



PARKLAND
SCHOOL DIVISION

2023-2024
ANNUAL EDUCATION RESULTS REPORT



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 2023-2024 school year.

The Annual Education Results Report for Parkland School Division for the 2023-2024 school year was prepared under the direction of the Board of Trustees, in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Board of Trustees approved the Parkland School Division Annual Education Results Report for 2023 - 2024 on November 26, 2024.

Thank you for reviewing Parkland School Division's Annual Education Results Report for 2023-2024. 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 2023-2024, the Division's Education Plan encompassed 13 Assurance Outcomes 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

Electronic Signature

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), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3 and Board Vice Chair), 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, 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.

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.

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. Of note:

- Grade 6 Provincial Achievement Test scores increased at both the Acceptable Standard, and Standard of Excellence from the previous year;
- Grade 9 Provincial Achievement Test scores increased at the Acceptable Standard;
- Diploma Achievement scores were maintained from the previous year; and
- Stakeholder perspectives on Learning Engagement increased from the previous year.

Areas for future growth include:

- Grade 9 Provincial Achievement Test scores declined at the Standard of Excellence;
- Stakeholder perspectives on Citizenship declined slightly from the previous year; and
- Three-year and five-year completion rates for high school completion declined from the previous year.

The 2023-2024 Annual Education Results Report provides detailed results for provincial and local measures. Schools complete Development Plan Results Reports to indicate school-specific achievement in these areas.

In May, 2024, Parkland School Division's Board of Trustees approved the 2024-2027 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 2023-2026 Education Plan (last year's plan), as summarized on the pages to follow.

The full 2023-2026 Education Plan is also available: <https://www.psd.ca/download/417124>.

The current 2024-2027 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.

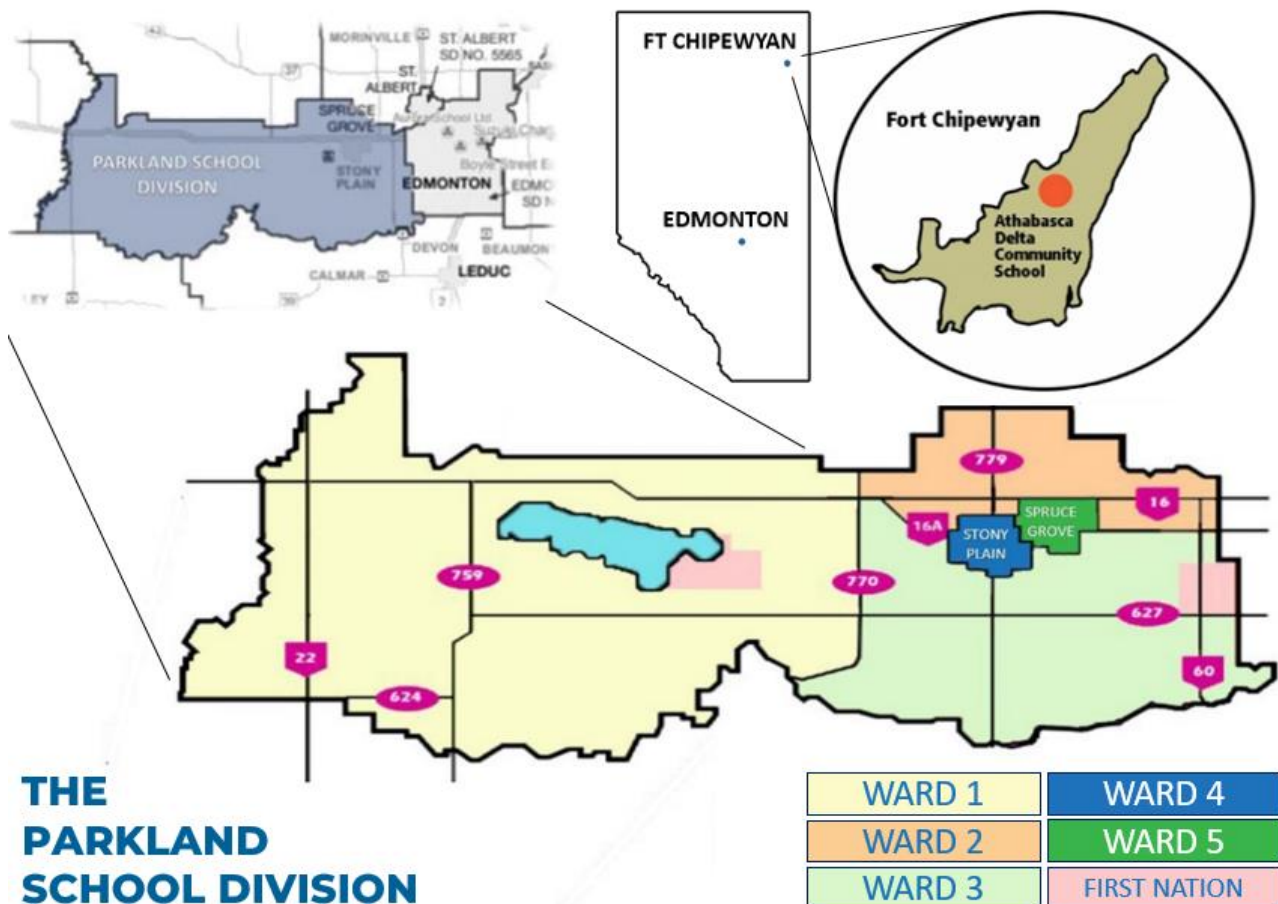


PARKLAND SCHOOL DIVISION IN CONTEXT

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.

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

2023-2024 STAFF PROFILE

Parkland School Division recognized an increase in both teaching and support staff for the 2022-2023 school year.

Employee Group/Position	2020-2021 FTE	2021-2022	2022-2023	2023-2024
Teacher (Total)	600.63	623.9	650.2	636.2
Teacher	550.6	570.9	592.2	576.7
Administration	50.0	53.0	58.0	59.5
Support Total	384.2	423.4	455.3	492.0
CUPE	290.8	325.0	339.3	366.0
ADCS-Support (New)	-	-	8.8	12.0
IUOE	63.1	64.2	65.2	70.4
Non-Union	30.3	34.2	42.1	43.6

* Numbers are reported as of June 30, 2024. Full Time Equivalent (FTE) includes only active employees.

For more information, the [Human Resources Department 2023-2024 Report](#) (Presented at the September 10, 2024 Board Meeting) outlines all aspects of staffing at Parkland School Division for the 2023-2024 school year, for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development.

Compensation expenditures associated with the aforementioned are also detailed.



OUR PSD SCHOOLS

 PARKLAND SCHOOL DIVISION	ATHABASCA DELTA COMMUNITY SCHOOL  K-11 adcs.psd.ca	BLUEBERRY SCHOOL  K-9 blueberry.psd.ca	BROOKWOOD SCHOOL  K-4 brookwood.psd.ca
ÉCOLE BROXTON PARK SCHOOL  K-9 broxton.psd.ca	CONNECTIONS FOR LEARNING  K-12 cfl.psd.ca	COPPERHAVEN SCHOOL  K-9 copperhaven.psd.ca	DUFFIELD SCHOOL  K-9 duffield.psd.ca
ENTWISTLE SCHOOL  K-9 entwistle.psd.ca	FOREST GREEN SCHOOL  K-6 forestgreen.psd.ca	GRAMINIA SCHOOL  K-9 graminia.psd.ca	GREYSTONE CENTENNIAL MIDDLE SCHOOL  5-9 greystone.psd.ca
HIGH PARK SCHOOL  K-9 highpark.psd.ca	MEMORIAL COMPOSITE HIGH SCHOOL  10-12 mchs.psd.ca	ÉCOLE MERIDIAN HEIGHTS SCHOOL  K-9 meridianheights.psd.ca	MILLGROVE SCHOOL  K-4 millgrove.psd.ca
MUIR LAKE SCHOOL  K-9 muirlake.psd.ca	PARKLAND VILLAGE SCHOOL  K-6 parklandvillage.psd.ca	PRESCOTT LEARNING CENTRE  K-9 prescott.psd.ca	SPRUCE GROVE COMPOSITE HIGH SCHOOL  10-12 sgchs.psd.ca
TOMAHAWK SCHOOL  K-9 tomahawk.psd.ca	WABAMUN SCHOOL  K-9 wabamun.psd.ca	WESTVIEW SCHOOL  K-9 westview.psd.ca	WOODHAVEN MIDDLE SCHOOL  5-9 woodhaven.psd.ca



THE 2023-2026 EDUCATION PLAN

This Annual Education Results Report responds to the outcomes presented in the 2023-2026 Education Plan. The Alberta Assurance Model logically organizes outcomes based on the primary domains in education.

The first domain is **STUDENT GROWTH AND ACHIEVEMENT** – students are naturally at the center of all targets for improvement.

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.



Indigenous Perspectives and Ways of Knowing



Equity, Diversity and Community



Programming and Pedagogy



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	2023 – 2026 Objectives
ONE:	Alberta's students are successful	<ul style="list-style-type: none"> 1.1 Curriculum focuses on literacy, numeracy and practical skills giving students a strong foundation of essential knowledge while continuing to refine and work towards implementation of other subjects. 1.2 Strengthen career education programming and increase collegiate school opportunities to expand students' pathways into post-secondary education and the workforce. 1.3 Develop and maintain comprehensive provincial assessments to assess progress, identify learning challenges and monitor student success, including implementing online assessment capabilities and expanding mandatory literacy and numeracy screening assessments. 1.4 Explore strategies to increase specialized learning supports to address learning loss and complex learning needs.
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	<ul style="list-style-type: none"> 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Support partners to gather, analyze and share Indigenous education data, enhance grant accountability and meet updated legislative requirements. 2.3. Support relationship-building between Indigenous communities and schools to boost education outcomes for Indigenous students.
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	<ul style="list-style-type: none"> 3.1 Provide supports for professional learning to enable implementation of new curriculum. 3.2 Work with education partners on strategies to attract and retain qualified teachers and recruit to targeted subject areas and underserved regions. 3.3 Improve oversight of the teacher discipline process through implementation of the Alberta Teaching Profession Commission and a single code of conduct for teachers and teacher leaders.
FOUR:	Alberta's K-12 education system is well governed and managed	<ul style="list-style-type: none"> 4.1 Support school authorities in fostering positive student mental health and well-being. 4.2 Support choice for students and parents throughout Alberta's education system. 4.3 Enhance the planning of school capital projects to address the need for more schools to support Alberta's growing communities. 4.4 Continue to create efficiencies within the education system by streamlining financial, governance, and administrative practices.



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	80.6	79.5	80.9	83.7	NA	Maintained	NA
Citizenship	70.1	70.8	72.3	79.4	Low	Declined Significantly	Concern
HS Completion (3Y)	76.8	78.4	80.3	80.4	Intermediate	Declined	Issue
HS Completion (5Y)	84.4	85.4	85.2	88.1	Intermediate	Maintained	Acceptable
PAT 6: Acceptable	66.3	65.5	NA	68.5	Intermediate	NA	NA
PAT 6: Excellence	15.9	15.2	NA	19.8	Intermediate	NA	NA
PAT 9: Acceptable	66.3	65.8	NA	62.5	Low	NA	NA
PAT 9: Excellence	14.1	15.0	NA	15.4	Intermediate	NA	NA
DIP: Acceptable	83.4	83.9	83.9	81.5	Intermediate	Maintained	Acceptable
DIP: Excellence	14.2	14.4	14.4	22.6	Intermediate	Maintained	Acceptable

LEARNING ENGAGEMENT: LITERACY, NUMERACY AND LEARNING

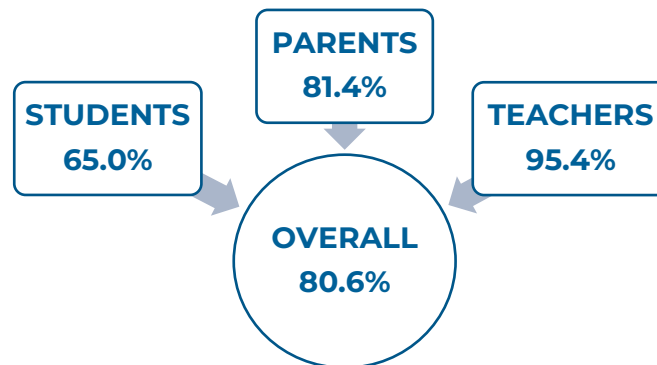
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,987	82.3	4,083	82.3	3,524	79.5	3,633	80.6
Alberta: Students	NA	NA	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
PSD Change from previous year:										+1.1
PSD Relative to province:										-3.1

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,152	67.3	3,216	67.6	2,654	65.8	2,688	65.0
Alberta: Students	NA	NA	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
PSD Change from previous year:										-0.8
PSD Relative to province:										-4.3

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	82.7	370	85.1	324	79.2	402	81.4
Alberta: Parents	NA	NA	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
PSD Change from previous year:										+2.2
PSD Relative to province:										-5.3

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	96.8	497	94.1	546	93.6	543	95.4
Alberta: Teachers	NA	NA	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
PSD Change from previous year:										+1.8
PSD Relative to province:										+0.3



LITERACY, NUMERACY AND LEARNING: GRADE 4-6 STUDENTS

Student: 4-6		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>Do you like learning language arts?</i>	2020-2021	845	65	26	9	65
	2021-2022	1,040	64	25	11	64
	2022-2023	1,018	62	26	12	62
	2023-2024	1,068	61	25	14	61
<i>Do you like learning math?</i>	2020-2021	846	65	30	5	65
	2021-2022	1,041	63	27	10	63
	2022-2023	1,026	62	30	8	62
	2023-2024	1,069	66	25	9	66

LITERACY, NUMERACY AND LEARNING: GRADE 7-9 STUDENTS

Student: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>I understand how the language arts I am learning at school is useful to me.</i>	2020-2021	746	31	52	10	3	3	84
	2021-2022	947	29	56	10	2	3	85
	2022-2023	878	24	55	12	4	4	79
	2023-2024	925	24	53	15	5	4	76
<i>I understand how the mathematics I am learning at school is useful to me.</i>	2020-2021	741	33	47	11	5	4	80
	2021-2022	943	30	48	12	5	5	78
	2022-2023	875	29	49	13	3	5	78
	2023-2024	921	24	48	17	6	6	71
<i>I understand how the science I am learning at school is useful to me.</i>	2020-2021	748	32	50	11	4	3	82
	2021-2022	949	32	54	9	2	3	86
	2022-2023	877	26	56	12	3	3	81
	2023-2024	921	25	49	16	5	5	74
<i>I understand how the social studies I am learning at school is useful to me.</i>	2020-2021	746	19	44	20	11	5	63
	2021-2022	946	19	47	20	9	4	67
	2022-2023	878	16	47	23	7	6	64
	2023-2024	920	13	43	23	16	5	56
<i>The language arts I am learning at school is interesting to me.</i>	2020-2021	746	22	48	22	6	2	70
	2021-2022	944	18	47	24	7	4	65
	2022-2023	881	15	46	27	8	4	61
	2023-2024	924	15	42	27	12	5	57
<i>The mathematics I am learning at school is interesting to me.</i>	2020-2021	742	23	39	25	8	5	63
	2021-2022	944	20	35	29	12	5	55
	2022-2023	884	15	42	26	12	5	57
	2023-2024	920	16	38	28	14	4	54
<i>The science I am learning at school is interesting to me.</i>	2020-2021	750	38	42	13	5	2	80
	2021-2022	944	38	44	12	4	2	81
	2022-2023	881	30	45	17	5	4	75
	2023-2024	927	33	44	13	7	3	77
<i>The science I am learning at school is interesting to me.</i>	2020-2021	746	22	35	24	15	3	58
	2021-2022	942	24	39	22	12	3	63
	2022-2023	876	20	40	24	11	5	60
	2023-2024	921	20	40	23	13	4	60

LITERACY, NUMERACY AND LEARNING: GRADE 10-12 STUDENTS

Students: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>I understand how the language arts I am learning at school is useful to me.</i>	2020-2021	511	21	56	14	5	4	77
	2021-2022	1,122	19	58	13	5	4	78
	2022-2023	734	19	55	14	6	5	75
	2023-2024	675	19	57	14	6	4	76
<i>I understand how the mathematics I am learning at school is useful to me.</i>	2020-2021	518	18	47	20	10	5	65
	2021-2022	1,126	16	43	22	11	7	59
	2022-2023	723	19	48	18	9	6	67
	2023-2024	674	20	49	19	8	5	69
<i>I understand how the science I am learning at school is useful to me.</i>	2020-2021	497	20	57	11	4	8	77
	2021-2022	1,122	23	54	14	4	6	77
	2022-2023	730	24	57	11	5	4	81
	2023-2024	677	20	59	11	5	4	79
<i>I understand how the social studies I am learning at school is useful to me.</i>	2020-2021	515	14	51	22	9	5	64
	2021-2022	1,131	21	53	15	6	5	74
	2022-2023	733	16	52	18	9	5	68
	2023-2024	674	16	51	18	10	5	67
<i>The language arts I am learning at school is interesting to me.</i>	2020-2021	506	12	44	29	10	4	57
	2021-2022	1,122	16	43	26	11	4	59
	2022-2023	736	14	42	25	14	5	56
	2023-2024	671	12	41	28	14	5	54
<i>The mathematics I am learning at school is interesting to me.</i>	2020-2021	518	14	31	31	19	5	45
	2021-2022	1,107	12	32	30	20	6	44
	2022-2023	731	12	36	29	18	5	49
	2023-2024	671	14	37	27	17	6	51
<i>The science I am learning at school is interesting to me.</i>	2020-2021	492	25	48	14	5	8	73
	2021-2022	1,125	30	46	14	5	5	76
	2022-2023	736	27	48	16	6	3	76
	2023-2024	677	24	51	14	8	4	75
<i>The science I am learning at school is interesting to me.</i>	2020-2021	511	16	43	23	12	5	59
	2021-2022	1,129	22	46	19	8	5	68
	2022-2023	725	15	44	24	13	4	59
	2023-2024	671	17	42	21	14	5	59

Notably, 69% of high school students understand the importance of mathematics, while only 51% of students find math to be interesting [18% gap]. Whereas, while 79% expressed an understanding of the usefulness of science, 75% found the subject to be interesting [4% gap].

The 2023-2024 average diploma examination score for Science 30, Chemistry 30, Biology 30 and Physics 30 was 83.1%, whereas the average diploma examination score for Math 30-1 and Math 30-2 was 73.2%.

LITERACY, NUMERACY AND LEARNING: ALL PARENTS

Parent: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	333	25	61	6	2	6	86
	2021-2022	366	27	63	5	2	3	90
	2022-2023	321	16	70	9	2	3	86
	2023-2024	397	21	68	5	3	4	88
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	335	26	61	7	2	5	87
	2021-2022	366	27	63	6	2	3	89
	2022-2023	322	16	70	7	2	4	86
	2023-2024	397	18	68	8	2	5	86
<i>Your child is learning what they need to know.</i>	2020-2021	336	13	62	13	1	11	75
	2021-2022	370	14	63	15	3	6	76
	2022-2023	324	8	57	20	5	10	65
	2023-2024	391	7	63	16	4	9	70

LITERACY, NUMERACY AND LEARNING: GRADE 4-6 PARENTS

Parent: 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	148	28	66	3	1	2	94
	2021-2022	166	36	55	5	1	3	91
	2022-2023	142	23	65	8	1	2	88
	2023-2024	182	27	63	5	1	4	90
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	148	26	66	5	1	3	91
	2021-2022	165	36	56	3	2	2	93
	2022-2023	142	23	65	9	0	3	88
	2023-2024	181	21	67	7	1	4	88
<i>Your child is learning what they need to know.</i>	2020-2021	149	13	64	14	1	8	77
	2021-2022	166	19	62	13	1	5	81
	2022-2023	143	10	57	22	3	8	67
	2023-2024	179	7	65	14	3	10	73

LITERACY, NUMERACY AND LEARNING: GRADE 7-9 PARENTS

Parent: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	103	25	62	7	3	3	87
	2021-2022	120	19	67	6	3	5	86
	2022-2023	102	11	73	10	3	4	83
	2023-2024	136	16	71	5	5	3	87
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	104	27	63	9	1	1	89
	2021-2022	121	20	64	12	2	3	83
	2022-2023	102	11	75	5	3	6	86
	2023-2024	134	15	69	8	3	4	84
<i>Your child is learning what they need to know.</i>	2020-2021	104	13	60	13	1	13	72
	2021-2022	122	8	63	16	6	7	71
	2022-2023	102	7	56	21	6	11	63
	2023-2024	132	5	58	17	8	11	63

LITERACY, NUMERACY AND LEARNING: GRADE 10-12 PARENTS

Parent: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	82	20	52	10	1	17	72
	2021-2022	80	20	74	4	1	1	94
	2022-2023	77	10	75	9	1	4	86
	2023-2024	79	14	73	5	4	4	87
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	83	24	52	7	4	13	76
	2021-2022	80	16	75	5	1	3	91
	2022-2023	78	12	72	8	4	5	83
	2023-2024	82	15	68	10	0	7	83
<i>Your child is learning what they need to know.</i>	2020-2021	83	12	61	11	4	12	73
	2021-2022	82	11	63	18	1	6	74
	2022-2023	79	6	59	15	8	11	66
	2023-2024	80	9	66	20	0	5	75

LITERACY, NUMERACY AND LEARNING: ALL TEACHERS

Teachers: All Grades		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	496	39	57	3	0	1	96
	2021-2022	495	32	60	6	0	2	92
	2022-2023	542	31	61	6	1	1	92
	2023-2024	539	33	60	4	1	1	94
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	493	51	46	1	0	2	96
	2021-2022	490	48	47	2	0	2	95
	2022-2023	545	45	49	3	1	3	94
	2023-2024	539	51	45	1	1	1	97
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	492	50	48	1	0	1	98
	2021-2022	491	46	50	2	0	2	96
	2022-2023	541	45	50	3	0	2	95
	2023-2024	538	51	45	2	1	2	96

LITERACY, NUMERACY AND LEARNING: GRADE 4 TEACHERS

Teachers: Grade 4		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	61	38	56	5	0	2	93
	2021-2022	60	35	58	7	0	0	93
	2022-2023	80	25	71	4	0	0	96
	2023-2024	67	25	60	9	3	3	85
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	61	51	44	2	0	3	95
	2021-2022	60	55	42	3	0	0	97
	2022-2023	80	38	54	3	1	5	91
	2023-2024	67	45	49	3	1	1	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	61	52	44	2	0	2	97
	2021-2022	59	54	46	0	0	0	100
	2022-2023	79	38	56	0	1	5	94
	2023-2024	67	42	54	1	1	1	96

LITERACY, NUMERACY AND LEARNING: GRADE 7 TEACHERS

Teachers: Grade 7		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	89	38	57	4	0	0	96
	2021-2022	75	25	71	1	1	1	96
	2022-2023	84	27	63	8	1	0	90
	2023-2024	98	24	65	3	4	3	90
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	88	49	48	2	0	1	97
	2021-2022	73	41	56	1	1	0	97
	2022-2023	84	40	52	4	0	4	93
	2023-2024	97	44	49	2	2	2	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	89	51	47	1	0	1	98
	2021-2022	73	41	56	1	1	0	97
	2022-2023	84	40	54	2	0	4	94
	2023-2024	99	47	49	0	0	3	97

LITERACY, NUMERACY AND LEARNING: GRADE 10 TEACHERS

Teachers: Grade 10		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	79	24	66	8	0	3	90
	2021-2022	100	23	64	10	0	3	87
	2022-2023	115	30	62	5	1	2	92
	2023-2024	115	29	65	5	1	0	94
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	75	32	59	3	0	7	91
	2021-2022	98	32	56	5	0	7	88
	2022-2023	116	38	55	2	1	4	93
	2023-2024	114	37	57	2	2	3	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	75	28	67	1	0	4	95
	2021-2022	99	28	58	7	0	7	86
	2022-2023	114	38	54	4	1	4	91
	2023-2024	112	38	54	3	2	4	92

LITERACY AND NUMERACY BENCHMARKING 2023-2024

During the 2023-24 school year, Instructional Services worked collaboratively with all schools to complete literacy and numeracy assessments (benchmarking). Instructional Services collected and analyzed results at the Division and school levels. School Administrators and Literacy/Numeracy leads at each school site reviewed the data for improvement insights.

The literacy benchmarking involved K-6 administering the *Alberta Education Phonological Awareness Screening Test (PAST)*, *Letter Name-Sound Test (LeNS)*, *Castles and Coltheart 3 (CC3)* literacy assessments, the *Fountas and Pinnell Reading Assessment*. Students in grades seven through nine completed the *Reading Comprehension Assessment Tool (RCAT)*.

The numeracy benchmarking process for 2023-24 included administering the *Elk Island Catholic Schools Numeracy Screen* to students in grades 1-6 in addition to the *Math Intervention Programming Instrument (MiPi)* in grades 7-9. The previous school year saw Parkland School Division administering the *Alberta Education Numeracy Screen* in grades 1-4 and the *MiPi* in grades 5-9. The change of assessment

instruments provided teachers with more detailed assessment data, enabling them to tailor their programming to better meet student learning needs.

