivers of Learning (10 point scale):	2019	2021	2022	2023
Expectations for positive behaviour	8.3	8.4	9.3	9.4
Inclusive school	8.5	8.5	8.7	8.6
Parent involvement	7.7	7.7	7.6	7.7
Overcoming obstacles to learning	8.1	8.3	8.4	8.3

OurSchool Parent Measures (10 point scale):	2019	2021	2022	2023
Expectations for positive behaviour (10 point scale)	7.4	7.5	7.4	7.2
Inclusion (10 point scale)	6.9	6.9	7.2	7
Bullying (100 point scale)	17	14	11	15
Exclusion (100 point scale)	27	23	25	27

Other Local Measures:	
- School collaborative response plans and continuum of supports - Document CTMs, PTMs, and case conferences - Monitor student attendance rates and implement attendance support systems	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.

GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): * See appendix A for yr over yr	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Overall teacher, parent, student satisfaction that schools have improved	74.2	74.4	75.2	77.0
Overall parent satisfaction with involvement in decisions about their child's education	78.8	77.1	79.1	78.1
Increase in safe and caring and parental involvement indicators	88.8	88.6	87.5	87.2
Increase in inclusive education indicators of student inclusion and supported families	72.6	76.0	72.9	77.6
PAT/DIP data in appendix B				

ANALYSIS/COMMENTS

The OurSchool Survey results align with positive trends highlighted within the Alberta Education Assurance (AEA) provincial measures. In 2023, MHPSD results were comparable to or above the listed provincial percentages. The data suggests a strong parent involvement in the decision making process, and stakeholders are more satisfied with their school experience than previously. The three year AEA data overview points to enhanced system effectiveness in planning for the inclusion of all students.

Students continue to observe a high degree of positive behavior amongst their peers, with a notable increase in this measure at the gr. 4-6 level. Further, the extent of perceived bullying and exclusion decreased at the same grade levels from 2022 to 2023. Overall, student, teacher, and parent feedback is relatively consistent in this goal area, and the [2022-2026 Education Plan](#) strategies remain focused on developing positive and caring learning cultures. This includes promoting social emotional skills and knowledge, student centered learning, and ensuring robust mental health supports are available to meet diverse learner needs.





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

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

- Emphasis on system planning alignment
- Division wellness team provided wellness opportunities for staff (flu clinic, bowling tournament, community based partnerships)
- Comprehensive school health plans were developed and shared
- Culture of Wellness Framework implemented at each site
- Professional learning for administrators to support wellness conversations
- Maintained and enhanced 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
- School wellness teams provided opportunities for staff and students
- Schools promoted co-curricular and extra-curricular connections
- Social Emotional Learning (SEL) committee aligned the health and wellness curriculum outcomes with resources and instructional strategies
- Continuum of student supports are robust and we are working to increase parent and caregiver awareness
- Focus on communication strategies to enhance parent/school relationships
- Offer 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



GOAL 3: WELLNESS

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2019	2021	2022	2023
Students with a positive sense of belonging	gr. 4-6	79	69	71	64	63
	gr. 7-12	66	56	57	54	56
Students with positive relationships	gr. 4-6	84	82	79	79	79
	gr. 7-12	76	79	76	74	76
Students with moderate or high levels of anxiety	gr. 4-6	22	27	31	34	36
	gr. 7-12	26	34	35	38	39

OurSchool Parent Measures:			2019	2021	2022	2023
Parent participation (100 point scale)			85	90	86	
Parent attended meetings (100 point scale)			92	70	81	92
Parent talked with a teacher (100 point scale)			91	90	91	94
Parents feel welcome (10 point scale)			7.5	7.5	7.7	7.6
Safety at school (10 point scale)			7.4	7.6	7.8	7.4

Other Local Measures:	
- Critical response; VTRA, risk assessment - 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 School) - Mental Health Grant	The local measures are tracked internally and used to make decisions about supports for staff and students. MHPSD also reports specific measures as part of collaborative partnerships with The Calgary Police Youth Foundation, Apple Schools, and the Mental Health tri-division project.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for yr over yr	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Increase in safe & caring and parental involvement indicators	88.8	88.6	87.5	87.2
Increase in inclusive education indicators of student inclusion and supported families	72.6	76.0	72.9	77.6
PAT/DIP data in appendix B				

GOAL 3: WELLNESS

ANALYSIS/COMMENTS

Student and staff wellness remains a planning priority at the school and division levels. Historically, MHPSD students have reported moderate or high levels of anxiety at rates higher than the OurSchool provided Canadian norms. This continues to be the trend, and the current education plan addresses student wellness needs through mental health grant initiatives, family school liaison worker (FSLW) supports, and the purposeful development of active comprehensive school health teams in each of our schools. Students have access to FSLWs, success coaches, First Nations, Métis, and Inuit support workers.

New curriculum implementation is a recognized pressure on many Alberta teachers, and MHPSD is working to support our staff with timely professional learning and sharing internal expertise. In addition, classroom support teachers (CSTs) and the alternative learning team serve as resources to teachers to support a range of academic, socio emotional, and behavioral needs. In collaboration with the division's health and wellness manager, there is a focus on ensuring staff awareness of the wellness resources available to them and how they are accessed.





