



Kinuso School

**Annual Education Results Report
2022-23**



About Us

Kinuso School, a part of High Prairie School Division, is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. We are proud to be a hub in a region that is home to a varied and diverse population with rich cultures and backgrounds. The school serves students from kindergarten to Grade 12, offers programming in the arts, education, and extracurricular activities and houses the community library. Our public functions (annual Remembrance Day Ceremony, Italian Knights Supper and celebratory ceremonies), fundraisers and athletic events are well attended and supported by our families and community stakeholders. Our students continue to develop and demonstrate strong leadership through Student Leadership Council and Youth Truth and Reconciliation Council. We are honoured and grateful for our partnership with the Swan River Knowledge Keepers, and the land-based learning experiences they are generously sharing with us.

Principal's Message

Kinuso's "small school" status is one of our strengths as well as one of our greatest challenges. We are staffed by a dedicated group of teachers and support staff who work hard to provide a safe, caring, and engaging environment for students. These people work together with parents, divisional staff and administrators to meet the diverse needs of the students, providing access to a variety of core and complementary courses, including, Industrial Arts, Music, Foods, and Art. The school offers diverse programming in the humanities, disciplines, arts, and extracurricular and athletic activities.

Being the only K-12 school within High Prairie School Division, Kinuso experiences a number of unique challenges that other divisional sites may not encounter. It is worth mentioning that our staff are expected to meet divisional expectations placed on elementary and secondary schools, including:

- administering, assessing, debriefing and planning from RCAT (Reading Comprehension Assessment Tool), HLAT (Highest Level of Achievement Test), EYE (Early Years Evaluation), LeNS (letter name and sounds), CC3 (Castles and Coltheart 3 Test), RRSST (Right to Read Screening Tool), MIPI (Math Intervention Protocol Instrument), PNSA (Provincial Numeracy Screening Assessment) assessments as well as Provincial Achievement Tests and Diploma exams.

- planning PD that meets the needs of Division I, II and III teachers – who all work in isolation (being the only teacher of their grade or subject).
- meshing an elementary, middle and secondary school schedule,
- sharing teachers across the grade levels, all while ensuring equitable prep and break times; and Scheduling school-based staff and PLC meetings and meeting divisional PLC requirements.

Kinuso School is honoured and grateful to be participating in the eighth year of Land-Based Learning facilitated by the Swan River Knowledge Keepers. The learning opportunities afforded support the continuation of traditional knowledge, in addition to supporting reconciliation, by developing and understanding and appreciation of the culture and perspective of the local First Nations. We are continuing to explore how we can further develop relationships with our local First Nations, learning from them as we continue our conversations. There has been a dip in the participation of Land-Based Learning, there will be a Sharing Circle with Swan River in March to brainstorm ways to increase interest and engagement.

Finding ways to be fiscally responsible while still offering students a rewarding curricular and extracurricular experience (one that would be comparable to their same age/grade peers in another HPSD school) is another challenge. It is difficult to provide as wide a range/variety of core and option courses to students with a limited number of staff. Retaining staff has been another challenge. Kinuso Elementary staffing has had few changes year to year, but teacher turnover in our junior/senior high is high, and building those relationships and trust year after year is a challenge. This has improved for the 2023-2024 school year with only two new teachers and a new Vice Principal. We are also fortunate to have a Learning Support Teacher for the 2023-2024 school year, which was something we unfortunately did without during the 2022-2023 school year.

A strength that we rely on is the stability of our support staff in the school. Many of our Educational Assistants and other support staff are long-time employees at the school. Kinuso is also proud of its long history with a strong and vibrant athletics program, as students continue to represent us well at home and abroad in volleyball, basketball, archery and track and field. The Italian Knights Supper is the school's biggest fundraiser and the financial pool we use to subsidize student participation in, and travel to, athletic events throughout the year.

School council has had a difficult time getting off the ground last year. We are happy to announce that we have been able to form a school council this year.

Kinuso School Council met and discussed some of the concerns that came out of the AERR. The group focused on increasing parental involvement, providing opportunities for student citizenship and to improve the level of belief that Kinuso is a safe and caring school.

Conversations about decreasing instances of bullying and improving mental health were had and ideas were shared.

