



PARKLAND
SCHOOL DIVISION

2022-2023
ANNUAL EDUCATION RESULTS REPORT



PARKLAND
SCHOOL DIVISION

The Division's *Annual Education Results Report* and supporting financial information will be communicated to stakeholders in the following ways:

- Stakeholders are informed that the Annual Education Results Report exists on our Division website: www.psd.ca: > Reports and Publications;
- Copies are sent to each school, and each school council, as well as agencies within the community; and
- School Reports may be accessed from the 'Reports' sections of school websites.



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ACCOUNTABILITY STATEMENT

The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2022-2023 school year.

This Parkland School Division AERR attends to the Board's responsibilities in compliance with the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in the AERR, to the best of its abilities, to improve outcomes for students, and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Board of Trustees approved the AERR for 2022 - 2023 on November 28, 2023.

Thank you for reviewing Parkland School Division's Annual Education Results Report for 2022-2023. The Annual Education Results Report (AERR) provides the Board an opportunity to reflect on the year that was and really see the previous Education Plan come to life.

Annually, a Board must submit a report, that fully captures the previous year's results, to Alberta Education, and as required by the Education Act. In Parkland School Division, we are proud that this AERR is much more than simply a compliance document; the AERR contains narrative examples and stakeholder feedback to clarify the results achieved.

In 2022-2023, the Division's Education Plan encompassed 14 Assurance Elements under the provincial key domains in education which include:

- Student Growth & Achievement,
- Teaching & Leading,
- Learning Supports,
- Governance, and
- Responding to our Local and Societal Context.

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities, and we are doing it well when there is a measure of confidence in the system from stakeholders. That desire to improve our local context is why many engaged citizens become school board trustees in the first place.

It is truly both rewarding and enlightening to be in the role of a School Board Trustee. We have the opportunity to represent PSD on many occasions and it is because of the work undertaken by our staff and students, that we get to *brag* about all the great things happening in our Division. This AERR provides many examples that serve as evidence that our Education Plan is moving us forward on the right path to our Ultimate Goal of Student Success & Well-being.

Assurance is much more than the formal meetings and engagements hosted throughout the school year. It includes the daily conversations and engagement that our staff has with students, staff, parents and the community. This involves rich discussion and feedback we hope you'll find throughout this report.

Lorraine Stewart

Parkland School Division Board Chair

Signature (Original Signed Version)



THE BOARD OF TRUSTEES FOR PSD

The Parkland School Division Board of Trustees (the Board) is charged with the responsibility of providing a public education system that is organized and operated in the best interests of students and their parents or guardians. The Board exercises this responsibility through the design and implementation of local educational policy and through the wise use of resources.

The Board's main purpose is to provide educational services as required by legislation. References to education legislation in this document refer to Alberta's *Education Act*.

Our seven Trustees share the responsibility of representing all of our Parkland School Division families and stakeholders across Spruce Grove, Stony Plain and Parkland County. Trustee representation covers five electoral wards that include:

- Wards 1, 2, 3: The rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Spring Lake, Tomahawk and Wabamun.
- Ward 4: The Town of Stony Plain and surrounding area; and
- Ward 5: The City of Spruce Grove and surrounding area.

This Annual Education Results Report is approved by the current Board of Trustees, pictured below.



Top Row: Aileen Wagner (Ward 1 and Board Vice Chair), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3), Paul McCann (Ward 4)

Bottom Row: Eric Cameron (Ward 5), Anne Montgomery (Ward 5), Jill Osborne (Ward 5)



THE OFFICE OF THE SUPERINTENDENT

Parkland School Division’s Centre for Education is the administrative office that provides support for the Division’s community of 23 schools, 2 outreach programs, and a number of alternative learning programs.

The Centre for Education houses Parkland School Division’s Superintendent and executive team, as well as administrative staff for the departments that are essential for the effective operation of a school system. The Superintendent supervises the operation of schools and the provision of education programs within the Division, including, but not limited to, the following:

- (a) Implementing education policies established by the Minister;
- (b) Ensuring that students have the opportunity in the school division to meet the standard of education set by the Minister;
- (c) Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act*, or any Act; and
- (d) Providing leadership in all matters relating to education in the school division.

The Superintendent and Executive Team

Facilities Services	Financial Services	Human Resources	Indigenous and Northern Relations	Literacy and Lifelong Learning	Numeracy and Achievement
Strategic Communications	Student Services	Technology Services	Transportation Services	Wellness and Community Partnerships	



Top Row: Shauna Boyce (Superintendent), Mark Francis (Deputy Superintendent), Scott Johnston (Associate Superintendent)

Bottom Row: Scott McFadyen (Associate Superintendent), Meg Miskolzie (Associate Superintendent)



ANNUAL REPORT: EXECUTIVE SUMMARY

The Annual Education Results Report (AERR) for Parkland School Division shares both the achievements, and the challenges, encountered over the past year by assessing the annual progress towards our outlined priorities and goals. Integral to our approach is the "assurance" model, that is reinforced, through stakeholder engagement, to gauge the confidence in our strategies and results.

Parkland School Division is accountable for results, and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to students, and to improve student learning and achievement.

Stakeholder engagement is a cornerstone of our assurance process, ensuring stakeholders contribute to refining our educational priorities and strategies. Parkland School Division is committed to transparent reporting and accountability, consistently involving stakeholders to enhance the educational quality and outcomes for our students.

The AERR serves a dual purpose: guiding future plans and providing a retrospective analysis. Our leaders continuously review feedback to shape our educational narrative. We present a snapshot of comments from parents and staff to illustrate the diversity of experiences and insights within our community.

In addition to a strong academic focus, we recognize that education for our students involves fostering well-rounded individuals who are ready to navigate an increasingly complex world. Our efforts are fueled by the trust and collaboration of our community, as we assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

In May, 2023, Parkland School Division's Board of Trustees approved the 2023-2026 Education Plan in consideration of the many insights revealed through stakeholder engagements. To clarify, this Annual Education Results Report measures progress with respect to the 2022-2025 Education Plan, summarized on the pages to follow. The full 2022-2025 Education Plan is also available: <https://www.psd.ca/download/390994>.

The current 2023-2026 Education Plan exists on our PSD website: www.psd.ca/division/education-plan.

www.psd.ca



VISION, MISSION, VALUES AND BELIEFS

OUR VISION

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

OUR MISSION

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

OUR VALUES AND BELIEFS

Our Ultimate Goal is Student Success and Well-Being; we therefore value:

- Learning opportunities that are:
 - Purposeful,
 - Essential,
 - Relevant,
 - Authentic, and
 - Responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

OUR ULTIMATE GOAL:

Student Success and Well-Being

Education happens minute-by-minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resilience.

Student Success and Well-Being exists as our Ultimate Goal - the reward for reaching our vision.



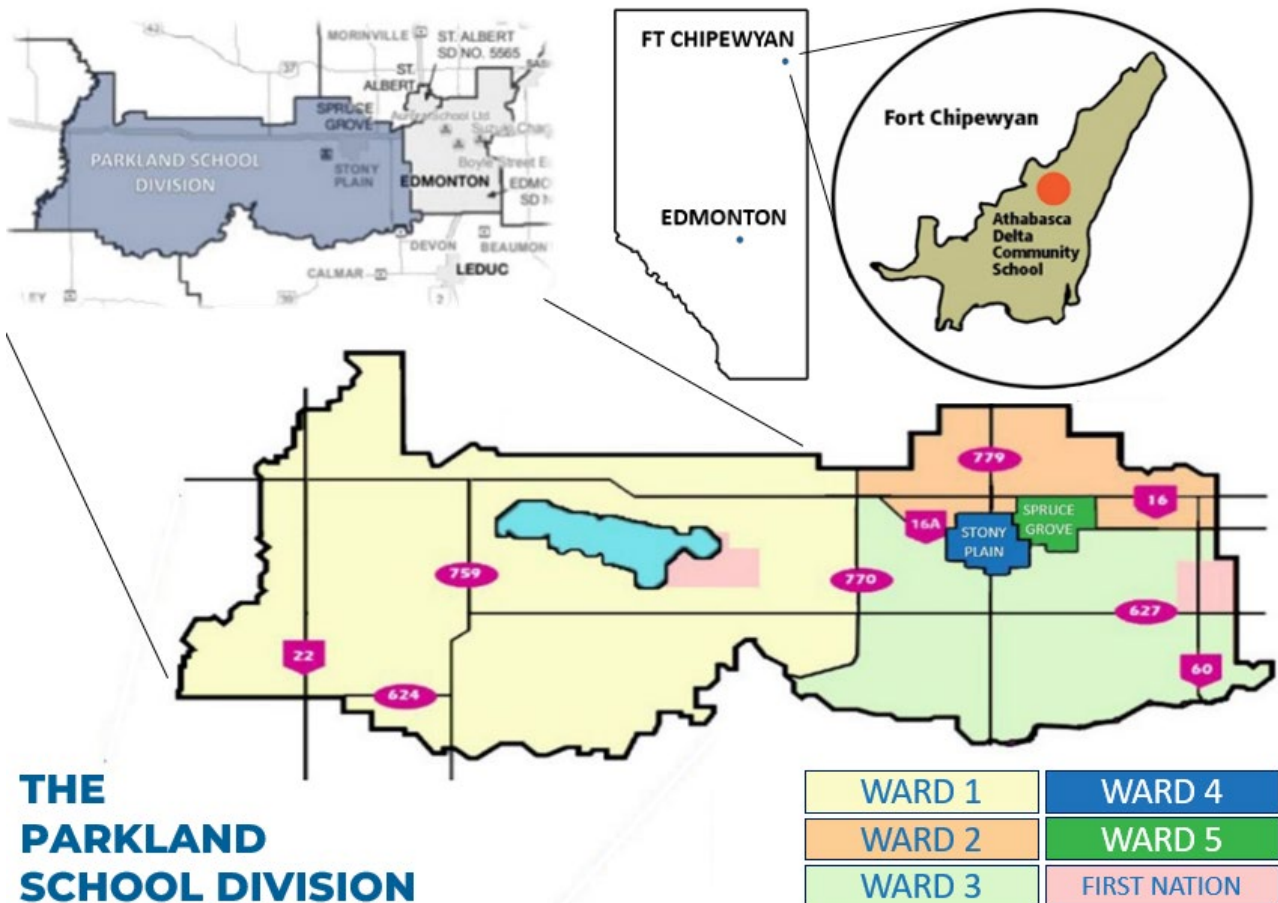
PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public-school authority for approximately 92,000 residents and approximately 12,700 students, across a mix of urban and rural communities

Our learning community includes 23 schools, across 24 sites, in both Treaty No. 6 and Treaty No. 8 territory, serving the communities of Spruce Grove, Stony Plain, Parkland County, Fort Chipewyan, Paul First Nation, Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and Fort Chipewyan Métis Nation.

Enrolment growth necessitates additional learning space, and we are excited for the capacity opportunity that the newly constructed Westview School, in Stony Plain, provides for our students and families.

At Parkland School Division, we prioritize Student Success and Well-Being, and we commit to preparing our students to thrive in a swiftly evolving world. Our preparation stems from our staff's persistent, collaborative efforts to produce positive student outcomes every day.





DIVISION OFFICE: THE CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative central office that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's executive team and administrative staff, including the following:

Operational services:

- Facilities Services: Director Serge Labrie,
- Financial Services: Director Jason Krefting,
- Human Resources: Director Amy Goerzen,
- Strategic Communications: Director Jordi Weidman,
- Technology Services: Director Mark Karaki, and
- Transportation Services: Director John Blood.

School services:

- Indigenous and Northern Relations – Division Principal: Dean Bernard,
- Literacy and Lifelong Learning - Division Principal: Linda Madge-Arkininstall,
- Numeracy and Achievement - Division Principal: Shaye Patras,
- Student Services - Division Principal: Bryn Spence, and
- Wellness and Community Partnerships - Divisional Principal: Christine Ross.

For more information, please visit Our Division at www.psd.ca

2022-2023 STAFF PROFILE

Parkland School Division recognized an increase in both teaching and support staff for the 2021-2022 school year.

Employee Group/Position	2020-2021 FTE	2021-2022	2022-2023
Teacher (Total)	600.63	623.9	650.2
Teacher	550.6	570.9	592.2
Administration	50.0	53.0	58.0
Support Total	384.2	423.4	455.3
CAAMSE	290.8	325.0	339.3
ADCS-Support (New)	-	-	8.8
IUOE	63.1	64.2	65.2
Non-Union	30.3	34.2	42.1

* Numbers are reported as of June 30, 2023. Full Time Equivalent (FTE) includes only active employees.


















Based on the numbers reported above, the following summary compares the complete (2022/23) school year with the previous (2021/22) school year:

- An increase of 21.31 FTE for school-based teachers,
- An increase of 23.05 FTE for school-based support staff,
- An increase of 0.98 FTE for International Union of Operating Engineers staff, and
- An increase of 7.91 FTE for Non-Union Group staff.

For more information, the [Human Resources Department 2022-2023 Report](#) (Presented at the September 12, 2023 Board Meeting) outlines all aspects of staffing at Parkland School Division for the 2022-2023 school year for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Costs associated with the aforementioned are also detailed.



OUR PSD SCHOOLS

 <p>PARKLAND SCHOOL DIVISION</p>	<p>ATHABASCA DELTA COMMUNITY SCHOOL</p>  <p>K-10 adcs.psd.ca</p>	<p>BLUEBERRY SCHOOL</p>  <p>K-9 blueberry.psd.ca</p>	<p>BROOKWOOD SCHOOL</p>  <p>K-4 brookwood.psd.ca</p>
<p>ÉCOLE BROXTON PARK SCHOOL</p>  <p>K-9 broxton.psd.ca</p>	<p>CONNECTIONS FOR LEARNING</p>  <p>1-12 cfl.psd.ca</p>	<p>COPPERHAVEN SCHOOL</p>  <p>K-9 copperhaven.psd.ca</p>	<p>DUFFIELD SCHOOL</p>  <p>K-9 duffield.psd.ca</p>
<p>ENTWISTLE SCHOOL</p>  <p>K-9 entwistle.psd.ca</p>	<p>FOREST GREEN SCHOOL</p>  <p>K-6 forestgreen.psd.ca</p>	<p>GRAMINIA SCHOOL</p>  <p>K-9 graminia.psd.ca</p>	<p>GREYSTONE CENTENNIAL MIDDLE SCHOOL</p>  <p>5-9 greystone.psd.ca</p>
<p>HIGH PARK SCHOOL</p>  <p>K-9 highpark.psd.ca</p>	<p>MEMORIAL COMPOSITE HIGH SCHOOL</p>  <p>10-12 mchs.psd.ca</p>	<p>ÉCOLE MERIDIAN HEIGHTS SCHOOL</p>  <p>K-9 meridianheights.psd.ca</p>	<p>MILLGROVE SCHOOL</p>  <p>K-4 millgrove.psd.ca</p>
<p>MUIR LAKE SCHOOL</p>  <p>K-9 muirlake.psd.ca</p>	<p>PARKLAND VILLAGE SCHOOL</p>  <p>K-6 parklandvillage.psd.ca</p>	<p>PRESCOTT LEARNING CENTRE</p>  <p>K-9 prescott.psd.ca</p>	<p>SPRUCE GROVE COMPOSITE HIGH SCHOOL</p>  <p>10-12 sgchs.psd.ca</p>
<p>STONY PLAIN CENTRAL SCHOOL*</p>  <p>K-9 www.westview.psd.ca</p>	<p>TOMAHAWK SCHOOL</p>  <p>K-9 tomahawk.psd.ca</p>	<p>WABAMUN SCHOOL</p>  <p>K-9 wabamun.psd.ca</p>	<p>WOODHAVEN MIDDLE SCHOOL</p>  <p>5-9 woodhaven.psd.ca</p>

*Stony Plain Central School re-opened as Westview School on its new location for 2023-2024.



THE 2022-2025 EDUCATION PLAN

By identifying the key domains in education, we organize our plans based on the primary force that is acting to successfully achieve the plan.

Our primary domain is **STUDENT GROWTH AND ACHIEVEMENT** – students are naturally at the center.

Our second domain encompasses **TEACHING AND LEADING** as teachers and school leaders interact with our learners each and every day.

Our third domain acknowledges the importance of **LEARNING SUPPORT SYSTEMS** in that beneficial support systems are necessary for the system to operate efficiently and effectively.

The **GOVERNANCE** domain ensures effective decision making and guidance of our system, and therefore involves our Trustees, locally, and our government, provincially.

The final domain includes the **LOCAL AND SOCIETAL CONTEXT** in which education occurs. Strategies for student growth and achievement may change daily, whereas shifting the local context may take generations. The Local and Societal Context are considered throughout all of the domains in education.



Four **Enduring Priorities** guide our planning.

- I** **Indigenous Perspectives and Ways of Knowing**
- E** **Equity, Diversity and Community**
- P** **Programming and Pedagogy**
- W** **Student and Workplace Wellness**

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT				
Students demonstrate Success		Students demonstrate Well-Being		
DOMAIN: TEACHING AND LEADING				
PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
DOMAIN: LEARNING SUPPORTS				
Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
DOMAIN: GOVERNANCE				
Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
DOMAIN: LOCAL AND SOCIETAL CONTEXT				
Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				



ALBERTA'S BUSINESS PLAN FOR EDUCATION

Available: www.alberta.ca/government-and-ministry-business-plans.aspx

Goal	Description	2022 – 2025 Objectives
ONE:	Alberta's students are successful	1.1 Implement new, province wide K–6 curriculum with a focus on English Language Arts and Literature, Math, and Physical Education and Wellness. 1.2 Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education. 1.3 Implement Grades 1 and 2 assessments in language and math to help assess progress in the critical early years. 1.4 Modernize provincial student assessment by developing and implementing online assessment capabilities.
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Support the development of educational services agreements to enhance outcomes for First Nations students by establishing agreement standards. 2.3. Work with the federal government to streamline how First Nations people access key services such as education. 2.4. Work with school authorities to share Indigenous education data, respond to updated legislative requirements and enhance grant accountability.
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	3.1 Identify potential supports, such as professional learning as well as learning and teaching resources, that may be needed, and options for providing these supports to school authorities, to successfully implement new curriculum. 3.2 Bolster the teaching workforce in high demand regions and high need subject areas. 3.3 Strengthen the K–12 education system through the College of Alberta School Superintendents Act by establishing a legislated professional organization. 3.4 Enhance children and students' safety while at school by refining processes and improving oversight of the teacher discipline process to bring Alberta in line with other jurisdictions.
FOUR:	Alberta's K-12 education system is well governed and managed	4.1 Enable schools to support students experiencing academic challenges and to create school environments that support student well-being and positive mental health. 4.2 Support choice with a variety of schooling options for students and parents within the education system. 4.3 Develop and implement strategies and plans for maintaining and assessing the need for school capital projects. 4.4 Reduce red tape and increase assurance for parents, schools, and operators by streamlining financial and governance practices for private schools and private early childhood services operators.



ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS

Student Growth and Achievement refers to the variety of educational programs, experiences and strategies by which students meet their learning needs, interests and aspirations, and progress towards learning outcomes. This domain focuses on academic achievement, well-being and intellectual engagement.

Public assurance occurs when the public has trust and confidence that students grow as learners and contribute as engaged citizens.

Information and assurance measures related to **Student Growth and Achievement begins on page 13.**



Teaching and Leading procedurally refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice.

Information and assurance measures related to **Teaching and Leading begins on page 58.**

Learning Support Systems refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and then applying the resources needed to ensure optimum learning.

Public assurance occurs when the public has trust and confidence that resources are managed and applied to establish learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all learners are welcomed, cared for, respected, and safe.

Information and assurance measures related to **Learning Support Systems begins on page 70.**

Governance refers to the processes followed by leaders at all levels of the education system while attending to the **Local Context**. Governors determine strategic policy direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Information and assurance measures related to **Governance begins on page 82.**



STUDENT GROWTH AND ACHIEVEMENT

Element 1:

Students Demonstrate Success

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience.