Results from our Alberta Education numeracy assessments indicate that while we are seeing growth from students identified as “at-risk,” the rate of growth for these students remains concerning. It is important to note that norms for the June 2024 assessment were not provided so the months growth must be considered accordingly. Additional growth data will be available as fall data and norms for 2024 become available and analyzed.

Results from our Alberta Education literacy assessments indicate that our “at-risk” students continue to perform below grade level with the largest gaps emerging in grade 3. Our youngest students have benefited from targeted instruction in phonics and phonological awareness, and we remain committed to utilizing resources that support these foundational skills.

Numeracy Benchmarking – Elk Island Catholic Numeracy Assessment					
Grade	No. of Students Assessed Sept 2023	No. of students identified as At-Risk Sept 2023	No. of months behind grade level for At-Risk students	No. of Students identified as being at risk June 2024	Approx. no. of months gained for At-Risk students
1	852	170	10	89	4
2	907	213	12	145	6
3	808	139	12	114	4
4	926	224	12	141	4
5	890	218	12	181	5

Note: Grade 6 students were not included within the *Learning Disruption Grant*. Staff completed numeracy screens for the cohort during the 2023-24 school year to inform programming for teachers, however students were not categorized as “at-risk” or “not at-risk.”

Strategies implemented to support At-Risk students in Numeracy:

- Individualized pull-out interventions targeting lagging skills, as identified on the fall screen such as proportional reasoning, number sense, comparing and ordering numbers and addition and subtraction were utilized in some schools.
- Small group instruction was implemented within classrooms targeting lagging skills as identified on fall screens. Instructional routines such as counting collections and number line math serve as examples of work in this area.
- Push-in support in the form of modeled lessons for teachers were delivered by School based numeracy leads and Division facilitators. This allowed teachers to further develop small group instructional strategies such as Choral Counting, Counting Collections, Number Line Math etc.
- Analysis of fall screen data to inform programming within classrooms continued to be a focus for facilitators, and teachers. Aligning this data with the use of mathematical progressions supported teachers to purposefully program for At-Risk students

Numeracy Benchmarking – 2023-2024 PSD MIPI Results			
	2021-2022	2022-2023	2023-2024
Not Requiring Attention	32%	34%	57%
Requiring Attention	68%	66%	43%

MIPI data for 2023-2024 are derived based on a comparison of grade level data from September, 2023 to June, 2024.

Fountas and Pinnell Instructional Reading Scores: Grades 1-6				
	June 2021	June 2022	June 2023	June 2024
Students Reading Above Grade Level:	19%	21%	22%	24%
Students Reading At Grade Level:	37%	34%	46%	46%
Students Reading Below Grade Level:	44%	45%	32%	30%

Reading Comprehension Assessment Tool (RCAT): (Grades 7-9)			
	October 2022	June 2023	June 2024
Percentage of Students Reading Above Grade Level:	16%	12%	11%
Percentage of Students Reading At Grade Level:	55%	60%	55%
Percentage of Students Reading Below Grade Level:	29%	28%	34%

Alberta Education Letter Name and Sound Test (LeNS)				
	2022-2023		2023-2024	
	Grade 1	Grade 2	Grade 1	Grade 2
2023 – January: Total Number of Students Assessed:	909	868	813	909
2023 – January: Total Number of Students Identified as At-Risk:	312	264	189	269
2023 – June: Total Number of Students Identified as At-Risk:	191	159	110	147

Alberta Education Castles & Coltheart (CC3)					
	Grade 1 *	Grade 2	Grade 3	Grade 4	Grade 5
September 2022					
Number of Students Assessed	912	885	895	350	787
Number of Students Identified as At-Risk	257	176	267	199	140
Average Number of Months Behind Grade Level for At-Risk Students	5.3	8.2	12.2	20.2	13
June 2023					
Total Number of Students Identified as At-Risk	194	104	180	131	75
Average Number of Months Gained for At-Risk Students	-0.5	-4.5	-4.3	-3.8	+5.0
September 2023					
Number of Students Assessed	831	909	877	419	864
Number of Students Identified as At-Risk	194	219	223	197	152
Average Number of Months Behind Grade Level for At-Risk Students	5.1	7.0	14.4	20.8	13
June 2024					
Total Number of Students Identified as At-Risk	163	188	216	172	104
Average Number of Months Gained for At-Risk Students	-1.5	-4.1	-6.3	-4.1	+5.0

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

** Grade 5 Assessment reflects performance in Fountas & Pinnell reading levels. These are not normed by Alberta Education.

Strategies implemented to support At-Risk students in Literacy

- Small group targeted instruction to address learning gaps identified in fall assessments. Instruction included phonological awareness, phonics, decoding, reading fluency, and comprehension.
- School-based literacy leads and Division facilitators provided teachers with professional development and instructional support.
- Facilitators and teachers analyzed fall screening data to facilitate data-informed programming.
- Research-based resources included UFLI, decodable books, F&P guided reading sets, the Alberta Education: Reading Intervention Lessons, The Phonics Companion, Equipped for Reading Success, and Adrienne Gear's Powerful Writing Structures.

LEARNING MEASURES IN CONTEXT

It is important to understand the contextual variables of the 2023-2024 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.



Parkland School Division's survey responses of 324 parents noted a decrease of 9% overall, with respect to parent perception that students are learning what they need to know. Additionally, currently 11% of parents reported that they do not know whether or not their child is learning what they need to know.



In response, Parkland School Division's Superintendent expects that schools improve communication to inform parents more thoroughly about what each child is expected to learn in school. Beginning in the 2024-2025 school year, school leaders asked staff to employ a renewed focus on subject clarity and expectations.

Parent perceptions of the usefulness of both literacy and numeracy skills remains strong.

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.

 **An engaged parent shares:** "Kids used to have supports, used to get assessed for delay in speech and reading and receive supports to catch up and keep with their peers."
[Source: Share a Thought Survey]

 **An engaged parent shares:** "Reading, writing, math, science, should be top priority for any school curriculum. Add in learning how to budget and balance a cheque book for the older students would help shape them into productive and successful adults."
[Source: Share a Thought Survey]

 **An engaged parent shares:** "Math 10C seems to be a course that weeds kids out rather than building them up for success insight levels and then there is still a huge jump from there to Math 20-1 which leaves some students a bit overwhelmed and floundering even with extra tutoring. Is there a plan to fill this gap?"
[Source: Share a Thought Survey]

An engaged parent shares: “Help to ensure the social studies curriculum at every level helps young people understand the Canada's real history so that in the future we can better understand and work together for shared solutions. Chances are Canada will eventually need a new constitution so having everyone understand what is possible instead of being afraid of change will be helpful.”

[Source: Share a Thought Survey]

An engaged parent shares: “I believe that the CALM curriculum should be expanded. Sex education and study strategies/mental health coping skills would go a long way in helping student wellness and prepare them for adult life. Additionally, students should be more thoroughly educated about climate change and its effects on human life, specifically in science and social studies classes.”

[Source: Share a Thought Survey]

WHERE THE WORLD OPENS UP: OFF-SITE ACTIVITIES

Division staff ensure that the safe learning environment that exists within the school also extends to offsite experiences. Care is taken to ensure that off-site activities are organized to maximize educational benefit and protect the safety and well-being of students. Throughout the 2023-2024 school year, our staff explored opportunities for our students to enjoy learning in the greater world, outside of the school walls.

In total, more than 37,000 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 10, 2024.

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 parent shares: “We greatly appreciate the opportunities that our children receive for such a small school. We do not feel that they miss out on anything attending this school. In fact, probably have more access to opportunities than students in larger schools because of numbers. For instance, our Drumheller field trip.”

[Source: Share a Thought Surveys]

CITIZENSHIP

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

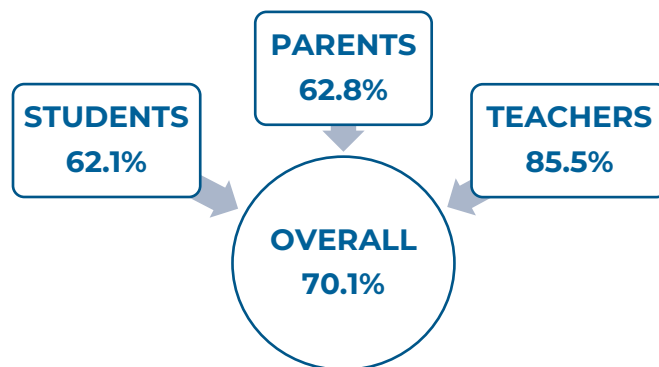
OVERALL	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,287	72.8	2,985	76.0	4,081	73.7	3,525	70.8	3,683	70.1
Alberta: Overall	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
PSD Change from previous year:										-0.7
PSD Relative to province:										-9.3

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,400	59.5	2,151	67.1	3,215	64.3	2,654	62.1	2,688	62.1
Alberta: Students	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
PSD Change from previous year:										-
PSD Relative to province:										-7.5

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	425	69.7	335	67.4	369	68.2	325	64.0	401	62.8
Alberta: Parents	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
PSD Change from previous year:										-1.2
PSD Relative to province:										-15.9

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	462	89.3	499	93.6	497	88.7	546	86.3	544	85.5
Alberta: Teachers	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8
PSD Change from previous year:										-0.8
PSD Relative to province:										-4.3

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



CITIZENSHIP: GRADE 4-6 STUDENTS

Citizenship: Grade 4-6 Students		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>At school, are you encouraged to try your best?</i>	2019-2020	1,224	91	5	5	91
	2020-2021	843	92	3	5	92
	2021-2022	1,036	90	4	6	90
	2022-2023	1,020	89	5	6	89
	2023-2024	1,061	90	3	7	90
<i>At school, do most students follow the rules?</i>	2019-2020	1,221	58	19	23	58
	2020-2021	847	63	18	19	63
	2021-2022	1,039	54	19	27	54
	2022-2023	1,021	50	26	24	50
	2023-2024	1,068	51	24	25	51
<i>At school, do most students help each other?</i>	2019-2020	1,217	64	14	22	64
	2020-2021	845	77	9	14	77
	2021-2022	1,032	76	7	17	76
	2022-2023	1,023	74	10	16	74
	2023-2024	1,066	72	9	19	72
<i>At school, do most students respect each other?</i>	2019-2020	1,215	58	18	24	58
	2020-2021	846	68	14	18	68
	2021-2022	1,035	61	13	26	61
	2022-2023	1,021	60	15	26	60
	2023-2024	1,066	59	16	26	59

An engaged parent shares: “How can we support our staff and make them feel encouraged and let them know what an awesome job they are doing in a very difficult profession. If we can encourage and make our teachers and administrators feel inspired and bring out their passions, that will hopefully impact our students. Hopefully it would trickle down and create an environment for our students to strive to be good citizens and make good decisions.”

[Source: Share a Thought Survey]

CITIZENSHIP: GRADE 7-9 STUDENTS

Student: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I am encouraged to get involved in activities that help people in my community.</i>	2019-2020	1,196	18	44	23	6	9	61
	2020-2021	705	24	48	17	3	8	72
	2021-2022	937	23	52	14	3	9	74
	2022-2023	861	22	48	15	4	10	70
	2023-2024	915	17	51	14	5	13	68
<i>At school, I am encouraged to try my best.</i>	2019-2020	1,199	41	48	7	2	3	89
	2020-2021	742	43	46	7	1	3	89
	2021-2022	945	43	46	6	2	2	89
	2022-2023	879	39	48	8	1	3	87
	2023-2024	925	35	53	6	2	3	88
<i>At school, students follow the rules.</i>	2019-2020	1,189	6	34	32	17	10	41
	2020-2021	733	7	40	30	11	12	47
	2021-2022	939	7	38	30	13	12	45
	2022-2023	872	6	34	32	14	14	40
	2023-2024	903	4	34	31	17	14	38
<i>At school, students help each other.</i>	2019-2020	1,188	16	45	22	9	9	60
	2020-2021	730	18	54	15	3	10	72
	2021-2022	936	13	60	15	4	8	73
	2022-2023	866	12	56	17	4	11	68
	2023-2024	912	11	53	18	6	12	64
<i>At school, students respect each other.</i>	2019-2020	1,191	7	41	28	14	10	48
	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49

CITIZENSHIP: GRADE 10-12 STUDENTS

Student: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	2019-2020	967	6	38	31	11	13	44
	2020-2021	525	7	44	30	8	10	52
	2021-2022	1,188	8	45	27	9	11	53
	2022-2023	721	9	52	21	6	11	62
	2023-2024	653	12	50	19	7	11	63
At school, I am encouraged to try my best.	2019-2020	968	19	63	12	3	3	82
	2020-2021	545	25	64	8	1	2	89
	2021-2022	1,206	20	64	9	3	5	83
	2022-2023	731	22	63	9	2	4	85
	2023-2024	675	24	62	7	4	4	85
At school, students follow the rules.	2019-2020	966	4	27	37	23	10	31
	2020-2021	538	2	34	36	17	11	36
	2021-2022	1,198	3	29	34	22	11	33
	2022-2023	725	2	25	39	20	13	27
	2023-2024	657	6	29	30	22	12	35
At school, students help each other.	2019-2020	971	8	47	28	10	8	55
	2020-2021	531	7	58	21	4	10	66
	2021-2022	1,197	7	52	20	8	13	59
	2022-2023	723	5	52	21	6	16	57
	2023-2024	664	6	49	23	8	14	55
At school, students respect each other.	2019-2020	969	4	40	33	14	9	44
	2020-2021	536	5	47	29	7	13	52
	2021-2022	1,187	4	42	28	11	15	46
	2022-2023	717	4	40	30	10	17	44
	2023-2024	663	4	41	29	11	15	46



Stakeholders noted: There is also a strong desire for more community-building initiatives that encourage student-led groups, promote kindness, and facilitate engagement among students, parents, and teachers. Such activities are seen as vital to fostering a sense of belonging and mutual respect, and that this is deemed essential for a healthy school culture.

The feedback also highlights concerns about the socialization process within the school system, including the need for respect towards authority, adherence to a coherent code of conduct, and initiatives that support students' social, emotional, and intellectual development. This feedback aligns to previous years' stakeholder engagement summaries; aligning particularly to what we have heard from student engagements.

[Source: Fall Engagement Summary]

CITIZENSHIP: ALL PARENTS

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

Citizenship: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	417	11	53	16	7	13	64
	2020-2021	322	9	53	14	2	21	62
	2021-2022	363	10	53	17	3	17	63
	2022-2023	318	6	47	17	6	23	53
	2023-2024	399	6	48	19	5	22	54
<i>Students at your child's school help each other when they can.</i>	2019-2020	421	18	53	13	4	12	71
	2020-2021	326	13	55	10	0	22	68
	2021-2022	363	13	55	10	2	20	68
	2022-2023	321	8	54	16	3	19	62
	2023-2024	396	13	49	14	3	21	62
<i>Students at your child's school respect each other</i>	2019-2020	419	11	54	18	9	8	65
	2020-2021	327	9	54	14	2	21	63
	2021-2022	363	11	51	18	3	17	61
	2022-2023	319	8	46	21	6	18	54
	2023-2024	394	8	45	23	5	19	53
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	420	17	42	22	5	14	59
	2020-2021	321	11	42	18	2	28	52
	2021-2022	360	15	44	15	4	22	59
	2022-2023	319	10	51	17	3	19	61
	2023-2024	394	12	45	18	2	23	57
<i>Your child is encouraged at school to try their best.</i>	2019-2020	423	31	59	6	2	2	90
	2020-2021	334	28	62	6	0	4	90
	2021-2022	367	32	58	4	1	5	90
	2022-2023	325	23	65	4	1	6	89
	2023-2024	395	25	63	6	1	6	88



The impact of targeted mean behaviour by students on some families is expressed as an inadequacy of the impact of anti-bullying measures; stakeholders suggest a disconnect between existing policies and their effective implementation. Stakeholders are calling for a more robust civil culture, underscored by clear communication and active involvement of the entire school community in fostering a safe and respectful environment.

[Source: Fall Engagement Report]

CITIZENSHIP: GRADES 4-6 PARENTS

Citizenship: Parents – Grade 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	175	15	56	11	5	13	71
	2020-2021	141	11	63	10	1	16	74
	2021-2022	165	13	59	12	2	15	72
	2022-2023	141	7	53	13	4	23	60
	2023-2024	181	9	51	17	1	22	60
<i>Students at your child's school help each other when they can.</i>	2019-2020	177	25	54	10	2	10	79
	2020-2021	145	16	61	8	1	15	77
	2021-2022	165	18	57	7	1	18	75
	2022-2023	142	15	59	9	1	16	74
	2023-2024	180	17	56	12	1	14	73
<i>Students at your child's school respect each other</i>	2019-2020	177	16	55	15	7	7	71
	2020-2021	145	11	59	14	1	14	70
	2021-2022	165	16	53	13	3	15	68
	2022-2023	141	12	55	16	2	14	67
	2023-2024	180	12	49	23	3	14	61
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	177	25	44	17	3	11	68
	2020-2021	144	13	49	16	1	21	62
	2021-2022	163	18	53	10	2	17	71
	2022-2023	138	13	57	16	1	13	70
	2023-2024	179	16	52	12	0	20	68
<i>Your child is encouraged at school to try their best.</i>	2019-2020	177	38	56	4	1	1	94
	2020-2021	148	28	61	7	1	3	90
	2021-2022	164	43	48	4	1	4	91
	2022-2023	143	31	63	1	0	5	94
	2023-2024	179	32	59	5	0	4	91

CITIZENSHIP: GRADE 7-9 PARENTS

Citizenship: Parents – Grade 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	152	10	56	18	7	9	66
	2020-2021	103	8	53	15	2	22	61
	2021-2022	120	8	53	14	5	20	61
	2022-2023	102	8	45	24	7	17	53
	2023-2024	136	4	51	21	7	18	55
<i>Students at your child's school help each other when they can.</i>	2019-2020	152	15	56	14	7	9	71
	2020-2021	103	12	61	5	0	22	73
	2021-2022	120	10	58	12	3	18	68
	2022-2023	102	3	56	24	3	15	59
	2023-2024	136	11	46	19	4	20	57
<i>Students at your child's school respect each other</i>	2019-2020	150	9	54	23	9	5	63
	2020-2021	103	10	60	12	1	17	70
	2021-2022	120	6	55	22	3	14	61
	2022-2023	102	5	43	28	10	14	48
	2023-2024	133	6	46	24	8	16	52
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	152	14	43	25	8	11	57
	2020-2021	100	11	41	18	1	29	52
	2021-2022	118	14	41	20	4	21	54
	2022-2023	103	7	47	18	4	24	53
	2023-2024	135	11	36	27	4	22	47
<i>Your child is encouraged at school to try their best.</i>	2019-2020	154	27	60	8	3	3	87
	2020-2021	103	31	61	5	0	3	92
	2021-2022	122	27	65	2	2	4	92
	2022-2023	103	20	70	5	0	5	90
	2023-2024	136	16	69	7	1	7	85

CITIZENSHIP: GRADE 10-12 PARENTS

Citizenship: Parents – Grade 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	90	6	41	22	10	21	47
	2020-2021	78	8	36	19	6	31	44
	2021-2022	78	8	40	32	1	19	47
	2022-2023	75	3	39	15	11	33	41
	2023-2024	82	5	37	20	10	29	41
<i>Students at your child's school help each other when they can.</i>	2019-2020	92	10	46	18	4	22	55
	2020-2021	78	10	36	19	0	35	46
	2021-2022	78	8	46	14	4	28	54
	2022-2023	77	4	42	17	6	31	45
	2023-2024	80	5	41	11	6	36	46
<i>Students at your child's school respect each other</i>	2019-2020	92	4	53	16	11	15	58
	2020-2021	79	6	37	16	4	37	43
	2021-2022	78	8	40	22	4	27	47
	2022-2023	76	5	33	20	9	33	38
	2023-2024	81	5	33	21	5	36	38
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	91	8	36	25	5	25	44
	2020-2021	77	6	29	22	3	40	35
	2021-2022	79	11	30	18	8	33	42
	2022-2023	78	9	46	18	5	22	55
	2023-2024	80	5	45	18	3	30	50
<i>Your child is encouraged at school to try their best.</i>	2019-2020	92	24	62	8	3	3	86
	2020-2021	83	23	64	7	0	6	87
	2021-2022	81	17	68	6	1	7	85
	2022-2023	79	14	63	9	3	11	77
	2023-2024	80	21	64	4	1	10	85

CITIZENSHIP: ALL TEACHERS

Citizenship: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	453	34	50	11	1	3	85
	2020-2021	458	27	57	12	1	3	84
	2021-2022	484	26	55	13	0	6	81
	2022-2023	534	24	54	15	3	4	78
	2023-2024	534	26	55	12	2	4	82
<i>Students are encouraged at your school to try their best.</i>	2019-2020	460	59	39	2	0	0	98
	2020-2021	497	61	38	1	0	0	99
	2021-2022	493	56	41	2	0	0	98
	2022-2023	545	52	45	2	1	0	97
	2023-2024	542	59	38	2	0	0	97
<i>Students at your school follow the rules.</i>	2019-2020	460	22	62	13	2	0	84
	2020-2021	496	23	71	5	0	1	94
	2021-2022	494	16	70	11	2	1	86
	2022-2023	542	13	67	16	3	1	80
	2023-2024	539	12	67	16	4	1	79
<i>Students at your school help each other when they can.</i>	2019-2020	461	40	54	5	1	0	94
	2020-2021	491	37	59	2	0	1	96
	2021-2022	493	28	63	5	0	3	92
	2022-2023	540	24	69	5	1	1	93
	2023-2024	542	25	63	8	1	2	88
<i>Students at your school respect each other.</i>	2019-2020	460	25	61	12	1	1	86
	2020-2021	495	27	66	4	0	1	94
	2021-2022	493	19	68	9	1	3	87
	2022-2023	543	15	68	13	1	2	84
	2023-2024	544	14	67	13	3	3	81

CITIZENSHIP: GRADE 4 TEACHERS

Citizenship: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	59	37	51	5	2	5	88
	2020-2021	54	37	57	2	0	4	94
	2021-2022	59	29	56	12	0	3	85
	2022-2023	77	17	56	14	6	6	73
	2023-2024	65	34	38	15	6	6	72
<i>Students are encouraged at your school to try their best.</i>	2019-2020	59	64	36	0	0	0	100
	2020-2021	61	70	28	0	0	2	98
	2021-2022	60	63	35	2	0	0	98
	2022-2023	80	43	51	5	1	0	94
	2023-2024	67	63	31	4	1	0	94
<i>Students at your school follow the rules.</i>	2019-2020	59	27	64	7	0	2	92
	2020-2021	61	26	70	2	0	2	97
	2021-2022	60	18	67	10	5	0	85
	2022-2023	78	12	63	19	6	0	74
	2023-2024	65	14	63	15	8	0	77
<i>Students at your school help each other when they can.</i>	2019-2020	59	51	44	5	0	0	95
	2020-2021	59	58	41	0	0	2	98
	2021-2022	60	40	57	2	2	0	97
	2022-2023	79	24	68	5	1	1	92
	2023-2024	66	26	59	12	2	2	85
<i>Students at your school respect each other.</i>	2019-2020	59	31	53	12	0	5	83
	2020-2021	58	41	57	2	0	0	98
	2021-2022	59	32	56	7	3	2	88
	2022-2023	80	10	71	14	3	3	81
	2023-2024	67	18	69	7	6	0	87

CITIZENSHIP: GRADE 7 TEACHERS

Citizenship: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	84	31	54	11	1	4	85
	2020-2021	86	34	51	12	1	2	85
	2021-2022	70	20	59	13	1	7	79
	2022-2023	82	24	52	20	0	4	77
	2023-2024	97	26	46	19	3	6	72
<i>Students are encouraged at your school to try their best.</i>	2019-2020	84	61	39	0	0	0	100
	2020-2021	89	61	38	1	0	0	99
	2021-2022	73	51	48	0	1	0	99
	2022-2023	84	49	48	4	0	0	96
	2023-2024	99	57	41	2	0	0	98
<i>Students at your school follow the rules.</i>	2019-2020	84	19	64	15	1	0	83
	2020-2021	89	27	64	9	0	0	91
	2021-2022	75	15	68	11	4	3	83
	2022-2023	84	14	57	24	4	1	71
	2023-2024	98	9	65	16	8	1	74
<i>Students at your school help each other when they can.</i>	2019-2020	83	40	57	2	1	0	96
	2020-2021	89	37	60	1	0	2	97
	2021-2022	74	27	68	3	1	1	95
	2022-2023	83	14	76	7	1	1	90
	2023-2024	99	13	71	14	2	0	84
<i>Students at your school respect each other.</i>	2019-2020	83	27	53	17	2	1	80
	2020-2021	89	27	66	4	0	2	93
	2021-2022	74	19	68	8	3	3	86
	2022-2023	84	10	67	19	2	2	76
	2023-2024	99	10	67	14	5	4	77

CITIZENSHIP: GRADE 10 TEACHERS

Citizenship: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	75	21	45	27	3	4	67
	2020-2021	71	18	55	21	3	3	73
	2021-2022	99	22	54	17	1	6	76
	2022-2023	116	30	47	13	4	6	77
	2023-2024	114	25	61	11	1	3	85
<i>Students are encouraged at your school to try their best.</i>	2019-2020	80	36	58	5	1	0	94
	2020-2021	79	41	57	3	0	0	97
	2021-2022	101	41	52	5	0	2	93
	2022-2023	116	46	53	0	2	0	98
	2023-2024	113	50	46	4	1	0	96
<i>Students at your school follow the rules.</i>	2019-2020	79	10	66	22	3	0	76
	2020-2021	79	6	86	6	0	1	92
	2021-2022	99	9	69	18	3	1	78
	2022-2023	116	7	69	21	3	0	76
	2023-2024	115	7	73	17	3	0	80
<i>Students at your school help each other when they can.</i>	2019-2020	80	20	64	14	1	1	84
	2020-2021	79	16	76	5	0	3	92
	2021-2022	101	18	66	10	0	6	84
	2022-2023	116	16	72	8	3	1	89
	2023-2024	115	15	66	14	1	4	81
<i>Students at your school respect each other.</i>	2019-2020	80	9	70	20	1	0	79
	2020-2021	79	10	72	14	0	4	82
	2021-2022	101	10	70	14	1	5	80
	2022-2023	117	12	66	17	2	3	78
	2023-2024	115	7	66	21	2	4	73

HIGH SCHOOL COMPLETION RATES

High School Completion rates, as a derived measure, are reported in Autumn for completion within the previous year (2022-2023). 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 2018 and completed in 2020-2021 is reported as 80.0%.
- The 4-year high school completion rate for the same cohort is reported in 2021-2022 as 82.2%.
- The 5-year high school completion rate for the same cohort is reported in 2022-2023 as 84.4%.