The Council Chair and Vice Chair completed a survey asking parents what events they would like to see happen at Kinuso School, therefore, increasing parents' involvement.

The Council spoke about ways to increase the citizenship of our students. Providing them with opportunities to volunteer inside and outside of the school.

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Kinuso School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	68.4	83.6	83.6	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	56.1	69.8	63.7	80.3	81.4	82.3	Very Low	Maintained	Concern
	3-year High School Completion	59.4	48.6	55.3	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	58.2	65.5	74.2	88.6	87.1	86.2	Very Low	Declined	Concern
	PAT: Acceptable	26.8	18.8	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	5.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	78.6	42.1	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	70.9	82.5	82.6	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	61.5	73.6	73.6	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	69.2	78.9	78.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	61.4	73.7	74.8	79.1	78.8	80.3	Very Low	Maintained	Concern

Fall 2023 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Kinuso School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	46.5	47.2	52.1	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	57.5	69.1	71.8	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	16.3	14.3	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	2.4	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	75.0	*	n/a	74.8	68.7	n/a	Low	n/a	n/a
	Diploma: Excellence	0.0	*	n/a	11.3	8.5	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	22	73.0	29	59.4	21	57.7	25	48.6	22	59.4	Very Low	Maintained	Concern	260	64.4	252	60.1	246	60.8	263	61.3	250	55.3	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	23	74.8	22	77.6	28	64.9	21	57.5	24	55.1	Very Low	Maintained	Concern	249	69.3	261	70.8	250	69.1	246	66.4	265	63.3	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	28	75.9	23	74.7	22	82.3	28	65.5	21	58.2	Very Low	Declined	Concern	283	71.5	249	71.1	265	73.0	250	70.8	245	68.7	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

First Nation, Métis, and Inuit High School Completion Rate

	Kinuso School (FNMI)													Alberta (FNMI)																			
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022											
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	18	78.1	20	55.5	17	53.5	17	47.2	13	46.5	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0										
4 Year Completion	13	62.4	18	83.7	19	69.3	16	56.7	14	65.2	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8										
5 Year Completion	12	67.5	13	62.4	18	83.9	19	69.1	16	57.5	Very Low	Maintained	Concern	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3										

Comments on Results

We will continue to work with our Career Coach in order to improve on the number of students who are completing high school over 3, 4 and 5 years. We will use other educational opportunities such as Golden Hills Academy to offer our students more options.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	58.6	70	57.7	52	66.3	73	69.8	51	56.1	Very Low	Maintained	Concern	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	10	52.0	4	*	4	*	7	77.1	2	*	*	*	*	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	26	47.7	51	55.3	40	64.8	51	64.3	37	49.3	Very Low	Maintained	Concern	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	15	76.0	19	60.0	12	67.8	15	68.0	14	62.9	Very Low	Maintained	Concern	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

The level of satisfaction that students model the characteristics of active citizenships needs to improve so that we develop strong community leaders and community-minded citizens. I believe this is directly related to positive student behaviour, an area that was not strong in 2022-2023. We have already seen improvement in student behaviour in the current school year. We will be offering our students opportunities to demonstrate and grow their leadership skills. Opportunities such as organizing school events, running school assemblies, and offering suggestions for school improvement.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	52	80.8	73	83.6	51	68.4	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	4	*	7	90.5	2	*	*	*	*	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	40	70.1	51	71.5	37	58.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	12	91.4	15	88.9	14	78.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

It is troubling that students are indicating that they are not engaged in their learning and also troubling that teachers are seeing this as well. This is an area that was recognized as a weakness before the survey results and is being addressed. Professional development and professional learning communities will be focused on building teacher capacity in creating engaging lessons and learning experiences. Kinuso certified staff is also currently involved in a book study that is directly related to levels of engagement.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Authority										Province												
											Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	81	5.4	84	5.3	84	2.2	66	2.8	72	6.4	Intermediate	Maintained	Acceptable	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	6	17.1	5	*	5	*	2	*	2	*	n/a	n/a	n/a	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

Comments on Results

We will continue to work with our Career Coach to ensure that our dropout rate doesn't increase.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	54.1	54	70.1	40	68.4	61	61.2	40	56.9	Very Low	Maintained	Concern	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	10	53.2	4	*	4	*	7	64.8	2	*	*	*	*	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	13	30.8	35	61.3	28	62.3	39	55.6	26	47.1	Very Low	Maintained	Concern	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	15	78.3	19	78.8	12	74.4	15	63.0	14	66.7	Very Low	Maintained	Concern	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