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 is utilized to guide the work of the FNMI team
- MHPSD staff and students pursue the development of a personal land acknowledgment
- Additional resources and program offerings are developed to build foundational knowledge for students, teachers and leaders
- Classroom libraries are expanding to include additional FNMI content
- September 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
- Exploring opportunities for courses in Aboriginal studies
- As part of our practice we are mindful of the notion, "nothing about us without us"
- 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):		2019	2021	2022	2023
Student self identification (OurSchool)	gr. 4-6	13%	14%	14%	14%
	gr. 7-12	12%	12%	13%	13%
Self identification by registration	All Grades	5.4%	6.2%	6.9%	8.4%
First Nations, Métis and Inuit student attendance	All Grades	92%	85%	84%	80%



GOAL 4: TRUTH & RECONCILIATION

Other Local Measures:

- Families engaged in school meetings, events, and cultural celebrations
- Kiskihkeyimowin participant feedback
- Increased academic success for FNMI Students
- Impact through stories, videos, pictures, and other digital anecdotes
- Expanding community partnerships
- Increase in classroom presentations and professional learning sessions
- FNMI guest speaker series at schools

In May 2023, a week long event, Kiskihkeyimowin: Sharing Good Teachings took place, celebrating Indigenous culture, history, and traditions. Elders, Knowledge Keepers, and representatives from multiple agencies shared expertise and talents with gr. 4 & 10 students, staff, and families. At the event, Jason Chamakese (from the Plains Cree Nation) provided multiple presentations. In Fall 2022, Jed Roberts (Métis heritage), CFL player and Grey Cup Champion shared his story with students.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for yr over yr	2021 Prov	2021 MHPSD	2023 Prov	2023 MHPSD
Decreased drop-out rate of FNMI students	4.9	6.0	5.1	2.3
5 yr high school completion	68.0	60.1	71.3	77.1
6 yr high school transition rates	37.7	37.5	35.5	25.0
Increase % of gr. 12 FNMI students eligible for a Rutherford Scholarship	41.1	54.8	43.9	63.9
Increase % of FNMI students writing four or more diploma exams	NA	NA	1.3	5.6
PAT/DIP data in appendix B				

ANALYSIS/COMMENTS

The majority of MHPSD provincial data measures increased in 2023 and demonstrate positive steps toward our goal of Truth and Reconciliation through FNMI student success. MHPSD FNMI dropout rate of 2.3% is an improved result and is considered a “very high” achievement measure. The 5 year high school completion rate has also improved, as has the percentage of gr. 12 students eligible for a rutherford scholarship. The measure requiring future attention is the 6 year high school to post secondary transition rate.

The FNMI coordinator and support workers collaborate with school teams, teachers, staff, and families to promote foundational knowledge and support the over 500 self identified students. Working closely with various community

agencies and strengthening our relationship with Elders and Knowledge Keepers led to a special event called Kiskihkeyimowin or “Sharing Good Teachings”. Overall, community and participant feedback about the five day event was positive and reflected a memorable, hands on student learning experience.

During the past school year, MHPSD teachers and administrators completed the “4 Seasons of Reconciliation” course through the First Nations University of Canada. The training enhances the growing capacity fostered by the FNMI team presentations, interventions, and family support. There is evidence in our schools of an FNMI presence and a commitment to Truth and Reconciliation throughout the school year.

FINANCIAL SUMMARY

SUMMARY OF FINANCIAL INFORMATION

REVENUES	2022-2023 Budgeted	2022-2023 Actual
Grant Funding		
Operations	\$82,508,600	\$84,400,163
Debt Servicing (Supported)	\$3,445,400	3,541,419
Subtotal Grants	\$85,954,000	87,941,582
Local Revenues	\$4,948,800	7,602,075
Total Revenues	\$90,902,800	\$95,543,657

- [MHPSD Financial Management And Business Practices: Section 400 Policy 400](#)
- [Audited Financial Statements: For The Year Ended August 31, 2022](#)
- [2023-2024 Budget: Spring Release](#)
- [SGF fund information - page 35](#)
- [Audited Financial Statements - Provincial Roll up](#)

EXPENDITURE VARIANCE ANALYSIS	2022-2023 Budgeted	2022-2023 Actual	Variance \$	Variance %
Instructional Block	\$73,124,600	\$76,009,885	2,855,285	3.95%
Support Block				
Plant Operations & Maintenance	11,540,200	12,162,448	622,248	5.39%
Transportation	2,605,600	2,607,022	1,422	0.05%
Board Governance & Administration	2,809,100	3,008,091	198,991	7.08%
External Services	897,300	780,391	(116,909)	-13.03%
Total Support Block	17,852,200	18,557,952	705,752	3.95%
Total Expenditures	\$90,976,800	\$94,567,837	\$3,591,037	3.95%

EXPENDITURE VARIANCE ANALYSIS	2022-2023 Budgeted	2022-2023 Actual	Variance \$	Variance %
Salaries	55,503,900	56,287,461	783,561	1.41%
Employee Benefits	15,021,900	14,417,253	604,647	-4.03%
Subtotal Salaries & Benefits	70,525,800	70,704,714	178,914	0.25%
Purchased Services, Supplies & Contracts	15,816,700	19,142,199	3,325,499	21.03%**
Debt Servicing (Amortization and Interest)	4,634,300	4,720,924	86,624	1.87%
Total Expenditures	\$90,976,800	\$94,567,837	\$3,591,037	3.95%

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

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, 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
2024-2025		
Hamptons Elementary	NEW	\$15,145,000
2025-2026		
Connaught School Modernization & Addition	MODERNIZATION	\$21,295,000
2026-2027		
Alexandra Middle School Modernization & Addition	MODERNIZATION	\$20,327,000
Total 3 Years		\$56,767,000

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 fax 403.529.5339 or electronically at [MHPSD.ca](https://www.mhpsd.ca).

- [Three Year Capital Plan 2023-2026](#)
- [Facility Master Plan](#)





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



Medicine Hat Public School Division
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