Element 2:

Students Demonstrate Well-Being

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

Student Growth and Achievement	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	79.5	82.3	82.3	84.4	N/A	Declined Significantly	N/A
Citizenship	70.8	73.7	73.3	80.3	Low	Declined Significantly	Concern
HS Completion (3Y)	78.4	80.0	80.2	80.7	Intermediate	Maintained	Acceptable
HS Completion (5Y)	85.4	83.4	85.1	88.6	Intermediate	Maintained	Acceptable
PAT: Acceptable	65.8	63.8	N/A	63.3	Low	N/A	N/A
PAT: Excellence	15.0	15.1	N/A	16.0	Intermediate	N/A	N/A
DIP: Acceptable	83.9	81.2	N/A	80.3	Intermediate	N/A	N/A
DIP: Excellence	14.4	15.3	N/A	21.2	Intermediate	Declined Significantly	Issue

MEASURES IN CONTEXT

It is important to understand the contextual variables of the 2022-2023 AERR. Some measures are listed as N/A (not available) in response to choices made locally, or provincially, with respect to COVID-19 response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written; this directly impacts some measures where three-year averages are typically presented.

Alberta Education also shifted to full implementation of the Assurance Model and, with this shift, implemented new measures for accountability and assurance; to this end, some summary results or results measured over a range of years may show as N/A (not available) as well.

Wherever possible, this report provides clarity through assurance and accountability measures within each of the respective domains in education.



LITERACY, NUMERACY AND LEARNING: GRADES 4-6



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



Parent: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	142	23	65	8	1	2	88
Previous two-year average: *							93
Provincial three-year average: *							92
The numeracy skills your child is learning at school are useful.	142	23	65	9	0	3	88
Previous two-year average:							92
Provincial three-year average: *							92
Your child is learning what they need to know.	143	10	57	22	3	8	67
Previous two-year average:							79
Provincial three-year average: *							82

* Previous, two-year averages are presented when there are only three years available for a measure.

Provincially, 67% of respondent parents for grades 4-6 agree/strongly agree that their child or children are learning what they need to know, this is a decline from 81% in the previous year. It is worth noting that in Parkland School Division, only 1.15 parents responded to the survey for every 100 students.

 **An engaged parent shares:** "Continue with the literacy and numeracy (learning loss) programs in the younger grades. Seeing great improvements in the children." 

 **An engaged staff member shares:** "Pushing *into* classrooms to support all students instead of relying solely on *pull-out* intervention normalizes supports for all - Use of assessment data to address literacy gaps is essential." 

 **An engaged staff member shares:** "Literacy knowledge should be across all platforms and pedagogy should be shared." 



Our stakeholders suggested that the school division might consider exploring various avenues for improvement. These include reviewing the timing and methods of new curriculum implementation, enhancing literacy and numeracy across all subjects, promoting diverse learning styles, and improving engagement in subjects where interest is lacking. The integration of mental health support is seen as crucial, as is teaching students how to learn and study effectively. This perception is that the dual approach, focusing on student success and well-being, will decrease anxiety while increasing student readiness to learn.

For the foreseeable future, Parkland School Division will continue to focus on literacy and numeracy interventions, while we attend to more than a years' growth in a years' time for our students, in response to learning loss from the impact of COVID-19.

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Do you like learning language arts?	1,018	62	12	26	62
Province:					
Do you like learning math?	1,026	62	8	30	62
Province:					

An engaged staff member shares: “The new math curriculum is really pushing the kids to move up a grade, basically from where they currently are. For example, next year, grade 5 kids will be learning grade 6 math. Our kids already struggle with the current math. With this change, I feel like we are setting them up for failure instead of success.”

Teachers continue to work to contextualize math in a way that makes sense for students. Provincially, 62% of students in grades 4-6 enjoy learning language arts (down from 64% in the previous year) and 62% enjoy learning math (down from 63% in the previous year).

Teacher: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	80	25	71	0	4	0	96
Previous two -year average:							94
Provincial three -year average:							96
The literacy skills students are learning at your school are useful.	80	38	54	5	3	1	91
Previous two -year average:							96
Provincial three -year average:							98
The numeracy skills students are learning at your school are useful.	79	38	56	5	0	1	94
Previous two -year average:							97
Provincial three -year average:							98

LITERACY, NUMERACY AND LEARNING: GRADES 7-9

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	102	11	73	4	10	3	83
Previous two-year average:							87
Provincial three-year average:							92
The numeracy skills your child is learning at school are useful.	102	11	75	6	5	3	86
Previous two -year average:							86
Provincial three-year average:							92
Your child is learning what they need to know.	102	7	56	11	21	6	63
Previous two -year average:							72
Provincial three-year average:							81

The “Top 2 Box” provides the total agreement (agree + strongly agree) as adjusted for rounding. Provincially, 63% of parents for grades 7-9 agree/strongly agree that their child or children are learning what they need to know (down from 72% in the previous two years).



An engaged parent shares: “Having clear and consistent Literacy and Numeracy expectations has been valued.” ...



Stakeholders indicated the importance of appreciating diverse learning approaches that align with individual students' learning styles. They emphasized the significance of relating education to personal interests for improved engagement and retention. The new curriculum is seen as challenging, particularly in subjects like mathematics, where many students are already struggling. Stakeholders suggested that we continue to focus on engagement and student interests to improve academic performance in these areas.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	878	24	55	4	12	4	79
Previous two-year average:							85
Provincial three-year average:							83
I understand how the mathematics I am learning at school is useful to me.	875	29	49	5	13	3	78
Previous two-year average:							79
Provincial three-year average:							81
I understand how the science I am learning at school is useful to me.	877	26	56	3	12	3	81
Previous two-year average:							84
Provincial three-year average:							84
I understand how the social studies I am learning at school is useful to me.	878	16	47	6	23	7	64
Previous two-year average:							65
Provincial three-year average:							69



Student: 7-9 (continued)	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The language arts I am learning at school is interesting to me.	881	15	46	4	27	8	61
Previous two-year average:							68
Provincial three-year average:							68
The mathematics I am learning at school is interesting to me.	884	15	42	5	26	12	55
Previous two-year average:							59
Provincial three-year average:							63
The science I am learning at school is interesting to me.	881	30	45	4	17	5	75
Previous two-year average:							81
Provincial three-year average:							79
The social studies I am learning at school is interesting to me.	876	20	40	5	24	11	60
Previous two-year average:							61
Provincial three-year average:							68

Survey results for students in grades 7 through 9 demonstrate an intriguing difference in perspective that is worth exploring:

- 78% of 7-9 students agree that they understand how mathematics is useful with only 55% expressing that they agree the subject is interesting; whereas,
- 81% of 7-9 students agree that they understand how science is useful with 75% expressing that they agree the subject is interesting.

Each school receives a full report on survey measures from Alberta Education. Our schools review provincial survey results and implement strategies for improvements. School specific plans and reports are available on our [school webpages](#).

 **An engaged parent shares:** “It would be beneficial at the junior and senior high level to more aggressively apply and enforce deadlines for coursework throughout the year” ... 

 **An engaged student shares:** “Are there better ways to measure success than standardized testing? I have friends that learn differently, but then they get the same test with 30 extra minutes and headphones” ... 



A theme of “enhancing assessment practices” emerged in conversation with our stakeholders; with a focus on measuring more than just academic markers. The stakeholders suggested that assessments should also measure qualitative aspects such as resilience, critical thinking, and engagement. A focus on assessing in a way that demonstrates success for all learners, including those with learning deficits, is emphasized. Furthermore, the importance of collecting and analyzing baseline data for student success is recognized.

Essentially, this engagement theme refers to the focus of our Mission: We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Teacher: 7	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	84	27	63	0	8	1	90
Previous two-year average:							96
Provincial three-year average:							93
The literacy skills students are learning at your school are useful.	84	40	52	4	4	0	93
Previous two-year average:							97
Provincial three-year average:							95
The numeracy skills students are learning at your school are useful.	84	40	54	4	2	0	94
Previous two-year average:							98
Provincial three-year average:							95

LITERACY, NUMERACY AND LEARNING: GRADES 10-12

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	77	10	75	4	9	1	86
Previous two-year average:							83
Provincial three-year average:							89
The numeracy skills your child is learning at school are useful.	78	12	72	5	8	4	83
Previous two-year average:							84
Provincial three-year average:							88
Your child is learning what they need to know.	79	6	59	11	15	8	66
Previous two-year average:							74
Provincial three-year average:							78

Parent agreement that literacy learning is useful decreased to 86% from the 94% agreement recorded in the previous year. Parent agreement that numeracy learning is useful decreased to 83% from the 91% agreement recorded in the previous year.

Provincially, 66% of parents for grades 10-12 agree/strongly agree that their child or children are learning what they need to know, down from 74% in the previous year.

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	734	19	55	5	14	6	75
Previous two-year average:							78
Provincial three-year average:							79
I understand how the mathematics I am learning at school is useful to me.	723	19	48	6	18	9	67
Previous two-year average:							62
Provincial three-year average:							70
I understand how the science I am learning at school is useful to me.	730	24	57	4	11	5	81
Previous two-year average:							77
Provincial three-year average:							83
I understand how the social studies I am learning at school is useful to me.	733	16	52	5	18	9	68
Previous two-year average:							69
Provincial three-year average:							73
The language arts I am learning at school is interesting to me.	736	14	42	5	25	14	56
Previous two-year average:							58
Provincial three-year average:							62

Student: 10-12 (Continued)	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The mathematics I am learning at school is interesting to me.	731	12	36	5	29	18	49
Previous two-year average:							45
Provincial three-year average:							58
The science I am learning at school is interesting to me.	736	27	48	3	16	6	76
Previous two-year average:							75
Provincial three-year average:							80
The social studies I am learning at school is interesting to me.	725	15	44	4	24	13	59
Previous two-year average:							64
Provincial three-year average:							66

The student responses for grades 10 through 12 demonstrate a very low agreement that math is interesting (44%), and this has declined slightly from 45% in the previous year. Social Studies increased by 9% from the previous year.

An engaged staff member shares: “I think that an interest in math is on a decline and it’s tanking the grades of students. We should prioritize making students interested and engaged in math” ...

Teacher: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	115	30	62	2	5	1	92
Previous two-year average:							89
Provincial three-year average:							91
The literacy skills students are learning at your school are useful.	116	38	55	4	2	1	93
Previous two-year average:							90
Provincial three-year average:							93
The numeracy skills students are learning at your school are useful.	114	38	54	4	1	4	91
Previous two-year average:							91
Provincial three-year average:							92

An engaged staff member shares: “I think that the best way to improve learning experiences is to continue to spend time getting to know our students. If we understand the diversity in their identities, we can better address the outcomes in a way that is relevant to them.” ...



WHERE THE WORLD OPENS UP: OFF-SITE ACTIVITIES



Division staff ensure that the safe learning environment that exists within the school shall also extend to offsite experiences, and that care shall be taken to ensure that off-site activities are organized to maximize educational benefit and protect the safety and well-being of students. Throughout the 2022-2023 school year, our staff explored opportunities for our students to enjoy learning in the greater world, outside of the school walls. We found ways to enjoy our local community.

In total, more than 39,000 unique student “experiences” occurred as off-site activities. The Board of Trustees reviewed a summative list of destinations, by grade and student count; this information is

available in the [Off-Site Activities Report](#), as presented to the Board at their regular meeting on September 12, 2023.

In addition to trips away from the school, our students explore our wonderful community parks and recreational areas. Land-based learning opportunities connect our students' learning to the world around them.

 **An engaged staff member shares:** “We can be doing much more to engage the children in these experiences, teachers showing passion for what they love [to teach] gets the children more interested, engaged and wanting to know more.” ... 

 **An engaged parent shares:** “More hands-on and authentic learning. We need to construct meaning for students in all subject areas.” ... 

LITERACY AND NUMERACY BENCHMARKING 2022-2023

During the 2022-2023 school year, Instructional services coordinated with all schools to complete literacy and numeracy assessments (benchmarking). This data was collected and analyzed at the Division and school levels.

- The literacy benchmarking involved the administration of the *Alberta Education Letter Name-Sound (LeNS)* and *The Castles and Colheart 3 (CC3)* literacy assessments as well as *The Fountas and Pinnell Reading Assessment*, *Words Their Way Spelling Inventory* and *Divisional Reading Comprehension Assessment Tool (RCAT)*.
- The numeracy benchmarking involved the administration of the *Alberta Education Numeracy Screen* in grades 1-4 and the *Math Intervention Programming Instrument (MIPI)* for grades 5-10.

The data from our literacy and numeracy benchmarking indicates that, while we are showing growth, we continue to require a purposeful focus targeting programming and pedagogy. We recognize that, based on data for students in grades 7-9, 66% of our students entered their current grade level without the necessary prerequisite skills. We also see that while students who were identified as being “At-Risk” made gains when compared to their grade level cohort, there remains much work to do to continue to support these students.

Numeracy Benchmarking - Alberta Education Numeracy Screen 2022-2023					
Grade	No. of Students Assessed Sept 2022	No. of students identified as At-Risk Sept 2022	No. of months behind grade level for At-Risk students	No. of Students identified as being at risk June 2023	No. of months gained for At-Risk students
1*	912	249	8.5	211	5.7
2	885	263	9.4	224	6.1
3	895	237	10.1	206	8.5
4	873	278	12.3	254	10.7



*Per Alberta Education timelines, Grade 1 student assessment occurred in January, 2023.

Strategies implemented to support At-Risk students in Numeracy:

- Individualized pull-out interventions targeting proportional reasoning, number sense, comparing and ordering numbers and addition and subtraction were utilized in some schools
- Push-in support for teachers delivered by School based numeracy leads and Division facilitators allowed teachers to further develop small group instructional strategies such as Choral Counting, Counting Collections, Number Line Math etc.
- Utilizing the mathematical learning trajectories for teachers to purposefully program for At-Risk students

Numeracy Benchmarking – 2022-2023 PSD MIPI Results		
	2021-2022	2022-2023
At Grade Level	32%	34%
Requiring Attention	68%	66%

MIPI data for 2022-2023 is based on September 2023 results. MIPI data represents grades 7-9, as the Elk Island Numeracy Screen was selected for grades 1-6 as the assessment instrument to meet the requirements of Alberta Education.

 **An engaged staff member shares:** “Baseline assessments are valuable in informing instructional practice. Ongoing feedback to students and frequent ongoing assessment makes for authentic learning.” ... 

Fountas and Pinnell Instructional Reading Scores: Grades 1-6			
	June 2021	June 2022	June 2023
Students Reading Above Grade Level:	19%	21%	22%
Students Reading At Grade Level:	37%	34%	46%
Students Reading Below Grade Level:	44%	45%	32%

Words Their Way Spelling Inventory: Word Work Data (Grades 1-9)		
	June 2022	June 2023
Percentage At Grade Level:	54%	60%
Percentage Requiring Attention:	46%	40%

Reading Comprehension Assessment Tool (RCAT): (Grades 7-9)		
	October 2022	June 2023
Percentage of Students Reading Above Grade Level:	16%	12%
Percentage of Students Reading At Grade Level:	55%	60%
Percentage of Students Reading Below Grade Level:	29%	28%

Alberta Education Letter Name and Sound Test (LeNS)		
	Grade 1	Grade 2
2023 – January: Total Number of Students Assessed:	909	868
2023 – January: Total Number of Students Identified as At-Risk:	312	264
2023 – June: Total Number of Students Identified as At-Risk:	191	159

Alberta Education Letter Name and Sound Test (LeNS)				
	Grade 1 *	Grade 2	Grade 3	Grade 4
Number of Students Assessed (September, 2022):				
Number of Students Identified as At-Risk (September, 2022):	257	176	267	199
Average Number of Months Behind Grade Level for At-Risk Students:	5.3	8.2	12.2	20.2
Total Number of Students Identified as At-Risk (June, 2023):	194	104	180	131
Average Number of Months Gained for At-Risk Students:	0.5	4.5	4.3	3.8

*Grade 1 Assessments began in January, as per Alberta Education, and not September.

It remains clear from these measures that we have significant work to do in both areas of literacy and numeracy, but also that our efforts toward improvements generating positive results for students.

CITIZENSHIP

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

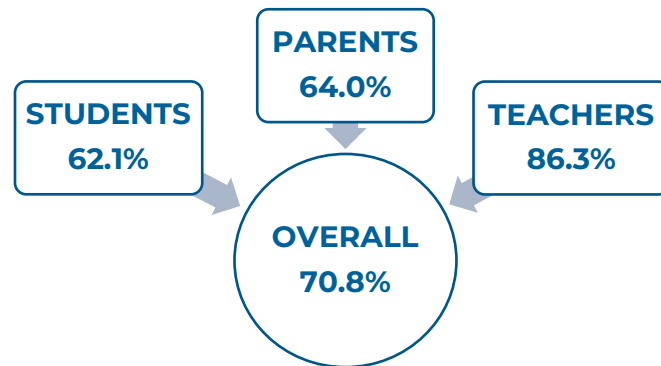
OVERALL	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,496	74.7	4,287	72.8	2,985	76.0	4,081	73.7	3,525	70.8
Alberta: Overall	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
PSD Change from previous year:										-2.9
PSD Relative to province:										-9.5

ALL STUDENTS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,573	66.7	3,400	59.5	2,151	67.1	3,215	64.3	2,654	62.1
Alberta: Students	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
PSD Change from previous year:										-2.2
PSD Relative to province:										-9.2

ALL PARENTS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	459	68.7	425	69.7	335	67.4	369	68.2	325	64.0
Alberta: Parents	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
PSD Change from previous year:										-4.2
PSD Relative to province:										-15.4

ALL TEACHERS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	464	88.6	462	89.3	499	93.6	497	88.7	546	86.3
Alberta: Teachers	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3
PSD Change from previous year:										-2.4
PSD Relative to province:										-4.0

The citizenship questions are reviewed in detail on the following pages.



CITIZENSHIP IN DETAIL

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school follow the rules.	318	6	47	23	17	6	53
Previous four-year average:							63
Provincial five-year average:							78
Students at your child's school help each other when they can.	321	8	54	19	16	3	62
Previous four-year average:							70
Provincial five-year average:							80
Students at your child's school respect each other.	319	8	46	18	21	6	54
Previous four-year average:							64
Provincial five-year average:							77
Your child is encouraged at school to be involved in activities that help the community.	319	10	51	19	17	3	61
Previous four-year average:							57
Provincial five-year average:							77
Your child is encouraged at school to try their best.	325	23	65	6	4	1	89
Previous four-year average:							90
Provincial five-year average:							93

Parent perception indicates that 53% agree that other students in their child's school follow the rules. The previous four-year average for this measure is 62.5%. The teacher survey reports the same measure as 80% agreement. This is down slightly from 86% in the previous year; the previous four-year average for this measure is 86.5%. The students report the measure significantly lower:

- Grade 4 perception: 50% agreement.
- Grade 7 perception: 40% agreement.
- Grade 10 perception: 27% agreement.

During the 2021-2022 school year, Parkland School Division reported 660 student suspensions. During 2022-2023, the number of student suspensions increased by 163 to 823.

Student conduct is an area of concern, and school administrators will explore strategies to mitigate disruptive behaviour.

An engaged parent shares: "As a parent, I have concerns that missing (late) assignments are accepted weeks, to months late. I believe there should be a due date - then a strict cutoff date where assignments are no longer accepted. We must also teach our children accountability and citizenship." ...

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community.	534	24	54	4	15	3	78
Previous four-year average:							83
Provincial five-year average:							89
Students are encouraged at your school to try their best.	545	52	45	0	2	1	97
Previous four-year average:							98
Provincial five-year average:							98
Students at your school follow the rules.	542	13	67	1	16	3	80
Previous four-year average:							87
Provincial five-year average:							89
Students at your school help each other when they can.	540	24	69	1	5	1	93
Previous four-year average:							94
Provincial five-year average:							95
Students at your school respect each other.	543	15	68	2	13	1	84
Previous four-year average:							89
Provincial five-year average:							91

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
At school, are you encouraged to try your best.	1,020	89	6	5	89
Province:					92
At school, do most students follow the rules.	1,021	50	24	26	50
Province:					61
At school, do most students help each other.	1,023	74	16	10	74
Province:					80
At school, do most students respect each other.	1,021	60	26	15	60
Province:					67



An engaged parent shares: "It seems that the health relationships are lacking between students and teachers from the conversations we had with the students, as they shared their own struggles as well as their fellow students. It was sad to hear that they don't feel many teachers are safe or approachable to talk to, not to mention the shame and teasing that would happen by students and sometimes peers if they did ask for help." ...