3 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	734	78.2	716	82.4	799	80.0	701	78.4	824	76.8
Alberta: 3 Year	45,354	80.3	46,245	83.4	46,675	83.2	48,340	80.7	49,297	80.4
PSD Change from previous year:									-1.6	
PSD Relative to province:									-3.6	

4 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	746	84.8	734	81.8	714	84.7	809	82.2	701	82.9
Alberta: 4 Year	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
PSD Change from previous year:									+0.7	
PSD Relative to province:									-2.2	

5 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	790	85.1	744	86.7	734	83.4	727	85.4	807	84.4
Alberta: 5 Year	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1
PSD Change from previous year:									-1.0	
PSD Relative to province:									-3.7	

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 2022-2023 school year.

Drop Out Rate	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7	3,232	3.1
Alberta:	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
PSD Change from previous year (negative value preferred):										+0.4
PSD Relative to province (negative value preferred):										+0.6

Detail for Annual Drop Out Rate

PSD	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
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
2023	3,232	148	4.6	49.1	3.1

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	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	102	17.6	106	26.0	76	13.1	83	12.2	111	18.3
Alberta:	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6
PSD Change from previous year:										+6.1
PSD Relative to province:										+1.7

LIFELONG LEARNING

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

OVERALL	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	865	61.6	810	74.9	848	73.5	846	70.3	907	70.9
Alberta: Overall	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
PSD Change from previous year:										+0.6
PSD Relative to province:										-9.0

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	404	49.3	319	61.4	356	61.8	314	58.4	374	56.2
Alberta: Parents	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
PSD Change from previous year:										-2.2
PSD Relative to province:										-17.1

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	461	73.9	491	88.3	492	85.2	532	82.2	533	85.7
Alberta: Teachers	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6
PSD Change from previous year:										+3.5
PSD Relative to province:										-0.9



LIFELONG LEARNING: ALL PARENTS

Lifelong Learning: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	361	6	28	12	5	48	34
	2020-2021	176	8	44	22	5	22	52
	2021-2022	223	7	46	16	4	28	52
	2022-2023	191	6	47	23	4	20	52
	2023-2024	221	5	45	18	10	22	50
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	401	11	52	20	6	12	63
	2020-2021	319	9	58	20	3	10	67
	2021-2022	355	10	58	18	4	11	68
	2022-2023	312	8	54	24	3	11	62
	2023-2024	373	6	54	19	7	14	60

LIFELONG LEARNING: GRADE 4-6 PARENTS

Lifelong Learning: Parent 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	139	4	16	11	4	65	19
	2020-2021	52	4	29	23	6	38	33
	2021-2022	75	5	36	19	3	37	41
	2022-2023	58	7	31	29	7	26	38
	2023-2024	77	5	30	17	13	35	35
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	162	11	54	15	4	15	65
	2020-2021	137	7	60	22	1	10	66
	2021-2022	153	12	58	15	3	11	71
	2022-2023	136	8	51	27	1	13	59
	2023-2024	165	7	52	17	6	18	59

LIFELONG LEARNING: GRADE 7-9 PARENTS

Lifelong Learning: Parent 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	132	6	20	11	6	58	26
	2020-2021	46	9	37	17	11	26	46
	2021-2022	66	3	42	14	3	38	45
	2022-2023	56	4	39	23	4	30	43
	2023-2024	65	2	46	15	14	23	48
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	148	11	47	24	8	10	58
	2020-2021	101	10	60	13	5	12	70
	2021-2022	120	7	59	20	4	10	66
	2022-2023	99	8	54	22	4	12	62
	2023-2024	126	3	53	22	9	13	56

LIFELONG LEARNING: GRADE 10-12 PARENTS

Lifelong Learning: Parent 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	90	10	60	17	6	8	70
	2020-2021	78	10	58	23	1	8	68
	2021-2022	82	11	57	15	6	11	68
	2022-2023	77	6	64	18	3	9	70
	2023-2024	79	8	58	20	5	9	66
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	91	10	56	21	5	8	66
	2020-2021	81	11	52	27	1	9	63
	2021-2022	82	10	55	20	5	11	65
	2022-2023	77	6	62	21	3	8	69
	2023-2024	82	10	59	20	5	7	68

LIFELONG LEARNING: ALL TEACHERS

Lifelong Learning: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	440	18	37	7	0	38	55
	2020-2021	325	22	54	6	1	17	77
	2021-2022	326	18	53	10	2	16	72
	2022-2023	328	17	52	9	2	20	68
	2023-2024	332	20	53	8	2	16	73
<i>Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	460	39	53	7	0	1	92
	2020-2021	490	42	54	3	0	1	96
	2021-2022	492	32	63	4	0	1	94
	2022-2023	530	32	59	6	1	2	91
	2023-2024	533	35	58	5	1	1	93

LIFELONG LEARNING: GRADE 4 TEACHERS

Lifelong Learning: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	54	13	22	2	0	63	35
	2020-2021	30	30	43	7	0	20	73
	2021-2022	31	26	26	6	6	35	52
	2022-2023	31	13	35	10	3	39	48
	2023-2024	30	17	33	13	3	33	50
<i>Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	59	37	49	12	0	2	86
	2020-2021	58	48	48	2	0	2	97
	2021-2022	60	35	58	5	0	2	93
	2022-2023	80	21	68	8	1	3	89
	2023-2024	66	30	56	6	2	6	86

LIFELONG LEARNING: GRADE 7 TEACHERS

Lifelong Learning: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	83	18	30	7	0	45	48
	2020-2021	46	24	50	9	0	17	74
	2021-2022	44	27	39	5	7	23	66
	2022-2023	42	10	52	12	2	24	62
	2023-2024	64	22	39	9	6	23	61
<i>Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	84	40	52	7	0	0	93
	2020-2021	87	44	51	5	0	1	94
	2021-2022	74	30	64	7	0	0	93
	2022-2023	84	27	61	8	0	4	88
	2023-2024	98	31	58	5	3	3	89

LIFELONG LEARNING: GRADE 10 TEACHERS

Lifelong Learning: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	80	15	64	19	1	1	79
	2020-2021	78	17	71	10	0	3	87
	2021-2022	101	17	63	18	1	1	80
	2022-2023	117	16	68	11	2	3	85
	2023-2024	115	18	67	11	1	3	85
<i>Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	79	24	59	15	1	0	84
	2020-2021	78	32	58	8	0	3	90
	2021-2022	101	30	61	8	0	1	91
	2022-2023	116	32	58	8	1	2	90
	2023-2024	115	34	58	7	1	0	92

Lifelong Learning and Work Experience

Work Experience 15–25–35 are separate high school 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 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.

Lifelong Learning and 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.

PROVINCIAL ACHIEVEMENT TESTS (SUMMATIVE EVALUATIONS)

The summary results presented below are based on the total number of students enrolled in a grade, rather than only those who wrote the test. Results based on students enrolled use a score of zero for absent students. Detailed results, including results based on those who actually wrote the Provincial Achievement Tests, are included in the pages that follow.

Acceptable Standard Based on Enrolled Students			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+17.2] Science 6 (Fr) [+16.2] Social 6 (Fr) [+16.1] French LA 6 [+13.2] K&E ELA 9 [+12.8] Social 9 (Fr) [+9.6] Math 9 (Fr) [+9.3] French LA 9 [+6.8] Social 9 (All) [+6.3] Social 9 (Eng) [+5.6] Science 9 (Fr) [+1.5] K&E Science 9 [+1.1] Science 9 (All) [+0.8] Social 6 (All) [+0.7] Science 9 (Eng)	[+15.9] K&E ELA 9 [+10.4] French LA 6 [+7.0] French LA 9 [+6.3] K&E Science 9 [+5.4] English LA 9 [+5.1] Social 9 (Eng) [+4.8] Social 9 (All) [+4.5] Science 9 (Eng) [+3.5] Science 9 (All) [+2.4] Math 9 (Eng) [+1.5] Math 9 (All) [+1.2] Science 6 (Eng) [+1.0] Science 6 (All)	[-16.0] Social 6 (Fr) [-13.6] Math 9 (Fr) [-12.2] K&E Math 9 [-11.1] Science 9 (Fr) [-2.3] Science 6 (Fr) [-2.2] Social 6 (All) [-2.1] K&E Social 9 [-0.9] Social 6 (Eng) [-0.8] Social 9 (Fr)	[-19.5] K&E Math 9 [-5.7] Math 9 (Eng) [-4.4] Math 9 (All) [-3.3] Science 6 (Eng) [-2.8] English LA 9 [-1.7] K&E Social 9 [-1.6] Social 6 (Eng) [-0.9] Science 6 (All)
Standard of Excellence Based on Enrolled Students			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+10.3] Science 6 (Fr) [+7.9] Math 9 (Fr) [+7.3] French LA 6 [+5.5] Social 6 (Fr) [+5.3] K&E Science 9 [+3.5] K&E ELA 9 [+0.7] Social 6 (All) [-] Science 9 (Eng)	[+8.3] K&E Science 9 [+4.7] K&E ELA 9 [+0.4] Math 9 (Eng) [+0.1] Math 9 (All)	[-15.2] Science 9 (Fr) [-7.9] French LA 9 [-7.7] Social 9 (Fr) [-5.2] Math 9 (Fr) [-4.8] Social 6 (Fr) [-3.9] Social 6 (All) [-3.6] Social 6 (Eng) [-3.2] K&E Math 9 [-2.6] Science 6 (All) [-2.4] Science 6 (All) [-2.0] Social 9 (All) [-1.7] Science 6 (Fr) [-1.5] Science 9 (All) [-1.4] Social 9 (Eng) [-1.2] English LA 9 [-1.1] French LA 6 [-1.0] K&E Social 9 [-0.2] Science 9 (Eng)	[-7.6] K&E Math 9 [-6.4] K&E Social 9 [-5.9] Science 9 (Fr) [-4.4] French LA 9 [-2.3] Science 6 (Eng) [-1.5] Math 9 (Eng) [-1.1] English LA 9 [-1.1] Social 9 (All) [-1.1] Social 9 (Eng) [-0.7] Math 9 (All) [-0.6] Science 9 (All) [-0.4] Science 6 (All) [-0.3] Social 9 (Fr) [-0.1] Social 6 (Eng)

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, relative to the rest of the province's students. The overall score for acceptable standard and/or the standard of excellence provides summary information, however these assessments are far more useful when each test is reviewed, item-by-item, to determine where to make improvements in our daily lessons.

FRENCH LANGUAGE ARTS 6 ANNÉE										
Participation Rates										
	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3,131	100	61	100.0	1,870	100.0	-	-
Writing	104	98.1	2,923	93.4	60	98.4	1,638	87.6	+0.3	+10.8
Absent	2	1.9	151	4.8	1	1.6	203	10.9	-0.3	-9.3
Excused	0	0.0	57	1.8	0	0.0	29	1.6	-	-1.6
Results Based on Number Enrolled										
	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	68	64.2	2,429	77.6	49	80.3	1,307	69.9	+16.1	+10.4
Excellence	1	0.9	390	12.5	5	8.2	174	9.3	+7.3	-1.1
Below Acceptable	36	34.0	494	15.8	11	18.0	331	17.7	-16.0	+0.3
Not Available	2	1.9	208	6.6	1	1.6	232	12.4	-0.3	-10.8
Results Based on Number Writing										
	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	68	65.4	2,429	83.1	49	81.7	1,307	79.8	+16.3	+1.9
Excellence	1	1.0	390	13.3	5	8.3	174	10.6	+7.3	-2.3
Below Acceptable	36	34.6	494	16.9	11	18.3	331	20.2	-16.3	-1.9
Reading										
	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	56	53.8	2,333	79.8	40	66.7	1,242	75.8	+12.9	-9.1
Excellence	4	3.8	580	19.8	6	10.0	290	17.7	+6.2	-7.7
Writing										
	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	76	73.1	2,449	83.8	52	86.7	1,411	86.1	+13.6	+0.6
Excellence	2	1.9	388	13.3	6	10.0	208	12.7	+8.1	-2.7

SCIENCE 6 – ALL STUDENTS WRITING

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	935	100.0	54,859	100.0	973	100.0	53,806	100.0	-	-
Writing	859	91.9	46,184	84.2	871	89.5	45,578	84.7	-2.4	+4.8
Absent	63	6.7	5,993	10.9	64	6.6	5,314	9.9	-0.1	-3.3
Excused	13	1.4	2,682	4.9	38	3.9	2,914	5.4	+2.5	-1.5

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	661	70.7	36,617	66.7	679	69.8	37,025	68.8	-0.9	+1.0
Excellence	213	22.8	11,968	21.8	218	22.4	13,342	24.8	-0.4	-2.4
Below Acceptable	198	21.2	9,567	17.4	192	19.7	8,553	15.9	-1.5	+3.8
Not Available	76	8.1	8,675	15.8	102	10.5	8,228	15.3	+2.4	-4.8

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	661	76.9	36,617	79.3	679	78.0	37,025	81.2	+1.1	-3.2
Excellence	213	24.8	11,968	25.9	218	25.0	13,342	29.3	+0.2	-4.3
Below Acceptable	198	23.1	9,567	20.7	192	22.0	8,553	18.8	-1.1	3.2

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	724	84.3	40,248	87.1	761	87.4	40,077	87.9	+3.1	-0.5
Excellence	255	29.7	14,808	32.1	229	26.3	14,200	31.2	-3.4	-4.9

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	624	72.6	34,167	74.0	628	72.1	34,478	75.6	-0.5	-3.5
Excellence	212	24.7	12,113	26.2	259	29.7	14,981	32.9	+5.0	-3.2

SCIENCE 6 – WRITTEN IN ENGLISH

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	829	100.0	50,826	100.0	912	100.0	49,880	100.0	-	-
Writing	763	92.0	42,431	83.5	810	88.8	41,905	84.0	-3.2	+4.8
Absent	53	6.4	5,780	11.4	64	7.0	5,098	10.2	+0.6	-3.2
Excused	13	1.6	2,615	5.1	38	4.2	2,877	5.8	+2.6	-1.6

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	73.3	33,902	66.7	638	70.0	34,297	68.8	-3.3	+1.2
Excellence	210	25.3	11,452	22.5	210	23.0	12,759	25.6	-2.3	-2.6
Below Acceptable	155	18.7	8,529	16.8	172	18.9	7,608	15.3	+0.2	+3.6
Not Available	66	8.0	8,395	16.5	102	11.2	7,975	16.0	+3.2	-4.8

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	79.7	33,902	79.9	638	78.8	34,297	81.8	-0.9	-3.0
Excellence	210	27.5	11,452	27.0	210	25.9	12,759	30.4	-1.6	-4.5
Below Acceptable	155	20.3	8,529	20.1	172	21.2	7,608	18.2	+0.9	+3.0

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	665	87.2	37,285	87.9	712	87.9	37,059	88.4	+0.7	-0.5
Excellence	249	32.6	14,139	33.3	217	26.8	13,464	32.1	-5.8	-5.3

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	567	74.3	31,538	74.3	592	73.1	31,962	76.3	-1.2	-3.2
Excellence	208	27.3	11,531	27.2	247	30.5	14,310	34.1	+3.2	-3.6

SCIENCE 6 – WRITTEN IN FRENCH

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	4,033	100	61	100.0	3,926	100.0	-	-
Writing	96	90.6	3453	93.1	61	100.0	3,673	93.6	+9.4	+6.4
Absent	10	9.4	213	5.3	0	0.0	216	5.5	-9.4	-5.5
Excused	0	0.0	67	1.7	0	0.0	37	0.9	-	-0.9

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	50.0	2,715	67.3	41	67.2	2,728	69.5	+17.2	-2.3
Excellence	3	2.8	516	12.8	8	13.1	583	14.8	+10.3	-1.7
Below Acceptable	43	40.6	1,038	25.7	20	32.8	945	24.1	-7.8	+8.7
Not Available	10	9.4	280	6.9	0	0.0	253	6.4	-9.4	-6.4

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	55.2	2,715	72.3	41	67.2	2,728	69.5	+12.0	-2.3
Excellence	3	3.1	516	13.7	8	13.1	583	15.9	+10.0	-2.8
Below Acceptable	43	44.8	1,038	27.7	20	32.8	945	25.7	-12.0	+7.1

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	61.5	2,963	79.0	49	80.3	3,018	82.2	+18.8	-1.9
Excellence	6	6.3	669	17.8	12	19.7	736	20.0	+13.4	-0.3

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	57	59.4	2,629	70.1	36	59.0	2,516	68.5	-0.4	-9.5
Excellence	4	4.2	582	15.5	12	19.7	671	18.3	+15.5	+1.4

SOCIAL STUDIES 6 – ALL STUDENTS WRITING
Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	935	100.0	57,655	100.0	1,035	100.0	60,804	100.0	-	-
Writing	865	92.5	48,742	84.5	945	91.3	52,610	86.5	-1.2	+4.8
Absent	55	5.9	5,998	10.4	63	6.1	4,995	8.2	+0.2	-2.1
Excused	15	1.6	2,915	5.1	27	2.6	3,199	5.3	+1.0	-2.7

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	612	65.5	38,158	66.2	686	66.3	41,681	68.5	+0.8	-2.2
Excellence	142	15.2	10,382	18.0	165	15.9	12,017	19.8	+0.7	-3.9
Below Acceptable	253	27.1	10,584	18.4	259	25.0	10,929	18.0	-2.1	+7.0
Not Available	70	7.5	8913	15.5	90	8.7	8,194	13.5	+1.2	-4.8

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	612	70.8	38,158	78.3	686	72.6	41,681	79.2	+1.8	-6.6
Excellence	142	16.4	10,382	21.3	165	17.5	12,017	22.8	+1.1	-5.3
Below Acceptable	253	29.2	10,584	21.7	259	27.4	10,929	20.8	-1.8	+6.6

SOCIAL STUDIES 6 – WRITTEN IN ENGLISH
Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	829	100	53,486	100	941	100.0	56,404	100.0	-	-
Writing	765	92.3	44,823	83.8	852	90.5	48,348	85.7	-1.8	+4.8
Absent	49	5.9	5,826	10.9	63	6.7	4,904	8.7	+0.8	-2.0
Excused	15	1.8	2,837	5.3	26	2.8	3,152	5.6	+1.0	-2.8

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	575	69.4	35,477	66.3	638	67.8	38,730	68.7	-1.6	-0.9
Excellence	140	16.9	9,898	18.5	158	16.8	11,480	20.4	-0.1	-3.6
Below Acceptable	190	22.9	9,346	17.5	214	22.7	9,618	17.1	-0.2	+5.6
Not Available	64	7.7	8,663	16.2	89	9.5	8,056	14.3	+1.8	-4.8

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	575	75.2	35,477	79.1	638	74.9	38,730	80.1	-0.3	-5.2
Excellence	140	18.3	9,898	22.1	158	18.5	11,480	23.7	+0.2	-5.2
Below Acceptable	190	24.8	9,346	20.9	214	25.1	9,618	19.9	+0.3	+5.2

SOCIAL STUDIES 6 – WRITTEN IN FRENCH

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	4,169	100	94	100.0	4,400	100.0	-	-
Writing	100	94.3	3,919	94.0	93	98.9	4,262	96.9	+4.6	+2.0
Absent	6	5.7	172	4.1	0	0.0	91	2.1	-5.7	-2.1
Excused	0	0.0	78	1.9	1	1.1	47	1.1	+1.1	-

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	37	34.9	2,681	64.3	48	51.1	2,951	67.1	+16.2	-16.0
Excellence	2	1.9	484	11.6	7	7.4	537	12.2	+5.5	-4.8
Below Acceptable	63	59.4	1,238	29.7	45	47.9	1,311	29.8	-11.5	+18.1
Not Available	6	5.7	250	6.0	1	1.1	138	3.1	-4.6	-2.0

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	37	37.0	2,681	68.4	48	51.6	2,951	69.2	+14.6	-17.6
Excellence	2	2.0	484	12.4	7	7.5	537	12.6	+5.5	-5.1
Below Acceptable	63	63.0	1,238	31.6	45	48.4	1,311	30.8	-14.6	+17.6

ENGLISH LANGUAGE ARTS 9

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	849	100	56,255	100	897	100.0	59,096	100.0	-	-
Writing	768	90.5	47,191	83.9	805	89.7	48,994	82.9	-0.8	+6.8
Absent	63	7.4	6,505	11.6	65	7.2	7,081	12.0	-0.2	-4.8
Excused	18	2.1	2,559	4.5	27	3.0	3,021	5.1	+0.9	-2.1

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	660	77.7	40,155	71.4	672	74.9	41,078	69.5	-2.8	+5.4
Excellence	99	11.7	7,526	13.4	95	10.6	6,962	11.8	-1.1	-1.2
Below Acceptable	108	12.7	7,036	12.5	133	14.8	7,916	13.4	+2.1	+1.4
Not Available	81	9.5	9,064	16.1	92	10.3	10,102	17.1	+0.8	-6.8

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	660	85.9	40,155	85.1	672	83.5	41,078	83.8	-2.4	-0.3
Excellence	99	12.9	7,526	15.9	95	11.8	6,962	14.2	-1.1	-2.4
Below Acceptable	108	14.1	7,036	14.9	133	16.5	7,916	16.2	+2.4	+0.3

Reading

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	624	81.3	37,790	80.1	656	81.5	38,953	79.5	+0.2	+2.0
Excellence	147	19.1	9,395	19.9	169	21.0	9,923	20.3	+1.9	+0.7

Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	680	88.5	41,911	88.8	676	84.0	42,673	87.1	-4.5	-3.1
Excellence	119	15.5	9,477	20.1	72	8.9	8,118	16.6	-6.6	-7.7

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	44	100	1,254	100	29	100.0	1,465	100.0	-	-
Writing	34	77.3	883	70.4	22	75.9	1,052	71.8	-1.4	+4.1
Absent	8	18.2	292	23.3	5	17.2	347	23.7	-1.0	-6.5
Excused	2	4.5	79	6.3	2	6.9	66	4.5	+2.4	+2.4

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	52.3	629	50.2	19	65.5	726	49.6	+13.2	+15.9
Excellence	3	6.8	71	5.7	3	10.3	82	5.6	+3.5	+4.7
Below Acceptable	11	25.0	254	20.3	3	10.3	326	22.3	-14.7	-12.0
Not Available	10	22.7	371	29.6	7	24.1	413	28.2	+1.4	-4.1

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	67.6	629	71.2	19	86.4	726	69.0	+18.8	+17.4
Excellence	3	8.8	71	8.0	3	13.6	82	7.8	+4.8	+5.8
Below Acceptable	11	32.4	254	28.8	3	13.6	326	31.0	-18.8	-17.4

Reading

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	70.6	620	70.2	20	90.9	739	70.2	+20.3	+20.7
Excellence	7	20.6	158	17.9	6	27.3	217	20.6	+6.7	+6.7

Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	61.8	595	67.4	17	77.3	666	63.3	+15.5	+14.0
Excellence	0	0.0	44	5.0	3	13.6	43	4.1	+13.6	+9.5

FRENCH LANGUAGE ARTS 9 ANNÉE

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	70	100	3,215	100	73	100.0	3,308	100.0	-	-
Writing	66	94.3	3,027	94.2	72	98.6	3,110	94.0	+4.3	+4.6
Absent	3	4.3	161	5.0	1	1.4	176	5.3	-2.9	-3.9
Excused	1	1.4	27	0.8	0	0.0	22	0.7	-1.4	-0.7

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	52	74.3	2,446	76.1	61	83.6	2,535	76.6	+9.3	+7.0
Excellence	5	7.1	349	10.9	2	2.7	351	10.6	-4.4	-7.9
Below Acceptable	14	20.0	581	18.1	11	15.1	575	17.4	-4.9	-2.3
Not Available	4	5.7	188	5.8	1	1.4	198	6.0	-4.3	-4.6