As a small school, it is difficult for us to offer a wide range of programming. We have started offering different courses this year such as Outdoor Education, Sports Leadership, Computer Studies, Aboriginal Studies and Cosmetology. We are also happy to partner with Golden Hills to offer subjects such as French, Spanish, Forensic Science etc. We will continue to ask students what they would like to see offered and try to find a way to offer the high interest courses.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	7	28.6	23	43.5	11	45.5	15	26.7	19	36.8	Very Low	Maintained	Concern	355	50.1	368	48.9	307	45.9	305	48.5	296	51.7	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Comments on Results

We will continue to encourage our students to achieve the standard of grades that is required to be eligible for the Rutherford Scholarship and then assist them in applying for the scholarship.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	74.0	70	78.0	52	79.3	73	79.1	51	67.5	Very Low	Declined	Concern	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	10	70.0	4	*	4	*	7	88.2	2	*	*	*	*	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	26	65.4	51	76.1	40	75.9	51	70.7	37	60.0	Very Low	Declined	Concern	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	15	86.5	19	80.0	12	82.8	15	78.4	14	75.0	Very Low	Maintained	Concern	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

This area is very concerning and is also directly related to the Citizenship category. Student behaviour in the 2022-2023 school year was at times troubling which sometimes resulted in students feeling that school was not a safe and caring environment. This is an area that has already been addressed this school year and has already been improved. Staff are more visible in the hallways during class changeover and are becoming more involved in the interests of their students. After school activities are also growing and students are active participants. Parents/guardians are being encouraged to come to the school for events such as our Back-to-School Block Party and our Celebration of Learning.

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
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We have a student advisory group to discuss these concerns with our students. We would like the students to have input on what they feel we need to improve our school.

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																			
	School										Measure Evaluation			Authority										Province											
	2019		2020		2021		2022		2023		2019			2020			2021			2022			2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	25	65.0	18	66.7	12	83.3	22	86.2	14	85.7	High	Maintained	Good	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1		
Parent	10	50.0	4	*	4	*	7	85.7	2	*	*	*	*	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0		
Teacher	15	80.0	18	66.7	12	83.3	15	86.7	14	85.7	Low	Maintained	Issue	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3		

We will continue to offer opportunities for our students to improve and build their skills and attitudes so that they are able to be successful once they finish school and join the workforce.

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	23	47.1	22	24.9	28	34.3	21	30.5	24	21.2	Very Low	Maintained	Concern	249	33.5	261	38.0	250	36.0	246	33.7	265	25.1	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	13	16.4	28	53.4	23	56.2	22	39.4	28	54.4	Intermediate	Maintained	Acceptable	249	52.6	282	53.5	250	48.2	265	47.7	250	49.3	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

We will continue to expose our students to post-secondary opportunities by taking them to visit campuses and encouraging them to apply for the program and post-secondary institution of their choice.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	61.7	19	64.9	12	75.0	22	77.9	14	60.7	Very Low	Maintained	Concern	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	10	50.0	4	*	4	*	7	85.7	2	*	*	*	*	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	15	73.3	19	64.9	12	75.0	15	70.0	14	60.7	Very Low	Maintained	Concern	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

Staff will be involved in conversations to help build what they believe our students need to promote lifelong learning and academic rigour.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	81.0	9.5	n/a	n/a	n/a	n/a	23.5	0.0	42.9	0.0	45	3
	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	School	61.9	9.5	n/a	n/a	n/a	n/a	5.9	0.0	35.7	0.0	40	5
	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	71.4	14.3	n/a	n/a	n/a	n/a	29.4	0.0	35.7	0.0	45	5
	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	66.7	9.5	n/a	n/a	n/a	n/a	23.5	0.0	50.0	0.0	55	5
	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	School	40.9	0.0	n/a	n/a	n/a	n/a	23.8	4.8	44.4	0.0	50	5
	Authority	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
Mathematics 9	School	42.1	5.3	n/a	n/a	n/a	n/a	9.5	4.8	14.8	0.0	20	3
	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
Science 9	School	39.1	13.0	n/a	n/a	n/a	n/a	28.6	9.5	18.5	0.0	25	3
	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1		