Our student engagements, and the provincial Assurance Survey measures (above and below) indicate that students perceive a strong connection with their teachers. At our April 11th Student Engagement, students in grade 10 reported that teachers are caring and that they appreciate the diversity of learning options presented. They appreciate that courses are leveled to their learning ability. Students also expressed an appreciation for a wide-selection of extracurricular activities (sports, music, drama). Our students noted that the school staff truly values safety and well-being; they appreciated that their teachers and support staff have their best interests as a priority.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	861	22	48	10	15	4	70
Previous four-year average:							69
Provincial five-year average:							76
At school, I am encouraged to try my best.	879	39	48	3	8	1	87
Previous four-year average:							90
Provincial five-year average:							91
At school, students follow the rules.	872	6	34	14	32	14	40
Previous four-year average:							46
Provincial five-year average:							54
At school, students help each other.	866	12	56	11	17	4	68
Previous four-year average:							69
Provincial five-year average:							75
At school, students respect each other.	868	8	43	14	26	9	51
Previous four-year average:							56
Provincial five-year average:							62

Students express that they feel positive about their own actions and involvement (70%), but disagree (51%) that students respect each other. Through student stakeholder engagements, we have explored this issue for the previous two years.

Our students indicated that the greatest contributing factor for responding to the survey this way, is that other students inappropriately interrupt learning activities. Essentially, they have expressed that they have a strong connection to their teachers, and do not appreciate when others disrupt their learning.

 **An engaged parent shares:** “We often talk about supports for diverse learners, which are essential. We also need to focus on learners who are mid-high achievers, ensuring effective instruction that encourages work ethic and achievement.” ... 



During our Student Engagement, students noted that there is an emphasis on “being mature,” but that this is not reality because kids are not always “mature” in their approach. That pressure sometimes causes stress and negative thoughts; however, they recognize the value of pressure to push students in the right way. They shared that there is a perceived, greater safety net in junior high. Students expressed a desire for a balanced approach; they acknowledge an understanding of the importance of school, but want this to be in alignment with the overall mental-load that students carry

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	721	9	52	11	21	6	62
Previous four-year average:							51
Provincial five-year average:							70
At school, I am encouraged to try my best.	731	22	63	4	9	2	85
Previous four-year average:							86
Provincial five-year average:							89
At school, students follow the rules.	725	2	25	13	39	20	27
Previous four-year average:							36
Provincial five-year average:							54
At school, students help each other.	723	5	52	16	21	6	57
Previous four-year average:							61
Provincial five-year average:							61
At school, students respect each other.	717	4	40	17	30	10	44
Previous four-year average:							49
Provincial five-year average:							66

The agreement that students respect each other declined 2% from the previous year's measure (46%). This is an ongoing area of concern for Parkland School Division. Students report strong agreement that they are encouraged to try their best.

During our Student Engagement, we asked students to talk about their learning. We connected our students to our Mission that speaks to providing meaningful learning experiences and asked for their perspective on our alignment to our Mission. We also asked students to share thoughts about how well we are preparing students for the world after school.



Our students expressed that they truly appreciate hands-on learning. One strong example is with the Building Futures Program, where students conduct their learning while assisting with the construction of a home. Other examples provided included an enjoyment for Technical Theatre or Sports Medicine. Students appreciate when they are able to use creativity in their learning.

HIGH SCHOOL COMPLETION RATES

High School Completion rates, as a derived measure, are reported in Autumn for completion within the previous year (2021-2022). High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving diagonally from the reporting year, to the next in the table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2017 and completed in 2019-2020 is reported as 82.4%.
- The 4-year high school completion rate for the same cohort is reported in 2020-2021 as 84.7%.
- The 5-year high school completion rate for the same cohort is reported in 2021-2022 as 85.4%

3 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	747	81.7	734	78.2	716	82.4	799	80.0	701	78.4
Alberta: 3 Year	44,978	79.7	45,354	80.3	46,245	83.4	46,675	83.2	48,340	80.7
PSD Change from previous year:										-1.6
PSD Relative to province:										-2.3

4 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	790	83.3	746	84.8	734	81.8	714	84.7	809	82.2
Alberta: 4 Year	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
PSD Change from previous year:										-2.5
PSD Relative to province:										-4.3

5 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	749	86.9	790	85.1	744	86.7	734	83.4	727	85.4
Alberta: 5 Year	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6
PSD Change from previous year:										+2.0
PSD Relative to province:										-3.2

An engaged staff member shares: "Re: Transition to high school. Let's focus on ensuring our grade nines know about all of the programs available at Connections for Learning. Rather than CFL being a place to consider for students who are struggling in our large High Schools - let's make it a choice that is promoted. It addresses students of different learning styles." ...

An engaged parent shares: "If the purpose of education is to prepare for a career: could schools provide a post-secondary qualifying list of classes (pre-requisite) needed for career programs in grade 10 - not [just] 11 or 12. For example, EMT program needs _____ high school classes... More guidance through class selection." ...

DROP OUT RATE

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. As with high school completion, this is a derived result, and so measures are available up to, and including, the 2021-2022 school year.

Drop Out Rate	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7
Alberta:	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
PSD Change from previous year (negative value preferred):										+0.7
PSD Relative to province (negative value preferred):										+0.2

Detail for Annual Drop Out Rate

PSD	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2018	2,858	102	3.6	39.8	2.2
2019	2,871	106	3.7	37.3	2.4
2020	2,790	76	2.7	22.7	1.9
2021	2,903	83	2.9	25.1	2.0
2022	3,040	112	3.7	30.6	2.7

RETURNING RATE

The Annual Returning Rate is calculated as the number of students who return to the learning system within one year divided by the number of students who had dropped out.

Returning Rate	2017-2018		2018-2019		2019-2020		2020-2021			
	N	%	N	%	N	%	N	%	N	%
PSD:	110	37.9	102	17.6	106	26.0	76	13.1	83	12.2
Alberta:	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2
PSD Change from previous year:										-0.9
PSD Relative to province:										-5.0

LIFELONG LEARNING

The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Lifelong Learning		Parkland School Division			Alberta		
		Overall	Parent	Teacher	Overall	Parent	Teacher
2018-2019	N	896	435	461	66,943	33,876	33,067
	%	60.6	50.8	70.4	71.4	64.0	78.8
2019-2020	N	865	404	461	69,182	35,454	33,728
	%	61.6	49.3	73.9	72.6	64.6	80.6
2020-2021	N	810	319	491	59,478	29,693	29,785
	%	74.9	61.4	88.3	82.1	75.3	88.9
2021-2022	N	848	356	492	60,822	30,314	30,508
	%	73.5	61.8	85.2	81.0	74.6	87.4
2022-2023	N	846	314	532	62,032	30,381	31,651
	%	70.3	58.4	82.2	80.4	73.4	87.3

The overall gap to the province: 17.0% below.

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	191	6	47	20	23	4	52
Previous four-year average:							43
Provincial five-year average:							61
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	312	8	54	11	24	3	62
Previous four-year average:							66
Provincial five-year average:							78

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	328	17	52	20	9	2	68
Previous four-year average:							63
Provincial five-year average:							72
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	530	32	59	2	6	1	91
Previous four-year average:							93
Provincial five-year average:							95

Lifelong Learning and Work Experience

Work Experience 15–25–35 are separate courses for credit that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of an off-campus education coordinator. Students experience hands-on learning experiences with the real-world guidance of local business leaders.

Lifelong Learning and the Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is an apprenticeship program for high school students. Traditionally, apprenticeships in Alberta began after students graduated from high school, however, some students identify their career interests at an earlier age and are ready to learn and practice their future trade while still in high school. RAP is an ideal program for these students. Examples include: Automotive, Carpentry, Cooking, Electrical, Hairstyling, Iron Work, Landscaping, Locksmithing, Roofing, Welding and more.

It may take more than a year for students to complete as the program requires 1,000 hours; depending on when students start, there may be differing numbers from year to year. Students must complete their hours and all necessary paperwork.

Lifelong Learning and Green Certification

The Green Certificate Program provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn up to 16 Grade 12 diploma credits and a credential leading to a career in agribusiness.



Lifelong Learning and Building Futures

The Building Futures program takes Gr 10 students beyond the traditional classroom, providing them with all of the authentic learning opportunities that come with building a house, while ensuring they cover the Alberta Education curricula required for high school graduation.

The Parkland Student Athlete Academy (PSAA)

The Parkland Student Athlete Academy (PSAA) program for Grades 6-12 provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a school community focused on academic achievement.

The Academy's intent is to provide local, high quality affordable options for unique high-performance sport programming. This program is a collaboration between Parkland School Division and a number of community partners that offer high quality athletic development in their given sport. This program fosters a long-term approach to high performance athletic development, centered around the physical, mental, emotional and cognitive improvement of the student athletes.

 **An engaged parent shares:** "Education should focus on building skills and knowledge that are applicable to real life after school." ... 

PROVINCIAL ACHIEVEMENT TESTS (SUMMATIVE EVALUATIONS)

The summary results presented are based on those enrolled; for clarity, if two students are enrolled in an exam, and one person is excused or absent, the maximum standard would be 50%. Detailed results, including results based on those who actually wrote the Provincial Achievement Tests, are included in the pages that follow.

Acceptable Standard			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
French LA 9 (+13.0) French Math 6 (+9.1) Math 6 (+9.0) French LA 6 (+8.5) Math 9 (+8.5) French Math 9 (+5.3) ELA 6 (+4.5) ELA 9 (+3.3) Social 6 (+2.9) French Science 9 (+0.7) Science 9 (+0.2)	ELA 6 (+6.8) K&E-Math 9 (+6.8) Science 6 (+6.6) ELA 9 (+6.3) Math 9 (+6.3) Math 6 (+5.5) Science 9 (+5.1) K&E-Science 9 (+4.2) Social 6 (+3.1) K&E-ELA 9 (+2.1) Social 9 (+1.2) K&E Social 9 (+0.4)	French Social 6 (-29.4) French Math 9 (-22.4) French Science 6 (-17.3) French Science 9 (-15.8) French Social 9 (-15.2) French LA 6 (-13.4) French Math 6 (-6.3) French LA 9 (-1.8)	K&E Science 9 (-17.9) K&E Social 9 (-17.7) French Social 6 (-11.1) French Social 9 (-5.2) K&E-Math 9 (-3.4) French Science 6 (-3.0) Social 9 (-1.6) Science 6 (-0.8) K&E-ELA 9 (-0.6)
Standard of Excellence			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Math 6 (+7.9) Science 6 (+5.2) ELA 6 (+3.5) K&E-Math 9 (+2.9) ELA 9 (+2.8) Math 9 (+1.7) K&E-ELA 9 (+0.9) French Math 6 (+0.4) Social 6 (+0.1)	K&E Social 9 (+6.1) K&E Math 9 (+3.0) Science 6 (+2.8) Math 9 (+2.6) K&E-ELA 9 (+1.1) K&E Science 9 (+1.0) Science 9 (+0.6)	French Math 9 (-15.0) French LA 6 (-11.6) French Science 9 (-10.3) French Science 6 (-10.0) French Social 6 (-9.7) French Math 6 (-9.1) French Social 9 (-8.6) French LA 9 (-3.8) ELA 9 (-1.7) Social 6 (-1.6) ELA 6 (-0.3) Social 9 (-0.3) Math 6 (-0.1)	French Social 9 (-10.5) K&E Science 9 (-10.0) French Math 9 (-8.9) K&E Social 9 (-5.9) French Science 6 (-5.2) French Social 6 (-4.1) French LA 9 (-3.6) French Science 9 (-3.5) Science 9 (-1.3) French LA 6 (-1.0) Social 9 (-0.4)

Each Autumn, Alberta Education shares provincial results for Diploma Examinations and Provincial Achievement Tests. Staff conduct a gap-analysis to determine how students performed in the previous year. The overall score for acceptable standard and/or the standard of excellence provides summary information, however these assessments are far more useful when reviewed item-by-item to determine where to make improvements in our daily lessons.

We experienced growth in 11 subjects at the acceptable standard, and 9 subjects at the standard of excellence. Notwithstanding external factors, such as differing socio-economic realities for our schools, we are determined to continue to improve our results. Our heightened attention to both literacy and numeracy already demonstrates the potential to achieve more than a years' growth, in a years' time. We have excellent staff, and we are well on track for increasing academic achievement at both the acceptable standard, and standard of excellence, for our students. The next domain, Teaching and Leading, reviews our progress toward improvement.

ENGLISH LANGUAGE ARTS 6										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	908	100	56,095	100	958	100	52,106	100	-	-
Writing	822	90.5	47,534	84.7	885	92.4	43,892	84.2	+1.9	+8.2
Absent	72	7.9	5,848	10.4	59	6.2	5,702	10.9	-1.7	-4.7
Excused	14	1.5	2,713	4.8	14	1.5	2,512	4.8	-	-3.3
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	78.5	42,663	76.1	795	83.0	39,683	76.2	+4.5	+6.8
Excellence	133	14.6	10,588	18.9	173	18.1	9,601	18.4	+3.5	-0.3
Below Acceptable	109	12.0	4,871	8.7	90	9.4	4,209	8.1	-2.6	+1.3
Not Available	86	9.5	8,561	15.3	73	7.6	8,214	15.8	-1.9	-8.2
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	86.7	42,663	89.8	795	89.8	39,683	90.4	+3.1	-0.6
Excellence	133	16.2	10,588	22.3	173	19.5	9,601	21.9	+3.3	-2.4
Below Acceptable	109	13.3	4,871	10.2	90	10.2	4,209	9.6	-3.1	+0.6
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+5.9	Use context clues to determine an accurate synonym to a word in an excerpt from a novel.				-7.7	Identify the meaning of a word using context in an excerpt from a novel.				
+3.6	Synthesize details to draw a conclusion from information in a cartoon				-6.4	Determine the point where the narrator's mood changes in a poem.				
+2.9	Recall a detail from an excerpt from a novel				-5.4	Identify an explicit detail in an excerpt from a novel.				

High/Low Gap = 13.6%

The high/low gap presents the range between the demonstrated standard, and the lowest demonstrated standard. More than 40,000 students are assessed by the same measures, and we can use the provincial sample size to diagnostically address and improve areas where we are lower than the province, and share successful strategies when we are more proficient in a measure than the province.

FRENCH LANGUAGE ARTS 6 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3496	100	106	100	3131	100	-	-
Writing	93	87.7	3312	94.7	104	98.1	2923	93.4	+10.4	+4.7
Absent	13	12.3	144	4.1	2	1.9	151	4.8	-10.4	-2.9
Excused	0	0	40	1.1	0	0	57	1.8	0	-1.8
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	55.7	2687	76.9	68	64.2	2429	77.6	+8.5	-13.4
Excellence	2	1.9	369	10.6	1	0.9	390	12.5	-1.0	-11.6
Below Acceptable	34	32.1	625	17.9	36	34.0	494	15.8	+1.9	+18.2
Not Available	13	12.3	184	5.3	2	1.9	208	6.6	-10.4	-4.7
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	63.4	2687	81.1	68	65.4	2429	83.1	+2.0	-17.7
Excellence	2	2.2	369	11.1	1	1.0	390	13.3	-1.2	-12.3
Below Acceptable	34	36.6	625	18.9	36	34.6	494	16.9	-2.0	+17.7
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
-4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-24.4	Identifier ce que représente l'expression des visages des personnages. (Identify what the expressions of the characters represent).				
-7.0	Déduire le sens d'un mot selon le contexte.				-24.0	Identifier ce qu'indique une citation. (Identify what a quote says).				
-7.1	Déduire le sens d'un mot selon son contexte.				-22.9	Déduire pourquoi l'auteur emploie un point d'exclamation. (Deduce why the author uses an exclamation point).				

High/Low Gap = 29.3

MATHEMATICS 6 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	809	100	51818	100	841	100	48630	100	-	-
Writing	732	90.5	43864	84.7	787	93.6	40772	83.8	+3.1	+9.8
Absent	58	7.2	5455	10.5	40	4.8	5138	10.6	-2.4	-5.8
Excused	19	2.3	2499	4.8	14	1.7	2720	5.6	-0.6	-3.9

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	493	60.9	32661	63.0	588	69.9	31335	64.4	+9.0	+5.5
Excellence	63	7.8	6433	12.4	132	15.7	7683	15.8	+7.9	-0.1
Below Acceptable	239	29.5	11203	21.6	199	23.7	9437	19.4	-5.8	+4.3
Not Available	77	9.5	7954	15.3	54	6.4	7858	16.2	-3.1	-9.8

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	493	67.3	32661	74.5	588	74.7	31335	76.9	+7.4	-2.2
Excellence	63	8.6	6433	14.7	132	16.8	7683	18.8	+8.2	-2.0
Below Acceptable	239	32.7	11203	25.5	199	25.3	9437	23.1	-7.4	+2.2

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+4.7	Determine the measure of an unknown angle by applying knowledge of the sum of interior angles in a quadrilateral.	-13.8	Solve a problem involving multiplication of a 2-digit whole number by a 2-digit whole number (Gr.5, N.5)
+3.8	Identify the points in a set of given points that can be used to create an obtuse triangle.	-12.4	Solve a problem involving division of a whole number by a 1-digit natural number divisor (Gr.5, N.5)
+3.1	Identify percent when given a pictorial representation.	-10.1	Demonstrate an understanding of division of a decimal by a 1-digit natural number divisor

High/Low Gap = 18.5%

MATHEMATICS 6 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	99	100	4201	100	106	100	3921	100	-	-
Writing	94	94.9	4045	96.3	104	98.1	3686	94.0	+3.2	+4.1
Absent	5	5.1	103	2.5	2	1.9	154	3.9	-3.2	-2.0
Excused	0	0	53	1.3	0	0	81	2.1	-	-2.1

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	62	62.6	3257	77.5	76	71.7	3059	78.0	+9.1	-6.3
Excellence	8	8.1	640	15.2	9	8.5	692	17.6	+0.4	-9.1
Below Acceptable	32	32.3	788	18.8	28	26.4	627	16.0	-5.9	+10.4
Not Available	5	5.1	156	3.7	2	1.9	235	6.0	-3.2	-4.1

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	62	66.0	3257	80.5	76	73.1	3059	83.0	+7.1	-9.9
Excellence	8	8.5	640	15.8	9	8.7	692	18.8	+0.2	-10.1
Below Acceptable	32	34.0	788	19.5	28	26.9	627	17.0	-7.1	+9.9

Top 3 items (description) and Gap to Province

+2.9	Solve a problem involving the addition of decimal numbers, with regrouping (Gr.5, N.11)
+2.1	Identify the successive transformations performed on a 2-D shape.
+1.8	Identify a formula for determining the volume of right rectangular prisms.

Bottom 3 items (description) and Gap to Province

-22.5	Solve a problem involving multiplication of a 2-digit whole number by a 2-digit whole number (Gr.5, N.5)
-19.1	Solve a problem involving multiplication of a 2-digit whole number by a 1-digit whole number (Gr.4, N.6)
-18.2	Solve a problem involving division of a whole number by a 1-digit natural number divisor (Gr.5, N.5)

High/Low Gap = 25.4%

SCIENCE 6 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	821	100.0	52234	100.0	829	100.0	50826	100.0	-	-
Writing	744	90.6	44354	84.9	763	92.0	42431	83.5	+1.4	+8.5
Absent	58	7.1	5414	10.4	53	6.4	5780	11.4	-0.7	-5.0
Excused	19	2.3	2466	4.7	13	1.6	2615	5.1	-0.7	-3.5

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	74.1	37272	71.4	608	73.3	33902	66.7	-0.8	+6.6
Excellence	165	20.1	12710	24.3	210	25.3	11452	22.5	+5.2	+2.8
Below Acceptable	136	16.6	7082	13.6	155	18.7	8529	16.8	+2.1	+1.9
Not Available	77	9.4	7880	15.1	66	8.0	8395	16.5	-1.4	-8.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	81.7	37272	84.0	608	79.7	33902	79.9	-2.0	-0.2
Excellence	165	22.2	12710	28.7	210	27.5	11452	27.0	+5.3	+0.5
Below Acceptable	136	18.3	7082	16.0	155	20.3	8529	20.1	+2.0	+0.2

Top 3 items (description) and Gap to Province

+4.2	Describe the role of trees in the nutrient cycle by completing the diagram.
+4.1	Given labelled photographs, identify two trees native to Alberta.
+3.8	Observe fingerprints as evidence to link to a possible source.