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	52	78.8	2,446	80.8	61	84.7	2,535	81.5	+5.9	+3.2
Excellence	5	7.6	349	11.5	2	2.8	351	11.3	-4.8	-8.5
Below Acceptable	14	21.2	581	19.2	11	15.3	575	18.5	-5.9	-3.2

Reading

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	47	71.2	2,280	75.3	51	70.8	2,240	72.0	-0.4	-1.2
Excellence	3	4.5	359	11.9	3	4.2	364	11.7	-0.3	-7.5

Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	63	95.5	2,640	87.2	69	95.8	2,738	88.0	+0.3	+7.8
Excellence	10	15.2	519	17.1	4	5.6	515	16.6	-9.6	-11.0

MATHEMATICS 9 – ALL STUDENTS WRITING
Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	846	100.0	55,447	100.0	896	100.0	58,577	100.0	-	-
Writing	763	90.2	46,587	84.0	799	89.2	49,797	85.0	-1.0	+4.2
Absent	65	7.7	6,220	11.2	71	7.9	5,768	9.8	+0.2	-1.9
Excused	18	2.1	2,640	4.8	26	2.9	3,012	5.1	+0.8	-2.2

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	496	58.6	30,152	54.4	486	54.2	30,859	52.7	-4.4	+1.5
Excellence	125	14.8	7,466	13.5	126	14.1	8,192	14.0	-0.7	+0.1
Below Acceptable	267	31.6	16,435	29.6	313	34.9	18,938	32.3	3.3	+2.6
Not Available	83	9.8	8,860	16.0	97	10.8	8780	15.0	1.0	-4.2

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	496	65.0	30,152	64.7	486	60.8	30,859	62.0	-4.2	-1.2
Excellence	125	16.4	7,466	16.0	126	15.8	8,192	16.5	-0.6	-0.7
Below Acceptable	267	35.0	16,435	35.3	313	39.2	18,938	38.0	+4.2	+1.2

PART A

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	380	49.8	22,686	48.7	379	47.4	23,450	47.1	-2.4	+0.3
Excellence	115	15.1	8,221	17.6	152	19.0	10,008	20.3	+3.9	-1.3

PART B

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	551	72.2	33,235	71.3	543	68.0	34,528	69.3	-4.2	-1.3
Excellence	144	18.9	8,568	18.4	145	18.1	8,898	17.9	-0.8	+0.2

MATHEMATICS 9 – WRITTEN IN ENGLISH

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	777	100	52,003	100	823	100.0	55,034	100.0	-	-
Writing	697	89.7	43,277	83.2	726	88.2	46,343	84.2	-1.5	+4.0
Absent	64	8.2	6,134	11.8	71	8.6	5,713	10.4	+0.4	-1.8
Excused	16	2.1	2,592	5.0	26	3.2	2,978	5.4	+1.1	-2.2

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	462	59.5	27,682	53.2	443	53.8	28,291	51.4	-5.7	+2.4
Excellence	121	15.6	6,750	13.0	116	14.1	7,524	13.7	-1.5	+0.4
Below Acceptable	235	30.2	15,595	30.0	283	34.4	18,052	32.8	+4.2	+1.6
Not Available	80	10.3	8,726	16.8	97	11.8	8,691	15.8	+1.5	-4.0

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	462	66.3	27,682	64.0	443	61.0	28,291	61.0	-5.3	-
Excellence	121	17.4	6,750	15.6	116	16.0	7,524	16.2	-1.4	-0.2
Below Acceptable	235	33.7	15,595	36.0	283	39.0	18,052	39.0	+5.3	-

PART A

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	356	51.1	20,584	47.6	347	47.8	21,405	46.2	-3.3	+1.6
Excellence	110	15.8	7,420	17.1	139	19.1	9,214	19.9	+3.3	-0.8

PART B

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	509	73.0	30,612	70.7	492	67.8	31,771	68.6	-5.2	-0.8
Excellence	136	19.5	7,755	17.9	134	18.5	8,177	17.6	-1.0	+0.9

MATHEMATICS 9 – WRITTEN IN FRENCH

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	69	100.0	3,444	100.0	73	100.0	3,543	100.0	-	-
Writing	66	95.7	3,310	96.1	73	100.0	3,454	97.5	+4.3	+2.5
Absent	1	1.4	86	2.5	0	0.0	55	1.6	-1.4	-1.6
Excused	2	2.9	48	1.4	0	0.0	34	1.0	-2.9	-1.0

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	34	49.3	2,470	71.7	43	58.9	2,568	72.5	+9.6	-13.6
Excellence	4	5.8	716	20.8	10	13.7	668	18.9	+7.9	-5.2
Below Acceptable	32	46.4	840	24.4	30	41.1	886	25.0	-5.3	+16.1
Not Available	3	4.3	134	3.9	0	0.0	89	2.5	-4.3	-2.5

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	34	51.5	2,470	74.6	43	58.9	2,568	74.3	+7.4	-15.4
Excellence	4	6.1	716	21.6	10	13.7	668	19.3	+7.6	-5.6
Below Acceptable	32	48.5	840	25.4	30	41.1	886	25.7	-7.4	+15.4

PART A

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	36.4	2,102	63.5	32	43.8	2,045	59.2	+7.4	-15.4
Excellence	5	7.6	801	24.2	13	17.8	874	25.3	+10.2	-7.5

PART B

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	42	63.6	2,623	79.2	51	69.9	2,757	79.8	+6.3	-9.9
Excellence	8	12.1	813	24.6	11	15.1	721	20.9	+3.0	-5.8

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS 9

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,815	100	30	100.0	1,967	100.0	-	-
Writing	32	76.2	1,480	81.5	24	80.0	1,584	80.5	+3.8	-0.5
Absent	6	14.3	241	13.3	4	13.3	303	15.4	-1.0	-2.1
Excused	4	9.5	94	5.2	2	6.7	80	4.1	-2.8	+2.6

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	59.5	957	52.7	12	40.0	1,026	52.2	-19.5	-12.2
Excellence	6	14.3	206	11.3	2	6.7	195	9.9	-7.6	-3.2
Below Acceptable	7	16.7	523	28.8	12	40.0	558	28.4	+23.3	+11.6
Not Available	10	23.8	335	18.5	6	20.0	383	19.5	-3.8	+0.5

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	78.1	957	64.7	12	50.0	1,026	64.8	-28.1	-14.8
Excellence	6	18.8	206	13.9	2	8.3	195	12.3	-10.5	-4.0
Below Acceptable	7	21.9	523	35.3	12	50.0	558	35.2	+28.1	+14.8

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	71.9	911	61.6	13	54.2	913	57.6	-17.7	-3.4
Excellence	9	28.1	235	15.9	1	4.2	194	12.2	-23.9	-8.0

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	78.1	1,032	69.7	18	75.0	1,098	69.3	-3.1	+5.7
Excellence	10	31.3	275	18.6	3	12.5	266	16.8	-18.8	-4.3

SCIENCE 9 – ALL STUDENTS WRITING

Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	846	100.0	56,311	100.0	896	100.0	59,072	100.0	-	-
Writing	756	89.4	47,397	84.2	803	89.6	50,395	85.3	+0.2	+4.3
Absent	73	8.6	6,408	11.4	67	7.5	5,696	9.6	-1.1	-2.1
Excused	17	2.0	2,506	4.5	26	2.9	2,981	5.0	+0.9	-2.1

Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	592	70.0	37,348	66.3	637	71.1	39,914	67.6	+1.1	+3.5
Excellence	168	19.9	11,331	20.1	173	19.3	12,310	20.8	-0.6	-1.5
Below Acceptable	164	19.4	10,049	17.8	166	18.5	10,481	17.7	-0.9	+0.8
Not Available	90	10.6	8,914	15.8	93	10.4	8,677	14.7	-0.2	-4.3

Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	592	78.3	37,348	78.8	637	79.3	39,914	79.2	+1.0	+0.1
Excellence	168	22.2	11,331	23.9	173	21.5	12,310	24.4	-0.7	-2.9
Below Acceptable	164	21.7	10,049	21.2	166	20.7	10,481	20.8	-1.0	-0.1

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	603	79.8	36,976	78.0	650	80.9	40,100	79.6	+1.1	+1.3
Excellence	172	22.8	10,235	21.6	163	20.3	11,026	21.9	-2.5	-1.6

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	604	79.9	38,034	80.2	635	79.1	40,203	79.8	-0.8	-0.7
Excellence	211	27.9	13,937	29.4	204	25.4	15,186	30.1	-2.5	-4.7

SCIENCE 9 – WRITTEN IN ENGLISH

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	776	100	52,842	100	823	100.0	55,467	100.0	-	-
Writing	690	88.9	44,085	83.4	732	88.9	46,888	84.5	-	+4.4
Absent	70	9.0	6,294	11.9	65	7.9	5,629	10.1	-1.1	-2.2
Excused	16	2.1	2,463	4.7	26	3.2	2,950	5.3	+1.1	-2.1

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	548	70.6	34,617	65.5	587	71.3	37,044	66.8	+0.7	+4.5
Excellence	161	20.7	10,626	20.1	170	20.7	11,615	20.9	-	-0.2
Below Acceptable	142	18.3	9,468	17.9	145	17.6	9,844	17.7	-0.7	-0.1
Not Available	86	11.1	8,757	16.6	91	11.1	8579	15.5	-	-4.4

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	548	79.4	34,617	78.5	587	80.2	37,044	79.0	+0.8	+1.2
Excellence	161	23.3	10,626	24.1	170	23.2	11,615	24.8	-0.1	-1.6
Below Acceptable	142	20.6	9,468	21.5	145	19.8	9,844	21.0	-0.8	-1.2

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	562	81.4	34,312	77.8	600	82.0	37,286	79.5	+0.6	+2.5
Excellence	167	24.2	9,568	21.7	158	21.6	10,391	22.2	-2.6	-0.6

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	555	80.4	35,228	79.9	580	79.2	37,292	79.5	-1.2	-0.3
Excellence	202	29.3	13,088	29.7	196	26.8	14,310	30.5	-2.5	-3.7

SCIENCE 9 – WRITTEN IN FRENCH

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	70	100	3,469	100	73	100.0	3,605	100.0	-	-
Writing	66	94.3	3,312	95.5	71	97.3	3,507	97.3	+3.0	-
Absent	3	4.3	114	3.3	2	2.7	67	1.9	-1.6	+0.8
Excused	1	1.4	43	1.2	0	0.0	31	0.9	-1.4	-0.9

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	62.9	2,731	78.7	50	68.5	2,870	79.6	+5.6	-11.1
Excellence	7	10.0	705	20.3	3	4.1	695	19.3	-5.9	-15.2
Below Acceptable	22	31.4	581	16.7	21	28.8	637	17.7	-2.6	+11.1
Not Available	4	5.7	157	4.5	2	2.7	98	2.7	-3.0	-

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	66.7	2,731	82.5	50	70.4	2,870	81.8	+3.7	-11.4
Excellence	7	10.6	705	21.3	3	4.2	695	19.8	-6.4	-15.6
Below Acceptable	22	33.3	581	17.5	21	29.6	637	18.2	-3.7	+11.4

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	41	62.1	2,664	80.4	50	70.4	2,814	80.2	+8.3	-9.8
Excellence	5	7.6	667	20.1	5	7.0	635	18.1	-0.6	-11.1

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	49	74.2	2,806	84.7	55	77.5	2,911	83.0	+3.3	-5.5
Excellence	9	13.6	849	25.6	8	11.3	876	25.0	-2.3	-13.7

KNOWLEDGE AND EMPLOYABILITY SCIENCE 9

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,197	100	29	100.0	1,411	100.0	-	-
Writing	31	73.8	936	78.2	23	79.3	1,123	79.6	+5.5	-0.3
Absent	8	19.0	180	15.0	4	13.8	225	15.9	-5.2	-2.1
Excused	3	7.1	81	6.8	2	6.9	63	4.5	-0.2	+2.4

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	57.1	633	52.9	17	58.6	738	52.3	+1.5	+6.3
Excellence	5	11.9	130	10.9	5	17.2	125	8.9	+5.3	+8.3
Below Acceptable	7	16.7	303	25.3	6	20.7	385	27.3	+4.0	-6.6
Not Available	11	26.2	261	21.8	6	20.7	288	20.4	-5.5	+0.3

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	633	67.6	17	73.9	738	65.7	-3.5	+8.2
Excellence	5	16.1	130	13.9	5	21.7	125	11.1	+5.6	+10.6
Below Acceptable	7	22.6	303	32.4	6	26.1	385	34.3	+3.5	-8.2

Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	638	68.2	15	65.2	801	71.3	-12.2	-6.1
Excellence	8	25.8	140	15.0	4	17.4	150	13.4	-8.4	+4.0

Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	643	68.7	18	78.3	711	63.3	+0.9	+15.0
Excellence	6	19.4	168	17.9	7	30.4	185	16.5	+11.0	+13.9

SOCIAL STUDIES 9 – ALL STUDENTS WRITING
Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	845	100.0	56,309	100.0	896	100.0	59,125	100.0	-	-
Writing	753	89.1	47,410	84.2	808	90.2	50,440	85.3	+1.1	+4.9
Absent	75	8.9	6,320	11.2	62	6.9	5,676	9.6	-2.0	-2.7
Excused	17	2.0	2,579	4.6	26	2.9	3,009	5.1	+0.9	-2.2

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	494	58.5	32,868	58.4	585	65.3	35,780	60.5	+6.8	+4.8
Excellence	126	14.9	8,941	15.9	124	13.8	9,323	15.8	-1.1	-2.0
Below Acceptable	259	30.7	14,542	25.8	223	24.9	14,660	24.8	-5.8	+0.1
Not Available	92	10.9	8,899	15.8	88	9.8	8,685	14.7	-1.1	-4.9

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	494	65.6	32,868	69.3	585	72.4	35,780	70.9	+6.8	+1.5
Excellence	126	16.7	8,941	18.9	124	15.3	9,323	18.5	-1.4	-3.2
Below Acceptable	259	34.4	14,542	30.7	223	27.6	14,660	29.1	-6.8	-1.5

SOCIAL STUDIES 9 – WRITTEN IN ENGLISH
Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	775	100	52,599	100	823	100.0	55,301	100.0	-	-
Writing	686	88.5	43,879	83.4	735	89.3	46,736	84.5	+0.8	+4.8
Absent	73	9.4	6,186	11.8	62	7.5	5,597	10.1	-1.9	-2.6
Excused	16	2.1	2,534	4.8	26	3.2	2,968	5.4	+1.1	-2.2

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	456	58.8	30,290	57.6	536	65.1	33,184	60.0	+6.3	+5.1
Excellence	121	15.6	8,357	15.9	119	14.5	8,769	15.9	-1.1	-1.4
Below Acceptable	230	29.7	13,589	25.8	199	24.2	13,552	24.5	-5.5	-0.3
Not Available	89	11.5	8,720	16.6	88	10.7	8,565	15.5	-0.8	-4.8

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	456	66.5	30,290	69.0	536	72.9	33,184	71.0	+6.4	+1.9
Excellence	121	17.6	8,357	19.0	119	16.2	8,769	18.8	-1.4	-2.6
Below Acceptable	230	33.5	13,589	31.0	199	27.1	13,552	29.0	-6.4	-1.9

SOCIAL STUDIES 9 – WRITTEN IN FRENCH
Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	70	100	3,710	100	73	100.0	3,824	100.0	-	-
Writing	67	95.7	3,531	95.2	73	100.0	3,704	96.9	+4.3	+3.1
Absent	2	2.9	134	3.6	0	0.0	79	2.1	-2.9	-2.1
Excused	1	1.4	45	1.2	0	0.0	41	1.1	-1.4	-1.1

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	38	54.3	2,578	69.5	49	67.1	2,596	67.9	+12.8	-0.8
Excellence	5	7.1	584	15.7	5	6.8	554	14.5	-0.3	-7.7
Below Acceptable	29	41.4	953	25.7	24	32.9	1,108	29.0	-8.5	+3.9
Not Available	3	4.3	179	4.8	0	0.0	120	3.1	-4.3	-3.1

Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	38	56.7	2,578	73.0	49	67.1	2,596	70.1	+10.4	-3.0
Excellence	5	7.5	584	16.5	5	6.8	554	15.0	-0.7	-8.2
Below Acceptable	29	43.3	953	27.0	24	32.9	1,108	29.9	-10.4	+3.0

KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 9

Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,140	100	29	100.0	1,351	100.0	-	-
Writing	32	76.2	915	80.3	23	79.3	1,081	80.0	+3.1	-0.7
Absent	7	16.7	151	13.2	4	13.8	207	15.3	-2.9	-1.5
Excused	3	7.1	74	6.5	2	6.9	63	4.7	-0.2	+2.2

Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	50.0	566	49.6	14	48.3	681	50.4	-1.7	-2.1
Excellence	7	16.7	121	10.6	3	10.3	152	11.3	-6.4	-1.0
Below Acceptable	11	26.2	349	30.6	9	31.0	400	29.6	+4.8	+1.4
Not Available	10	23.8	225	19.7	6	20.7	270	20.0	-3.1	+0.7

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	65.6	566	61.9	14	60.9	681	63.0	-4.7	-2.1
Excellence	7	21.9	121	13.2	3	13.0	152	14.1	-8.9	-1.1
Below Acceptable	11	34.4	349	38.1	9	39.1	400	37.0	+4.7	+2.1

Provincial Achievement Test: English as an Additional Language

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/-%
Science 6	Acceptable Standard	20	55.0%	10,323	63.8%	-8.8%
	Standard of Excellence	20	5.0%	10,323	18.4%	-13.4%
Social 6	Acceptable Standard	20	70.0%	11,278	64.6%	+5.4%
	Standard of Excellence	20	10.0%	11,278	16.5%	-6.5%
English LA 9	Acceptable Standard	11	45.5%	7,249	59.9%	-14.4%
	Standard of Excellence	11	0.0%	7,249	5.4%	-5.4%
Math 9	Acceptable Standard	11	27.3%	7,201	46.7%	-19.4%
	Standard of Excellence	11	0.0%	7,201	11.5%	-11.5%
Science 9	Acceptable Standard	11	54.5%	7,236	57.7%	-3.2%
	Standard of Excellence	11	0.0%	7,236	14.2%	-14.2%
Social 9	Acceptable Standard	11	45.5%	7,249	49.4%	-3.9%
	Standard of Excellence	11	0.0%	7,249	9.6%	-9.6%

Provincial Achievement Test: First Nation, Métis, and Inuit

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
Science 6	Acceptable Standard	96	54.2 %	3,851	51.4 %	+2.8 %
	Standard of Excellence	96	7.3 %	3,851	12.3 %	-5.0 %
Social 6	Acceptable Standard	101	43.6 %	4,556	48.7 %	-5.1 %
	Standard of Excellence	101	2.0 %	4,556	7.3 %	-5.3 %
English LA 9	Acceptable Standard	91	38.5 %	4,465	49.5 %	-11.0 %
	Standard of Excellence	91	6.6 %	4,465	4.7 %	+1.9 %
Math 9	Acceptable Standard	91	38.5 %	4,361	28.7 %	+9.8 %
	Standard of Excellence	91	6.6 %	4,361	4.8 %	+1.8 %
Science 9	Acceptable Standard	91	54.9 %	4,477	46.0 %	+8.9 %
	Standard of Excellence	91	9.9 %	4,477	8.5 %	+1.4 %
Social 9	Acceptable Standard	91	51.6 %	4,498	39.0 %	+12.6 %
	Standard of Excellence	91	4.4 %	4,498	6.3 %	-1.9 %

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.

Diploma Examination - Acceptable Standard			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+8.2] Physics 30 [+1.2] English LA 30-1 [+0.3] Social 30-1 [+0.2] Science 30	[+13.3] Math 30-2 [+4.3] Social 30-2 [+3.5] English LA 30-2 [+3.4] Science 30 [+2.6] Biology 30 [+2.5] Physics 30 [+1.8] Math 30-1	[-6.1] French LA 30-1 [-5.1] Chemistry 30 [-3.7] Social 30-1 [-1.2] English LA 30-1	[-10.8] French LA 30-1 [-5.3] Math 30-1 [-2.1] Social 30-2 [-1.6] English LA 30-2 [-1.5] Biology 30 [-0.8] Math 30-2 [-0.6] Chemistry 30
Diploma Examination - Acceptable Standard			
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+4.1] Science 30 [+3.7] Social 30-1 [+3.0] Math 30-1 [+1.2] English LA 30-1 [-] English LA 30-2 [-] French LA 30-1	[+0.2] English LA 30-2	[-19.6] Chemistry 30 [-18.3] Physics 30 [-8.6] French LA 30-1 [-8.2] Math 30-1 [-7.0] Social 30-2 [-6.9] Biology 30 [-6.5] Social 30-1 [-6.2] Science 30 [-3.4] English LA 30-1 [-0.9] Math 30-2	[-6.6] Chemistry 30 [-2.2] Math 30-2 [-1.9] Social 30-2 [-0.8] Biology 30 [-0.4] Physics 30

ENGLISH LANGUAGE ARTS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	401	31,499	465	33,001		
School Awarded Mark						
Standard of Excellence %	30.9	42.4	25.2	42.1	-5.7	-16.9
Acceptable Standard %	99.3	98.4	99.1	98.6	-0.2	+0.5
Diploma Examination Mark						
Standard of Excellence %	5.5	10.5	6.7	10.1	+1.2	-3.4
Acceptable Standard %	81.8	83.7	83.0	84.2	+1.2	-1.2

ENGLISH LANGUAGE ARTS 30-2	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	327	17,121	360	19,219		
School Awarded Mark						
Standard of Excellence %	17.1	18.7	17.5	19.1	+0.4	-1.6
Acceptable Standard %	97.6	96.8	98.1	96.7	+0.5	+1.4
Diploma Examination Mark						
Standard of Excellence %	13.1	12.7	13.1	12.9	-	+0.2
Acceptable Standard %	90.8	86.2	89.2	85.7	-1.6	+3.5

FRENCH LANGUAGE ARTS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	68.0	62.3	59.5	67.4		
School Awarded Mark						
Standard of Excellence %	68.0	62.3	59.5	67.4	-8.5	-7.9
Acceptable Standard %	100.0	99.4	100.0	99.3	-	+0.7
Diploma Examination Mark						
Standard of Excellence %	0.0	6.1	0.0	8.6	-	-8.6
Acceptable Standard %	100.0	93.1	89.2	95.3	-10.8	-6.1

MATHEMATICS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	177	19,767	206	21,035		
School Awarded Mark						
Standard of Excellence %	54.8	54.1	50.5	54.8	-4.3	-4.3
Acceptable Standard %	98.3	96.1	97.6	96.4	-0.7	+1.2
Diploma Examination Mark						
Standard of Excellence %	23.7	29.0	26.7	34.9	3.0	-8.2
Acceptable Standard %	82.5	70.8	77.2	75.4	-5.3	+1.8

MATHEMATICS 30-2	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	233	14,421	241	15,676		
School Awarded Mark						
Standard of Excellence %	24.9	29.2	24.5	30.9	-0.4	-6.4
Acceptable Standard %	94.0	94.1	95.0	94.3	+1.0	+0.7
Diploma Examination Mark						
Standard of Excellence %	16.7	15.2	14.5	15.4	-2.2	-0.9
Acceptable Standard %	85.0	71.1	84.2	70.9	-0.8	+13.3

SOCIAL STUDIES 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	340	24,031	336	25,167		
School Awarded Mark						
Standard of Excellence %	47.1	50.0	39.9	50.1	-7.2	-10.2
Acceptable Standard %	99.1	99.3	99.4	99.3	+0.3	+0.1
Diploma Examination Mark						
Standard of Excellence %	8.5	15.9	12.2	18.7	+3.7	-6.5
Acceptable Standard %	81.2	83.5	81.5	85.2	+0.3	-3.7

SOCIAL STUDIES 30-2	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	368	21,065	421	23,985		
School Awarded Mark						
Standard of Excellence %	20.7	22.6	15.7	23.9	-5.0	-8.2
Acceptable Standard %	97.0	97.1	97.4	96.9	+0.4	+0.5
Diploma Examination Mark						
Standard of Excellence %	7.6	12.3	5.7	12.7	-1.9	-7.0
Acceptable Standard %	84.0	78.0	81.9	77.6	-2.1	+4.3

BIOLOGY 30	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	243	23,273	265	24,414		
School Awarded Mark						
Standard of Excellence %	44.9	51.6	44.5	51.3	-0.4	-6.8
Acceptable Standard %	97.5	97.2	96.2	97.3	-1.3	-1.1
Diploma Examination Mark						
Standard of Excellence %	27.6	32.8	26.8	33.7	-0.8	-6.9
Acceptable Standard %	87.2	82.7	85.7	83.1	-1.5	+2.6

CHEMISTRY 30	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	204	18,375	212	19,955		
School Awarded Mark						
Standard of Excellence %	50.5	56.3	36.3	57.4	-14.2	-21.1
Acceptable Standard %	99.5	97.4	93.4	97.4	-6.1	-4.0
Diploma Examination Mark						
Standard of Excellence %	25.0	37.0	18.4	38.0	-6.6	-19.6
Acceptable Standard %	78.4	80.4	77.8	82.9	-0.6	-5.1

PHYSICS 30	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	131	9,244	105	9,955		
School Awarded Mark						
Standard of Excellence %	52.7	61.2	47.6	60.9	-5.1	-13.3
Acceptable Standard %	96.9	98.1	96.2	97.8	-0.7	-1.6
Diploma Examination Mark						
Standard of Excellence %	25.2	39.9	24.8	43.1	-0.4	-18.3
Acceptable Standard %	79.4	82.3	87.6	85.1	+8.2	+2.5

SCIENCE 30	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	161	8,014	196	8,439		
School Awarded Mark						
Standard of Excellence %	16.8	35.6	19.9	36.0	+3.1	-16.1
Acceptable Standard %	95.0	96.2	99.5	96.7	+4.5	+2.8
Diploma Examination Mark						
Standard of Excellence %	14.3	23.1	18.4	24.6	+4.1	-6.2
Acceptable Standard %	84.5	79.4	84.7	81.3	+0.2	+3.4

Diploma Examination: English as an Additional Language

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
ELA 30-1	Acceptable Standard	6	66.7%	2,095	61.3%	+5.4
	Standard of Excellence	6	16.7%	2,095	2.7%	+14.0

All other Diploma courses had less than 6 English as an Additional Language Learners. Results are redacted when there are less than 6 individuals for any measure.