	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
Social Studies 9	School	47.8	4.3	n/a	n/a	n/a	n/a	9.5	4.8	18.5	0.0	25	3
	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Kinuso School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	n/a	n/a	14	42.9	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	52,106	18.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	14	35.7	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	14	35.7	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	14	50.0	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	27	44.4	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	0.0	n/a	n/a	56,255	13.4	n/a	n/a
French Language Arts 9 année	Acceptable Standard	*	*	*	1	*	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	3,215	10.9	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	27	14.8	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	0.0	n/a	n/a	55,447	13.5	n/a	n/a
Science 9	Acceptable Standard	Very Low	n/a	n/a	27	18.5	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	0.0	n/a	n/a	56,311	20.1	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	27	18.5	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	0.0	n/a	n/a	56,309	15.9	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Results

Our Provincial Achievement Tests are low compared to both the Province and High Prairie School Division. In most areas, our 2023 results are improved over the previous year. We are working on the development of our students' skills. We are utilizing our resources to offer interventions to the students who

require support in the various subject areas. We are focusing on literacy and numeracy interventions. We will also focus on test taking skills and trying to improve our academic rigour.

Diploma Examination Results

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	66.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	90	3
	Authority	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	42.9	0.0	n/a	n/a	n/a	n/a	n/a	n/a	90.9	0.0	92	3
	Authority	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
Mathematics 30-1	School	28.6	0.0	n/a	n/a	n/a	n/a	*	*	*	*	60	3
	Authority	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	66.7	0.0	n/a	n/a	n/a	n/a	33.3	0.0	*	*	60	5
	Authority	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	61.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	75	5
	Authority	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	83.3	0.0	85	5
	Authority	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	69.2	7.7	n/a	n/a	n/a	n/a	*	*	n/a	n/a	75	5
	Authority	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	65	3
	Authority	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Kinuso School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	11	90.9	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a	17,112	12.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	19,763	70.8	n/a	n/a

	Standard of Excellence	*	*	*	1	*	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	18,364	37.0	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

Kinuso School had a great deal of success on our English Language Arts and Social diploma exams. Students are well prepared for the exams and demonstrated a high level of understanding.