Bottom 3 items (description) and Gap to Province

-5.8	Identify the control surface on an aircraft that controls a particular aspect of flight.
-5.6	Identify how Bernoulli's principle applies to an airplane's wing.
-5.3	Evaluate an experimental design to determine the hypothesis.

High/Low Gap = 10.0%

SCIENCE 6 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	100	100	4217	100	106	100	4033	100	-	-
Writing	94	94.0	4041	95.8	96	90.6	3453	93.1	-3.4	-2.5
Absent	6	6.0	107	2.5	10	9.4	213	5.3	+3.4	+4.1
Excused	0	0	69	1.6	0	0	67	1.7	-	-1.7

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	53.0	3093	73.3	53	50.0	2715	67.3	-3.0	-17.3
Excellence	8	8.0	672	15.9	3	2.8	516	12.8	-5.2	-10.0
Below Acceptable	41	41.0	948	22.5	43	40.6	1038	25.7	-0.4	+14.9
Not Available	6	6.0	176	4.2	10	9.4	280	6.9	+3.4	+2.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	56.4	3093	76.5	53	55.2	2715	72.3	-1.2	-17.1
Excellence	8	8.5	672	16.6	3	3.1	516	13.7	-5.4	-10.6
Below Acceptable	41	43.6	948	23.5	43	44.8	1038	27.7	+1.2	+17.1

Top 3 items (description) and Gap to Province

+2.8	Evaluate an experimental design to determine the hypothesis.
+1.0	Evaluate a chromatography test to determine the responding variable.
+0.2	Based on chromatograph observations, identify the markers tested.

Bottom 3 items (description) and Gap to Province

-21.0	Identify characteristics used to distinguish patterns in handwriting samples.
-17.6	Interpret seasonal changes in length of day from the given information.
-17.5	Analyze a scene and make an inference based on the evidence shown.

High/Low Gap = 23.8%

SOCIAL STUDIES 6 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	821	100	52307	100	829	100	53486	100	-	-
Writing	743	90.5	44288	84.7	765	92.3	44823	83.8	+1.8	+8.5
Absent	59	7.2	5549	10.6	49	5.9	5826	10.9	-1.3	-5.0
Excused	19	2.3	2470	4.7	15	1.8	2837	5.3	-0.5	-3.5

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	546	66.5	35514	67.9	575	69.4	35477	66.3	+2.9	+3.1
Excellence	138	16.8	10860	20.8	140	16.9	9898	18.5	+0.1	-1.6
Below Acceptable	197	24.0	8774	16.8	190	22.9	9346	17.5	-1.1	+5.4
Not Available	78	9.5	8019	15.3	64	7.7	8663	16.2	-1.8	-8.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	546	73.5	35514	80.2	575	75.2	35477	79.1	+1.7	-3.9
Excellence	138	18.6	10860	24.5	140	18.3	9898	22.1	-0.3	-3.8
Below Acceptable	197	26.5	8774	19.8	190	24.8	9346	20.9	-1.7	+3.9

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+3.6	Recall services provided by the provincial government.	-9.2	Recall the location of government in ancient Athens.
+2.9	Recognize an example of active citizenship from comments in a community discussion online forum.	-7.1	Recognize an example of mobility rights.
+1.4	Recall the method used to become a member of local government.	-6.0	Recognize the reason that the decision-making model was fair and equitable in the Iroquois Confederacy.

High/Low Gap = 12.8%

SOCIAL STUDIES 6 – WRITTEN IN FRENCH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	100	100	4176	100	106	100	4169	100	-	-
Writing	95	95.0	3995	95.7	100	94.3	3919	94.0	-0.7	+0.3
Absent	5	5.0	112	2.7	6	5.7	172	4.1	+0.7	+1.6
Excused	0	0.0	69	1.7	0	0.0	78	1.9	-	-1.9
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	46.0	2775	66.5	37	34.9	2681	64.3	-11.1	-29.4
Excellence	6	6.0	520	12.5	2	1.9	484	11.6	-4.1	-9.7
Below Acceptable	49	49.0	1220	29.2	63	59.4	1238	29.7	+10.4	+29.7
Not Available	5	5.0	181	4.3	6	5.7	250	6.0	+0.7	-0.3
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	48.4	2775	69.5	37	37.0	2681	68.4	-11.4	-31.4
Excellence	6	6.6	520	13.0	2	2.0	484	12.4	-4.6	-10.4
Below Acceptable	49	51.6	1220	30.5	63	63.0	1238	31.6	+11.4	+31.4
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+4.5	Recognize an example of media bias.				-29.2	Recall the location of government in ancient Athens.				
-1.1	Identify a symbol of collective identity in the Iroquois Confederacy.				-24.9	Identify a specific speaker based on their comments in a community discussion online forum.				
-3.3	Recall the order in which a nation joined the Iroquois Confederacy.				-24.7	Recognize an example of collective rights, as defined in the Canadian Charter of Rights and Freedoms.				

High/Low Gap = 33.7%

ENGLISH LANGUAGE ARTS 9

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	847	100	35521	100	849	100	56255	100	-	-
Writing	742	87.6	28956	81.5	768	90.5	47191	83.9	+2.9	+6.6
Absent	95	11.2	4938	13.9	63	7.4	6505	11.6	-3.8	-4.2
Excused	10	1.2	1627	4.6	18	2.1	2559	4.5	+0.9	-2.4

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	74.4	24739	69.9	660	77.7	40155	71.4	+3.3	+6.3
Excellence	75	8.9	4577	12.9	99	11.7	7526	13.4	+2.8	-1.7
Below Acceptable	112	13.2	4217	11.9	108	12.7	7036	12.5	-0.5	+0.2
Not Available	105	12.4	6565	18.5	81	9.5	9064	16.1	-2.9	-6.6

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	84.9	24739	85.4	660	85.9	40155	85.1	+1.0	+0.8
Excellence	75	10.1	4577	15.8	99	12.9	7526	15.9	+2.8	-3.0
Below Acceptable	112	15.1	4217	14.6	108	14.1	7036	14.9	-1.0	-0.8

Top 3 items (description) and Gap to Province

+6.2	Identify what the speaker's reflections in specified lines of a poem reveal about her memory of an experience.
+5.2	Determine from context what is revealed about a character's resolution in a frame of a cartoon.
+4.5	Determine from context the meaning of a word in an excerpt from a novel.

Bottom 3 items (description) and Gap to Province

-4.8	Recognize the rhetorical device used to enhance the description of the conflict faced by the speaker in specified lines of a poem.
-3.8	Identify the reason underlying the writer's inclusion of a parenthetical comment in specified lines of an excerpt from a novel.
-3.3	Identify what a writer suggests about a personal experience in an excerpt from a nonfiction book.

High/Low Gap = 11.0%

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	34	100	1310	100	44	100	1254	100	-	-
Writing	25	73.5	987	75.3	34	77.3	883	70.4	+3.8	+6.9
Absent	8	23.5	253	19.3	8	18.2	292	23.3	-5.3	-5.1
Excused	1	2.9	70	5.3	2	4.5	79	6.3	+1.6	-1.8
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	18	52.9	661	50.5	23	52.3	629	50.2	-0.6	+2.1
Excellence	2	5.9	65	5.0	3	6.8	71	5.7	+0.9	+1.1
Below Acceptable	7	20.6	326	24.9	11	25.0	254	20.3	+4.4	+4.7
Not Available	9	26.5	323	24.7	10	22.7	371	29.6	-3.8	-6.9
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	18	72.0	661	67.0	23	67.6	629	71.2	-4.4	-3.6
Excellence	2	8.0	65	6.6	3	8.8	71	8.0	+0.8	+0.8
Below Acceptable	7	28.0	326	33.0	11	32.4	254	28.8	+4.4	+3.6
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+15.1	Integrate information to make a generalization related to a character trait of the narrator in an excerpt from a short story.				-18.2	Recognize the contextual meaning of a phrase in a recipe.				
+12.5	Recognize and identify what is implied about the narrator through the use of irony in an excerpt from a short story.				-9.0	Analyze information from an excerpt from a novel to draw a conclusion related to character.				
+11.2	Integrate information to make an inference about a character trait in an excerpt from a short story.				-8.2	Locate key details in an article.				

High/Low Gap = 33.3%

FRENCH LANGUAGE ARTS 9 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	75	100	3228	100	70	100	3215	100	-	-
Writing	69	92.0	2990	92.6	66	94.3	3027	94.2	+2.3	+0.1
Absent	6	8.0	198	6.1	3	4.3	161	5.0	-3.7	-0.7
Excused	0	0.0	40	1.2	1	1.4	27	0.8	+1.4	+0.6
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	61.3	2373	73.5	52	74.3	2446	76.1	+13.0	-1.8
Excellence	8	10.7	320	9.9	5	7.1	349	10.9	-3.6	-3.8
Below Acceptable	23	30.7	617	19.1	14	20.0	581	18.1	-10.7	+1.9
Not Available	6	8.0	238	7.4	4	5.7	188	5.8	-2.3	-0.1
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	66.7	2373	79.4	52	78.8	2446	80.8	+12.1	-2.0
Excellence	8	11.6	320	10.7	5	7.6	349	11.5	-4.0	-3.9
Below Acceptable	23	33.3	617	20.6	14	21.2	581	19.2	-12.1	+2.0
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+8.7	Déduire le sens d'une expression selon le contexte. (Deduce the meaning of an expression based on the context).				-21.2	Identifier ce que remplace un pronom. (Identify what a pronoun replaces).				
+6.7	Déduire quel est le synonyme d'un adverbe selon le contexte. (Deduce a synonym of an adverb depending on the context).				-18.3	Identifier à qui s'adresse une citation. (Identify who a quote is for).				
+4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-18.2	Identifier comment l'experte voit les modes alimentaires. (Identify who a quote is for).				

High/Low Gap = 29.9%

MATHEMATICS 9 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	771	100	30594	100	777	100	52003	100	-	-
Writing	676	87.7	25159	82.2	697	89.7	43277	83.2	+2.0	+6.5
Absent	81	10.5	3805	12.4	64	8.2	6134	11.8	-2.3	-3.6
Excused	14	1.8	1630	5.3	16	2.1	2592	5.0	+0.3	-2.9

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	393	51.0	15784	51.6	462	59.5	27682	53.2	+8.5	+6.3
Excellence	107	13.9	4936	16.1	121	15.6	6750	13.0	+1.7	+2.6
Below Acceptable	283	36.7	9375	30.6	235	30.2	15595	30.0	-6.5	+0.2
Not Available	95	12.3	5435	17.8	80	10.3	8726	16.8	-2.0	-6.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	393	58.1	15784	62.7	462	66.3	27682	64.0	+8.2	+2.3
Excellence	107	15.8	4936	19.6	121	17.4	6750	15.6	+1.6	+1.8
Below Acceptable	283	41.9	9375	37.3	235	33.7	15595	36.0	-8.2	-2.3

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+8.0	Determine an expression for the given polynomial.	-4.7	Solve a problem involving powers with negative bases and brackets.
+5.5	Identify which of the data-collection methods would result in the most representative sample.	-4.1	Generate an equation or graph to solve a problem for a specific value
+5.3	Determine what type of transformation occurred to create two separate locations for a labelled point on an equilateral triangle.	-3.9	Identify the angle and order of rotational symmetry of a given 2-D drawing

High/Low Gap = 12.7%

MATHEMATICS 9 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	75	100	2296	100	69	100	3444	100	-	-
Writing	69	92.0	2172	94.6	66	95.7	3310	96.1	3.7	-0.4
Absent	6	8.0	78	3.4	1	1.4	86	2.5	-6.6	-1.1
Excused	0	0.0	46	2.0	2	2.9	48	1.4	+2.9	+1.5

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	33	44.0	1639	71.4	34	49.3	2470	71.7	+5.3	-22.4
Excellence	11	14.7	549	23.9	4	5.8	716	20.8	-8.9	-15.0
Below Acceptable	36	48.0	533	23.2	32	46.4	840	24.4	-1.6	+22.0
Not Available	6	8.0	124	5.4	3	4.3	134	3.9	-3.7	+0.4

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	33	47.8	1639	75.5	34	51.5	2470	74.6	+3.7	-23.1
Excellence	11	15.9	549	25.3	4	6.1	416	21.6	-9.8	-15.5
Below Acceptable	36	52.2	533	24.5	32	48.5	840	25.4	-3.7	+23.1

Top 3 items (description) and Gap to Province		Bottom 3 items (description) and Gap to Province	
+1.2	Determine what type of transformation occurred to create two separate locations for a labelled point on an equilateral triangle.	-29.4	Use the distributive property to solve a linear equation with a variable on both sides of the equation.
+1.1	Use powers to determine the value of an expression.	-26.7	Solve a linear equation in fraction form.
-1.6	Solve for an unknown dimension of a rectangle that is represented by an expression.	-25.4	Select the polynomial expression that can complete a given equation involving subtraction of polynomials.

High/Low Gap = 30.6%

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS 9										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	35	100	1746	100	42	100	1815	100	-	-
Writing	33	94.3	1425	81.6	32	76.2	1480	81.5	-18.1	-5.3
Absent	0	0.0	234	13.4	6	14.3	241	13.3	+14.3	+1.0
Excused	2	5.7	87	5.0	4	9.5	94	5.2	+3.8	+4.3
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	22	62.9	966	55.3	25	59.5	957	52.7	-3.4	+6.8
Excellence	4	11.4	194	11.1	6	14.3	206	11.3	+2.9	+3.0
Below Acceptable	11	31.4	459	26.3	7	16.7	523	28.8	-14.7	-12.1
Not Available	2	5.7	321	18.4	10	23.8	335	18.5	+18.1	+5.3
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	22	66.7	966	67.8	25	78.1	957	64.7	+11.4	+13.4
Excellence	4	12.1	194	13.6	6	18.8	206	13.9	+6.7	+4.9
Below Acceptable	11	33.3	459	32.2	7	21.9	523	35.3	-11.4	-13.4
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+26.4	Demonstrate number sense related to identifying and writing a four-digit number				-16.1	Solve a problem using time (hours and minutes) in an everyday application.				
+19.9	Extend an everyday pattern to draw a conclusion.				-8.4	Identify a 3-D object based on given sketches of different nets.				
+19.7	Use a scale to reproduce a measurement.				-6.8	Identify and classify a given triangle in an everyday context.				

High/Low Gap = 42.5%

SCIENCE 9 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	774	100	29189	100	776	100	52842	100	-	-
Writing	677	87.5	23938	82.0	690	88.9	44085	83.4	+1.4	+5.5
Absent	83	10.7	3830	13.1	70	9.0	6294	11.9	-1.7	-2.9
Excused	14	1.8	1421	4.9	16	2.1	2463	4.7	+0.3	-2.6

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	545	70.4	19624	67.2	548	70.6	34617	65.5	+0.2	+5.1
Excellence	170	22.0	6618	22.7	161	20.7	10626	20.1	-1.3	+0.6
Below Acceptable	132	17.1	4314	14.8	142	18.3	9468	17.9	+1.2	+0.4
Not Available	97	12.5	5251	18.0	86	11.1	8757	16.6	-1.4	-5.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	545	80.5	19624	82.0	548	79.4	34617	78.5	-1.1	+0.9
Excellence	170	25.1	6618	27.6	161	23.3	10626	24.1	-1.8	-0.8
Below Acceptable	132	19.5	4314	18.0	142	20.6	9468	21.5	+1.1	-0.9

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+5.4	Recognize two controlled variables for a given experiment.	-5.1	Calculate the mass of a reactant based on information provided about the mass of products and other reactants.
+4.8	Identify a source for electrical energy production and its environmental impact.	-4.9	Identify the effective use of an ammeter and a voltmeter in a circuit.
+4.7	Identify the technological advance that provided evidence for the current model of Earth's placement in space.	-3.8	Use physical and chemical properties to evaluate if a new substance has been produced.

High/Low Gap = 10.5%

SCIENCE 9 – WRITTEN IN FRENCH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	74	100	2027	100	70	100	3469	100	-	-
Writing	67	90.5	1903	93.9	66	94.3	3312	95.5	+3.8	-1.2
Absent	7	9.5	90	4.4	3	4.3	114	3.3	-5.2	+1.0
Excused	0	0.0	34	1.7	1	1.4	43	1.2	+1.4	+0.2
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	62.2	1595	78.7	44	62.9	2731	78.7	+0.7	-15.8
Excellence	10	13.5	445	22.0	7	10.0	705	20.3	-3.5	-10.3
Below Acceptable	21	28.4	308	15.2	22	31.4	581	16.7	+3.0	+14.7
Not Available	7	9.5	124	6.1	4	5.7	157	4.5	-3.8	+1.2
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	68.7	1595	83.8	44	66.7	2731	82.5	-2.0	-15.8
Excellence	10	14.9	445	23.4	7	10.6	705	21.3	-4.3	-10.7
Below Acceptable	21	31.3	308	16.2	22	33.3	581	17.5	+2.0	+15.8
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+3.3	Identify physical and chemical properties of a given element.				-31.7	Identify the parts of an electrochemical cell.				
+3.0	Identify a life-supporting technology in a space environment.				-21.9	Identify an example of variation within species based on a table of observations.				
+1.0	Predict the next appearance of a comet based on an observed pattern of events.				-21.8	Identify a biological monitoring technique.				

High/Low Gap = 35.0%

KNOWLEDGE AND EMPLOYABILITY SCIENCE 9

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	32	100	1185	100	42	100	1197	100	-	-
Writing	31	96.9	944	79.7	31	73.8	936	78.2	-23.1	-4.4
Absent	0	0.0	172	14.5	8	19.0	180	15.0	+19.0	+4.0
Excused	1	3.1	69	5.8	3	7.1	81	6.8	+4.0	+0.3

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	75.0	685	57.8	24	57.1	633	52.9	-17.9	+4.2
Excellence	7	21.9	130	11.0	5	11.9	130	10.9	-10.0	+1.0
Below Acceptable	7	21.9	259	21.9	7	16.7	303	25.3	-5.2	-8.6
Not Available	1	3.1	241	20.3	11	26.2	261	21.8	+23.1	+4.4

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	685	72.6	24	77.4	633	67.6	-	+9.8
Excellence	7	22.6	130	13.8	5	16.1	130	13.9	-6.5	+2.2
Below Acceptable	7	22.6	259	27.4	7	22.6	303	32.4	-	-9.8

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+22.3	Analyze information to draw a conclusion related to given information (corrosion).	-12.6	Distinguish between heritable and non-heritable characteristics.
+20.3	Relate an event on earth to identify a cause of tides.	-10.8	Identify a space technology that is used in our everyday lives.
+17.0	Identify and distinguish events related to static and current electricity.	-9.6	Identify an example of a mechanical mixture.