Diploma Examination: First Nation, Métis, and Inuit

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
ELA 30-1	Acceptable Standard	38	86.8%	1,402	81.7%	+5.1%
	Standard of Excellence	38	2.6%	1,402	6.9%	-4.3%
ELA 30-2	Acceptable Standard	42	90.5%	2,010	86.0%	+4.5%
	Standard of Excellence	42	16.7%	2,010	10.8%	+5.9%
Math 30-1	Acceptable Standard	11	81.8%	634	64.4%	+17.4%
	Standard of Excellence	11	18.2%	634	17.0%	+1.2%
Math 30-2	Acceptable Standard	19	78.9%	785	64.8%	+14.1%
	Standard of Excellence	19	15.8%	785	10.1%	+5.7%
Social 30-1	Acceptable Standard	20	95.0%	1,071	79.1%	+15.9%
	Standard of Excellence	20	5.0%	1,071	10.6%	-5.6%
Social 30-2	Acceptable Standard	48	87.5%	2,091	72.9%	+14.6%
	Standard of Excellence	48	14.6%	2,091	6.6%	+8.0%
Biology 30	Acceptable Standard	25	92.0%	1,041	72.8%	+19.2%
	Standard of Excellence	25	16.0%	1,041	17.0%	-1.0%
Chemistry 30	Acceptable Standard	12	83.3%	614	78.2%	+5.1%
	Standard of Excellence	12	16.7%	614	23.5%	-6.8%
Physics 30	Acceptable Standard	7	100.0%	280	80.4%	+19.6%
	Standard of Excellence	7	14.3%	280	23.2%	-8.9%
Science 30	Acceptable Standard	14	92.9%	480	78.1%	+14.8%
	Standard of Excellence	14	7.1%	480	18.5%	-11.4%



TEACHING AND LEADING

Outcome 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.

Outcome 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.

Outcome 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	84.9	84.7	85.9	87.6	Intermediate	Declined	Issue

An engaged staff member shares: "It is of vital importance to continue offering small group instruction for students that need extra support, especially in the areas of literacy, numeracy, and social-emotional skills (with a school counsellor in all grades). Regardless of the "learning loss" identified through the pandemic, children's development is wide-ranging, especially for students who are neurodivergent. These programs are essential for continuing to provide inclusive public education."

[Source: Share a Thought Surveys]

An engaged parent shares: "I am concerned about the curriculum and the support our teachers and students are receiving. I believe the expectations of teachers is too much, while having to deal with extremely large class sizes and many diverse learning needs."

[Source: Share a Thought Surveys]

Overall, parents indicated a high satisfaction rate (85%) with the education students are receiving at school, but a lower rate (70%) that students are learning what they need to know. The charts on the following pages provide education quality survey responses in detail.

EDUCATION QUALITY: OVERALL

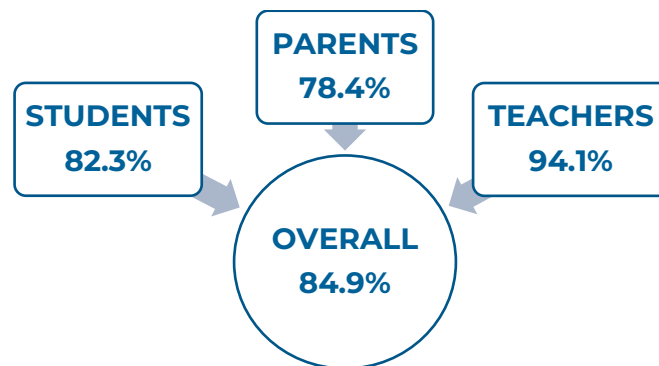
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,293	86.6	2,984	88.7	4,079	87.0	3,528	84.7	3,683	84.9
Alberta: Overall	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
PSD Change from previous year:										+0.2
PSD Relative to province:										-2.7

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,405	82.7	2,149	84.4	3,211	83.0	2,657	82.5	2,693	82.3
Alberta: Students	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
PSD Change from previous year:										-0.2
PSD Relative to province:										-2.6

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	425	82.1	336	83.9	371	83.2	325	78.2	402	78.4
Alberta: Parents	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
PSD Change from previous year:										+0.2
PSD Relative to province:										-5.4

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	463	94.9	499	97.8	497	94.8	546	93.5	543	94.1
Alberta: Teachers	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9
PSD Change from previous year:										+0.6
PSD Relative to province:										+0.2



EDUCATION QUALITY: ALL PARENTS

Education Quality: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	423	19	61	16	3	2	79
	2020-2021	335	25	61	10	0	4	86
	2021-2022	367	22	62	11	2	3	85
	2022-2023	322	16	64	13	2	4	80
	2023-2024	399	14	65	14	3	5	78
<i>Your child finds school work challenging.</i>	2019-2020	421	16	67	13	4	1	83
	2020-2021	333	12	69	16	2	1	81
	2021-2022	364	17	64	15	1	3	81
	2022-2023	322	13	65	18	1	2	78
	2023-2024	399	12	66	16	3	3	78
<i>Your child finds school work interesting.</i>	2019-2020	423	13	63	19	4	1	76
	2020-2021	335	12	65	17	4	2	77
	2021-2022	367	17	62	15	4	2	78
	2022-2023	322	10	64	20	5	2	74
	2023-2024	398	10	62	21	5	2	72
<i>Your child is learning what they need to know.</i>	2019-2020	422	18	61	14	4	3	79
	2020-2021	336	13	62	13	1	11	75
	2021-2022	370	14	63	15	3	6	76
	2022-2023	324	8	57	20	5	10	65
	2023-2024	391	7	63	16	4	9	70

EDUCATION QUALITY SATISFACTION: ALL PARENTS

Education Quality: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	424	25	62	9	3	1	87
	2020-2021	333	29	63	6	1	1	92
	2021-2022	371	31	57	9	2	1	88
	2022-2023	323	24	62	10	2	2	86
	2023-2024	401	18	66	11	2	2	85
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school?</i>	2019-2020	425	32	56	8	2	1	88
	2020-2021	329	34	59	6	1	1	93
	2021-2022	364	40	51	5	2	2	91
	2022-2023	321	29	57	9	1	3	86
	2023-2024	397	28	59	10	1	1	87

EDUCATION QUALITY: PARENTS 4-6

Education Quality: Parents 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	176	18	62	17	1	2	80
	2020-2021	148	22	62	11	1	5	84
	2021-2022	165	27	59	10	1	4	85
	2022-2023	142	19	59	14	3	5	78
	2023-2024	181	13	66	14	2	6	78
<i>Your child finds school work challenging.</i>	2019-2020	177	18	67	11	4	1	85
	2020-2021	147	12	69	16	2	1	81
	2021-2022	165	18	64	15	0	3	82
	2022-2023	142	11	67	18	1	4	77
	2023-2024	179	13	66	15	2	4	79
<i>Your child finds school work interesting.</i>	2019-2020	176	13	66	18	3	1	79
	2020-2021	149	13	68	13	4	1	82
	2021-2022	166	20	64	11	2	1	85
	2022-2023	142	13	68	15	2	1	82
	2023-2024	182	15	62	18	3	2	77
<i>Your child is learning what they need to know.</i>	2019-2020	177	16	65	12	2	4	81
	2020-2021	149	13	64	14	1	8	77
	2021-2022	166	19	62	13	1	5	81
	2022-2023	143	10	57	22	3	8	67
	2023-2024	179	7	65	14	3	10	73

EDUCATION QUALITY SATISFACTION: PARENTS 4-6

Education Quality: Parents 4-6		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	178	25	63	8	3	1	88
	2020-2021	148	30	61	6	1	1	92
	2021-2022	167	38	53	7	1	1	91
	2022-2023	143	27	59	10	1	2	86
	2023-2024	182	22	64	9	2	3	86
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	178	37	55	6	2	0	92
	2020-2021	147	35	58	6	1	1	93
	2021-2022	165	48	43	4	3	1	92
	2022-2023	142	38	50	6	3	3	88
	2023-2024	181	34	55	8	2	1	89

EDUCATION QUALITY: PARENTS 7-9

Education Quality: Parents 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	155	19	63	14	5	1	81
	2020-2021	104	28	60	11	0	2	88
	2021-2022	120	18	63	15	3	2	81
	2022-2023	102	16	64	14	3	4	79
	2023-2024	137	12	61	17	5	4	74
<i>Your child finds school work challenging.</i>	2019-2020	154	14	62	19	4	1	76
	2020-2021	103	13	67	17	2	2	80
	2021-2022	120	14	66	15	3	2	80
	2022-2023	101	12	57	27	3	1	69
	2023-2024	138	7	67	18	6	3	73
<i>Your child finds school work interesting.</i>	2019-2020	155	14	60	21	5	1	74
	2020-2021	103	12	64	19	4	1	76
	2021-2022	122	11	59	21	6	2	70
	2022-2023	101	6	64	21	8	1	70
	2023-2024	135	4	63	24	8	1	67
<i>Your child is learning what they need to know.</i>	2019-2020	155	20	59	13	7	1	79
	2020-2021	104	13	60	13	1	13	72
	2021-2022	122	8	63	16	6	7	71
	2022-2023	102	7	56	21	6	11	63
	2023-2024	132	5	58	17	8	11	63

EDUCATION QUALITY SATISFACTION: PARENTS 7-9

Lifelong Learning: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	155	25	59	12	4	1	84
	2020-2021	103	26	66	6	1	1	92
	2021-2022	122	24	61	11	2	2	84
	2022-2023	102	22	63	14	1	1	84
	2023-2024	137	13	69	12	4	1	82
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	155	32	54	10	3	0	86
	2020-2021	101	40	55	4	1	0	95
	2021-2022	120	30	56	9	2	3	86
	2022-2023	102	25	60	14	0	1	85
	2023-2024	137	20	64	14	1	1	85

EDUCATION QUALITY: PARENTS 10-12

Education Quality: Parents 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	92	21	55	16	2	5	76
	2020-2021	83	29	59	7	0	5	88
	2021-2022	82	20	70	6	1	4	89
	2022-2023	78	12	73	12	1	3	85
	2023-2024	81	19	68	11	1	1	86
<i>Your child finds school work challenging.</i>	2019-2020	90	17	73	7	2	1	90
	2020-2021	83	10	73	16	0	1	83
	2021-2022	79	22	59	14	0	5	81
	2022-2023	79	20	71	9	0	0	91
	2023-2024	82	20	66	12	0	2	85
<i>Your child finds school work interesting.</i>	2019-2020	92	12	61	21	5	1	73
	2020-2021	83	10	60	20	4	6	70
	2021-2022	79	16	59	14	5	5	76
	2022-2023	79	9	54	27	8	3	63
	2023-2024	81	6	60	25	4	5	67
<i>Your child is learning what they need to know.</i>	2019-2020	90	19	58	18	2	3	77
	2020-2021	83	12	61	11	4	12	73
	2021-2022	82	11	63	18	1	6	74
	2022-2023	79	6	59	15	8	11	66
	2023-2024	80	9	66	20	0	5	75

EDUCATION QUALITY SATISFACTION: PARENTS 10-12

Education Quality: Parents 10-12		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	91	26	64	7	2	1	90
	2020-2021	82	29	63	6	1	0	93
	2021-2022	82	28	61	9	1	1	89
	2022-2023	78	22	65	5	5	3	87
	2023-2024	82	20	66	13	0	1	85
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	92	24	61	10	1	4	85
	2020-2021	81	25	65	9	0	1	90
	2021-2022	79	35	61	3	1	0	96
	2022-2023	77	18	66	9	0	6	84
	2023-2024	79	28	61	9	0	3	89

EDUCATION QUALITY: ALL TEACHERS

Education Quality: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	460	47	47	5	0	0	95
	2020-2021	496	39	57	3	0	1	96
	2021-2022	495	32	60	6	0	2	92
	2022-2023	542	31	61	6	1	1	92
	2023-2024	539	33	60	4	1	1	94
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	459	39	54	5	1	1	93
	2020-2021	495	35	62	2	0	1	97
	2021-2022	493	30	65	4	0	1	94
	2022-2023	540	29	62	5	1	2	92
	2023-2024	539	33	60	5	1	2	93
<i>Students at your school find school work challenging.</i>	2019-2020	460	38	59	2	0	1	97
	2020-2021	499	33	65	2	0	1	98
	2021-2022	490	33	63	2	0	2	97
	2022-2023	543	30	66	2	0	1	97
	2023-2024	537	36	61	1	0	1	97
<i>Students at your school find school work interesting.</i>	2019-2020	461	29	63	7	0	1	92
	2020-2021	498	24	73	2	0	0	98
	2021-2022	493	18	74	5	0	2	92
	2022-2023	546	16	73	8	1	2	89
	2023-2024	540	18	71	9	1	1	89

EDUCATION QUALITY SATISFACTION: ALL TEACHERS

Education Quality Satisfaction: All Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	461	52	43	4	0	0	95
	2020-2021	499	48	51	1	0	0	99
	2021-2022	496	43	53	3	1	0	96
	2022-2023	542	40	55	4	1	1	95
	2023-2024	541	43	52	4	1	1	95
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	463	58	39	3	0	0	97
	2020-2021	497	59	40	1	0	0	99
	2021-2022	492	51	47	1	0	1	98
	2022-2023	540	51	46	2	1	0	96
	2023-2024	538	51	46	2	1	1	97

EDUCATION QUALITY: GRADE 4 TEACHERS

Education Quality: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	59	47	42	10	0	0	90
	2020-2021	61	38	56	5	0	2	93
	2021-2022	60	35	58	7	0	0	93
	2022-2023	80	25	71	4	0	0	96
	2023-2024	67	25	60	9	3	3	85
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	59	34	61	3	0	2	95
	2020-2021	61	38	59	3	0	0	97
	2021-2022	59	27	69	3	0	0	97
	2022-2023	77	18	70	5	1	5	88
	2023-2024	65	22	65	9	3	2	86
<i>Students at your school find school work challenging.</i>	2019-2020	59	46	51	2	0	2	97
	2020-2021	61	36	62	2	0	0	98
	2021-2022	59	44	56	0	0	0	100
	2022-2023	80	28	69	1	0	3	96
	2023-2024	66	50	45	3	0	2	95
<i>Students at your school find school work interesting.</i>	2019-2020	59	36	61	2	0	2	97
	2020-2021	61	30	69	2	0	0	98
	2021-2022	59	22	73	5	0	0	95
	2022-2023	80	10	81	8	0	1	91
	2023-2024	67	16	66	13	3	1	82

EDUCATION QUALITY SATISFACTION: GRADE 4 TEACHERS

Education Quality Satisfaction: Grade 4 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	59	58	39	3	0	0	97
	2020-2021	61	43	57	0	0	0	100
	2021-2022	60	37	58	5	0	0	95
	2022-2023	79	18	77	3	1	1	95
	2023-2024	67	40	49	7	1	1	90
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	59	59	39	2	0	0	98
	2020-2021	61	54	44	2	0	0	98
	2021-2022	60	47	53	0	0	0	100
	2022-2023	80	36	60	1	1	1	96
	2023-2024	67	43	51	1	1	3	94

EDUCATION QUALITY: GRADE 7 TEACHERS

Education Quality: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	83	48	45	7	0	0	93
	2020-2021	89	38	57	4	0	0	96
	2021-2022	75	25	71	1	1	1	96
	2022-2023	84	27	63	8	1	0	90
	2023-2024	98	24	65	3	4	3	90
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	83	40	57	4	0	0	96
	2020-2021	89	43	55	1	0	1	98
	2021-2022	75	24	68	7	0	1	92
	2022-2023	82	26	66	6	1	1	91
	2023-2024	99	27	61	9	2	1	88
<i>Students at your school find school work challenging.</i>	2019-2020	83	33	65	2	0	0	98
	2020-2021	89	43	55	1	0	1	98
	2021-2022	75	36	61	3	0	0	97
	2022-2023	84	29	68	2	0	1	96
	2023-2024	99	34	62	2	0	2	96
<i>Students at your school find school work interesting.</i>	2019-2020	84	23	70	7	0	0	93
	2020-2021	89	34	64	2	0	0	98
	2021-2022	75	17	72	8	3	0	89
	2022-2023	84	13	69	14	1	2	82
	2023-2024	99	10	69	18	1	2	79

EDUCATION QUALITY SATISFACTION: GRADE 7 TEACHERS

Education Quality Satisfaction: Grade 7 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	83	45	46	10	0	0	90
	2020-2021	89	56	44	0	0	0	100
	2021-2022	74	35	58	5	1	0	93
	2022-2023	83	34	60	6	0	0	94
	2023-2024	98	32	57	8	1	2	89
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	84	56	38	5	0	1	94
	2020-2021	87	70	29	0	0	1	99
	2021-2022	75	45	51	1	0	3	96
	2022-2023	84	45	51	2	0	1	96
	2023-2024	97	40	52	4	1	3	92

EDUCATION QUALITY: GRADE 10 TEACHERS

Education Quality: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	80	26	65	6	1	1	91
	2020-2021	79	24	66	8	0	3	90
	2021-2022	100	23	64	10	0	3	87
	2022-2023	115	30	62	5	1	2	92
	2023-2024	115	29	65	5	1	0	94
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	79	20	66	11	1	1	86
	2020-2021	77	22	71	4	0	3	94
	2021-2022	101	23	67	6	0	4	90
	2022-2023	117	27	65	4	2	2	92
	2023-2024	115	30	63	4	2	0	94
<i>Students at your school find school work challenging.</i>	2019-2020	80	29	68	1	1	1	96
	2020-2021	79	28	71	0	0	1	99
	2021-2022	100	27	69	1	0	3	96
	2022-2023	116	34	65	1	1	0	98
	2023-2024	114	32	68	0	0	0	100
<i>Students at your school find school work interesting.</i>	2019-2020	79	9	71	16	3	1	80
	2020-2021	78	13	79	6	0	1	92
	2021-2022	100	10	77	11	0	2	87
	2022-2023	117	10	80	5	3	2	91
	2023-2024	114	14	72	11	2	1	86

EDUCATION QUALITY SATISFACTION: GRADE 10 TEACHERS

Education Quality Satisfaction: Grade 10 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	79	43	53	3	0	1	96
	2020-2021	79	30	67	3	0	0	97
	2021-2022	101	32	62	5	0	1	94
	2022-2023	117	40	57	1	2	0	97
	2023-2024	115	50	44	3	1	1	95
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school?</i>	2019-2020	80	45	49	5	0	1	94
	2020-2021	79	44	53	1	0	1	97
	2021-2022	100	44	51	3	0	2	95
	2022-2023	114	50	48	0	2	0	98
	2023-2024	115	55	42	1	2	1	97

EDUCATION QUALITY: GRADE 4-6 STUDENTS

Education Quality: Grade 4-6 Students		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
<i>Are the teachers in your school</i>	2019-2020	1,213	54	40	2	1	3	94
	2020-2021	828	62	32	3	1	3	93
	2021-2022	1,007	56	36	3	0	5	92
	2022-2023	1,022	54	40	2	0	3	95
	2023-2024	1,068	51	42	1	0	4	94
<i>Do you think your school is</i>	2019-2020	1,225	45	47	3	1	4	92
	2020-2021	841	51	42	3	1	3	93
	2021-2022	1,031	43	48	2	1	6	91
	2022-2023	1,029	42	47	3	2	6	89
	2023-2024	1,068	41	51	3	0	4	93

EDUCATION QUALITY: GRADE 7-9 STUDENTS

Education Quality: Grade 7-9 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>It is clear what I am expected to learn at school.</i>	2019-2020	1,195	29	53	10	2	6	82
	2020-2021	742	35	53	6	2	5	87
	2021-2022	934	31	53	10	2	5	84
	2022-2023	873	28	53	10	2	7	81
	2023-2024	923	25	54	12	2	6	80
<i>My school work is challenging.</i>	2019-2020	1,187	20	53	19	3	5	73
	2020-2021	742	17	53	20	2	7	70
	2021-2022	945	17	56	20	2	5	73
	2022-2023	876	18	54	20	2	6	72
	2023-2024	924	16	54	21	2	7	70
<i>My school work is interesting.</i>	2019-2020	1,198	10	49	26	9	6	59
	2020-2021	744	8	59	23	5	6	66
	2021-2022	945	7	61	21	5	7	67
	2022-2023	883	5	59	25	5	6	64
	2023-2024	930	8	51	24	7	11	59
<i>The core subjects (math, language arts, social studies, science) I am learning at school are useful to me.</i>	2019-2020	1,187	26	56	10	4	4	82
	2020-2021	731	27	51	12	4	7	77
	2021-2022	943	21	54	15	2	7	76
	2022-2023	872	21	53	14	3	8	74
	2023-2024	920	16	51	18	7	9	66

EDUCATION QUALITY SATISFACTION: GRADE 7-9 STUDENTS

Education Quality Satisfaction: Grade 7-9 Students		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
<i>Is the quality of teaching at your school</i>	2019-2020	1,202	30	58	8	2	2	88
	2020-2021	739	38	56	3	1	2	94
	2021-2022	932	31	60	6	1	2	91
	2022-2023	867	29	60	7	1	3	89
	2023-2024	910	25	62	8	2	3	87
<i>Overall, is the education you are receiving at school</i>	2019-2020	1,201	25	64	6	1	3	90
	2020-2021	750	32	62	3	1	3	93
	2021-2022	950	25	68	5	1	2	93
	2022-2023	880	22	69	5	0	3	91
	2023-2024	930	20	72	5	1	2	92

EDUCATION QUALITY: GRADE 10-12 STUDENTS

Education Quality: Grade 10-12 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>It is clear what I am expected to learn at school</i>	2019-2020	968	15	61	18	2	4	76
	2020-2021	546	21	61	14	1	3	82
	2021-2022	1,211	21	59	13	3	5	80
	2022-2023	735	20	59	12	2	7	79
	2023-2024	677	20	61	11	2	7	81
<i>My school work is challenging</i>	2019-2020	966	19	62	14	2	3	81
	2020-2021	544	15	62	19	1	3	76
	2021-2022	1,204	17	61	16	1	5	77
	2022-2023	723	14	61	16	2	7	75
	2023-2024	677	16	62	16	1	5	78
<i>My school work is interesting</i>	2019-2020	970	5	44	37	10	3	50
	2020-2021	545	6	54	30	7	3	60
	2021-2022	1,209	5	56	26	7	6	61
	2022-2023	726	6	56	23	7	7	62
	2023-2024	667	6	52	27	6	9	58
<i>The core subjects (math, language arts, social studies, science) I am learning at school are useful to me</i>	2019-2020	971	17	58	18	5	3	75
	2020-2021	544	13	55	23	4	5	67
	2021-2022	1,198	14	53	20	6	7	67
	2022-2023	725	14	52	20	6	8	66
	2023-2024	668	14	55	18	6	7	69

EDUCATION QUALITY SATISFACTION: GRADE 10-12 STUDENTS

Education Quality Satisfaction: Grade 10-12 Students		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
Is the quality of teaching at your school	2019-2020	971	14	71	11	3	2	84
	2020-2021	542	23	69	6	1	1	92
	2021-2022	1,200	22	66	8	2	2	87
	2022-2023	722	17	72	8	1	2	89
	2023-2024	665	18	72	7	2	2	90
Overall, is the education you are receiving at school	2019-2020	971	14	76	5	2	2	91
	2020-2021	550	19	76	4	1	1	94
	2021-2022	1,210	20	71	6	1	2	91
	2022-2023	734	18	73	5	2	2	91
	2023-2024	679	16	77	3	2	2	93

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 2022-2023	Number of Sessions 2023-2024
Literacy / Curriculum	42	42
Numeracy / Curriculum	46	30
Science	8	13
Other Curriculum Based Sessions	5	9
Indigenous Ways of Knowing	7	9
Student and Staff Safety and Wellness	-	18

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.

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.

Parkland School Division students and staff 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 that ensure that we have safe and secure online learning environments for staff and students.