Literacy Data			2018-19				2019-20¹				2020-21¹				2021-22²				2022-23										
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained grade level for at-risk students at time of final assessment(s)					
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#			%	#			
EYE	Kindergarten	Experiencing significant difficulty		ND	ND	ND	ND	16	50.0	5	ND	ND	5	66.7	2	0.0	0	10	80.0	8	0.0	0	15	25.0	2	16.7	1		
		Experiencing some difficulty		ND	ND	ND	ND		50.0	5	ND	ND		33.3	1	33.3	1		20.0	2	50.0	4		50.0	4	16.7	1		
		Appropriate development		ND	ND	ND	ND		0.0	0	ND	ND		0.0	0	66.7	2		0.0	0	50.0	4		25.0	2	66.7	4		
RTR LeNS	Grade 1	None-Minimal Development		ND	ND	ND	ND	14	18.2	2	ND	ND	12	45.5	5	16.7	2	4	33.3	1	0.0	0	15	63.6	7	36.4	4	6	3
		Developing Skills		ND	ND	ND	ND		81.8	9	ND	ND		54.5	6	83.3	10		66.7	2	100.0	4		0.0	0	0.0	0		
		Developing Well-Mastered		ND	ND	ND	ND		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		36.4	4	63.6	7		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	15	45.5	5	58.3	7	17	61.5	8	ND	ND		ND	ND	ND	ND	14	42.9	6	16.7	2	7	33.3	2	33.3	2	9	3
		Approaching Expectations		18.2	2	8.3	1		0.0	0	ND	ND		ND	ND	21.4	3		33.3	4	ND	ND		ND	ND				
		Meeting Expectations		36.4	4	33.3	4		38.5	5	ND	ND		ND	ND	35.7	5		50.0	6	66.7	4		66.7	4				
	Grade 3	Not Yet Meeting Grade Expectations	17	100.0	11	100.0	10	18	36.4	4	ND	ND	12	70.0	7	ND	ND	14	14.3	2	28.6	4	17	33.3	5	33.3	5	12	6
		Approaching Expectations		0.0	0	0.0	0		18.2	2	ND	ND		30.0	3	ND	ND		14.3	2	21.4	3		ND	ND	ND	ND		
		Meeting Expectations		0.0	0	0.0	0		45.5	5	ND	ND		0.0	0	ND	ND		71.4	10	50.0	7		66.7	10	66.7	10		
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	20	50.0	7	64.3	9	17	100.0	10	ND	ND	12	91.7	11	ND	ND	19	ND	ND	81.3	13	16	56.3	9	42.9	6		
		Approaching Expectations		14.3	2	7.1	1		0.0	0	ND	ND		0.0	0	ND	ND		ND	ND	0.0	0		37.5	6	50.0	7		
		Meeting Expectations		35.7	5	28.6	4		0.0	0	ND	ND		8.3	1	ND	ND		ND	ND	18.8	3		6.3	1	7.1	1		
	Grade 5	Not Yet Meeting Grade Expectations	24	40.9	9	63.6	14	20	73.3	11	ND	ND	11	100.0	9	ND	ND	15	ND	ND	78.6	11	19	35.3	6	43.8	7		
		Approaching Expectations		9.1	2	9.1	2		0.0	0	ND	ND		0.0	0	ND	ND		ND	ND	7.1	1		52.9	9	56.3	9		
		Meeting Expectations		50.0	11	27.3	6		26.7	4	ND	ND		0.0	0	ND	ND		ND	ND	14.3	2		11.8	2	0.0	0		
	Grade 6	Not Yet Meeting Grade Expectations	21	53.8	7	73.3	11	21	45.0	9	ND	ND		ND	ND	ND	ND	21	ND	ND	92.3	12	15	58.3	7	58.3	7		
		Approaching Expectations		23.1	3	0.0	0		15.0	3	ND	ND		ND	ND	ND	ND		ND	ND	0.0	0		33.3	4	41.7	5		
		Meeting Expectations		23.1	3	26.7	4		40.0	8	ND	ND		ND	ND	ND	ND		ND	7.7	1	8.3		1	0.0	0			
OCA RCAT	Grade 7	Limited	22	90.0	18	95.0	19	30	100.0	20	ND	ND	22	84.6	11	100.0	16	24	73.7	14	87.5	14	28	45.0	9	ND	ND		
		Acceptable		10.0	2	5.0	1		0.0	0	ND	ND		15.4	2	0.0	0		15.8	3	12.5	2		45.0	9	ND	ND		
		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	0.0	0		10.5	2	0.0	0		10.0	2	ND	ND		
	Grade 8	Limited	21	73.3	11	93.8	15	22	88.2	15	ND	ND	22	81.8	9	85.7	12	30	78.6	11	91.7	22	26	55.6	10	43.8	7		
		Acceptable		26.7	4	6.3	1		11.8	2	ND	ND		18.2	2	14.3	2		21.4	3	8.3	2		44.4	8	43.8	7		
		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	12.5	2		

RCAT	Grade 9	Limited	28	100.0	17	100.0	16	21	81.3	13	ND	ND	22	52.9	9	86.7	13	21	68.8	11	83.3	10	31	73.9	17	ND	ND		
		Acceptable		0.0	0	0.0	0		18.8	3	ND	ND		47.1	8	13.3	2		31.3	5	16.7	2		26.1	6	ND	ND		
		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	ND	ND		
	Grade 10	Limited	26	66.7	10	88.2	15	24	86.7	13	ND	ND	17	85.7	6	72.7	8	20	86.7	13	81.3	13	28	69.6	16	ND	ND		
		Acceptable		33.3	5	11.8	2		13.3	2	ND	ND		14.3	1	18.2	2		13.3	2	18.8	3		30.4	7	ND	ND		
		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	9.1	1		0.0	0	0.0	0		0.0	0	ND	ND		
	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	20	63.2	12	ND	ND		
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	31.6		6	ND	ND			
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		5.3	1	ND	ND		
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	23	37.5	6	ND	ND		
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	62.5		10	ND	ND			
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	ND	ND		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																										