High/Low Gap = 34.9%

SOCIAL STUDIES 9 – WRITTEN IN ENGLISH
Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	776	100	28427	100	775	100	52599	100	-	-
Writing	672	86.6	23542	82.8	686	88.5	43879	83.4	+1.9	+5.1
Absent	90	11.6	3502	12.3	73	9.4	6186	11.8	-2.2	-2.4
Excused	14	1.8	1383	4.9	16	2.1	2534	4.8	+0.3	-2.7

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	469	60.4	17055	60.0	456	58.8	30290	57.6	-1.6	+1.2
Excellence	124	16.0	4842	17.0	121	15.6	8357	15.9	-0.4	-0.3
Below Acceptable	203	26.2	6487	22.8	230	29.7	13589	25.8	+3.5	+3.9
Not Available	104	13.4	4885	17.2	89	11.5	8720	16.6	-1.9	-5.1

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	469	69.8	17055	72.4	456	66.5	30290	69.0	-3.3	-2.5
Excellence	124	18.5	4842	20.6	121	17.6	8357	19.0	-0.9	-1.4
Below Acceptable	203	30.2	6487	27.6	230	33.5	13589	31.0	+3.3	+2.5

Top 3 items (description) and Gap to Province
Bottom 3 items (description) and Gap to Province

+6.8	Recall a decision made by Canada's federal government regarding refugee claimants in Canada.	-4.8	Synthesize ideas to determine the question that information contained in three sources would be used most appropriately to answer.
+4.2	Draw on background knowledge regarding minority-language educational rights affirmed by the Canadian Charter of Rights and Freedoms.	-4.2	Analyze four viewpoints to determine which comments address fundamental freedoms protected by the Canadian Charter of Rights and Freedoms.
+3.4	Form a generalization regarding the central issue to which the information contained in three sources is most directly related.	-4.0	Formulate a conclusion regarding the idea to which the information contained in three sources is most directly related.

High/Low Gap = 11.6%

SOCIAL STUDIES 9 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	74	100	1681	100	70	100	3710	100	-	-
Writing	66	89.2	1588	94.5	67	95.7	3531	95.2	+6.5	+0.5
Absent	8	10.8	63	3.7	2	2.9	134	3.6	-7.9	-0.7
Excused	0	0.0	30	1.8	1	1.4	45	1.2	+1.4	+0.2

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	59.5	1247	74.2	38	54.3	2578	69.5	-5.2	-15.2
Excellence	13	17.6	327	19.5	5	7.1	584	15.7	-10.5	-8.6
Below Acceptable	22	29.7	341	20.3	29	41.4	953	25.7	+11.7	+15.7
Not Available	8	10.8	93	5.5	3	4.3	179	4.8	-6.5	-0.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	66.7	1247	78.5	38	56.7	2578	73.0	-10.0	-16.3
Excellence	13	19.7	327	20.6	5	7.5	584	16.5	-12.2	-9.0
Below Acceptable	22	33.3	341	21.5	29	43.3	953	27.0	+10.0	+16.3

Top 3 items (description) and Gap to Province

+13.1	Interpret information in a chart in order to observe a commonality between two retirement pension programs described
+6.5	Know what is meant by competition in a market-oriented economy.
+4.7	Draw on background knowledge regarding minority-language educational rights affirmed by the Canadian Charter of Rights and Freedoms.

Bottom 3 items (description) and Gap to Province

-24.6	Determine from the information provided in two sources an intention of a principle adopted by Canada's House of Commons.
-22.7	Recall a fundamental freedom guaranteed by the Canadian Charter of Rights and Freedoms.
-22.6	Analyze four viewpoints to determine which comments address fundamental freedoms protected by the Canadian Charter of Rights and Freedoms.

High/Low Gap = 37.7%

KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 9

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	31	100	1167	100	42	100	1140	100	-	-
Writing	29	93.5	942	80.7	32	76.2	915	80.3	-17.3	-4.1
Absent	1	3.2	164	14.1	7	16.7	151	13.2	+13.5	+3.5
Excused	1	3.2	61	5.2	3	7.1	74	6.5	+3.9	+0.6

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	67.7	621	53.2	21	50.0	566	49.6	-17.7	+0.4
Excellence	7	22.6	165	14.1	7	16.7	121	10.6	-5.9	+6.1
Below Acceptable	8	25.8	321	27.5	11	26.2	349	30.6	+0.4	-4.4
Not Available	2	6.5	225	19.3	10	23.8	225	19.7	+17.3	+4.1

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	72.4	621	65.9	21	65.6	566	61.9	-6.8	+3.7
Excellence	7	24.1	165	17.5	7	21.9	121	13.2	-2.2	+8.7
Below Acceptable	8	27.6	321	34.1	11	34.4	349	38.1	+6.8	-3.7

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+31.7	Identify how a government decision on an environmental issue could impact quality of life.	-10.9	Analyze a thought web to identify rights guaranteed by the Canadian Charter of Rights and Freedoms.
+21.2	Interpret details in a cartoon to make an inference related to consumer behaviour.	-10.5	Interpret information to identify how members of Parliament and senators are selected.
+16.8	Analyze an illustration to draw a conclusion related to the effect of advertising on consumer behaviour.	-9.7	Identify two democratic rights of Canadian citizens.

High/Low Gap = 42.6%

DIPLOMA EXAMINATIONS (SUMMATIVE EVALUATIONS)

Diploma Examinations are utilized at the highest course level and predominantly written by students in January and June of their final year. The Diploma Summary is an annual aggregation of results for the subject, for the year. Examples of items are provided based on the June writing; January Diploma examples are provided for French Language Arts 30-1; given that FLA 30-1 was offered during the first semester.

Acceptable Standard			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
FLA 30-1 (+11.4) Math 30-2 (+8.8) Biology 30 (+7.1) Social 30-2 (+7.1) Social 30-1 (+6.0) Math 30-1 (+3.8) ELA 30-2 (+0.1)	Math 30-2 (+13.9) Math 30-1 (+11.7) FLA 30-1 (+6.9) Social 30-2 (+5.9) Science 30 (+5.1) ELA 30-2 (+4.6) Biology 30 (+4.5)	Physics 30 (-2.9) Social 30-1 (-2.3) Chemistry 30 (-2.1) ELA 30-1 (-1.9)	Physics 30 (-5.7) Chemistry 30 (-4.8) ELA 30-1 (-1.0) Science 30 (-0.8)
Standard of Excellence			
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Math 30-1 (+5.6) Biology 30 (+2.9)	Math 30-2 (+1.5) ELA 30-2 (+0.4)	Physics 30 (-14.7) Chemistry 30 (-12.0) Science 30 (-8.8) Social 30-1 (-7.4) FLA 30-1 (-6.1) Math 30-1 (-5.3) Biology 30 (-5.2) ELA 30-1 (-5.0) Social 30-2 (-4.7)	Physics 30 (-8.6) Math 30-2 (-4.5) FLA 30-1 (-2.9) ELA 30-1 (-2.4) ELA 30-2 (-2.0) Social 30-2 (-1.8) Chemistry 30 (-1.2) Social 30-1 (-0.7) Science 30 (-0.4)

ENGLISH LANGUAGE ARTS 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		291	17385	401	31493		
School Awarded Mark							
Standard of Excellence		38.8	44.6	30.9	42.4	-7.9	-11.5
Acceptable Standard		99.3	98.2	99.3	98.4	-	+0.9
Diploma Examination Mark							
Standard of Excellence		7.9	9.4	5.5	10.5	-2.4	-5.0
Acceptable Standard		82.8	78.8	81.8	83.7	-1.0	-1.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+11.4	Identify what is suggested about two characters through two specified lines from a novel.	-11.9	Consider context and identify what is implied most directly by the opening line of an excerpt from a novel.				
+10.3	Consider context and identify the idea that is implied through the speaker's assertion in a specified line from a poem.	-11.4	Identify the belief of a writer suggested in specified lines from an essay.				
+7.7	Identify the most essential similarity between the desires of two specified groups in an excerpt from an essay.	-9.5	Identify what is reinforced about a specified character through the author's use of deliberate syntactic structure in specified lines from a novel.				

ENGLISH LANGUAGE ARTS 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		225	8924	327	17112		
School Awarded Mark							
Standard of Excellence		21.3	19.9	17.1	18.7	-4.2	-1.6
Acceptable Standard		100	96.7	97.6	96.7	-2.4	+0.9
Diploma Examination Mark							
Standard of Excellence		15.1	12.2	13.1	12.7	-2.0	+0.4
Acceptable Standard		90.7	80.7	90.8	86.2	+0.1	+4.6
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+12.8	Determine what a specific quotation reveals about the feelings of two characters in a poem.	-11.2	Identify the impression created in a specific quotation from a poem.				
+10.7	Identify what a character's tone indicates about his perspective in a nonfiction excerpt.	-10.4	Identify the idea that is reinforced by a specific metaphor in a poem.				
+10.3	Identify which of four alternatives most directly reinforces the influence of a particular group in a nonfiction excerpt.	-9.1	Determine the reason that two characters develop their own personal form of communication in a nonfiction excerpt.				

FRENCH LANGUAGE ARTS 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		35	666	25	1236		
School Awarded Mark							
Standard of Excellence		68.6	65.8	68.0	62.3	-0.6	+5.7
Acceptable Standard		100	99.8	100	99.4	-	+0.6
Diploma Examination Mark							
Standard of Excellence		2.9	6.8	0.0	6.1	-2.9	-6.1
Acceptable Standard		88.6	91.9	100	93.1	+11.4	+6.9
January* Top 3 Items and Gap to Province				January Bottom 3 Items and Gap to Province			
+27.9	Dégager les éléments de stylistique employés par l'auteur tels que le choix du vocabulaire. (Identify the stylistic elements used by the author such as the choice of vocabulary).	-31.8	Dégager les moyens utilisés par l'auteur pour transmettre son message. (Identify the means used by the author to convey his message).				
+13.4	Réagir au texte en relevant des passages qui suscitent des sentiments, des émotions ou des souvenirs. (Determine, from the text, the passages that arouse feelings, emotions or memories).	-25.7	Dégager les informations factuelles dans des textes. (Identify factual information in texts).				
+10.9	Réagir au texte en relevant des passages qui suscitent des sentiments et des émotions. (Determine, from the text, the passages that arouse feelings and emotions).	-24.4	Distinguer les informations essentielles de celles qui sont accessoires. (Distinguish essential information from that which is incidental).				

* January item examples are presented, given that the French Language Arts 30-1 was only written in January.

MATHEMATICS 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		94	9111	177	19763		
School Awarded Mark							
Standard of Excellence		72.3	51.6	54.8	54.1	-17.5	+0.7
Acceptable Standard		100	95.4	98.3	96.1	-1.7	+2.2
Diploma Examination Mark							
Standard of Excellence		18.1	23.0	23.7	29.0	+5.6	-5.3
Acceptable Standard		78.7	63.5	82.5	70.8	+3.8	+11.7
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+21.5	For a context involving exponential decay with given information, determine the value of a quantity.	-15.5	Given the equation of a rational function, identify different characteristics of the corresponding graph.				
+10.7	Identify the graph of a polynomial function given a list of its characteristics.	-11.1	Given the equation of a function and a sequence of transformations that create a second function, determine the value of an operation on the two functions at a given point.				
+10.6	Determine the exact value of an expression involving trigonometric ratios.	-10.8	Identify the expression that represents the number of possible tile arrangements.				

MATHEMATICS 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		193	7875	233	14418		
School Awarded Mark							
Standard of Excellence		31.1	29.7	24.9	29.2	-6.2	-4.3
Acceptable Standard		92.2	94.3	94.0	94.1	+1.8	-0.1
Diploma Examination Mark							
Standard of Excellence		21.2	11.7	16.7	15.2	-4.5	+1.5
Acceptable Standard		76.2	61.5	85.0	71.1	+8.8	+13.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+16.5	Use an exponential regression function to determine a particular element in a real-life context.	-7.6	Determine the simplified form of a given rational expression.				
+12.0	Identify an equivalent equation that can be used to determine the solution to an exponential equation where the powers can be written with a common base.	-6.2	Solve a logic problem involving the masses of shapes.				
+10.6	Evaluate logarithmic expressions and identify the non-equivalent expression.	-4.6	Determine the probability of mutually exclusive events in a real-life context.				

SOCIAL STUDIES 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		206	13823	340	24023		
School Awarded Mark							
Standard of Excellence		51.9	50.6	47.1	50.0	-4.8	-2.9
Acceptable Standard		100	99.3	99.1	99.3	-0.9	-0.2
Diploma Examination Mark							
Standard of Excellence		9.2	15.8	8.5	15.9	-0.7	-7.4
Acceptable Standard		75.2	81.5	81.2	83.5	+6.0	-2.3
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+11.2	Identify a characteristic common to specific forms of democracy.	-14.6	Identify a reason why coalition governments may be politically unstable.				
+9.6	Identify a contemporary political party most closely associated with a position on an economic spectrum.	-12.1	Identify the political left's rationale for opposing economic liberalization.				
+9.4	Identify the appropriate placement of a feature of a political ideology on a diagram.	-11.6	Determine the economic action implied in an observation.				

SOCIAL STUDIES 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		286	11171	368	21045		
School Awarded Mark							
Standard of Excellence		24.5	24.7	20.7	22.6	-3.8	-1.9
Acceptable Standard		97.2	97.2	97.0	97.0	-0.2	-
Diploma Examination Mark							
Standard of Excellence		9.4	13.2	7.6	12.3	-1.8	-4.7
Acceptable Standard		76.9	72.3	84.0	78.1	+7.1	+5.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+10.0	Synthesize a diagram to determine which statement describes a belief common to the groups identified in the diagram.	-7.8	Understand why supporters of capitalism criticize centrally planned economies.				
+8.4	Analyze a cartoon to determine which characteristic of elections in democratic countries is most likely responsible for the situation presented in the cartoon.	-7.7	Understand what a reactionary believes.				
+7.1	Synthesize two sources to determine the issue for which they could most appropriately be used to investigate.	-5.7	Understand how supporters of a mixed economy justify a progressive income tax system.				

BIOLOGY 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		186	13471	243	23270		
School Awarded Mark							
Standard of Excellence		48.9	51.1	44.9	51.6	-4.0	-6.7
Acceptable Standard		96.2	97.0	97.5	97.2	+1.3	+0.3
Diploma Examination Mark							
Standard of Excellence		24.7	25.2	27.6	32.8	+2.9	-5.2
Acceptable Standard		80.1	74.2	87.2	82.7	+7.1	+4.5
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+16.7	Given a description of a change in the number of individuals in a particular population over a period of time, calculate the per capita growth rate.	-19.4	Given a description of a measure used to control a population of plants, evaluate information to determine the factor involved in changing the gene pool of the population.				
+16.2	Given a description of some events in embryonic development, arrange the events in the order in which they normally occur.	-17.5	Given a description of factors affecting the growth of a population of trees and some related statements, match each statement with the consideration it best exemplifies.				
+14.2	Given diagrams of four cells each in a different phase of meiosis, determine the cells that exemplify two specific phases.	-13.3	Given a description of sex chromosomes and an asexual reproduction strategy in a reptile, compare the genetic composition of two cells and identify the sex of offspring produced.				

CHEMISTRY 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		107	10208	204	18364		
School Awarded Mark							
Standard of Excellence		59.8	56.6	50.5	56.3	-9.3	-5.8
Acceptable Standard		98.1	97.4	99.5	97.4	+1.4	+2.1
Diploma Examination Mark							
Standard of Excellence		26.2	31.1	25.0	37.0	-1.2	-12.0
Acceptable Standard		83.2	77.1	78.4	80.5	-4.8	-2.1
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+11.8	Given a description of a chemical equation, calculate the pH of the acid.	-22.6	In the context of D1.1sts, given an equilibrium chemical equation, its corresponding K_a , and some equilibrium concentrations, determine the equilibrium concentration for one of the species.				
+11.2	Given an equilibrium equation and a graph representing an equilibrium system, determine when the reaction has reached equilibrium.	-17.2	Given an unbalanced chemical equation, identify the number of moles of electrons that are transferred in the reduction half-reaction equation. Also assesses B1.1k.				
+11.0	In the context of D1.1sts, given a balanced chemical equation and a list of species, identify the Bronsted-Lowry acid and base and their conjugates. Also assesses D1.7k.	-15.6	In the context of C1.1sts, classify the structural diagrams of two molecules. Also assesses C1.4k.				

PHYSICS 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		74	5561	131	9241		
School Awarded Mark							
Standard of Excellence		67.6	64.0	52.7	61.2	-14.9	-8.5
Acceptable Standard		100	97.9	96.9	98.1	-3.1	-1.2
Diploma Examination Mark							
Standard of Excellence		33.8	34.6	25.2	39.9	-8.6	-14.7
Acceptable Standard		85.1	78.5	79.4	82.3	-5.7	-2.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+9.0	Calculate the distance the light travelled from the rotating mirror to the detector in a Michelson-type set up given the number of sides, the frequency of rotation, and the experimental result	-20.7	Calculate the Coulomb force one charged object experiences given distance and charge				
+8.9	Assesses an STS outcome. Identify the direction and polarity of an induced magnetic field (B3.1sts)	-18.9	In an STS context, calculate the index of refraction for total internal reflection to occur (C1.2sts)				
+6.2	Determine the conditions necessary for EMR to be produced	-18.8	Analyze the observations from a ballistic pendulum experiment to determine the speed of the projectile given the change in gravitational energy equation				

SCIENCE 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		102	4888	161	8007		
School Awarded Mark							
Standard of Excellence		21.6	36.8	16.8	35.5	-4.8	-18.7
Acceptable Standard		97.1	96.5	95.0	96.2	-2.1	-1.2
Diploma Examination Mark							
Standard of Excellence		14.7	17.2	14.3	23.1	-0.4	-8.8
Acceptable Standard		85.3	75.7	84.5	79.4	-0.8	+5.1
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+12.0	Identify a disadvantage of using a tidal dam to generate electricity and a disadvantage of using a hydroelectric dam to generate electricity.	-17.0	Select one type of field and match it with three properties that apply to the field.				
+10.8	Classify a chemical species in a given reaction as either an acid or base in terms of proton transfer.	-16.5	Identify expected results from diagnostic tests performed on a chosen solution, including conductivity, reactivity with metal, and acid-base indicator colour changes.				
+10.2	Given a circuit diagram with resistors wired in series, determine the current flowing in the circuit.	-14.0	Calculate the gravitational field strength at the surface of an object given its mass and radius.				



TEACHING AND LEADING

Element 3:

PSD Staff Build Systems and Structures that Promote Success and Well-Being

PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness.

Element 4:

PSD Staff Expand Success in Literacy and Numeracy

School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.

Element 5:

PSD Staff Develop and Apply Indigenous Foundational Knowledge

All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being.

EDUCATION QUALITY

Education Quality considers the percentage of teachers, parents and students who are satisfied with the overall quality of basic education.

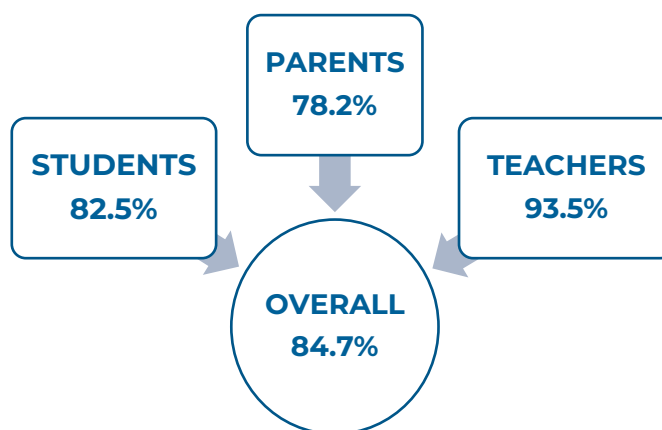
Education Quality	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Measure	84.7	87.0	86.8	88.1	Intermediate	Declined Significantly	Issue

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,497	87.6	4,293	86.6	2,984	88.7	4,079	87.0	3,528	84.7
Alberta: Overall	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
PSD Change from previous year:										-2.3
PSD Relative to province:										-3.4

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,574	86.6	3,405	82.7	2,149	84.4	3,211	83.0	2,657	82.5
Alberta: Students	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
PSD Change from previous year:										-0.5
PSD Relative to province:										-3.2

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	459	81.3	425	82.1	336	83.9	371	83.2	325	78.2
Alberta: Parents	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
PSD Change from previous year:									-5.0	
PSD Relative to province:									-6.2	

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	464	94.8	463	94.9	499	97.8	497	94.8	546	93.5
Alberta: Teachers	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4
PSD Change from previous year:									-1.3	
PSD Relative to province:									-0.9	



Perceived Quality of Teaching

The percentage of teachers, and parents who are satisfied with the overall quality of teaching.