In the 2023-24 school year, the Technology Services team continued to play a crucial role in enhancing educational experiences through the effective integration of technology of staff and students of Parkland School Division. This report provides an overview of the key initiatives, achievements, challenges, and future plans.

Technology Services Audit

During the 2023-2024 school year, the Technology Services Department utilized the contracted services of IBM Canada, to conduct an audit of both Educational, and Informational Technology Services (ET and IT). The Audit revealed strengths and challenges and provided a 170-point action plan, that focused on potential improvements in the following areas:

- Instructional Technology Utilization and Planning,
- Technology Organizational Structure Suggestions,
- Service Improvements,
- Technical Improvements,
- Security and Disaster Recovery,
- Network Improvements, and
- Customer Response.

Technology Services continues to utilize the Technology Services Audit to drive systemic improvements.

Cybersecurity

The cybersecurity program for PSD continues to evolve with the increasing threat environment. Controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensure the confidentiality, integrity, and availability of our systems. In addition to the base controls required by our insurance company, we are improving security measures adding enhanced tools to increase our security posture.

Email Scanning:

Email scanning mechanisms continue to identify and mitigate potential threats, including malware, phishing attempts, and malicious attachments.

- Monthly Average Phishing Attempts Detected: 1616
- Monthly Average Spam Filtered: 1500
- Monthly Average Spoofing Attempts: 625

Endpoint Detection and Response (EDR):

Endpoint Detection and Response solutions have been deployed to monitor and respond to security threats at the endpoint level, such as workstations, laptops, and servers.

Monthly Average Incidents Detected all requiring investigation and remediation: 45

- High: 11
- Medium: 15
- Low: 19

Technology Infrastructure Initiatives

A robust, reliable, and capable technology infrastructure is a necessity for meeting our current and future needs. Numerous projects were initiated and completed this school year.

Artificial Intelligence in PSD:

PSD began its journey with Artificial Intelligence in both the teaching and infrastructure realms. As a part of the PSD AI Committee, Technology services initially helped to research and onboard committee staff onto the Brisk AI Teaching Platform. Technology Services is also investigating the use of AI in improving data mining and reporting in Student Information.

Help Desk Ticketing System:

Technology Services implemented a new Helpdesk System that integrates with our current Facilities eBase Work Order system. The eBase system provides increased information gathering for troubleshooting. Operating with a unified ticketing system streamlines connectivity and collaboration between departments and schools where there is shared work to be completed.

Device Utilization

180 PSD staff laptops were upgraded this school year. Older models were converted to school spares to fulfill the need for devices for substitute teachers.

Parkland School Division continued a device evergreen initiative this school year 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.

Device	2020-2021	2021-2022	2022-2023	2023-2024	Change
Windows Computers	2,646	2,745	1,881	1,570	-311
Chrome Devices	6,159	6,336	6,719	7,403	+684
Apple Devices	1,802	2,191	2,141	2,407	+266

Future Considerations

Utilizing insights from the 2023-2024 Audit, Technology Services continues to improve the technology infrastructure footprint, as well as service response, in the 2024-2025 school year. A Datacenter server hardware renewal as well as additional staff device evergreening are both additionally on the roadmap.

The PSD Cybersecurity Program will evolve with additional managed endpoint detection feature sets.

PSD will further research and explore the power of AI (Artificial Intelligence). We will seek to evaluate the incorporation of AI in all areas and its impact on end user Support as well as Data Privacy and Security.

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

First Nation, Métis and Inuit Student Population Demographics						
	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
Métis	490	39.29%	501	36.81%	468	36.19%
Status First Nations	356	28.55%	362	26.60%	302	23.36%
Non-Status First Nations	234	18.76%	233	17.12%	226	17.48%
Federally Funded First Nations	138	11.07%	237	17.41%	270	20.88%
Inuit	29	2.33%	28	2.06%	27	2.08%
Total	1,247	100%	1,361	100%	1,293	100%

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 connection 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.

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 continued this year and the program has expanded with the inclusion of Elder Bernice Alexis, Elder Linda Sinclair and Knowledge-Keeper James Jenk to this ongoing initiative.

Elder-in-Residence-Program

The Elder-in-Residence Program within PSD is designed to support both students and staff in attaining Indigenous foundational knowledge through meaningful engagement with Indigenous Elders and Knowledge Keepers who join us from local First Nations as well as from Parkland County and surrounding communities. These esteemed individuals are not merely resources; they are custodians of sacred cultural knowledge that is invaluable to those with whom they share.

The program's purpose is to foster respectful and special relationships with Elders and Knowledge Keepers, thereby honouring and respecting the rich historical, cultural, and spiritual knowledge they impart. By engaging with Elders and Knowledge Keepers, students and staff benefit from a holistic enrichment of their learning experiences. This engagement strengthens their understanding and appreciation of Indigenous traditions and perspectives. The Indigenous Education Facilitator plays a crucial role in this program, ensuring that staff are connected with the appropriate Elders or Knowledge Keepers who can deliver teachings and knowledge relevant to the given context.

Indigenous Kinship Advisory Committee

The Kinship Advisory Committee continued to bring together Indigenous parents, guardians, families, Elders and PSD staff to highlight voices and opinions on current and future work. The Kinship Advisory Committee gathered four times throughout the year and shared in order to inform on the best ways to work together and move forward with Indigenous education in the division.

Their vision and purpose are to give guidance and support as Parkland School Division braids together the strands of Indigenous Ways of Knowing, Indigenous Learners Support, and Creating and Building Community Kinship to enhance the educational environment that honours Indigenous culture, perspectives and traditions so all students can strive for excellence in education.

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 below.

Franco-fête Week

As part of this important week that celebrates and honours French culture, Ecole Meridian Heights School Invited Metis jigger Ally Perry to share Metis culture and jigging. She shared, performed and then taught the students how to do a fancy step.

Indigenous Cultural Celebration

The Northern and Indigenous Relations team, Memorial Composite High School, Spruce Grove High School and Connections for Learning worked together to plan and host the annual Indigenous Cultural Celebration to recognize and celebrate Indigenous graduates in the Division. This community event included community powwow dancers, Metis jiggers and fiddlers, and a community feast, and was co-hosted by an Indigenous student from Memorial Composite High School, along with a teacher. It is a celebration of academic accomplishments and a bringing together of students, schools and communities.

Indigenous Holiday Market

In December 2023, MCHS hosted an Indigenous Holiday Market. Indigenous artisans and vendors were able to showcase and sell their work. 25 vendors participated from various communities, including: Paul First Nation, Maskwacis, Calling Lake, Alexander Cree Nation and Edmonton. The event was well attended by the Parkland community and vendors were pleased by the amount of support that they received during the Christmas season. Vendors were inquiring about the Indigenous Holiday Market becoming an annual event for MCHS. Staff and students from MCHS, including Dianne Jewell and Rhonda Harbert volunteered their time and were integral to the success of the day. Students and coordinators from the Paul First Nation Youth HUB ran a concession to raise funds for the Paul First Nation Youth Mentorship Program. This fund-raising intends to assist students with extracurricular activities both within and outside of the community.

National Day for Truth and Reconciliation

Schools across the Division provided specific teaching with respect to Truth and Reconciliation. Some notable examples included:

- Athabasca Delta Community School held a whole-school event where they honoured the National Day for Truth and Reconciliation by rehearsing and performing “Spirit of the Child”;
- Forest Green took their students on a mindful walk to honour and think about the experiences of students who attended residential schools; and
- Memorial Composite High School hosted a whole-school event with Elder Violet Poitras doing an opening prayer. There were approximately a dozen dancers from Paul First Nation who introduced themselves and explained who they were honouring that day and why it was important for them to dance.

Remembrance Day/National Indigenous Veterans Day

Memorial Composite High School honoured National Indigenous Veterans Day in their torch lessons as well as in their inclusion of the laying of a wreath for Indigenous veterans during their whole-school gathering.

National Indigenous Peoples Celebrations

June is *National Indigenous Peoples Month*, with June 21st set as the *National Indigenous Peoples Day*. The Westview School Indigenous Liaison connected and engaged with performers from Paul First Nation for their annual spring mini powwow. Donnie Rain, MC and dancer, shared knowledge about the drum as well as each style of dance. This event was attended by all staff and students as well as many community members and was an amazing opportunity for the sharing of cultural knowledge and celebration.

MMIP Sharing and Walk

In leading up to the National Day for Missing and Murdered Indigenous Women, Girls and Gender Diverse People, PSD's Indigenous Education Facilitator presented to all classes individually at MCHS about the importance of learning about and recognizing Missing and Murdered Indigenous People including a screening of part of the film "Through the Storm" created by Native Counselling Services of Alberta. On May 3rd, roughly 600 MCHS students participated in "Walk the Talk for MMIP" which included a smudge, passing out of red ribbons and a walking route through Westerra and High Park marked by information about MMIP.

Pow Wow Practice and Community Building

In April/May of 2024, the Principal and the team at Prescott Learning Centre partnered with Skydancer Indigenous Cultural Centre and local community members to share knowledge about pow-wow dancing and drumming with the school community. This was a way to share cultural knowledge, be physically active and build community.

Ribbon Skirt Making and Collaboration

Memorial Composite High School, Westview School and St. Peter the Apostle School (Evergreen Catholic School Division) collaborated to bring students together for a ribbon skirt-making session. Barb Scott, local Elder and Vice President at Skydancer Indigenous Cultural Centre shared teachings about the ribbon skirt and helped students make and complete their projects. This was a great example of community and cross-division collaboration in honouring Indigenous culture.

HIGH SCHOOL COMPLETION – FIRST NATION, MÉTIS AND INUIT

Parkland School Division experienced a slight decline the 3-Year Completion average for High School Completion for First Nations, Métis and Inuit students. The Division remains ahead of the Provincial Average.

First Nation, Métis and Inuit Completion										
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
3 Year PSD (FNMI)	74	57.7	74	61.3	96	62.3	83	65.2	100	63.5
3 Year Alberta (FNMI)	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
Gap:										+4.9
4 Year PSD (FNMI)	82	62.9	72	69.2	71	68.5	105	61.7	79	77.0
4 Year Alberta (FNMI)	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
Gap:										+11.7
5 Year PSD (FNMI)	93	72.8	79	68.1	72	73.6	73	69.7	103	65.2
5 Year Alberta (FNMI)	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4
Gap:										-4.2

Currently, 76.8% of Parkland School Division students graduate at the end of 3 years (see page 35-36 for the full system results). While 63.5% of First Nations, Métis and Inuit students graduated during the same timeframe,

that accounts for a 13.3% gap for three-year completion for self-declared First Nation, Métis and Inuit students. Notably, the gap is increased very slightly from the previous year (+0.1%).

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.

High School to Post-Secondary Transition Rate (6 Year)										
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
6 Year PSD (FNMI)	62	44.4	92	30.6	77	30.3	73	35.0	72	21.5
6 Year Alberta (FNMI)	3,243	35.0	3,376	35.7	3,428	37.7	3,566	35.5	3,684	36.8
6 Year PSD (All)	749	50.1	790	49.3	744	47.3	742	46.5	726	48.7
6 Year Alberta (All)	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1
FNMI Gap to PSD:									-27.2	
FNMI Gap to Province:									-15.3	

There is a 27.2% 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 increased from the previous year (15.8%).

Drop Out Rate	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7	3,232	3.1
PSD (FNMI):	290	5.9	291	2.7	325	2.5	360	5.7	399	5.6
Alberta:	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Alberta (FNMI):	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1	17,067	5.2
PSD FNMI Change from previous year (negative value preferred):									-0.1	
PSD FNMI Relative to All PSD:									+2.5	
PSD FNMI Relative to province FNMI (negative value preferred):									+0.4	

Resources and Support

During the 2023-2024 school year, teachers received additional resources to enrich their classrooms, including a comprehensive Indigenous Games Kit developed by Lyndon Suntutjens. This kit enables students to experience a range of Indigenous games. Many schools also made use of the Indigenous Peoples Atlas of Canada, a resource with 16 units designed to support learning across various subjects.

To further support First Nations, Métis, and Inuit outcomes, the Indigenous Education Facilitator played an essential role in organizing events and assisting with curriculum development. The facilitator shared authentic First Nations, Métis, and Inuit resources—such as books, websites, and articles—that align with the curriculum. Additionally, Instructional Services created new resources in areas where appropriate materials were previously unavailable or developmentally unsuitable.

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 worldviews and how valuing different worldviews in the classrooms helps us support student success by becoming more responsive to the diverse perspectives, ideas, humour, and experiences of the First Nations, Métis, and Inuit students that we serve.

IMPROVING STUDENT ATTENDANCE

Regular attendance and punctuality are critical factors in the academic and personal success of students.

Research consistently shows that students who attend school regularly and arrive on time are more engaged in learning, develop better social skills, and achieve higher academic success compared to those with frequent absences or lateness.

While students have a right to access an educational program, they also have a responsibility to attend classes regularly and pursue their studies diligently. Within PSD our goal is always to work collaboratively with families to support the best educational outcomes for their child, which includes regular attendance at school.

Parkland School Division's [Administrative Procedure 370: Student Attendance](#) addresses the expectations for attendance, the monitoring process, and the limitations, consequences, and actions necessary to address attendance concerns.

Student Attendance	2021-2022		2022-2023		2023-2024	
	Student %	Student #	Student %	Student #	Student %	Student #
Absent 0% to 10%	48.1%	4,759	49.9%	5,579	56.0%	6,963
Some absences are expected; this falls within the normal range and is not considered chronic absenteeism.						
Absent 10 to 25%	42.6%	4217	41.2%	4,598	35.5%	4,416
While a 10% absence rate may sound minimal, it actually means a student misses the equivalent of one month of learning over the school year, which is considered chronic absenteeism. With a 25% absence rate, that translates to missing a quarter of the year's learning. Addressing this has been a key focus for our Division over the past two years. We have a structured attendance support plan, guided by the <i>Guidelines for Addressing Chronic Student Attendance Concerns</i> . Early indicators are positive, showing improvements, as more students are reducing their absences and moving toward consistent attendance.						
Absent 25 to 50%	8.3%	822	7.9%	884	7.2%	900
Students missing between a quarter and half of the school year are at serious risk for poor learning outcomes. To support these students, school-based individual support plans are created, often in collaboration with Divisional resources.						
Absent more than 50%	0.9%	93	1.0%	108	1.3%	163
Students who miss more than 50% of the school year often receive intensive support at both the school and Division levels. In these cases, the Division's Attendance Officer may collaborate with Alberta Education's Office of Student Attendance and Re-Engagement, which can include a referral to a Provincial Attendance Board Hearing.						

An engaged parent shares: "[Concerned about] mixed messaging regarding importance of school attendance vs "stay at home when sick". While I understand the importance of attendance as a predictor of success perhaps having an easier "catch up" system should be looked in to (harness the power of AI and virtual learning for this. (This applies especially to kids with prolonged symptoms (fever etc.) and even mental health conditions like acute anxiety where supportive measures haven't been mobilized at yet to facilitate a return to school."

[Source: Share a Thought Surveys]



LEARNING SUPPORTS

Outcome 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.

Outcome 7:

Support Systems Promote Care, Respect and Safety

School division staff develop learning environments that are welcoming, caring, respectful and safe.

Outcome 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

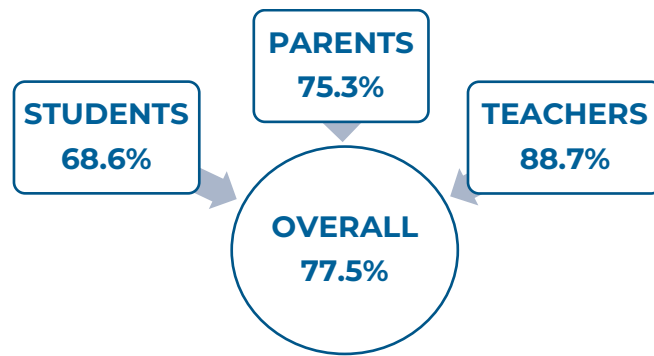
This provincial measure reports the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD:	NA	NA	2,988	84.1	4,082	81.4	3,528	78.8	3,636	77.5
Alberta:	NA	NA	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
PSD Change from previous year:									-1.3	
PSD Relative to province:									-6.5	

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,153	75.8	3,215	71.7	2,657	70.5	2,690	68.6
Alberta: Students	NA	NA	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
PSD Change from previous year:									-1.9	
PSD Relative to province:									-6.6	

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	81.1	370	80.7	325	76.2	402	75.3
Alberta: Parents	NA	NA	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
PSD Change from previous year:									-0.9	
PSD Relative to province:									-10.0	

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	95.6	497	91.6	546	89.6	544	88.7
Alberta: Teachers	NA	NA	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6
PSD Change from previous year:									-0.9	
PSD Relative to province:									-2.9	



WCRSLE: ALL PARENTS

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

Parent: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	325	14	55	12	2	18	69
	2021-2022	365	15	57	10	3	15	72
	2022-2023	323	11	55	17	4	12	66
	2023-2024	395	11	52	18	4	14	64
<i>Students at your child's school respect each other.</i>	2020-2021	327	9	54	14	2	21	63
	2021-2022	363	11	51	18	3	17	61
	2022-2023	319	8	46	21	6	18	54
	2023-2024	394	8	45	23	5	19	53
<i>Students treat each other well at your child's school.</i>	2020-2021	326	11	56	13	1	19	66
	2021-2022	364	11	56	15	3	15	67
	2022-2023	319	9	51	20	6	15	60
	2023-2024	394	10	49	22	4	16	58
<i>Teachers care about your child.</i>	2020-2021	335	40	54	2	1	3	94
	2021-2022	369	39	51	4	1	4	91
	2022-2023	322	32	57	2	1	7	89
	2023-2024	400	33	55	4	3	6	88
<i>Your child is safe at school.</i>	2020-2021	327	24	65	6	1	5	89
	2021-2022	363	27	63	3	2	4	90
	2022-2023	320	16	66	10	2	6	83
	2023-2024	395	18	64	9	3	6	82
<i>Your child is safe on the way to and from school.</i>	2020-2021	319	28	63	4	2	3	91
	2021-2022	351	27	66	3	2	1	93
	2022-2023	305	23	64	8	2	3	87
	2023-2024	393	20	67	8	3	2	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	332	30	57	4	1	8	88
	2021-2022	363	28	58	5	3	6	86
	2022-2023	322	25	60	7	1	7	85
	2023-2024	396	26	58	7	2	8	83
<i>Your child's school is a welcoming place to be.</i>	2020-2021	333	35	53	6	2	5	88
	2021-2022	364	37	49	7	2	5	86
	2022-2023	319	31	55	9	3	3	86
	2023-2024	399	33	53	7	3	3	86

WCRSLE: PARENT 7-9

Parent: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	103	13	60	11	1	16	73
	2021-2022	122	11	62	9	3	14	74
	2022-2023	102	7	59	20	7	8	66
	2023-2024	136	7	54	18	6	14	62
<i>Students at your child's school respect each other.</i>	2020-2021	103	10	60	12	1	17	70
	2021-2022	120	6	55	22	3	14	61
	2022-2023	102	5	43	28	10	14	48
	2023-2024	133	6	46	24	8	16	52
<i>Students treat each other well at your child's school.</i>	2020-2021	102	13	64	8	1	15	76
	2021-2022	120	7	60	16	3	14	67
	2022-2023	100	6	53	22	9	10	59
	2023-2024	133	7	49	21	8	16	56
<i>Teachers care about your child.</i>	2020-2021	103	43	54	0	1	2	97
	2021-2022	122	32	60	2	2	3	92
	2022-2023	100	32	57	1	1	9	89
	2023-2024	137	28	56	6	3	7	85
<i>Your child is safe at school.</i>	2020-2021	101	35	59	4	0	2	94
	2021-2022	121	25	69	2	2	2	93
	2022-2023	101	13	70	7	2	8	83
	2023-2024	137	15	64	11	5	5	79
<i>Your child is safe on the way to and from school.</i>	2020-2021	100	33	59	5	2	1	92
	2021-2022	114	27	69	1	2	1	96
	2022-2023	97	26	60	7	3	4	86
	2023-2024	134	16	72	7	4	1	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	103	33	57	2	1	7	90
	2021-2022	119	24	60	9	3	3	84
	2022-2023	101	24	57	11	1	7	81
	2023-2024	136	21	57	11	1	10	78
<i>Your child's school is a welcoming place to be.</i>	2020-2021	104	39	50	6	2	3	89
	2021-2022	120	34	53	8	2	3	88
	2022-2023	100	33	53	11	2	1	86
	2023-2024	137	24	62	7	6	1	86

WCRSLE: PARENT 10-12

Parent: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	78	10	38	21	0	31	49
	2021-2022	77	5	43	17	5	30	48
	2022-2023	78	6	40	19	9	26	46
	2023-2024	79	4	38	19	6	33	42
<i>Students at your child's school respect each other.</i>	2020-2021	79	6	37	16	4	37	43
	2021-2022	78	8	40	22	4	27	47
	2022-2023	76	5	33	20	9	33	38
	2023-2024	81	5	33	21	5	36	38
<i>Students treat each other well at your child's school.</i>	2020-2021	81	7	33	20	1	38	41
	2021-2022	79	6	48	18	4	24	54
	2022-2023	78	4	38	19	9	29	42
	2023-2024	81	5	41	20	5	30	46
<i>Teachers care about your child.</i>	2020-2021	83	28	61	4	1	6	89
	2021-2022	82	20	62	7	0	11	82
	2022-2023	79	20	59	4	3	14	80
	2023-2024	81	19	64	6	1	10	83
<i>Your child is safe at school.</i>	2020-2021	81	10	70	9	1	10	80
	2021-2022	77	13	70	4	1	12	83
	2022-2023	76	7	67	16	3	8	74
	2023-2024	78	6	62	14	3	15	68
<i>Your child is safe on the way to and from school.</i>	2020-2021	79	16	73	3	1	6	90
	2021-2022	77	19	73	4	1	3	92
	2022-2023	75	11	76	8	1	4	87
	2023-2024	81	19	69	7	1	4	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	82	22	61	10	0	7	83
	2021-2022	78	18	69	1	3	9	87
	2022-2023	78	15	67	5	3	10	82
	2023-2024	80	13	68	8	3	10	80
<i>Your child's school is a welcoming place to be.</i>	2020-2021	82	21	60	7	2	10	80
	2021-2022	79	14	61	9	1	15	75
	2022-2023	76	14	59	13	7	7	74
	2023-2024	80	21	56	10	1	11	78

WCRSLE: ALL TEACHERS

Teacher: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	492	50	47	2	0	1	97
	2021-2022	493	44	51	4	1	1	95
	2022-2023	542	36	57	4	1	1	94
	2023-2024	539	36	55	7	1	1	91
<i>Students are safe on the way to and from your school.</i>	2020-2021	480	35	53	2	0	10	88
	2021-2022	480	33	51	3	0	14	83
	2022-2023	528	26	54	3	1	16	80
	2023-2024	522	28	53	3	0	15	82
<i>Students are treated fairly by adults at your school.</i>	2020-2021	496	68	30	1	0	0	98
	2021-2022	493	62	36	1	1	0	98
	2022-2023	542	59	37	2	1	1	96
	2023-2024	540	62	35	2	1	1	97
<i>Students at your school care about each other.</i>	2020-2021	494	33	63	3	0	1	96
	2021-2022	494	24	65	7	1	3	89
	2022-2023	543	22	68	7	1	2	90
	2023-2024	541	20	68	8	2	1	88
<i>Students at your school respect each other.</i>	2020-2021	495	27	66	4	0	1	94
	2021-2022	493	19	68	9	1	3	87
	2022-2023	543	15	68	13	1	2	84
	2023-2024	544	14	67	13	3	3	81
<i>Students treat each other well at your school.</i>	2020-2021	489	26	69	3	0	1	96
	2021-2022	490	18	71	8	1	2	89
	2022-2023	540	15	69	13	1	1	84
	2023-2024	540	13	70	14	2	1	83
<i>Teachers at your school care about their students.</i>	2020-2021	497	80	20	0	0	0	100
	2021-2022	494	74	26	0	0	0	100
	2022-2023	544	74	26	1	0	0	99
	2023-2024	541	76	24	0	0	0	99



The feedback received also suggests a desire, by some, to shift away from a sole focus on academic performance and rigid timelines towards a more holistic view of student development that prioritizes well-being. This includes addressing trauma, promoting free play to support development, and creating more opportunities for students to engage in movement and physical activities throughout the school day.

There is a call for enhanced support for students who may be struggling with boundaries. The expression of thoughts and feedback calls for respect, and emotional regulation, and indicates a broader need for programs that help students manage their emotions effectively. Some stakeholders suggested incorporating sustainability initiatives and green practices into the curriculum as a means of fostering a sense of responsibility and connection to the environment, which can also contribute to overall well-being.