Numeracy Data			2018-19			2019-20			2020-21			2021-22					2022-23									
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring		Enrollment Total	Fall			Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained at grade level for at-risk students at time of final assessment(s)		
				%	#		%	#		%	#		%	#	%	#		%	#	%	#					
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND					
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND						
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		ND	ND	ND						
Nelson Pre- Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	3	0.0	0	0.0	0	15	61.5	8	46.7	7	6	3			
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		100.0	3	0.0	0		ND	ND	ND	ND					
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		0.0	0	100.0	3		38.5	5	53.3	8					
MIPI PNSA	Grade 2	Requires Attention	15	61.5	8	17	53.8	7	11	10.0	1	14	20.0	3	ND	ND	7	66.7	4	75.0	3	9	3			
		May Require Attention		23.1	3		30.8	4		0.0	0		33.3	5	ND	ND		ND	ND	ND	ND					
		Does Not Require Attention		15.4	2		15.4	2		90.0	9		46.7	7	ND	ND		33.3	2	25.0	1					
	Grade 3	Requires Attention	17	55.6	5	18	33.3	3	12	63.6	7	14	23.1	3	ND	ND	17	17.6	3	6.7	1	12	6			
		May Require Attention		33.3	3		55.6	5		18.2	2		30.8	4	ND	ND		ND	ND	ND	ND					
		Does Not Require Attention		11.1	1		11.1	1		18.2	2		46.2	6	ND	ND		82.4	14	93.3	14					
MIPI	Grade 4	Requires Attention	20	50.0	4	17	72.7	8	12	60.0	6	19	64.7	11	ND	ND	16	43.8	7	ND	ND					
		May Require Attention		25.0	2		27.3	3		30.0	3		29.4	5	ND	ND		31.3	5	ND	ND					
		Does Not Require Attention		25.0	2		0.0	0		10.0	1		5.9	1	ND	ND		25.0	4	ND	ND					
	Grade 5	Requires Attention	24	75.0	15	20	46.7	7	11	75.0	6	15	60.0	9	ND	ND	19	62.5	10	ND	ND					
		May Require Attention		25.0	5		20.0	3		25.0	2		33.3	5	ND	ND		31.3	5	ND	ND					
		Does Not Require Attention		0.0	0		33.3	5		0.0	0		6.7	1	ND	ND		6.3	1	ND	ND					
	Grade 6	Requires Attention	21	46.2	12	21	73.3	11	15	57.1	8	21	50.0	7	ND	ND	15	76.9	10	ND	ND					
		May Require Attention		26.9	7		20.0	3		21.4	3		50.0	7	ND	ND		23.1	3	ND	ND					
		Does Not Require Attention		26.9	7		6.7	1		21.4	3		0.0	0	ND	ND		0.0	0	ND	ND					
	Grade 7	Requires Attention	22	100.0	4	30	50.0	10	22	76.9	10	24	76.0	19	ND	ND	28	86.7	13	ND	ND					
		May Require Attention		0.0	0		40.0	8		23.1	3		24.0	6	ND	ND		0.0	0	ND	ND					
		Does Not Require Attention		0.0	0		10.0	2		0.0	0		0.0	0	ND	ND		13.3	2	ND	ND					
	Grade 8	Requires Attention	21	64.3	9		ND	ND	22	92.9	13	30	69.6	16	ND	ND	26	81.0	17	ND	ND					
		May Require Attention		21.4	3		ND	ND		7.1	1		21.7	5	ND	ND		14.3	3	ND	ND					
		Does Not Require Attention		14.3	2		ND	ND		0.0	0		8.7	2	ND	ND		4.8	1	ND	ND					

	Grade 9	Requires Attention	28	71.4	10	21	73.3	11	22	93.8	15	21	66.7	4	ND	ND	31	100.0	21	ND	ND		
		May Require Attention		21.4	3		20.0	3		6.3	1		16.7	1	ND	ND		0.0	0	ND	ND		
		Does Not Require Attention		7.1	1		6.7	1		0.0	0		16.7	1	ND	ND		0.0	0	ND	ND		
	Grade 10	Requires Attention	26	100.0	13	24	87.5	14	17	100.0	12	20	100.0	11	ND	ND	28	85.7	6	ND	ND		
		May Require Attention		0.0	0		12.5	2		0.0	0		0.0	0	ND	ND		14.3	1	ND	ND		
		Does Not Require Attention		0.0	0		0.0	0		0.0	0		0.0	0	ND	ND		0.0	0	ND	ND		
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		