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your child's school?	321	29	57	3	9	1	86
Previous four-year average:							90
Provincial five-year average:							91

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your school?	540	51	46	0	2	1	96
Previous four-year average:							98
Provincial five-year average:							98

Perceived Quality of Education

The percentage of teachers, and parents who are satisfied with the overall quality of education.

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?	323	24	62	2	10	2	86
Previous four-year average:							86
Provincial five-year average:							91

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> students are receiving at your school?	542	40	55	1	4	1	95
Previous four-year average:							97
Provincial five-year average:							97

Parents and teachers are very satisfied with the quality of teaching, and the quality of education in Parkland School Division schools.

Perceived Quality of Education in Detail

This assurance measure notes the percentage of teachers, students and parents who are satisfied with the overall quality of education.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Your child clearly understands what they are expected to learn at school.	322	16	64	4	13	2	80
Previous four-year average:							82
Provincial five-year average:							87
Your child finds school work challenging.	322	13	65	2	18	1	78
Previous four-year average:							81
Provincial five-year average:							79
Your child finds school work interesting.	322	10	64	2	20	5	74
Previous four-year average:							76
Provincial five-year average:							83
Your child is learning what they need to know.	324	8	57	10	20	5	65
Previous four-year average:							78
Provincial five-year average:							84

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	542	31	61	1	6	1	92
Previous four-year average:							95
Provincial five-year average:							95
Students at your school clearly understand what they are expected to learn at school.	540	29	62	2	5	1	92
Previous four-year average:							94
Provincial five-year average:							94
Students at your school find school work challenging.	543	30	66	1	2	0	97
Previous four-year average:							97
Provincial five-year average:							96
Students at your school find school work interesting.	546	16	73	2	8	1	89
Previous four-year average:							93
Provincial five-year average:							93
Student: 4-6	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Are the teachers in your school...	1,022	54	40	3	2	0	95
Previous four-year average:							94
Provincial five-year average:							95
Do you think your school is...	1,029	42	47	6	3	2	89
Previous four-year average:							93
Provincial five-year average:							94
Student: 7-9	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	867	29	60	3	7	1	89
Previous four-year average:							91
Provincial five-year average:							91
Overall, is the education you are receiving at school...	880	22	69	3	5	0	91
Previous four-year average:							92
Provincial five-year average:							94



At our Student Engagement, our students indicated that there are many resources that they referred to as “old-based”. For instance, they wondered why there is such a curricular focus on reading material from the 1700s, when the current world-views are now significantly different. They appreciate that the core subjects are important, but that they have not been significantly changed over time. They expressed an appreciation for optional learning and would like to see more choices available (for instance, options related to natural sciences). Students lamented that the Provincial Programs of Study are outdated – emphasizing that the world has changed.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	873	28	53	7	10	2	81
Previous four-year average:							84
Provincial five-year average:							85
My school work is challenging.	876	18	54	6	20	2	72
Previous four-year average:							74
Provincial five-year average:							76
My school work is interesting.	883	5	59	6	25	5	64
Previous four-year average:							66
Provincial five-year average:							70
The core subjects I am learning at school are useful to me.	872	21	53	8	14	3	74
Previous four-year average:							80
Provincial five-year average:							81

Student: 10-12	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	722	17	72	2	8	1	89
Previous four-year average:							89
Provincial five-year average:							91
Overall, is the education you are receiving at school...	734	18	73	2	5	2	91
Previous four-year average:							93
Provincial five-year average:							94

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	735	20	59	7	12	2	79
Previous four-year average:							81
Provincial five-year average:							85
My school work is challenging.	723	14	61	7	16	2	75
Previous four-year average:							78
Provincial five-year average:							83
My school work is interesting.	726	6	56	7	23	7	62
Previous four-year average:							59
Provincial five-year average:							67
The core subjects I am learning at school are useful to me.	725	14	52	8	20	6	66
Previous four-year average:							73
Provincial five-year average:							79

There is a perception gap between teachers' and students' perspective of the challenging nature of their learning activities: 97% (teachers) to 72% (7-9) and 75%: (10-12).

TEACHER GROWTH, SUPERVISION AND EVALUATION

The *Alberta Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning.

School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth. School authorities, ECS operators, superintendents, principals and teachers shall work together to ensure that all teachers exhibit professional practice that adheres to the Teaching Quality Standard.

The Superintendent demonstrates the belief that a differentiated model of supervision promotes effective teaching and learning. For specific information related to PSD's Teacher Growth, Supervision and Evaluation policies and procedures, please see the following:

- [Board Policy 14: Hearings on Teacher Matters](#),
- [Administrative Procedure 448: Teacher Supervision](#), and
- [Administrative Procedure 449: Teacher Evaluation](#).

TEACHER GROWTH: PROFESSIONAL DEVELOPMENT

Parkland School Division is committed to providing quality professional development for our teachers and administrators. We recognize that to support our teachers' pedagogical practice, professional learning must be timely, relevant, ongoing and multifaceted. Our Comprehensive Professional Learning Model outlines our commitment to our staff.

1. Large Group Professional Development: Facilitator led professional development. These sessions explored pedagogical practices that align with the new curriculum and school-based literacy and numeracy plans.
2. PSD Facilitators and School-Based Leads: Working together, facilitators and/or school-based leads support teachers "at elbow" to implement professional learning practices within the classroom.
3. PSD Facilitators and/or School-Based Leads Modelling: Facilitators or Lead Teachers model and debrief a lesson or strategy with classroom-based teachers.
4. Classroom Teacher Implementation: Supported by Facilitators and/or school-based Lead Teachers, classroom teachers implement lessons or strategies.



2022-2023 PROFESSIONAL LEARNING SESSIONS	
Category	Number of Sessions
Literacy / Curriculum	42
Numeracy / Curriculum	46
Science	8
Other Curriculum Based Sessions	5
Indigenous Ways of Knowing	7
Student and Staff Safety and Wellness	95



These sessions are often followed up by in-school modeling and "elbow-to-elbow" support for teachers by division-based Facilitators and School-Based Lead Teachers.



In addition to the Professional Learning Opportunities previously outlined, Parkland School Division teachers are informed of and encouraged to attend Professional Learning opportunities offered through our regional consortia (i.e. Edmonton Regional Learning Consortium, Alberta Regional Professional Development Consortium, Southern Alberta Professional Development Consortium) as well as other external providers.

Survey results gathered in January 2023 from Parkland School Division staff on their level of satisfaction with the professional learning opportunities provided to them indicated that 84% of respondents rated professional learning sessions as “Excellent”, with no respondents rating the sessions as “Insufficient”.

Anecdotal feedback from staff mirrors these high levels of satisfaction with the professional learning opportunities being provided.

 **An engaged staff member shares:** “The biggest thing I feel we need to be prepared is the time and resources to prepare - this day was very helpful! Having specific days dedicated to specific numeracy strands from the curriculum, targeted at the specific outcomes, would also be helpful! I appreciate the time to get started on digging into this new curriculum!” ... 

 **An engaged staff member shares:** “These days are invaluable. If we could have them more regularly moving forward it would be greatly appreciated. Our time was so productive and learned so much, and really value the off-site collaboration time.” ... 

 **An engaged staff member shares:** “Thank you for welcoming me into your class on such short notice, at this crazy time of year! It was great to see the stations in action and the variety of levels you were able to accommodate. I am inspired to encourage our grade 4s to try Math stations.” ... 

LEARNING AND TECHNOLOGY

In Parkland School Division, the use of technology continues as an essential aspect of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

In the wake of pandemic learning, Parkland School Division continued to evolve and innovate in the use of educational technology. We utilize technology to facilitate collaboration and professional development as well as adapt instruction and resources to meet the needs of our students. This has also led to an increasing awareness of the need for systems and processes to ensure that we have safe and secure online learning environments for staff and students.

It is essential to review how technology is utilized to improve education and also how the application of technology is supported throughout the Division.

Cybersecurity

The cybersecurity control review and maintenance previously implemented within our organization have become part of our regular work cycles. The controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensuring the confidentiality, integrity, and availability of our systems. The following metrics from the implemented controls exemplify the volume of threat present requiring a high degree of diligence.

Multi-Factor Authentication (MFA): Multi-Factor Authentication was deployed across our systems to enhance access security. Within a standard month, the Division receives, and mitigates, a significant number of cyber-security attempts, on average:

- 370 suspicious login attempts;
- 2,100 phishing attempts;
- 33,000 spam emails filtered;
- 2,800 suspicious emails flagged; and
- 460 spoofed email address attempts detected.

Endpoint Detection and Response: EDR solutions are deployed to monitor and respond to security threats at the endpoint (user) level. It is important to note that these controls are part of a layered approach to cybersecurity, and are regularly assessed for their effectiveness, efficiency, and alignment with industry best practices.

Device Utilization

Parkland School Division continued a device evergreen initiative during 2022-2023 for end-of-life devices. The devices were no longer supported through vendor operating system updates services. To ensure PSD is safe from security exploits and system vulnerabilities the devices were taken out of service and recycled. We continue to transition from student Windows computers to Chrome devices.

Device	2020-2021	2021-2022	2022-2023	Change
Windows Computers	2,646	2,745	1,881	-864
Chrome Devices	6,159	6,336	6,719	+383
Apple Devices	1,802	2,191	2,141	-50

Future Considerations

The PSD Cybersecurity Program will continue to evolve based on the continuously evolving cyber threat environment. Incident response plan review and testing will be a major focus for Technology Services.

Enhancement of data-driven assessment and reporting will continue. Development of tools to extract and present data will assist with informed and transparent decision making for both the learning and operational areas of Parkland School Division.

FIRST NATIONS, MÉTIS AND INUIT LEARNERS, AND INDIGENOUS WAYS OF KNOWING

With an identified Priority of “Indigenous Perspectives and Ways of Knowing” in Parkland School Division, staff are committed to building relationships with the Indigenous communities and partners connected to Parkland School Division. This serves as an essential first step to better understand how we can serve the Indigenous students of PSD, and their families, as we strive to create the conditions necessary for successful learning experiences for all, and to create an authentic sense of belonging and community within our schools.

Continued work to create empathetic, responsive and welcoming environments, required by Division leaders, School Administration, Teachers and all staff, within PSD, ensures that we can continue to build enduring relationships with neighbouring First Nation and Métis communities. By actively engaging with Indigenous communities and partners, PSD staff gained a deeper understanding of the unique needs, perspectives and cultural backgrounds of the First Nations, Métis and Inuit students that we serve.

Within the context of looking forward to success, the 2022-25 Education Plan for Parkland School Division identified the Trend of “Embracing Equity”. As such, this plan states that:

In order to work toward the elimination of all forms of bias and racism within the Division, the Board and Superintendent promote and expect that staff attend to the Mission of Parkland School Division; specifically, by:

- Providing supportive learning environments;
- Providing meaningful experiences;
- Promoting healthy relationships;
- Creating opportunities to develop resilience; and
- Gaining diversity in perspectives.

Additionally, our Element that PSD Staff Develop and Apply Indigenous Foundational Knowledge states that:

All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support Indigenous students' success and well-being.

With new members joining the Instructional Services team for the 2022-2023 school year, much work was undertaken to support our work in the realm of Indigenous Ways of Knowing within Parkland School Division.

Building Relationships with Neighbouring Indigenous Communities and Partners

Through the work of our Indigenous Education Facilitator, we continued the work of building trusting relationships with neighbouring Indigenous communities and partners at the onset of the school year. Ongoing collaboration with Elder Violet Poitras, Elder Maryann Stepien and Elder Phillip Campiou enabled Parkland School Division to make further progress with the Elders in Residence Program that the Division established in the previous year.

Indigenous Kinship Advisory Committee

An Indigenous Kinship Advisory Committee continued to develop throughout the 2022-2023 school year. While this committee had been informally established in the previous year, work to ensure equity of access to membership on this committee as well as to establish a more structured schedule and intentional purpose was required. Elder Violet Poitras, Elder Maryann Stepien and Elder Phillip Campiou provide guidance with the ongoing work of this committee.

Parkland School Division hosted a feast, with an invitation to all families who could potentially be interested in learning more about the work of this committee. Notably, all families of students who identified as First Nation, Metis, Inuit and Non-Status were invited to this feast. 35 people participated and shared in the teaching and learning. Individual conversations occurred and an initial committee membership was derived. The committee will meet again in the 2023-2024 school year to determine the terms of reference.

Collaborative Planning with Parkland School Division Schools

Instructional Services staff met with all school administrative teams to support expanded staff competency with Indigenous Ways of Knowing. During school-based meetings, schools shared their plans and goals for the year, seeking input, feedback and facilitation. Some of the initiatives discussed and actioned are outlined briefly below.

Harvesting the Healing Garden

Elder Phillip Campiou, and Forest Green staff and students, harvested plants in the fall of 2022. Indigenous teachings ensued and the tobacco seeds were kept in order to be planted in the spring. The cycle continued with Elder Phillip Campiou joining Forest Green staff and students on June 9th, 2023 to plant the following year's seeds and plants.

Smudge Teachings

Elder Phillip Campiou was brought in to Muir Lake School and Greystone Centennial Middle School to give smudge teachings to male students who showed leadership and *oskâpewis* (helper) qualities within their respective schools. Students facilitate the smudge ceremony, continuing each Monday morning at each school.

Music and Drumming

Spruce Grove Composite High School collaborated with Mr. Shane Redstar to promote Indigenous music understanding. The work focused on mixing contemporary music with traditional drumming. Students continued to practice throughout Spring, and Mr. Redstar and his daughter performed with SGCHS students at their concert in June, 2023.

Sidewalk Painting Project

Teacher leaders at Prescott sought an authentic voice, and creative leadership for a sidewalk painting project. The vision in consideration is to paint two rainbow walks with one centered around *Indigenous Ways of Knowing*. Planning for the artwork for this project began in June, 2023.

Accessing Elders in Schools

Blueberry School and High Park School requested that Elders come in and visit with their students on a regular/scheduled basis. Elder Violet Poitras and Elder Maryann Stepien continued throughout the

year to visit these schools monthly. Students and staff reported this to be a rewarding experience for all involved.

Character Development Program

The creation of a school-wide character development based on Indigenous ways of knowing and being for École Broxton Park School began in the fall of 2022. École Broxton Park School completed the 7 Grandfather teachings, culminating in a desire to continue this work. Our Facilitator worked with the school in utilizing the resource “*Medicine Wheel Workbook: Finding Your Healthy Balance*” by Carrie Armstrong.

Water Teachings at Hasse Lake

Elder Maryann Stepien joined students from grade 4 and 5 for a day at Hasse Lake. Elder Maryann Stepien and our Facilitator provided teachings around water, and its significance and importance in our lives. Students placed tobacco as a gift/intention into the water.

Fostering a Sense of Belonging for All

While the Inuit student population in Parkland School Division may be small, ensuring these students and families feel a sense of belonging is essential. In recognition of the importance of learning about Inuit Culture, our Facilitator shared learning insights with schools. Knowledge Keeper Inuksuk M. Inuksuk joined Elder Violet Poitras and Métis Elder Maryann Stepien in attendance at an evening of teaching, at Memorial Composite High School, hosted for Indigenous graduates and parents. Participants deemed the evening to be successful and the students and parents expressed that they enjoyed learning from all three worldviews.

Stony Language Pilot Program

A member of the Paul First Nation Community now facilitates Stony language classes for PSD. Stony language classes exist in recognition of the value that language has on culture, and these language lessons provide a great opportunity for our students. Members of the Paul First Nation Chief and Council identified language instruction as a high priority for their students who attend PSD Schools. This program is currently in place at Westview School as a pilot program for students in Kindergarten, Grade 4 and Grade 6.

Resources and Support

During the 2022-2023 school year, teachers required additional support due to the development and release of the new English Literature and Language Arts curricula, and Mathematics curricula in Kindergarten to grade three. Specifically, teachers required support in understanding the Knowledge, Understanding, Skills, and Procedures (KUSPs) within the newly released curricula.

With the addition of some explicit First Nations, Métis and Inuit outcomes, The Indigenous Education Facilitator assisted the Instructional Services Facilitators in Literacy and Numeracy as they presented the new curriculum to staff. Instructional Services examined each explicit KUSP, simplified an understanding of it, and shared the Indigenous worldview that is encompassed within it. The Indigenous Facilitator shared First Nations, Métis and Inuit resources (books, websites, articles) that addressed the content in an authentic way. Instructional Services worked to generate resources where none previously existed, or were not developmentally appropriate.



Professional Development Sessions

Parkland School Division offered a number of sessions for staff this year. The Indigenous Education Facilitator guided participants through *Walking Together*, an Alberta Education Teacher Resource, in addition to sharing the importance of building relationships and how that is done through protocol.

Sessions included a focus on the importance of including Indigenous worldview and how valuing different worldviews in the classrooms helps us support student success by becoming more responsive to the diverse perspectives, ideas, humor, and experiences of the First Nations, Métis, and Inuit students that we serve.

Parkland School Division continues to see the percentage of students identifying as First Nations, Métis and Inuit increase year over year, as outlined in the table below.

Demographics		
	2021-2022	2022-2023
Métis	490 (39.29%)	501 (36.81%)
Status First Nations	356 (28.55%)	362 (26.60%)
Non-Status First Nations	234 (18.77%)	233 (17.12%)
Federally Funded First Nations	138 (11.07%)	237 (17.41%)
Inuit	29 (2.33%)	28 (2.06%)
Total:	1,247	1,361

 **An engaged staff member shares:** “We need a greater emphasis on a diversity of experiences and perspectives. This means more opportunities need to be created that expose students to First Nation, Métis and Inuit language and culture, more shared interactions, bringing in rich diverse texts and media, going to diverse places with multiple histories” ... 

HIGH SCHOOL COMPLETION – FIRST NATION, MÉTIS AND INUIT

Parkland School Division has exceeded its 3-Year Completion average for High School Completion for First Nations, Métis and Inuit students, and the Division remains slightly ahead of the Provincial Average.

First Nation, Métis and Inuit Completion										
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year PSD	84	59.6	74	57.7	74	61.3	96	62.3	83	65.2
3 Year Alberta	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
	Gap:									+8.2
4 Year PSD	92	70.1	82	62.9	72	69.2	71	68.5	105	61.7
4 Year Alberta	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
	Gap:									-4.1
5 Year PSD	63	82.6	93	72.8	79	68.1	72	73.6	73	69.7
5 Year Alberta	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3
	Gap:									-1.6

Currently, 78.4% of Parkland School Division students graduate at the end of 3 years (see page 27 for the full system results). There is a 13.2% gap for three-year completion for self-declared First Nation, Métis and Inuit students. Notably, the gap is reduced from the previous year (17.7%) and the year before that (21.1% gap).

The Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	46.5	47.3	47.7	59.7	60.3	60.0
FNMI Students	35.0	30.3	31.9	35.5	37.7	36.3

There is a 15.8% gap for the measure for six-year post-secondary transition between PSD First Nations, Métis and Inuit students, and the measure for all students. The gap is reduced from the previous year (17%).

Drop Out Rate	2017-2018		2018-2019		2019-2020		2020-2021		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7
PSD (FNMI):	321	4.5	290	5.9	291	2.7	325	2.5	360	5.7
Alberta:	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Alberta (FNMI):	14,820	5.4	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1
PSD FNMI Change from previous year (negative value preferred):										+0.7
PSD FNMI Relative to All PSD:										-3.0
PSD FNMI Relative to province FNMI (negative value preferred):										+0.6

IMPROVING STUDENT ATTENDANCE

Student achievement is diminished when students are absent from school.

Our attendance rates for 2022-2023 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending.

Given the recognizable impact that attendance has on learning – it is important that our schools follow up with all students to quickly determine strategies to improve attendance. It is also critically important to recognize that student attendance will be impacted by each student’s academic success and sense of belonging – these factors (belonging, achievement and attendance) all contribute to the overall success of our students.

Students who are absent for a considerable portion of their learning are at a heightened risk for dropping out of school.