Finally, there are mixed opinions expressed regarding the role of the education system in addressing issues of morality, with some stakeholders urging schools to focus on academic learning and leave moral and ideological education to families. However, there's an acknowledgment of the importance of mental health supports and the suggestion of incorporating more cultural and community-focused approaches to wellness. [Source: Fall Engagement Report]

WCRSLE: GRADE 4 TEACHERS

Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	59	63	36	0	0	2	98
	2021-2022	60	50	43	7	0	0	93
	2022-2023	79	29	61	6	3	1	90
	2023-2024	64	38	52	9	2	0	89
<i>Students are safe on the way to and from your school.</i>	2020-2021	57	42	51	0	0	7	93
	2021-2022	58	41	45	2	0	12	86
	2022-2023	76	18	58	5	3	16	76
	2023-2024	64	33	47	6	0	14	80
<i>Students are treated fairly by adults at your school</i>	2020-2021	61	70	30	0	0	0	100
	2021-2022	60	62	37	0	2	0	98
	2022-2023	79	53	38	6	3	0	91
	2023-2024	67	55	40	3	1	0	96
<i>Students at your school care about each other</i>	2020-2021	60	47	53	0	0	0	100
	2021-2022	60	33	60	5	2	0	93
	2022-2023	80	18	69	9	3	3	86
	2023-2024	67	18	66	12	4	0	84
<i>Students at your school respect each other</i>	2020-2021	58	41	57	2	0	0	98
	2021-2022	59	32	56	7	3	2	88
	2022-2023	80	10	71	14	3	3	81
	2023-2024	67	18	69	7	6	0	87
<i>Students treat each other well at your school</i>	2020-2021	59	39	61	0	0	0	100
	2021-2022	60	25	63	8	2	2	88
	2022-2023	79	11	66	20	3	0	77
	2023-2024	66	15	71	8	6	0	86
<i>Teachers at your school care about their students</i>	2020-2021	61	89	11	0	0	0	100
	2021-2022	60	77	23	0	0	0	100
	2022-2023	80	69	29	3	0	0	98
	2023-2024	67	76	24	0	0	0	100

WCRSLE: GRADE 7 TEACHERS

WCRSLE: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	88	53	44	1	0	1	98
	2021-2022	74	53	43	4	0	0	96
	2022-2023	83	35	57	6	1	1	92
	2023-2024	99	39	51	7	2	1	90
<i>Students are safe on the way to and from your school.</i>	2020-2021	89	38	47	2	0	12	85
	2021-2022	73	38	48	3	0	11	86
	2022-2023	81	27	49	4	0	20	77
	2023-2024	95	32	51	3	1	14	82
<i>Students are treated fairly by adults at your school</i>	2020-2021	89	80	20	0	0	0	100
	2021-2022	74	61	38	1	0	0	99
	2022-2023	84	55	44	0	1	0	99
	2023-2024	98	63	34	2	1	0	97
<i>Students at your school care about each other</i>	2020-2021	87	36	62	0	0	2	98
	2021-2022	75	24	63	9	1	3	87
	2022-2023	84	13	74	7	2	4	87
	2023-2024	99	10	73	11	4	2	83
<i>Students at your school respect each other</i>	2020-2021	89	27	66	4	0	2	93
	2021-2022	74	19	68	8	3	3	86
	2022-2023	84	10	67	19	2	2	76
	2023-2024	99	10	67	14	5	4	77
<i>Students treat each other well at your school</i>	2020-2021	89	28	66	4	0	1	94
	2021-2022	75	23	65	9	1	1	88
	2022-2023	83	7	75	18	0	0	82
	2023-2024	99	9	68	19	4	0	77
<i>Teachers at your school care about their students</i>	2020-2021	88	92	8	0	0	0	100
	2021-2022	74	69	30	1	0	0	99
	2022-2023	83	78	20	1	0	0	99
	2023-2024	99	74	26	0	0	0	100

WCRSLE: GRADE 10 TEACHERS

WCRSLE: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	79	27	65	6	0	3	91
	2021-2022	101	27	63	4	1	5	90
	2022-2023	115	21	75	3	2	0	96
	2023-2024	115	22	70	7	0	2	91
<i>Students are safe on the way to and from your school.</i>	2020-2021	70	20	60	4	0	16	80
	2021-2022	99	17	59	2	1	21	76
	2022-2023	112	14	55	2	2	27	70
	2023-2024	108	24	47	5	0	24	71
<i>Students are treated fairly by adults at your school.</i>	2020-2021	79	52	47	1	0	0	99
	2021-2022	101	47	51	1	0	1	98
	2022-2023	117	51	45	2	1	1	97
	2023-2024	114	59	40	0	1	0	99
<i>Students at your school care about each other.</i>	2020-2021	78	17	69	12	0	3	86
	2021-2022	101	14	66	12	1	7	80
	2022-2023	115	14	74	8	1	3	88
	2023-2024	114	12	68	15	2	3	81
<i>Students at your school respect each other.</i>	2020-2021	79	10	72	14	0	4	82
	2021-2022	101	10	70	14	1	5	80
	2022-2023	117	12	66	17	2	3	78
	2023-2024	115	7	66	21	2	4	73
<i>Students treat each other well at your school.</i>	2020-2021	79	13	73	11	0	3	86
	2021-2022	98	9	76	11	1	3	85
	2022-2023	116	10	72	14	3	1	83
	2023-2024	114	9	68	18	3	2	77
<i>Teachers at your school care about their students.</i>	2020-2021	78	64	36	0	0	0	100
	2021-2022	101	58	42	0	0	0	100
	2022-2023	117	71	28	0	1	0	99
	2023-2024	115	75	25	0	0	0	100

WCRSLE: GRADE 4-6 STUDENTS

WCRSLE: Grade 4-6 Students		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>Are you treated fairly by the adults at your school?</i>	2020-2021	848	85	7	8	85
	2021-2022	1,036	83	5	12	83
	2022-2023	1,024	82	7	11	82
	2023-2024	1,066	79	7	14	79
<i>At school, do most students care about each other?</i>	2020-2021	845	72	9	19	72
	2021-2022	1,033	65	8	27	65
	2022-2023	1,025	62	11	27	62
	2023-2024	1,068	62	9	28	62
<i>At school, do most students respect each other?</i>	2020-2021	846	68	14	18	68
	2021-2022	1,035	61	13	26	61
	2022-2023	1,021	60	15	26	60
	2023-2024	1,066	59	16	26	59
<i>At school, do you feel like you belong?</i>	2020-2021	843	79	9	12	79
	2021-2022	1,038	71	11	18	71
	2022-2023	1,027	71	12	17	71
	2023-2024	1,069	68	11	21	68
<i>Do other students treat you well?</i>	2020-2021	841	77	9	14	77
	2021-2022	1,038	73	9	18	73
	2022-2023	1,026	70	13	17	70
	2023-2024	1,068	70	12	18	70
<i>Do you feel safe at school?</i>	2020-2021	844	85	6	9	85
	2021-2022	1,037	81	7	12	81
	2022-2023	1,025	83	8	9	83
	2023-2024	1,070	80	8	12	80
<i>Do you feel safe on the way to and from school?</i>	2020-2021	847	85	7	8	85
	2021-2022	1,036	82	7	11	82
	2022-2023	1,024	80	11	9	80
	2023-2024	1,067	78	9	14	78
<i>Do you feel welcome at school?</i>	2020-2021	847	87	5	8	87
	2021-2022	1,040	84	5	11	84
	2022-2023	1,025	81	8	11	81
	2023-2024	1,068	82	6	12	82
<i>Do your teachers care about you?</i>	2020-2021	846	87	2	11	87
	2021-2022	1,040	86	2	13	86
	2022-2023	1,026	86	2	12	86
	2023-2024	1,071	86	2	12	86

WCRSLE: GRADE 7-9 STUDENTS

WCRSLE: Grade 7-9 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I feel like I belong.</i>	2020-2021	733	24	46	16	5	10	69
	2021-2022	935	20	46	16	7	10	67
	2022-2023	867	19	47	18	7	9	66
	2023-2024	906	15	45	18	9	13	60
<i>At school, students care about each other.</i>	2020-2021	740	14	46	19	7	13	60
	2021-2022	935	11	47	22	9	12	58
	2022-2023	867	9	41	24	9	17	51
	2023-2024	905	8	42	22	12	15	50
<i>At school, students respect each other.</i>	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49
<i>I am treated fairly by adults at my school.</i>	2020-2021	734	31	46	10	6	7	77
	2021-2022	939	26	51	10	4	8	77
	2022-2023	868	27	51	10	4	8	78
	2023-2024	916	21	52	11	6	10	73
<i>I feel safe at school.</i>	2020-2021	725	29	50	10	3	8	79
	2021-2022	936	28	48	12	5	7	76
	2022-2023	874	21	53	11	6	9	74
	2023-2024	912	17	51	13	8	11	68
<i>I feel safe on the way to and from school.</i>	2020-2021	730	38	49	5	3	6	86
	2021-2022	921	34	50	8	3	6	83
	2022-2023	865	31	52	8	3	6	83
	2023-2024	906	26	53	10	4	7	79
<i>I feel welcome at my school.</i>	2020-2021	737	34	46	9	3	8	80
	2021-2022	938	29	51	11	3	6	79
	2022-2023	872	28	51	8	4	8	79
	2023-2024	917	23	52	10	6	9	75
<i>My teachers care about me.</i>	2020-2021	739	36	46	4	3	11	82
	2021-2022	935	33	44	6	3	13	78
	2022-2023	871	29	48	5	3	14	77
	2023-2024	918	24	48	7	4	16	73
<i>Other students treat me well.</i>	2020-2021	734	23	56	10	4	7	79
	2021-2022	936	16	61	11	5	7	77
	2022-2023	856	13	60	14	5	9	72
	2023-2024	905	12	57	16	7	9	69

WCRSLE: GRADE 10-12 STUDENTS

WCRSLE: Grade 10-12 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I feel like I belong.</i>	2020-2021	733	24	46	16	5	10	69
	2021-2022	935	20	46	16	7	10	67
	2022-2023	867	19	47	18	7	9	66
	2023-2024	906	15	45	18	9	13	60
<i>At school, students care about each other.</i>	2020-2021	740	14	46	19	7	13	60
	2021-2022	935	11	47	22	9	12	58
	2022-2023	867	9	41	24	9	17	51
	2023-2024	905	8	42	22	12	15	50
<i>At school, students respect each other.</i>	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49
<i>I am treated fairly by adults at my school.</i>	2020-2021	734	31	46	10	6	7	77
	2021-2022	939	26	51	10	4	8	77
	2022-2023	868	27	51	10	4	8	78
	2023-2024	916	21	52	11	6	10	73
<i>I feel safe at school.</i>	2020-2021	725	29	50	10	3	8	79
	2021-2022	936	28	48	12	5	7	76
	2022-2023	874	21	53	11	6	9	74
	2023-2024	912	17	51	13	8	11	68
<i>I feel safe on the way to and from school.</i>	2020-2021	730	38	49	5	3	6	86
	2021-2022	921	34	50	8	3	6	83
	2022-2023	865	31	52	8	3	6	83
	2023-2024	906	26	53	10	4	7	79
<i>I feel welcome at my school.</i>	2020-2021	737	34	46	9	3	8	80
	2021-2022	938	29	51	11	3	6	79
	2022-2023	872	28	51	8	4	8	79
	2023-2024	917	23	52	10	6	9	75
<i>My teachers care about me.</i>	2020-2021	739	36	46	4	3	11	82
	2021-2022	935	33	44	6	3	13	78
	2022-2023	871	29	48	5	3	14	77
	2023-2024	918	24	48	7	4	16	73
<i>Other students treat me well.</i>	2020-2021	734	23	56	10	4	7	79
	2021-2022	936	16	61	11	5	7	77
	2022-2023	856	13	60	14	5	9	72
	2023-2024	905	12	57	16	7	9	69

ACCESS TO SUPPORTS AND SERVICES

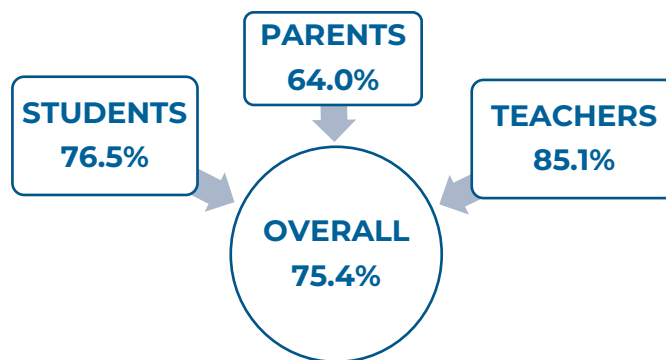
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,984	77.9	4,078	78.4	3,524	77.0	3,631	75.4
Alberta: Students	NA	NA	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
PSD Change from previous year:										-1.6
PSD Relative to province:										-4.5

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,149	80.4	3,212	77.3	2,653	78.0	2,686	76.5
Alberta: Students	NA	NA	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
PSD Change from previous year:										-1.5
PSD Relative to province:										-2.2

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	65.5	370	71.1	325	66.0	401	64.4
Alberta: Parents	NA	NA	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
PSD Change from previous year:										-1.6
PSD Relative to province:										-11.0

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	87.8	496	86.8	546	87.1	544	85.1
Alberta: Teachers	NA	NA	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6
PSD Change from previous year:										-2.0
PSD Relative to province:										-0.5



ACCESS TO SUPPORTS AND SERVICES: ALL PARENTS

Access to Supports: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	2020-2021	322	17	52	9	6	16	69
	2021-2022	361	21	53	9	7	9	74
	2022-2023	316	14	55	14	5	13	69
	2023-2024	391	15	52	13	5	15	67
When your child needs it, teachers at your child's school are available to help them.	2020-2021	333	21	61	7	1	10	83
	2021-2022	369	21	62	7	3	7	83
	2022-2023	320	19	58	8	1	13	78
	2023-2024	396	18	62	8	3	9	81
You can get the support you need from the school to help your child be successful in their learning.	2020-2021	317	19	50	12	3	16	69
	2021-2022	368	23	51	8	7	11	74
	2022-2023	318	14	53	14	4	14	68
	2023-2024	390	15	51	12	5	17	66
Your child can easily access programs and services at school to get help with school work.	2020-2021	325	14	46	13	4	23	59
	2021-2022	360	16	48	12	6	18	64
	2022-2023	320	12	48	12	6	23	60
	2023-2024	384	13	45	14	4	24	57
Your child can get help at school with problems that are not related to school work.	2020-2021	319	10	37	9	3	41	47
	2021-2022	354	14	46	5	5	30	60
	2022-2023	313	11	45	10	2	33	56
	2023-2024	385	8	43	8	4	37	51

ACCESS TO SUPPORTS AND SERVICES: PARENTS 4-6

Access to Supports: Parents 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	2020-2021	143	17	52	10	6	15	69
	2021-2022	161	22	51	9	9	9	73
	2022-2023	138	17	49	16	6	12	67
	2023-2024	180	17	50	16	4	14	67
When your child needs it, teachers at your child's school are available to help them.	2020-2021	149	18	64	7	0	11	82
	2021-2022	166	24	61	5	1	8	86
	2022-2023	140	23	54	9	1	14	76
	2023-2024	180	21	62	8	1	8	83
You can get the support you need from the school to help your child be successful in their learning.	2020-2021	141	19	52	12	3	13	72
	2021-2022	164	26	51	5	7	10	77
	2022-2023	138	17	51	15	6	10	69
	2023-2024	179	19	49	12	3	18	68
Your child can easily access programs and services at school to get help with school work.	2020-2021	143	11	45	17	3	24	56
	2021-2022	158	15	44	12	6	22	59
	2022-2023	139	13	40	14	8	25	53
	2023-2024	174	11	42	14	2	30	53
Your child can get help at school with problems that are not related to school work.	2020-2021	138	8	46	9	2	35	54
	2021-2022	157	17	50	4	4	25	66
	2022-2023	136	14	40	10	2	33	54
	2023-2024	176	13	44	7	3	34	56

ACCESS TO SUPPORTS AND SERVICES: PARENTS 7-9

Access to Supports: Parents 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	98	18	45	9	9	18	63
	2021-2022	119	18	56	9	8	8	75
	2022-2023	100	9	54	15	6	16	63
	2023-2024	132	10	52	14	8	17	61
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	104	26	54	11	1	9	80
	2021-2022	122	20	61	8	6	5	81
	2022-2023	102	17	63	9	1	11	79
	2023-2024	136	14	61	11	4	10	75
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	97	18	44	12	6	20	62
	2021-2022	122	20	52	11	7	11	71
	2022-2023	101	12	52	16	4	16	64
	2023-2024	132	11	49	14	8	17	61
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	100	13	41	9	7	30	54
	2021-2022	120	15	48	13	8	17	63
	2022-2023	102	11	47	13	5	25	58
	2023-2024	130	8	42	18	8	24	51
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	101	12	29	6	6	48	41
	2021-2022	118	11	45	8	5	31	56
	2022-2023	101	7	52	11	1	29	59
	2023-2024	133	3	43	11	5	39	46

ACCESS TO SUPPORTS AND SERVICES: PARENTS 10-12

Access to Supports: Parents 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	81	15	62	6	0	17	77
	2021-2022	81	22	52	9	4	14	74
	2022-2023	78	15	65	8	1	10	81
	2023-2024	79	18	58	8	4	13	76
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	80	21	66	4	1	8	88
	2021-2022	81	19	63	10	2	6	81
	2022-2023	78	15	62	6	0	17	77
	2023-2024	80	20	65	4	3	9	85
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	79	19	53	10	1	16	72
	2021-2022	82	23	48	10	5	15	71
	2022-2023	79	13	58	11	1	16	71
	2023-2024	79	13	59	10	3	15	72
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	82	20	52	12	1	15	72
	2021-2022	82	21	52	11	2	13	73
	2022-2023	79	11	62	6	3	18	73
	2023-2024	80	21	55	9	3	13	76
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	80	10	33	13	1	44	43
	2021-2022	79	13	42	4	4	38	54
	2022-2023	76	12	42	8	1	37	54
	2023-2024	76	7	41	5	5	42	47

ACCESS TO SUPPORTS AND SERVICES: ALL TEACHERS

Access to Supports: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	2020-2021	486	32	51	11	1	4	83
	2021-2022	491	31	49	12	3	4	81
	2022-2023	538	33	50	12	2	4	83
	2023-2024	535	36	44	13	3	4	80
When your child needs it, teachers at your child's school are available to help them.	2020-2021	492	41	50	5	2	3	91
	2021-2022	492	40	51	6	1	2	91
	2022-2023	539	40	52	4	2	2	92
	2023-2024	539	40	51	6	1	2	91
You can get the support you need from the school to help your child be successful in their learning.	2020-2021	490	30	48	16	3	2	79
	2021-2022	492	27	51	15	5	3	78
	2022-2023	542	28	51	15	3	2	79
	2023-2024	536	28	47	19	4	2	75
Your child can easily access programs and services at school to get help with school work.	2020-2021	496	61	37	1	0	0	98
	2021-2022	492	57	42	1	0	0	99
	2022-2023	540	52	45	2	1	0	97
	2023-2024	539	59	38	3	0	1	97
Your child can get help at school with problems that are not related to school work.	2020-2021	492	38	50	10	1	2	88
	2021-2022	491	36	51	10	2	1	86
	2022-2023	541	36	49	11	3	1	85
	2023-2024	537	37	46	10	5	2	83

ACCESS TO SUPPORTS AND SERVICES: GRADE 4 TEACHERS

Access to Supports: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning	2020-2021	59	36	47	10	0	7	83
	2021-2022	59	32	44	14	7	3	76
	2022-2023	79	18	57	14	4	8	75
	2023-2024	66	27	36	20	8	9	64
When your child needs it, teachers at your child's school are available to help them	2020-2021	59	44	49	3	3	0	93
	2021-2022	59	39	53	3	5	0	92
	2022-2023	78	23	60	8	5	4	83
	2023-2024	67	42	46	6	4	1	88
You can get the support you need from the school to help your child be successful in their learning	2020-2021	58	28	52	10	5	5	79
	2021-2022	59	27	39	20	12	2	66
	2022-2023	80	13	58	21	4	5	70
	2023-2024	66	21	42	29	6	2	64
Your child can easily access programs and services at school to get help with school work	2020-2021	61	67	30	2	0	2	97
	2021-2022	60	57	43	0	0	0	100
	2022-2023	79	41	49	6	3	1	90
	2023-2024	67	61	31	6	0	1	93
Your child can get help at school with problems that are not related to school work	2020-2021	60	43	48	5	3	0	92
	2021-2022	60	33	42	18	7	0	75
	2022-2023	76	24	53	18	4	1	76
	2023-2024	66	29	52	11	8	2	80

ACCESS TO SUPPORTS AND SERVICES: GRADE 7 TEACHERS

Access to Supports: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	2020-2021	89	38	43	13	1	4	81
	2021-2022	74	30	50	16	1	3	80
	2022-2023	84	31	49	17	0	4	80
	2023-2024	99	30	44	19	4	2	75
When your child needs it, teachers at your child's school are available to help them.	2020-2021	89	52	37	6	2	3	89
	2021-2022	74	42	51	4	1	1	93
	2022-2023	81	38	47	9	2	4	85
	2023-2024	98	42	46	8	2	2	88
You can get the support you need from the school to help your child be successful in their learning.	2020-2021	88	34	43	17	2	3	77
	2021-2022	74	26	46	15	8	5	72
	2022-2023	84	26	48	20	2	4	74
	2023-2024	99	21	53	22	4	0	74
Your child can easily access programs and services at school to get help with school work.	2020-2021	88	66	33	1	0	0	99
	2021-2022	74	53	46	1	0	0	99
	2022-2023	84	49	49	1	1	0	98
	2023-2024	98	55	43	2	0	0	98
Your child can get help at school with problems that are not related to school work.	2020-2021	87	48	41	6	1	3	90
	2021-2022	74	38	45	8	5	4	82
	2022-2023	82	32	54	12	1	1	85
	2023-2024	99	30	49	13	5	2	80

ACCESS TO SUPPORTS AND SERVICES: GRADE 10 TEACHERS

Access to Supports: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning	2020-2021	79	34	61	4	0	1	95
	2021-2022	100	38	49	8	1	4	87
	2022-2023	117	47	50	2	1	1	97
	2023-2024	113	55	38	4	3	0	93
When your child needs it, teachers at your child's school are available to help them	2020-2021	79	39	57	3	0	1	96
	2021-2022	101	40	54	6	0	0	94
	2022-2023	116	48	48	2	1	1	97
	2023-2024	115	45	50	3	1	1	95
You can get the support you need from the school to help your child be successful in their learning	2020-2021	75	36	56	7	0	1	92
	2021-2022	101	31	51	12	2	4	82
	2022-2023	117	41	50	6	2	2	91
	2023-2024	115	40	47	9	3	2	87
Your child can easily access programs and services at school to get help with school work	2020-2021	79	52	48	0	0	0	100
	2021-2022	101	51	46	2	0	1	97
	2022-2023	115	63	34	2	1	0	97
	2023-2024	114	63	35	2	0	0	98
Your child can get help at school with problems that are not related to school work	2020-2021	77	35	58	3	0	4	94
	2021-2022	100	31	52	14	0	3	83
	2022-2023	117	45	47	5	2	1	92
	2023-2024	115	48	43	4	3	1	91

WELLNESS

The staff of Parkland School Division are committed to the ongoing work to support student and workplace 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.

The intent of our work has been for staff to embrace the concept that student learning and student health are interdependent. Educational research supports this connection 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 approach, which focuses on three specific and interrelated tenets: healthy eating, active living, and mental well-being. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

Continuing throughout the 2023-2024 school year, the work to address the Division's Ultimate Goal of *Student Success and Well-Being* received support from school-based staff as well as by the Wellness and Community Partnership 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.

Workplace Wellness Supports

The Wellness and Community Partnership team continued to develop and implement a long-term Workplace Wellness strategy, focused around Canada's National Standard for Psychological Health and Safety in the Workplace. This approach considers 13 factors, which have been shown to impact the mental wellbeing of individuals in the workplaces, and include factors such as balance, engagement, psychological & social support, and recognition and reward.

Employee and Family Assistance Programs

Employee health and well-being is a priority for the Division, and we strongly encouraged employees to utilize their Employee and Family Assistance Programs [EFAP]. These programs are confidential and supportive resources for enhancing both mental and physical health. Services are free and available to employees and their dependents. EFAP Services are currently delivered through Homewood Health and Inkblot.

Staff Wellness Sponsorships

Our Wellness and Community Support team continued to partner 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.

Comprehensive School Health Action Plans

Each school created a Comprehensive School Health Action plan for the 2023-2024 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:

- Creation of meaningful Daily Physical Activity (DPA) for classes;
- Increased learning, connected to non-sport specific physical activities - connected to the idea of life-long physical activity;

- Provision and improvement of a variety of healthy breakfast options with support for students in preparation and serving;
- Involvement in a leadership program for students, in support of positive play at recess time; and
- An overall increase in universal lessons offered by School Counsellor around the topic of building self-confidence.

Counselling Services

Counselling Services continued to be available to students in all PSD Schools through staffed School Counsellors. School Counsellors in Kindergarten to Grade 9 received clinical supervision through PSD's Division Psychologist.

Mental Health in School Pilot

PSD staff continued to implement the *Mental Health in Schools Grant* alongside the Westview Primary Care Network. The two-year pilot program was originally funded from December 2022 to December 2024, but has now been extended to June 2025. This grant enabled the gathering of student voice through the *Student Orientation to School Questionnaire* [SOS-Q], the development of a Mental Health in Schools website with curriculum-linked mental health lessons, and access to a Social Worker to support the co-located PCN Youth Mental Health Clinics within the High Schools.