Legend:

Fall: September - January

ND: No data collected for the corresponding grade/school year

Spring: February - June

Comments on Results

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

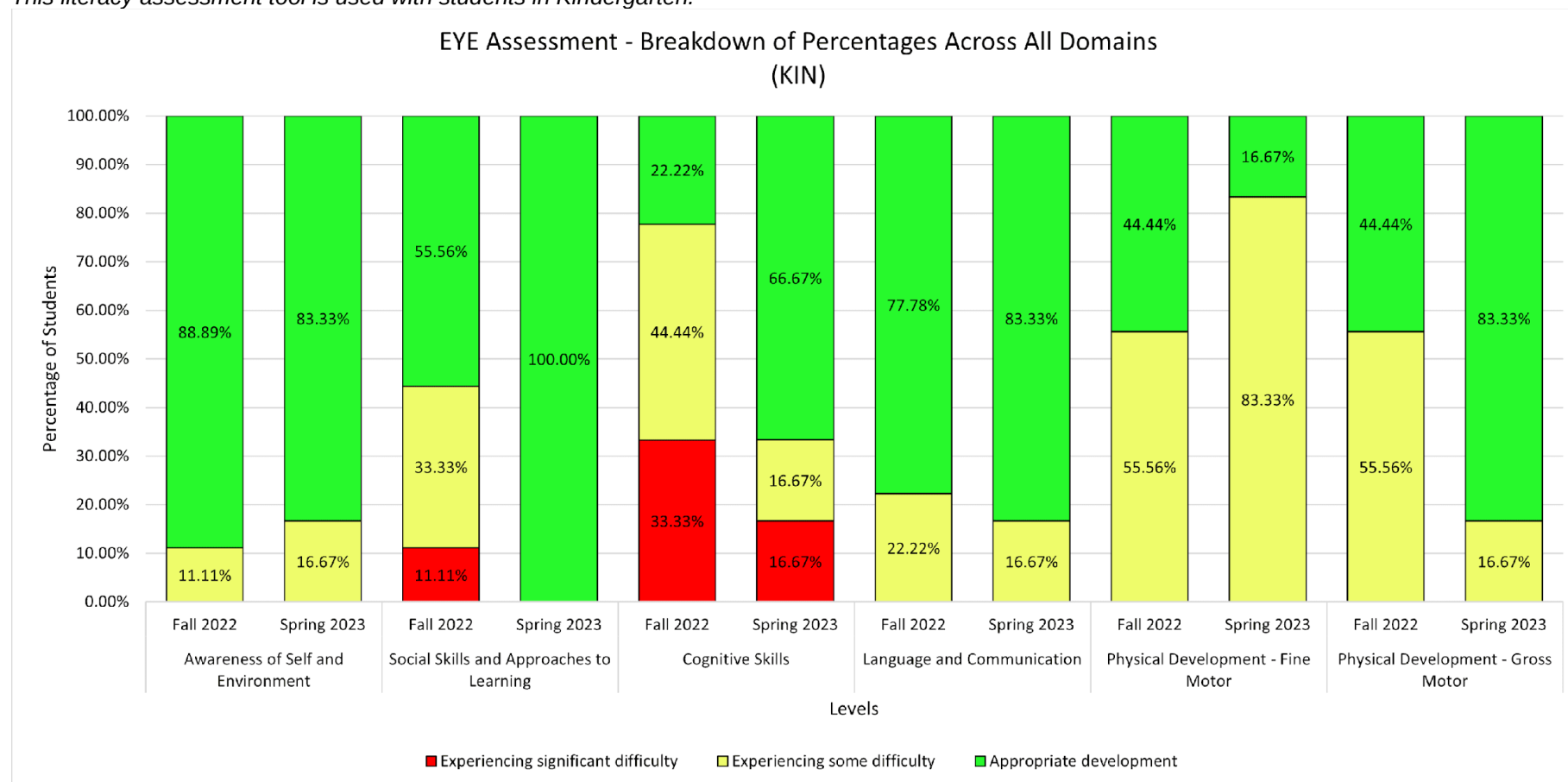
Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

Early Years Evaluation – Teacher Assessment

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

The decrease in development of the areas of Awareness of Self and Environment and Physical Development-Fine Motor is concerning and is something that we will investigate further.