2022-2023 ENROLLMENT	Enrollment continues to increase throughout the year. Our September 30 th count identified 12,415 students .
Perfect Attendance:	6% (approximately 746 students).
Strong attendance is directly proportional to student success.	
Absent 1% to 10%	44% (approximately 5,463 students).
While a 10% absence rate may seem low, 10% absence is equivalent to one missed day, every two school weeks.	
A student who misses 10% is absent for approximately a month of school in a school year.	
Absent more than 10%	50% (approximately 6,206 students)
A student who is absent for a day, or more, per week has missed a considerable amount of learning. Our departments of Student Services and Instructional Services work together to ensure that the Division is reaching out to families where attendance concerns are significant, and we are supporting our schools to promote attendance. Beginning in the 2023-2024 school year, the Division added staff support to track and promote student attendance.	



LEARNING SUPPORTS

Element 6:

Support Systems Increase Success and Well-Being

School division staff develop the infrastructure to support learning and well-being, and to meet the needs of students and their families, staff and school communities.

Element 7:

Support Systems Promote Care, Respect and Safety

School division staff develop a learning environment that is welcoming, caring, respectful and safe.

Element 8:

Support Systems Promote Equity, Community and Belonging

School division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community.

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

This provincial measure reports the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

Learning Supports	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE*	78.8	81.4	81.4	84.7	N/A	Declined Significantly	N/A
Access to Supports	77.0	78.4	78.4	80.6	N/A	Declined	N/A

* Welcoming, Caring, Respectful, Safe Learning Environments

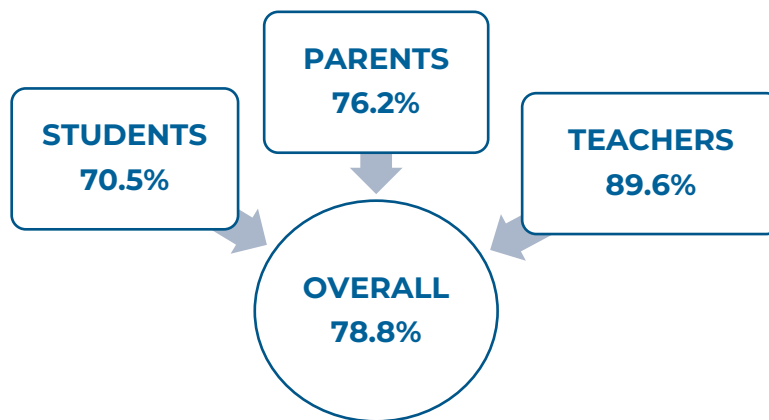
Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	2,988	84.1	4,082	81.4	3,528	78.8
Alberta: Overall	NA	NA	NA	NA	231,091	87.8	249,941	86.1	257,391	84.7
PSD Change from previous year:									-2.6	
PSD Relative to province:									-5.9	

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	2,153	75.8	3,215	71.7	2,657	70.5
Alberta: Students	NA	NA	NA	NA	169,900	79.8	187,258	77.7	193,156	76.6
PSD Change from previous year:									-1.2	
PSD Relative to province:									-6.1	

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	336	81.1	370	80.7	325	76.2
Alberta: Parents	NA	NA	NA	NA	30,980	88.2	31,715	86.9	31,885	85.6
PSD Change from previous year:									-4.5	
PSD Relative to province:									-9.4	

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	499	95.6	497	91.6	546	89.6
Alberta: Teachers	NA	NA	NA	NA	30,211	95.3	30,968	93.6	32,250	92.0
PSD Change from previous year:									-2.0	
PSD Relative to province:									-2.4	

A 19.1% gap exists between teachers and students, in the perception of this measure. Similarly, there is a provincial gap of 15.4%. Matters of safety, respect, resilience and peer conflict are areas that will continue to be examined through student engagements.



Welcoming, Caring, Respectful, and Safe Learning Environments in Detail

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school care about each other.	323	11	55	12	17	4	66
Previous two-year average: *							71
Provincial three-year average:							80
Students at your child's school respect each other.	319	8	46	18	21	6	54
Previous two-year average:							62
Provincial three-year average:							76
Students treat each other well at your child's school.	319	9	51	15	20	6	60
Previous two-year average:							67
Provincial three-year average:							78
Teachers care about your child.	322	32	57	7	2	1	89
Previous two-year average:							93
Provincial three-year average:							92
Your child is safe at school.	320	16	66	6	10	2	83
Previous two-year average:							90
Provincial three-year average:							93
Your child is safe on the way to and from school.	305	23	64	3	8	2	87
Previous two-year average:							92
Provincial three-year average:							95
Your child is treated fairly by adults at your school.	322	25	60	7	7	1	85
Previous two-year average:							87
Provincial three-year average:							90
Your child's school is a welcoming place to be.	319	31	55	3	9	3	86
Previous two-year average:							87
Provincial three-year average:							92

* Only three years exist for this new measure.

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are safe at your school.	542	36	57	1	4	1	94
Previous two-year average: *							96
Provincial three-year average:							96
Students are safe on the way to and from your school.	528	26	54	16	3	1	80
Previous two-year average:							86
Provincial three-year average:							86
Students are treated fairly by adults at your school.	542	59	37	1	2	1	96
Previous two-year average:							98
Provincial three-year average:							98
Students at your school care about each other.	543	22	68	2	7	1	90
Previous two-year average:							93
Provincial three-year average:							93
Students at your school respect each other.	543	15	68	2	13	1	84
Previous two-year average:							91
Provincial three-year average:							91
Students treat each other well at your school.	540	15	69	1	13	1	84
Previous two-year average:							93
Provincial three-year average:							92
Teachers at your school care about their students.	544	74	26	0	1	0	99
Previous two-year average:							100
Provincial three-year average:							99

* Only three years exist for this new measure.

Student: 4-6	N	Yes %	Don't Know %	No %
Are you treated fairly by the adults at your school?	1,024	82	11	7
At school, do most students care about each other?	1,025	62	27	11
At school, do most students respect each other?	1,021	60	26	15
At school, do you feel like you belong?	1,027	71	17	12
Do other students treat you well?	1,026	70	17	13
Do you feel safe at school?	1,025	83	9	8
Do you feel safe on the way to and from school?	1,024	80	9	11
Do you feel welcome at school?	1,025	81	11	8
Do teachers care about you?	1,026	86	12	2

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	867	19	47	9	18	7	66
Previous two-year average: *							68
Provincial three-year average:							73
At school, students care about each other.	867	9	41	17	24	9	51
Previous two-year average:							59
Provincial three-year average:							63
At school, students respect each other.	868	8	43	14	26	9	51
Previous two-year average:							58
Provincial three-year average:							62
I am treated fairly be adults at my school.	868	27	51	8	10	4	78
Previous two-year average:							77
Provincial three-year average:							80
I feel safe at school.	874	21	53	9	11	6	74
Previous two-year average:							78
Provincial three-year average:							81
I feel safe on the way to and from school.	865	31	52	6	8	3	83
Previous two-year average:							85
Provincial three-year average:							88
I feel welcome at my school.	872	28	51	8	8	4	79
Previous two-year average:							79
Provincial three-year average:							83
My teachers care about me.	871	29	48	14	5	3	77
Previous two-year average:							80
Provincial three-year average:							80
Other students treat me well.	856	13	60	9	14	5	72
Previous two-year average:							78
Provincial three-year average:							79

* Only three years exist for this new measure.

Student perception of peer respect and caring remains low. This is an area-in-focus for schools and for our Student Services team.



At one of our Stakeholder Engagements, Stakeholders discussed bullying, and highlighted negative peer relationships as an ongoing problem. They noted that bullying behaviour frustratingly complicates students' experiences with learning. Stakeholders urge a more effective response, through creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues. The potential of extracurricular activities, such as a debate club or a music program, were recognized as a way to build inclusive and representative communities that can combat bullying. Addressing exclusionary and discriminatory behavior is a central concern, with stakeholders calling for an active stance against derogatory language and slurs to ensure all students feel safe and respected.

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	722	11	54	10	17	7	65
Previous four-year average:							68
Provincial five-year average:							73
At school, students care about each other.	718	4	36	17	30	14	40
Previous four-year average:							45
Provincial five-year average:							60
At school, students respect each other.	717	4	40	17	30	10	44
Previous four-year average:							49
Provincial five-year average:							64
I am treated fairly be adults at my school.	725	14	62	9	9	6	76
Previous four-year average:							76
Provincial five-year average:							81
I feel safe at school.	718	11	58	10	15	7	69
Previous four-year average:							75
Provincial five-year average:							82
I feel safe on the way to and from school.	724	20	65	6	6	4	84
Previous four-year average:							88
Provincial five-year average:							87
I feel welcome at my school.	724	15	59	8	14	4	74
Previous four-year average:							77
Provincial five-year average:							83
My teachers care about me.	728	13	55	19	9	4	68
Previous four-year average:							69
Provincial five-year average:							75
Other students treat me well.	723	11	67	11	8	4	77
Previous four-year average:							82
Provincial five-year average:							84

Student perception of how their peers care for (40%), and respect each other (44%) continues to be low in comparison to how student perceive others treat themselves (77%). Notably, the perception of peer respect decreased 2% from the previous year. These results are also similar to pre-COVID-19 surveys (February, 2018).

ACCESS TO SUPPORTS AND SERVICES

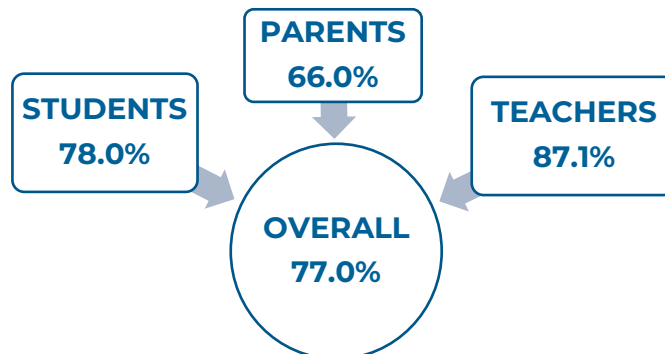
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	2,984	77.9	4,078	78.4	3,524	77.0
Alberta: Overall	NA	NA	NA	NA	230,761	82.6	249,570	81.6	256,994	80.6
PSD Change from previous year:										-1.4
PSD Relative to province:										-3.6

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	2,149	80.4	3,212	77.3	2,653	78.0
Alberta: Students	NA	NA	NA	NA	169,631	80.2	186,935	80.1	192,805	79.9
PSD Change from previous year:										+0.7
PSD Relative to province:										-1.9

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	336	65.5	370	71.1	325	66.0
Alberta: Parents	NA	NA	NA	NA	30,936	78.9	31,684	77.4	31,847	75.7
PSD Change from previous year:										-5.1
PSD Relative to province:										-9.7

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	499	87.8	496	86.8	546	87.1
Alberta: Teachers	NA	NA	NA	NA	30,194	88.7	30,951	87.3	32,342	86.2
PSD Change from previous year:										+0.3
PSD Relative to province:										+0.9



Access to Supports and Services in Detail

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Can you get help at your school with problems that are not about your school work?	1,021	71	18	11	71
Province:					
Is it easy to get help with school work if you need it?	1,020	83	9	9	83
Province:					
When you need it, are teachers at your school available to help you?	1,024	88	9	3	88
Province:					

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	861	18	45	14	16	7	63
Previous two-year average:							64
Provincial three-year average:							67
It is easy to get help with school work at my school if I need it.	870	31	51	4	10	3	82
Previous two-year average:							86
Provincial three-year average:							
When I need it, teachers at my school are available to help me.	875	28	57	6	8	2	85
Previous two-year average:							89
Provincial three-year average:							84

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	710	12	48	17	16	7	60
Previous two-year average:							60
Provincial three-year average:							66
It is easy to get help with school work at my school if I need it.	731	24	60	4	8	3	85
Previous two-year average:							84
Provincial three-year average:							84
When I need it, teachers at my school are available to help me.	731	18	67	6	6	2	85
Previous two-year average:							87
Provincial three-year average:							86

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	316	14	55	13	14	5	69
Previous two-year average:							71
Provincial three-year average:							80
When your child needs it, teachers at your child's school are available to help them.	320	19	58	13	8	1	78
Previous two-year average:							76
Provincial three-year average:							86
You can get the support you need from the school to help your child be successful in their learning.	318	14	53	14	14	4	68
Previous two-year average:							72
Provincial three-year average:							81
Your child can easily access programs and services at school to get help with school work.	320	12	48	23	12	6	60
Previous two-year average:							62
Provincial three-year average:							74
Your child can get help at school with problems that are not related to school work.	313	11	45	33	10	2	56
Previous two-year average:							54
Provincial three-year average:							66

The “don’t know” measure for parents, with respect to getting help with school work is significant at 33%, and schools can explore how to improve communication on this topic.



Classroom support and staffing were other key areas of focus for our stakeholders, during one engagement, stakeholders highlighted the need for additional classroom supports, better Educational Assistant recruitment practices, and initiatives to make Educational Assistant and transportation roles more attractive.

Educational Assistants were identified as a crucial part of the support system, with stakeholders advocating for better compensation and relevant professional development for them.

They also suggested considering a similar model for diverse learning needs and behaviors. Stakeholders also called for more supports for students with speech issues and complex needs, as well as transition support for students moving from special education to mainstream classes.

An engaged parent shares: “Mental health issues could be discussed more. Children seem to be dealing with these issues more now than ever.” ...

An engaged staff member shares: “Many skills that used to be taught by families and extended families, now fall onto the staff of education. Basic needs, complex needs are fulfilled by the education system - growing demands add pressure - hearts are willing to meet the needs, but [there are] not enough hours in a day.” ...

Education planning considers the long-term requirements of our local and societal context. We continue to work to mitigate our students' needs and concerns, and yet recognize that this societal concern extends far beyond the capability of the school.

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	538	33	50	4	12	2	83
Previous two-year average:							82
Provincial three-year average:							82
Students can get help at your school with problems that are not related to school work.	539	40	52	2	4	2	92
Previous two -year average:							91
Provincial three-year average:							91
Supports and services that help students be successful in their learning are available in a timely manner.	542	28	51	2	15	3	79
Previous two -year average:							79
Provincial three-year average:							79
When students need it, teachers at your school are available to help them.	540	52	45	0	2	1	97
Previous two -year average:							99
Provincial three-year average:							98
Your school's continuum of supports and services are responsive to students' needs.	541	36	49	1	11	3	85
Previous two -year average:							87
Provincial three-year average:							87

Teachers have a stronger perception that children can receive help with problems not related to school work (92%) than parents (56%). Schools can highlight the services, such as counselling, that are available to students.

An engaged staff member shares: "Lots of communication is not necessarily good communication. In order to engage parents and build community, we need to communicate effectively. Too much messaging eventually turns into white noise. We need to be a mindful of [the information] we send out." ...

EQUITY, COMMUNITY AND BELONGING – AN ONGOING PRIORITY

At the beginning of the 2021-2022 school year, PSD's Leadership Team began intentional and focused work on the topic of 'Unconscious Bias'. Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair.

As per the *Education Act* section 16

(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.



We asked our stakeholders to share their thoughts on building resilience, promoting equity, and an appreciation for diversity, and nurturing healthy relationships, during our Spring, full day stakeholder engagement.



At our Spring Stakeholder Engagement, one of the items that resonated with stakeholders is the need for all individuals to have the ability to be seen or to see themselves in their classroom, their school and their division.

One Educational Assistant spoke of how special it was for a student of Indian heritage to experience traditional food, during a cultural celebration in the classroom. The child was glowing because she felt like that type of food was only made in her household and never in the classroom.

Others shared similarly when their students from minority groups were able to see someone from the staff that belonged to the same group as them. This allowed them to see their identity as being accepted by the school community.

 An engaged staff member shares: "Relationship building with our students is key. Especially in these uncertain times, students need to feel that we have their backs and that we genuinely care about them. They need to know that they can rely on us when they are being successful as well as when they are making mistakes, and learning from them." ... 

Throughout the 2022-2023 school year, Parkland School Division staff continued to develop their competency and understanding of the concept of equity in education. Improving our system-wide appreciation for, and understanding of equity, community and belonging, are identified as ongoing priorities within the 2023-2024 Education Plan.

For more information, our Administrative Procedure on [Community, Equity and Belonging](#) is available on our PSD website.

WELLNESS

Parkland School Division is proud of the ongoing work to support student and staff wellness, in support of the Ultimate Goal of *Student Success and Well-Being*. The concept of wellness continues to be prioritized, and thus we are focused on working collectively with students, staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families.

Within our schools, wellness is defined as creating healthy, responsive, and innovative learning environments that are rich with the evidence-based norms for healthy communities including: regular physical activity, nutritious foods, and positive social environments that produce deep relationships.

The Division has embraced the concept that if students and staff are unwell (physically, socially or emotionally), their ability to engage and succeed in school and life may be compromised. As a result, the Division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

The work to address the Division's ultimate goal of student success and well-being is supported by school-based staff as well as by the Wellness and Community Partnership (WCP) Team. This team includes the Division Principal of Wellness and Community Partnerships, Health & Wellness Facilitator, Division Psychologist, Mental Health Nurse, and two Division Family Support staff.

Current Workplace Wellness Supports

As PSD works on the development and implementation of a long-term Workplace Wellness strategy, the following approaches remain in place to support staff in the interim:

Employee and Family Assistance Program (EFAP)

Available to all staff (teaching and support, including substitutes and casuals). EFAP Services are currently delivered through Homewood Health, which has a model of offering short-term counselling with a transition to community support without impacting staff benefits. Long-term counselling can also be accessed through Homewood Health and is billed to staff benefits.

Optional Staff Wellness Representative Meetings

In the past several years each school had identified a staff wellness representative who met monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. The opportunity to participate in these meetings has been made optional as a long-term strategy is developed.

Wellness-Related Activities

The Division provides opportunities for staff to engage in wellness related activities over the course of the school year, which have included facilitated Book Studies

Staff Wellness Sponsorships and Staff Appreciation

The Division also partners with community organizations to support a variety of wellness activities to support staff physical and mental well-being. These activities occur outside of school hours and are offered at a discount to staff. At various times throughout the school year, the Wellness and Community Partnership team shows their appreciation for the dedication shown by staff throughout the division.

Wellness: Preventative and Universal Supports

Educational research supports the interconnection between student learning and student health and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a Comprehensive School Health (CSH) approach.

Comprehensive School Health Action Plans

Each school created a Comprehensive School Health Action plan for the 2022-2023 school year with a minimum of one growth initiative for each of the three tenets (active living, healthy eating and mental well-being). School plans are centrally supported. Schools have identified a wide range of priorities within their CSH action plans to support student success and well-being, including:

- Developing social-emotional learning frameworks;
- Enhancing delivery of intentional and purposeful Daily Physical Activity (DPA);
- Creating positive food environments through school wide approaches to accessibility and food neutral language;
- Supporting community, diversity, and belonging through professional learning and staff development;
- Implementing strategies to support positive student-to-student peer relationships; and
- Sharing health and wellness information through school, parent, and home communication.

Counselling Services

As of the 2022-2023 school year, Counselling Services are available to students in all PSD Schools through staffed School Counsellors. School Counsellors in Kindergarten to Grade 9 receive clinical supervision through PSD's Division Psychologist.

Mental Health in School Pilot

PSD received notification in mid-November that we were successful in our joint-application to the Mental Health in Schools Pilot Program with the Westview Primary Care Network, through Alberta Education. Funding supports a two-year pilot program (Dec 2022 to Dec 2024), which includes analyzing the current state for our students; hiring a teacher facilitator and a specialized, clinical educator, and co-hiring a social worker.

Family Supports

Division support exists for identified families through a Family Support Coordinator, who works with families who would benefit from individualized support. The Division also utilizes Sunrise Supports. Additionally, throughout 2022-2023, we continued to offer our Strong Families in Education series (sessions for parents) and we provided our monthly "Stronger Together" newsletter.



GOVERNANCE

Element 9:

Trustees Foster Quality Learning and Wellness to Promote Student Achievement

Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.

Element 10:

Trustees Engage, Listen and Advocate

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values.

Element 11:

Trustees Demonstrate Responsibility

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements.

Element 12:

Trustees Plan for Continual Improvement

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

Element 13:

Trustees Foster Community Relationships

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner.