Family Supports

Student Services provided support for identified families through two Family Support Workers, both who have been extended to work 12 months of the year; being able to support families who would benefit from individualized support. Sunrise Supports continued throughout 2023-2024, bringing together community partners and families in support of the complex needs of youth, children and their families through an integrated and coordinated approach. Additionally, throughout 2023-2024, we continued to offer our Strong Families in Education series (sessions for parents) and we provided our monthly "Stronger Together" newsletter.



A significant number of Parkland School Division stakeholders continue to advocate for the presence of increased access to counseling services, highlighting the critical role that mental health plays in overall wellness. Notably, Parkland School Division recently (and significantly) added to our counseling profile. There's a consensus on the need for more dedicated therapists and educational assistants (EAs) in schools, suggesting that such support not only enhances workplace wellbeing and student satisfaction but also creates a calmer, more conducive learning environment that reduces teacher stress.

[Source: Fall Engagement Report]



GOVERNANCE

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

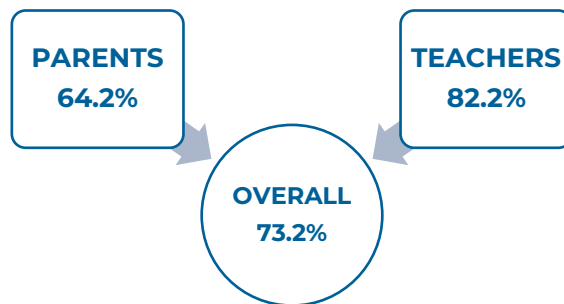
PARENTAL INVOLVEMENT

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

Overall	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	886	75.5	834	74.0	864	72.5	867	71.7	941	73.2
Alberta: Overall	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
PSD Change from previous year:									+1.5	
PSD Relative to province:									-6.3	

All Parents	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	424	63.0	336	59.3	370	61.7	325	62.4	401	64.2
Alberta: Parents	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
PSD Change from previous year:									+1.8	
PSD Relative to province:									-10.2	

All Teachers	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	462	88.1	498	88.7	494	83.3	542	81.1	540	82.2
Alberta: Teachers	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6
PSD Change from previous year:									+1.1	
PSD Relative to province:									-2.4	



Perception Gap	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Teachers / Parents	25.1	29.4	23.5	18.7	18.0

PARENTAL INVOLVEMENT: ALL PARENTS

Parental Involvement: All Parents		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education</i>	2019-2020	415	30	42	20	6	1	73
	2020-2021	334	36	33	22	6	3	69
	2021-2022	364	33	38	18	9	2	71
	2022-2023	323	36	37	19	7	2	73
	2023-2024	398	41	35	16	7	2	76
<i>To what extent are you involved in decisions about your child's school</i>	2019-2020	418	12	35	35	15	3	47
	2020-2021	325	11	26	39	21	3	37
	2021-2022	361	12	34	35	17	2	46
	2022-2023	318	16	35	30	15	4	51
	2023-2024	389	15	31	35	17	2	46

Parental Involvement Satisfaction: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered</i>	2019-2020	413	12	46	16	4	21	58
	2020-2021	300	9	48	15	4	25	57
	2021-2022	336	10	46	19	4	22	55
	2022-2023	293	11	45	18	3	23	56
	2023-2024	353	11	50	15	4	20	61
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	419	19	52	19	4	6	71
	2020-2021	328	11	58	18	4	9	69
	2021-2022	357	17	54	17	5	8	70
	2022-2023	317	14	53	21	4	8	67
	2023-2024	394	14	54	19	5	8	69
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	418	16	50	20	2	12	66
	2020-2021	315	11	54	17	2	16	65
	2021-2022	344	13	52	19	3	12	65
	2022-2023	310	12	53	19	4	13	65
	2023-2024	386	12	56	15	4	13	69



In essence, the stakeholders are seeking a more integrated, efficient, and respectful communication framework that acknowledges the diverse needs of the school community, enhances parental involvement, and supports the educational and developmental needs of students in a cohesive manner. The feedback calls for a shift towards more adaptive, user-friendly, and transparent communication practices to bridge gaps, foster trust, and build a stronger, more engaged school community.

[Source: Fall Engagement Report]

PARENTAL INVOLVEMENT: PARENTS GRADE 4-6

Parental Involvement: Parents 4-6		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	171	27	37	24	11	1	64
	2020-2021	147	33	33	24	7	2	66
	2021-2022	164	27	38	24	9	2	66
	2022-2023	141	33	37	19	9	2	70
	2023-2024	181	38	36	18	6	1	75
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	174	15	36	33	14	1	51
	2020-2021	143	10	29	36	22	3	39
	2021-2022	164	11	34	37	16	3	45
	2022-2023	140	14	40	29	11	6	54
	2023-2024	180	16	37	31	15	2	53

Parental Involvement Satisfaction: Parents 4-6		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	174	16	49	17	2	16	65
	2020-2021	134	9	53	16	3	19	62
	2021-2022	151	9	50	17	4	21	59
	2022-2023	133	11	45	20	4	20	56
	2023-2024	165	13	55	13	2	18	67
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	175	19	45	24	4	9	63
	2020-2021	145	10	57	22	4	7	67
	2021-2022	160	16	54	16	6	8	70
	2022-2023	140	14	49	25	3	9	63
	2023-2024	180	14	53	18	4	10	68
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	175	19	49	20	2	10	67
	2020-2021	142	12	56	18	2	13	68
	2021-2022	153	14	56	18	2	10	70
	2022-2023	139	14	47	21	4	14	62
	2023-2024	179	16	54	15	2	13	70

PARENTAL INVOLVEMENT: PARENTS GRADE 7-9

Parental Involvement: Parents 7-9		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	152	29	42	25	3	1	71
	2020-2021	104	36	29	25	8	3	64
	2021-2022	120	33	34	18	13	2	68
	2022-2023	103	38	33	21	7	1	71
	2023-2024	135	41	33	15	8	3	74
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	153	10	40	37	12	2	50
	2020-2021	103	11	25	42	21	1	36
	2021-2022	118	9	34	35	20	2	43
	2022-2023	101	20	29	31	17	4	49
	2023-2024	132	17	29	36	15	2	46

Parental Involvement Satisfaction: Parents 7-9		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	150	11	45	17	5	21	56
	2020-2021	93	12	46	13	4	25	58
	2021-2022	111	13	41	16	6	23	54
	2022-2023	89	12	43	19	2	24	55
	2023-2024	126	10	47	19	6	18	57
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	152	19	53	20	4	4	72
	2020-2021	102	14	52	21	6	8	66
	2021-2022	119	16	50	18	5	12	66
	2022-2023	103	15	50	22	5	9	64
	2023-2024	136	15	49	24	7	6	64
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	154	15	52	24	1	8	67
	2020-2021	99	12	53	18	1	16	65
	2021-2022	115	14	47	18	6	15	61
	2022-2023	99	12	55	18	4	11	67
	2023-2024	133	11	56	18	6	10	66

PARENTAL INVOLVEMENT: PARENTS GRADE 10-12

Parental Involvement: Parents 10-12		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	92	38	53	4	2	2	91
	2020-2021	83	42	37	14	2	4	80
	2021-2022	80	44	45	6	4	1	89
	2022-2023	79	38	43	15	3	1	81
	2023-2024	82	45	35	15	5	0	80
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	91	10	25	36	21	8	35
	2020-2021	79	11	22	43	16	8	33
	2021-2022	79	16	35	33	14	1	52
	2022-2023	77	13	34	31	19	3	47
	2023-2024	77	9	21	42	26	3	30

Parental Involvement Satisfaction: Parents 10-12		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	89	7	43	15	6	30	49
	2020-2021	73	5	41	15	4	34	47
	2021-2022	74	7	43	27	1	22	50
	2022-2023	71	7	49	14	3	27	56
	2023-2024	62	8	47	11	3	31	55
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	92	20	63	10	2	5	83
	2020-2021	81	11	65	7	1	15	77
	2021-2022	78	19	59	15	4	3	78
	2022-2023	74	14	65	11	5	5	78
	2023-2024	78	13	65	13	3	6	78
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	89	10	51	13	4	21	61
	2020-2021	74	8	51	16	1	23	59
	2021-2022	76	11	53	22	3	12	63
	2022-2023	72	8	60	15	3	14	68
	2023-2024	74	7	64	11	3	16	70

PARENTAL INVOLVEMENT: ALL TEACHERS

Parental Involvement: All Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are parents or guardians involved in decisions about their children's overall education?</i>	2019-2020	458	39	45	12	1	3	84
	2020-2021	497	29	55	11	1	4	85
	2021-2022	489	25	56	12	1	6	81
	2022-2023	537	25	50	16	2	7	76
	2023-2024	533	27	50	16	1	6	77
<i>To what extent are parents or guardians involved in decisions about your school?</i>	2019-2020	450	35	48	12	1	4	83
	2020-2021	486	27	56	10	1	6	83
	2021-2022	489	22	53	14	0	10	75
	2022-2023	535	23	52	13	2	10	75
	2023-2024	538	25	51	16	0	8	76

Parental Involvement Satisfaction: All Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that input of parents or guardians into decisions about your school is considered?</i>	2019-2020	459	44	46	3	1	6	90
	2020-2021	482	39	52	3	0	5	91
	2021-2022	483	34	50	5	1	10	84
	2022-2023	527	34	51	4	1	10	84
	2023-2024	531	37	46	7	1	9	83
<i>How satisfied are you with opportunities for parents or guardians to be involved in decisions about their children's education?</i>	2019-2020	451	46	47	3	0	4	93
	2020-2021	490	40	53	3	0	4	93
	2021-2022	491	37	53	3	1	6	90
	2022-2023	533	38	47	5	2	8	86
	2023-2024	527	41	47	4	2	7	88
<i>How satisfied are you with the opportunity for parents or guardians to be involved in decisions about your school?</i>	2019-2020	460	45	47	3	1	5	91
	2020-2021	488	39	53	2	0	5	92
	2021-2022	491	33	53	3	1	10	86
	2022-2023	535	35	50	4	1	10	85
	2023-2024	532	40	46	5	1	8	86

PARENTAL INVOLVEMENT: GRADE 4 TEACHERS

Parental Involvement: Grade 4 Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	58	48	40	9	2	2	88
	2020-2021	61	34	48	13	0	5	82
	2021-2022	57	32	46	19	0	4	77
	2022-2023	79	28	38	20	3	11	66
	2023-2024	66	38	38	17	2	6	76
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	56	43	45	9	2	2	88
	2020-2021	60	37	47	3	2	12	83
	2021-2022	58	38	45	14	0	3	83
	2022-2023	80	26	41	16	3	14	68
	2023-2024	66	33	39	14	0	14	73

Parental Involvement Satisfaction: Grade 4 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	59	58	37	3	0	2	95
	2020-2021	60	43	47	2	0	8	90
	2021-2022	57	39	46	9	2	5	84
	2022-2023	79	32	47	5	3	14	78
	2023-2024	65	29	45	12	2	12	74
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	56	55	38	5	0	2	93
	2020-2021	61	41	51	3	0	5	92
	2021-2022	58	34	59	3	2	2	93
	2022-2023	77	29	47	8	4	13	75
	2023-2024	66	32	52	5	3	9	83
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	59	56	36	5	0	3	92
	2020-2021	60	43	45	0	0	12	88
	2021-2022	58	40	48	5	2	5	88
	2022-2023	79	24	53	5	3	15	77
	2023-2024	65	32	49	9	2	8	82

PARENTAL INVOLVEMENT: GRADE 7 TEACHERS



Parental Involvement: Grade 7 Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	83	35	49	11	0	5	84
	2020-2021	88	30	53	14	1	2	83
	2021-2022	74	28	54	12	1	4	82
	2022-2023	81	11	52	27	0	10	63
	2023-2024	98	30	45	18	2	5	74
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	82	33	49	12	1	5	82
	2020-2021	86	27	59	9	2	2	86
	2021-2022	74	26	49	16	0	9	74
	2022-2023	79	10	53	22	1	14	63
	2023-2024	99	26	48	16	1	8	75

Parental Involvement Satisfaction: Grade 7 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	83	37	49	6	0	7	87
	2020-2021	86	43	51	1	0	5	94
	2021-2022	73	27	55	5	1	11	82
	2022-2023	79	24	56	3	3	15	80
	2023-2024	98	29	50	9	1	11	79
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	82	45	45	4	0	6	90
	2020-2021	85	48	47	2	0	2	95
	2021-2022	73	34	58	1	1	5	92
	2022-2023	79	28	44	8	3	18	72
	2023-2024	97	32	53	5	2	8	85
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	83	41	49	4	0	6	90
	2020-2021	86	48	50	1	0	1	98
	2021-2022	73	29	55	5	1	10	84
	2022-2023	81	25	53	4	2	16	78
	2023-2024	98	34	48	7	0	11	82

PARENTAL INVOLVEMENT: GRADE 10 TEACHERS

Parental Involvement: Grade 10 Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	79	22	46	24	5	4	67
	2020-2021	78	19	60	17	0	4	79
	2021-2022	101	17	55	17	1	10	72
	2022-2023	115	23	47	20	1	9	70
	2023-2024	111	16	55	19	1	9	71
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	77	12	48	32	4	4	60
	2020-2021	76	14	59	20	3	4	74
	2021-2022	99	14	44	25	1	15	59
	2022-2023	116	16	52	18	0	14	68
	2023-2024	114	10	58	23	0	10	68

Parental Involvement Satisfaction: Grade 10 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	79	22	59	4	4	11	81
	2020-2021	75	25	67	4	1	3	92
	2021-2022	100	27	50	4	2	17	77
	2022-2023	115	31	50	7	0	12	81
	2023-2024	112	30	49	6	3	12	79
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	78	32	58	3	3	5	90
	2020-2021	78	29	65	3	0	3	95
	2021-2022	101	29	56	5	2	8	85
	2022-2023	117	39	50	3	1	7	89
	2023-2024	111	38	50	4	3	6	87
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	79	28	54	8	4	6	82
	2020-2021	77	26	64	6	0	4	90
	2021-2022	101	26	54	5	1	14	80
	2022-2023	117	33	52	5	2	8	85
	2023-2024	113	34	50	6	1	9	84

 **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.” 

[Source: Share a Thought Surveys]

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, outcomes, 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 endeavors, and 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
- Quarterly through Teacher – Board Advisory Committee meetings.

Specific engagement events and activities occurred throughout the 2023-2024 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 continually 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 annually meets with students to better understand a variety of topics from our students' perspective.

Each year, the Board of Trustees conducts an engagement with Parkland School Division students. On March 19th, 2024, Trustees met with nineteen grade eleven students from Connections for Learning (5), Memorial Composite High School (6), and Spruce Grove Composite High School (8). Several of the students had participated in a grade ten engagement with the Board of Trustees during the previous year. The 2023-2024 engagement, therefore, provided Trustees with an opportunity to reconnect with students and determine how their perspectives may have changed.

Students emphasized the engagement value of hands-on learning, noting that such activities fuel their interest and respect for teachers who recognize diverse learning needs. They appreciate having a greater variety of optional courses in high school than those in earlier grades, which they feel enhances their educational experience. However, they expressed that asking for help can sometimes feel challenging due to the stigma associated with it, and they acknowledge that teachers are stretched thin due to class sizes, which can hinder the level of individualized support they receive.

Crowded school environments, particularly at Spruce Grove Composite, are a concern for students who feel space constraints impact their experience. A sense of belonging is also important to them and, as such, they suggested that schools should offer inclusive ways for all students to participate, even if they are not selected for extra-curricular teams. Despite challenges, students appreciate inspiring teachers and the strong presence of arts and language programs, with one student noting how linguistics has become central to their identity.

Regarding academic workload, students find it increasingly burdensome in higher grades, with a particular struggle in math. They expressed dissatisfaction with certain assessment formats, such as outdated tests and uninspiring prompts in English and social studies. Many students also find online learning and traditional "stand and deliver" methods unappealing, preferring assignments that reinforce learning rather than "busy work." Notably, they feel that the Career and Life Management (CALM) course, often taken in Grade 10, would be more relevant in later years when they are closer to graduation and that it could benefit from updates to include practical life skills like résumé building.

Students' social experiences also influence their school life. Transitioning to Grade 10 brings social shifts, as they encounter larger peer groups in high school. Some, especially those from smaller schools, find it challenging to adjust. They noted that much of the peer conflict occurs outside school, often at bus stops or other social areas. Students raised concerns about vaping habits among peers, suggesting a need for more emphasis on harm reduction education. Additionally, they commented on cell phone use, acknowledging that engagement in class affects their device usage; more captivating lessons make them less inclined to reach for their phones (notably this matter received provincial attention, and phones are now significantly limited in schools across the province).

The impact of inclusivity efforts is mixed. While students feel that the 2SLGBTQIA+ community is supported, they want more focus on celebrating diversity achievements rather than solely the hardships these communities face. They also feel parental attitudes significantly shape student outlooks, with stress from parents, teachers, and workplaces adding pressure. Students hope these influences can be mindful of the impact on their mental well-being.

Looking to the future, students are enthusiastic about graduation, with many engaged in volunteering and leadership roles that they find valuable for social and professional skills development. The Dual Credit Program, career exploration activities, and scholarship information are also appreciated as students prepare for post-secondary education or career paths. They expressed a desire for earlier access to scholarship information to support their planning. Through these experiences, students are developing a sense of agency and readiness for life beyond high school.

The Board of Trustees will continue to engage students during the 2024-2025 school year.

STAKEHOLDER ENGAGEMENTS

Fall Stakeholder Engagement

The Board of Trustees hosted an open engagement with Parkland School Division Educational Stakeholders on November 22, 2024 at the newly opened Westview School in Stony Plain. The Board focused on three areas for stakeholder feedback, for the 112 participants, including:

- Student and Workplace Wellness,
- Community, Equity and Belonging, and
- Teaching and Leading through 2024 and Beyond.

Education Planning Day

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 11, 2024. 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. In total, 138 stakeholders provided insights on four topics for conversation:

- What are your thoughts, generally, about our schools today?
- What are your thoughts about community, equity and diversity?
- What are your thoughts about effective ways to support mental health and wellness?
- What are your thoughts about what our students are learning, and how they learn it?

Engagement events provide an opportunity to hear directly from stakeholders, and to reveal considerations for future planning. Specifically, the April engagement occurs at a time when our schools are planning for the future, and adjusting strategies for improvement, accordingly.

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 2023-2024, TBAC met on November 7, 2023, February 13, 2024, April 16, 2024, and June 11, 2024.

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 2023-2024 were held October 3, 2023, December 5, 2023, February 6, 2024, March 12, 2024, April 9, 2024, and May 14, 2024.

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, 2023, and at the Alberta School Boards Association Zone 2-3 meeting in May, 2024.
- Minister of Education Searle Turton, and Parliamentary Secretary for Indigenous Relations, MLA Andrew Boitchenko attended the Westview Grand Opening on November 27, 2023.
- In preparation for the reconstruction of Spruce Grove Composite High School, Division staff met, and continue to meet, with representatives from Alberta Infrastructure and Alberta Education.

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 October 13 and March 13, 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 the Alberta School Boards' Association (ASBA), the Public School Board' Association of Alberta (PSBAA), the Alberta School Councils Association (ASCA), the Rural Caucus, and the Greater Parkland Regional Chamber of Commerce. 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:

- Parkland County Mayor and Council met with Trustees and Superintendent, January 25, 2024.
- Spruce Grove Mayor and Council met with Trustees and Superintendent, April 17, 2024.
- Parkland County Mayor Allan Gamble and Councilor Wiedeman attended the Trustees' West-End Schools Engagement on the Rural Advantage on April 23, 2024.
- Town of Stony Plain Mayor met with Trustees and Superintendent, April 30, 2024

Jurisdictional Meetings

- The *Conseil Scolaire Centre-Nord* Board Chair and Parkland School Division Board Chair met on February 26, 2024.
- The Evergreen Catholic Schools Board of Trustees met with the Parkland School Division Board of Trustees, April 4, 2024.

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 March 5, 2024.

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.

2023-2024 BOARD HIGHLIGHTS

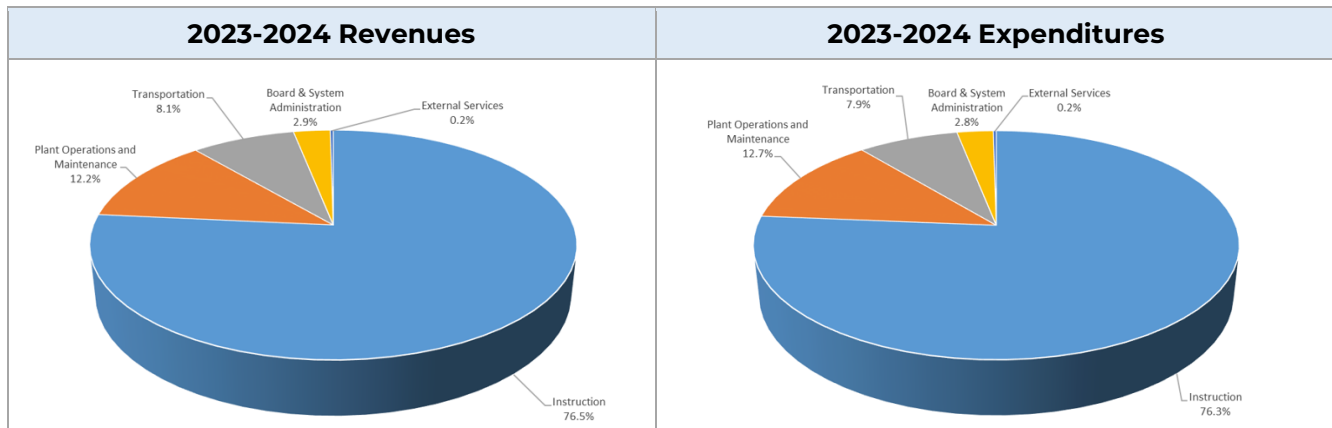
The Board, through the well-visited Parkland School Division website (www.psd.ca), continued to highlight work by our teaching staff and students through the Division's YouTube channel, social media streams, and websites. The Board of Trustees continued the practice of live-streaming Regular Board Meetings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

Date	Meeting Type & Link	Minutes & Link	Board Highlights
September 12, 2023	Regular Meeting	Minutes	Highlights
September 26, 2023	Special Meeting	Minutes	
October 10, 2023	Regular Meeting	Minutes	Highlights
November 2, 2023	Special Meeting	Minutes	
November 28, 2023	Regular Meeting	Minutes	Highlights
December 19, 2023	Regular Meeting	Minutes	Highlights
January 23, 2024	Regular Meeting	Minutes	Highlights
February 13, 2024	Regular Meeting	Minutes	Highlights
March 5, 2024	Regular Meeting	Minutes	Highlights
April 9, 2024	Regular Meeting	Minutes	Highlights
May 28, 2024	Regular Meeting	Minutes	Highlights
June 18, 2024	Regular Meeting	Minutes	Highlights
June 18, 2024	Organizational Meeting	Minutes	Highlights
June 21, 2024	Special Meeting	Minutes	



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 2023-2024

[Full Financial Statements Available Online at [PSD.CA](https://psd.ca) > Our Division > Reports and Publications]

[Alberta Education: [K-12 Financial Statements](#)]

For more information, contact Parkland School Division: 780-963-4010

- Revenues over the previous year show an increase of \$8,121,829 (5.5%);
 - Expenditures over the previous year show an increase of \$4,433,997 (3.0%); and
 - The cost of educating 12,517 students was \$153,950,505.
-
- 76.3% (\$117,514,662) 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 \$118,553 (\$109,126 excluding Alberta Teachers Retirement Fund costs). This accounted for 70.4% of all instructional expenses.
 - The cost for Board and System Administration was \$4,383,492 which is below the Division's System administration revenues of 4,504,915.
 - Expenditures to transport students to and from school amounted to 7.9% of expenditures (\$12,181,850).
 - The cost of maintaining and operating our sites amounted to 12.7% of expenditures (\$19,499,582).
 - The Division had budgeted a (\$483,401) deficit. The surplus for 2023-2024 was \$2,440,564 or 1.6% of revenues. The surplus was primarily caused by allocating \$1.0M for contingency and

projects to capital reserves for capital initiatives, utilizing \$1.2M of operating funds for capital projects during the year and lower expenditures within departments and schools.

- The total accumulated surplus from operations is \$5,697,008, which includes \$807,225 from School Generated Funds.
- The Division acquired \$9,761,128 in capital assets during the year. The acquisitions included \$6,533,997 purchased by the Division, \$2,121,632 purchased by Alberta Infrastructure on the Division's behalf and the addition of ARO assets of \$1,105,499.
- The Division's capital reserves amount to \$6,317,309.
- Capital projects during 2023-2024 included Westview school, design work on Spruce Grove Composite High School, modular classrooms for Millgrove School, Spruce Grove Outreach campus, Tomahawk Gym, ADCS teacherages and Capital Maintenance Renewal projects.



DISCLOSURES

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 has maintained *Policy 20 - Whistleblower Protection* since 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 2023-2024.

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