DOMAIN: TEACHING AND LEADING

Education Quality

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

	School										Authority										Province																																		
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%														
Overall	51	75.7	70	82.7	52	84.6	73	82.5	51	70.9	Very Low	Declined	Concern	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1																						
Parent	10	71.7	4	*	4	*	7	88.1	2	*	*	*	*	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4																						
Student	26	73.1	51	85.6	40	82.3	51	82.7	37	71.6	Very Low	Declined	Concern	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7																						
Teacher	15	82.2	19	79.8	12	87.0	15	76.7	14	70.2	Very Low	Maintained	Concern	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4																						

Comments on Results

As a staff, we are working to improve our pedagogy so that we are better able to meet the needs of our students. Our school-based professional development time is being used to promote quality assessment and a higher level of student engagement. We are also working towards being able to offer more diversity in the courses that we are offering. Moving forward, it is important to have conversations with our staff, students and parents/guardians to get input on the particular areas that they view as needing improvement.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority										Province																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
	2019					2020					2021					2022					2023					Measure Evaluation					2019					2020					2021					2022					2023																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Comments on Results

For the 2023-2024 school year, we have developed a plan to contribute to the ongoing professional development of our staff. Teachers will also be encouraged to seek personal opportunities for professional development.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	52	72.5	73	73.6	51	61.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	4	*	7	80.0	2	*	*	*	*	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	40	68.3	51	66.7	37	52.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	12	76.8	15	74.0	14	70.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

Student behaviour in the 2022-2023 school year was, at times, troubling which sometimes resulted in students feeling that school was not a safe and caring environment. This is an area that has already been addressed this school year and has already been improved. Staff are more visible in the hallways during class changeover and are becoming more involved in the interests of their students. After school activities are also growing and students are active participants. Parents/guardians are being encouraged to come to the school for events such as our Back to School Block Party and our Celebration of Learning.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	52	75.0	73	78.9	51	69.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	4	*	7	82.4	2	*	*	*	*	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	40	74.0	51	77.1	37	65.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	12	75.9	15	77.3	14	72.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

Kinuso School did not have a Learning Support Teacher for the entire 2022-2023 school year, which affected our ability to offer interventions. We still had access to Wellness, Speech, OT and educational testing. We are fortunate to have an LST this year and we are working hard to make sure that we have all appropriate support and services available for our students.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																							
	School													Authority										Province															
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	51	64.5	70	80.6	52	78.4	73	81.5	51	73.2	Very Low	Declined	Concern	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2						
Parent	10	43.3	4	*	4	*	7	85.0	2	*	*	*	*	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7						
Student	26	61.5	51	73.4	40	74.0	51	77.1	37	65.5	Very Low	Declined	Concern	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9						
Teacher	15	88.6	19	87.7	12	82.9	15	82.2	14	81.0	Very Low	Maintained	Concern	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9						

Comments on Results

We have already seen growth in this area during the 2023-2024 school year. Having a Learning Support Teacher in place this year has already had a big impact on our ability to support our at risk students in a timely fashion.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Team has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model are that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through regular professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. It will also move future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. This model often includes consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

DOMAIN: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																				
	School										Measure Evaluation						Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	25	71.7	19	75.8	12	64.4	22	73.7	14	61.4	Very Low	Maintained	Concern	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1			
Parent	10	70.0	4	*	4	*	7	91.4	2	*	*	*	*	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5			
Teacher	15	73.3	19	75.8	12	64.4	15	56.0	14	61.4	Very Low	Maintained	Concern	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7			

Comments on Results

We are working with our school council to come up with more ways to have our parents become more involved in the decisions that affect the education of their children.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	51	66.9	70	77.4	52	70.4	73	78.5	51	70.9	Low	Maintained	Issue	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	10	35.7	4	*	4	*	7	82.1	2	*	*	*	*	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	26	80.8	51	72.6	40	64.3	51	81.6	37	73.9	Low	Maintained	Issue	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	15	84.3	19	82.1	12	76.4	15	71.9	14	67.9	Low	Maintained	Issue	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

We are working with our Learning Support Teacher, Career Coach and other stakeholders to build programs and services that support our students' needs.