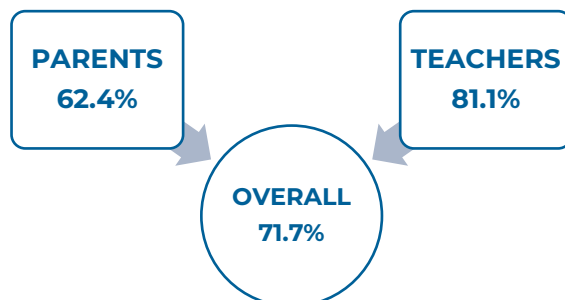
PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	920	76.1	886	75.5	834	74.0	864	72.5	867	71.7
Alberta: Overall	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
PSD Change from previous year:										-0.8
PSD Relative to province:										-7.4

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	457	64.5	424	63.0	336	59.3	370	61.7	325	62.4
Alberta: Parents	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
PSD Change from previous year:										+0.7
PSD Relative to province:										-10.1

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	463	87.7	462	88.1	498	88.7	494	83.3	542	81.1
Alberta: Teachers	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7
PSD Change from previous year:										-2.2
PSD Relative to province:										-4.6



Perception Gap	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teachers / Parents	23.2	25.1	29.4	23.5	18.7

Parent: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say.	323	36	37	19	7	2	73
Previous four-year average:							72
Provincial five-year average:							79
To what extent are you involved in decisions at your child's school? Would you say.	318	16	35	30	15	4	51
Previous four-year average:							45
Provincial five-year average:							60

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	293	11	45	18	3	23	56
Previous four-year average:							58
Provincial five-year average:							69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	317	14	53	21	4	8	67
Previous four-year average:							70
Provincial five-year average:							79
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	310	12	53	19	4	13	65
Previous four-year average:							65
Provincial five-year average:							77

An engaged parent shares: “We... need our community “feel” back in the schools! I feel it can start with parents going into the schools to help with the everyday things and help take some of the pressure off the teachers.”

Teacher: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say.	537	25	50	16	2	7	76
Previous four-year average:							85
Provincial five-year average:							83
To what extent are parents or guardians involved in decisions at your school? Would you say.	535	23	52	13	2	10	75
Previous four-year average:							81
Provincial five-year average:							81

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered?	527	34	51	4	1	10	84
Previous four-year average:							88
Provincial five-year average:							89
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education?	533	38	47	5	2	8	86
Previous four-year average:							92
Provincial five-year average:							92
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school?	535	35	50	4	1	10	85
Previous four-year average:							90
Provincial five-year average:							90

ENGAGING OUR STAKEHOLDERS

The Board of Trustees of Parkland School Division aligns our goals with our Vision and Mission. A continuous focus on assurance underscores our commitment to understanding and increasing our stakeholders' confidence in our educational system.

Our approach to stakeholder engagement is deliberate; it is designed to gauge the impact of our decisions and communicate systemic improvements effectively. Stakeholder confidence is evaluated through a variety of modes of feedback, with special attention given to the insightful comments from parents, staff, community members, and students. These interactions are critical in gaining a genuine perspective on our educational delivery and the expectations of those we serve.

Our Assurance Framework enables the Division to attend to learner success through the following:

- We develop local priorities, elements, strategies and measures that address our focus on ensuring student success and well-being;

- We develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- We offer increased opportunities for stakeholder involvement throughout this process.

The Board continuously provides engagement opportunities for School Councils and stakeholders, so that they may be purposefully involved in all endeavours to achieve the goal of Student Success and Well-Being. The Board places a very high priority on student stakeholder engagements and appreciates the unique and diverse perspectives of our learners.

Our engagement opportunities occur:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through meetings established by leadership teams;
- Monthly, through School Council meetings and representation at our Council of School Councils;
- Monthly, through public Board Meetings; and
- Monthly through Teacher – Board Advisory Committee meetings.

Specific engagement events and activities occurred throughout the 2022-2023 school year, to facilitate the delivery of education, based on a model of assurance:

STUDENT ENGAGEMENTS

At the core of their learning progression, students are continuously engaging with staff. Our students' considerations and concerns are shared, up through the system, to school and system leaders. Notwithstanding this daily interaction, the Board of Trustees conducts student engagements to better understand a variety of topics from our students' perspective.

On March 21, 2023, Trustees met in-person with Parkland School Division high school students at the Parkland School Division Office in Stony Plain. The afternoon engagement involved high school student representatives from:

- Connections for Learning;
- Memorial Composite High School; and
- Spruce Grove Composite High School.

Each engagement session enabled Trustees to speak with a mix of students from the three schools. Specifically, the Board asked students to discuss the following matters:

- We asked students to talk about the concept of a Supportive Learning Environment (reflecting on their school) and how things are going this year;
- We asked students to talk about their learning experiences, and how these experiences might be improved; and
- We asked students to discuss peer relationships and wellness.

A summary Student Engagement Report was received as information by the Board at the April 11, 2023 Board Meeting.

Nine students joined the Board of Trustees at the Education Planning Day on April 6, 2023 for further engagement and insight into the formation of the following year's Education Plan.

STAKEHOLDER ENGAGEMENTS

Education Planning Day

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 6, 2023. The full-day engagement included thematic conversations that were intended to reveal planning considerations. Participants included students, parents, educational support staff, teachers, system

support staff, administrators, community leaders, and our Indigenous Elders. Participants were invited to provide individual thoughts throughout the day, and an “after-engagement survey” remained online for a week following the event.

Notably, all schools invite their local School Councils to provide advice and input in the development of strategies for their school Education Plan.

The Teacher-Board Advisory Committee [TBAC]

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. TBAC summaries are available as reported at next, regularly scheduled, meetings of the Board of Trustees.

- The Teacher-Board Advisory Committee enables the Board of Trustees to hear teacher specific items. During 2022-2023, TBAC met on October 11, February 14, April 25, and June 20.

The Council of School Councils [COSC]

The Council of School Councils is a voluntary meeting, comprised of members from across the Division’s school councils. Our COSC provides an opportunity for school council members to share insights and perspectives with a Trustee, with a member of the Office of the Superintendent, and with school administration. COSC meetings for 2021-2022 were held October 4, November 1, February 7, March 7 and May 2.

Provincial Government Meetings

While there are often opportunities to meet with Members of the Legislative Assembly at provincial events, Parkland School Division’s Board of Trustees and Superintendent host specific meetings with the Minister of Education, and with local MLAs.

- Members of the Legislative Assembly attended the Alberta School Boards Association Fall General Meeting in November, 2022.
- Member of the Legislative Assembly, Honourable Shane Getson joined Trustees on School Tours on February 7, 2023; and
- Member of the Legislative Assembly, Honourable Searle Turton met with Board Chair Stewart on July 20.

Superintendent’s Teacher Advisory

The Superintendent’s Teacher Advisory Team brings together a small number of representatives from all schools and across the grades. The Office of the Superintendent engages approximately thirty teachers on operational matters. The Superintendent’s Advisory Team met twice last year, on December 19 and March 15, in addition to attending the Education Planning Day.

College of Alberta School Superintendents [CASS]

The Superintendent and Executive Team attends CASS meetings throughout the year. Parkland School Division is a member of CASS Zone 2 and 3. For a full listing of Zone 2 and 3 members, see cass.ab.ca/about-cass/cass-zones.

Board Membership

The Board of Trustees maintains an active membership in both the Alberta School Boards Association (ASBA) and the Public School Board’ Association of Alberta (PSBAA). As members our Trustees attend provincial meetings and engage in advocacy initiatives.

Tri-Council and Municipal Government Meetings:

As necessary, the Board and Superintendent meet with local municipalities. Specifically:

- October 3, 2022: Parkland County Mayor and Council with Trustees and Superintendent; and
- March 20, 2023: Spruce Grove Mayor and Council with Trustees and Superintendent.

Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. Whether through surveys, events, or through in-person engagements, the Board recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit.

POLICY GOVERNANCE

During 2022-2023 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policy:

- [Board Policy 13: Appeals to the Board Regarding Student Matters](#), on May 30th, 2023.
- Board Policy 7, (revised) on April 11, 2023.

Board Agendas and accompanying minutes are available on the PSD Website: www.psd.ca/board/board-meetings

COMMUNICATION AND COMMUNITY RELATIONS

The Board of Trustees establishes processes, provides opportunities for input from its stakeholders, promotes positive community engagement within the Division and represents the community’s needs, hopes and desires in relation to student programming. The Superintendent takes actions to ensure open, transparent, positive internal and external communications. The Board’s strategic communications are instrumental in shaping key messages to targeted audiences from public relations, advertising, promotions, government relations, advocacy and media relations perspectives.

BOARD HIGHLIGHTS

The Board, through the well-visited Parkland School Division website (www.psd.ca), continued to highlight work by our teaching staff and students through the Division’s YouTube channel, social media streams, and websites. The Board of Trustees continued the practice of live-streaming Regular Board Meetings on the [Parkland School Division YouTube Channel](#), and sending monthly Board Highlights to stakeholders.

Date	Meeting Type & Link	Minutes & Link	Board Highlights
September 13, 2022	Regular Meeting	Minutes	Highlights
October 11, 2022	Regular Meeting	Minutes	Highlights
November 29, 2022	Regular Meeting	Minutes	Highlights
December 13, 2022	Regular Meeting	Minutes	Highlights
January 10, 2023	Regular Meeting	Minutes	Highlights
February 14, 2023	Regular Meeting	Minutes	Highlights
March 7, 2023	Regular Meeting	Minutes	Highlights
April 11, 2023	Regular Meeting	Minutes	Highlights
May 30, 2023	Regular Meeting	Minutes	Highlights
June 20, 2023	Regular Meeting	Minutes	Highlights

FORT CHIPEWYAN AND THE ATHABASCA DELTA COMMUNITY SCHOOL

In September 2022, Parkland School Division (PSD) became the Interim Education Authority for Athabasca Delta Community School (ADCS) in Fort Chipewyan, Alberta, through the Minister of Education's *Ministerial order 011-2002*. Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association and Mikisew Cree First Nation are in the process of establishing a Community Education Authority. PSD is working in partnership with the local community to operate ADCS until the Community Education Authority assumes operation.

To ensure that Athabasca Delta Community School students have an equitable opportunity to achieve the Vision for all Parkland School Division students, the Board of Trustees and Superintendent considered a number of challenging factors, including:

School staffing

ADCS is staffed based on the Tuition Agreement, community needs, identified supports and the school's enrollment. Fort Chipewyan has a small population (approx. 1,000) limiting the availability of local candidates for vacant positions. Teacher salaries are slightly higher under the PSD/ADCS Collective Agreement than other Alberta Collective Agreements but other Northern Jurisdictions (i.e. Northwest Territories) have more competitive compensation packages. As a small school, there are few staff to share the many tasks associated with a public education (coaches, student activities, supervision).

Remote Community

Fort Chipewyan is a remote community only accessible by ice roads between mid-December and late March, (weather permitting). As a "fly-in" community, there are limited services and amenities available.

Staff Housing

PSD maintains 14 housing units. The number of units does not easily meet the staffing requirements of the school; this necessitates some staff needing to share accommodations. There are few rental options available. All housing units were equipped with High Speed Internet.

Transportation

ADCS currently has two buses; a primary bus for the daily routes and a spare bus in case there are any mechanical or safety issues. The spare bus is equipped with a wheel chair lift. Division Vehicles: PSD has two trucks designated for use within Fort Chipewyan. One truck is assigned to the maintenance worker and a second is used for school use. One truck was replaced during the 2022-2023 school year.

Student Supports and Services

Accessing specialized support services for students with complex needs can be challenging. ADCS provides Occupational Therapy and Physical Therapy to identified students within ADCS through a partnership with Tamaca Services.

Student and Staff Health and Wellness

ADCS is equipped with a qualified School Counsellor who possesses a Master of Counselling and who can provide individual mental health support to students, with the consent of the student's guardian. Throughout the 2022-2023 academic year, the School Counsellor made 11 trips from December to June, actively engaging with students and providing support. Going forward, biweekly visits are planned to continue supporting students' mental health needs.

Technology Requirements

PSD continued to improve the technology infrastructure at ADCS in the 2022-2023 school year. Upgrades included the installation of a new school server, new router and upgraded data switching. Also, new interactive classroom projectors were purchased with deployment set for the 23-24 school year. We implemented a new wireless infrastructure and provided significant software updates. We purchased and provisioned an additional 51 iPads.

The Financial Operation of the School

The items listed above have financial considerations. ADCS has operated under the budget allocated by the Government of Alberta (GOA) and under the 1987 Tuition Agreement between the Nations, Federal Government and local School Authority. PSD receives an annual conditional grant of \$200,000 per year from the Government of Alberta, to cover increased costs to PSD Administration for a Divisional Principal and additional travel for PSD staff to support ADCS and community relations. In addition, PSD received a conditional capital grant of \$2.0M for maintenance and renovations of the teacherages in Fort Chipewyan and \$300K to address health and safety concerns at Athabasca Delta Community School.

PSD made a special request to Alberta Education for additional Northern Allowance similar to the allowance granted to Fort McMurray area school divisions. Effective Sept, 2023, PSD ADCS employees began to receive an additional \$1,040 per month allowance (prorated to FTE). This additional allocation raises any northern allowances to a similar level available to other organizations/employees working in Fort Chipewyan (i.e. health care, RCMP, Regional Municipality of Wood Buffalo staff).

Indigenous Ways of Knowing, and Engagement with Fort Chipewyan Elders

The Division continues to build relationships within the local community for the benefit of students and families. Athabasca Delta Community School actively involved Elders in promoting Indigenous Ways of Knowing, and in recognition of the importance of Elders' wisdom and guidance. Elders were invited to the school to share their knowledge and expertise, specifically in the areas of moose meat carving and smoking. Their teachings have not only enriched students' understanding of traditional practices but also fostered a deep appreciation for cultural heritage. Additionally, the Elders conducted smudging ceremonies to cleanse and purify the school, creating a respectful and inclusive environment.

Recognizing the profound connection between Indigenous cultures and the land, the school implemented various land-based learning options. Students have the opportunity to engage in activities that deepen their understanding of the Cree and Dene traditions, including exploring the natural environment, participating in traditional practices, and learning about sustainable land management. Furthermore, the school acknowledges the importance of land in daily life by beginning each morning with the National Anthem sung in Cree, followed by a land acknowledgment.

We are learning from our Fort Chipewyan families as they share their wisdom and community with us. Our intent is to continue to grow and improve the Athabasca Delta Community School so that all students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Provincial Fires and their Impact on Learning

Athabasca Delta Community School had to close temporarily, at the end of the 2022-2023 school year, due to the threat of wildfires. Parents were asked to pick their children up at school on Tuesday, May 30. ADCS announced it would be closed to allow the community to safely prepare for a potential evacuation, which was announced later that night in the community.

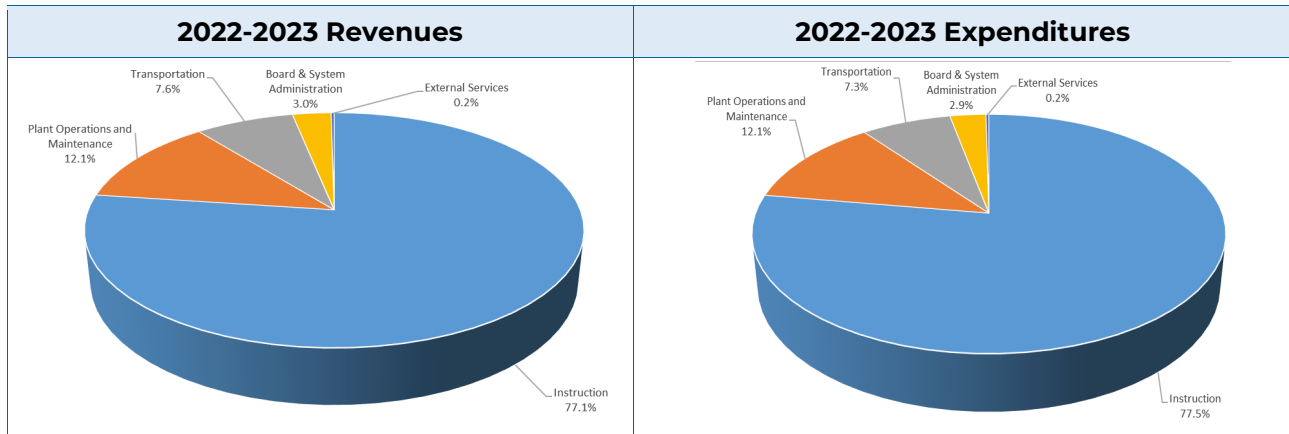
Families were out of their homes from May 30 to June 25 due to the wildfires but during that time, PSD offered work packages to families so students could optionally stay on top of their studies. The work packages were distributed through select hotels in Fort McMurray for evacuated residents by June 13. Residents were allowed to return to their homes June 25. A deep clean of the school was done on June 26 and June 27. Students returned to school briefly on June 28 with some planned outdoor activities and the school year concluded with report card pickup and community BBQ on June 29.

It is also worth noting that a few weeks earlier, families of Entwistle School also had wildfires and evacuations to contend with. Initially, it was a portion of rural residents who were evacuated from their homes, and eventually the entire Hamlet of Entwistle was also evacuated. Plans were implemented to transport affected students to Wabamun School as an alternate learning site with PSD Transportation offering alternate congregated pick-up and drop-off sites for those families that wanted to send their children to school. In total, the school was closed for the first two weeks of May and students were allowed to return to normal school activities Monday, May 15.



FINANCIAL RESULTS: SUMMARY

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.



FINANCIAL SUMMARY – AUDITED FINANCIAL STATEMENT FOR 2022-2023

[Full Financial Statements Available Online at psd.ca] [[Audited Financials](#)] [[Provincial Roll-Up](#)]

- Revenues over the previous year show an increase of \$11,660,661 (8.5%)
- Expenditures over the previous year show an increase of \$12,331,612 (9.0%)
- The cost of educating 12,415 students was \$149,516,508
- 77.5% (\$115,927,637) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$117,925 (\$108,483) excluding Alberta Teachers Retirement Fund costs. This accounted for 69.5% of all instructional expenses.
- The cost for Board and System Administration was below the allowable expenditure limit determined by Weighted Moving Average (WMA) enrolment for a total of 2.9% of total expenditures (\$4,337,791).
- Expenditures to transport students to and from school amounted to 7.3% of expenditures (\$10,868,298).
- The cost of maintaining and operating our sites amounted to 12.1% of expenditures (\$18,029,618).
- Parkland School Division's (PSD) annual operating deficit is (\$1,247,268) which includes Athabasca Community School (ADCS). On September 1, 2022, Parkland School Division became the interim authority for five years by Ministerial Order for ADCS in Fort Chipewyan. The operating deficit for PSD not including ADCS is \$1,736,539 without the

restructuring transaction revenue (\$411,555) for ADCS. The operating surplus for ADCS is \$77,718.

- The Division had budgeted a (\$2,268,890) deficit. The deficit for 2022-23 was (\$1,247,268) or (0.84%) of revenues. The reduction in the deficit was primarily caused by the restructuring transaction related to ADCS as it decreased the deficit by \$411,555. In addition, the transportation program ran a surplus as capital expenditures were made with operating funds that was not included in the budget.
- The total accumulated surplus from operations is \$5,095,400, which includes \$707,659 from School Generated Funds.
- The Division acquired \$14,259,312 in capital assets during the year. The acquisitions included \$6,007,103 purchased by the Division and \$7,228,944 purchased by Alberta Infrastructure on the Division's behalf and the net transfer of ADCS assets and ARO of \$1,023,265.
- The Division's capital reserves amount to \$6,352,455.
- Capital projects during 2022-2023 included Westview school, modular classrooms for Millgrove School, Broxton Outreach project and Capital Maintenance Renewal projects.



WHISTLEBLOWER PROTECTION

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include their annual report of disclosures in the *Annual Education Results Report*.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013.

Policy 20 can be found under the Policies section at: www.psd.ca/board/policies-and-procedures/516

Parkland School Division reported no disclosures for 2022-2023.



PARKLAND
SCHOOL DIVISION