

PRAIRIE VIEW OUTREACH SCHOOL 2023-24 AERR



Mission

We provide secondary students an alternative learning environment that allows for flexible, individual pathways to success.

Vision

We support students in unlocking their personal potential and finding direction in life.
We measure success on an individual basis.

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MESSAGE FROM THE PRINCIPAL

At Prairie View Outreach School, we are committed to creating a joyful and flexible learning environment where students are encouraged to explore and develop their unique strengths and talents. Our goal is to foster a culture of flexible academic excellence, personal growth, and a strong sense of community, empowering students to take ownership of their learning, build self-confidence, and acquire the skills necessary to succeed academically, socially, and emotionally.

We pride ourselves on offering an alternative learning environment tailored to students whose needs are not fully met by a traditional school setting. Our approach is centred on providing flexible pathways to success that are designed to accommodate the unique circumstances and diverse learning needs of each student. Whether through personalized schedules, targeted support, or adaptable coursework, we ensure that every student has the opportunity to thrive in a way that suits them best. In our efforts to foster a deep sense of connection and belonging, we collaborate closely with our Indigenous Education Coaches and Elders, integrating Indigenous knowledge and teachings into our programs. This collaboration helps our students feel grounded in their cultural heritage, connected to the land, and supported by their community. By incorporating traditional wisdom and modern educational practices, we aim to create a holistic learning environment where students not only grow academically but also spiritually and emotionally. Our commitment to collaborative learning extends beyond our school, as we work closely with E.W. Pratt High School to offer our students additional learning opportunities. We blend our students into E.W. Pratt's options classes, providing access to a broader curriculum and helping those who need additional courses that may not fit within their regular schedules. In turn, we also support E.W. Pratt students who may face scheduling conflicts by helping them enroll in classes at Prairie View Outreach, ensuring that all students have the opportunity to pursue their academic goals without barriers.

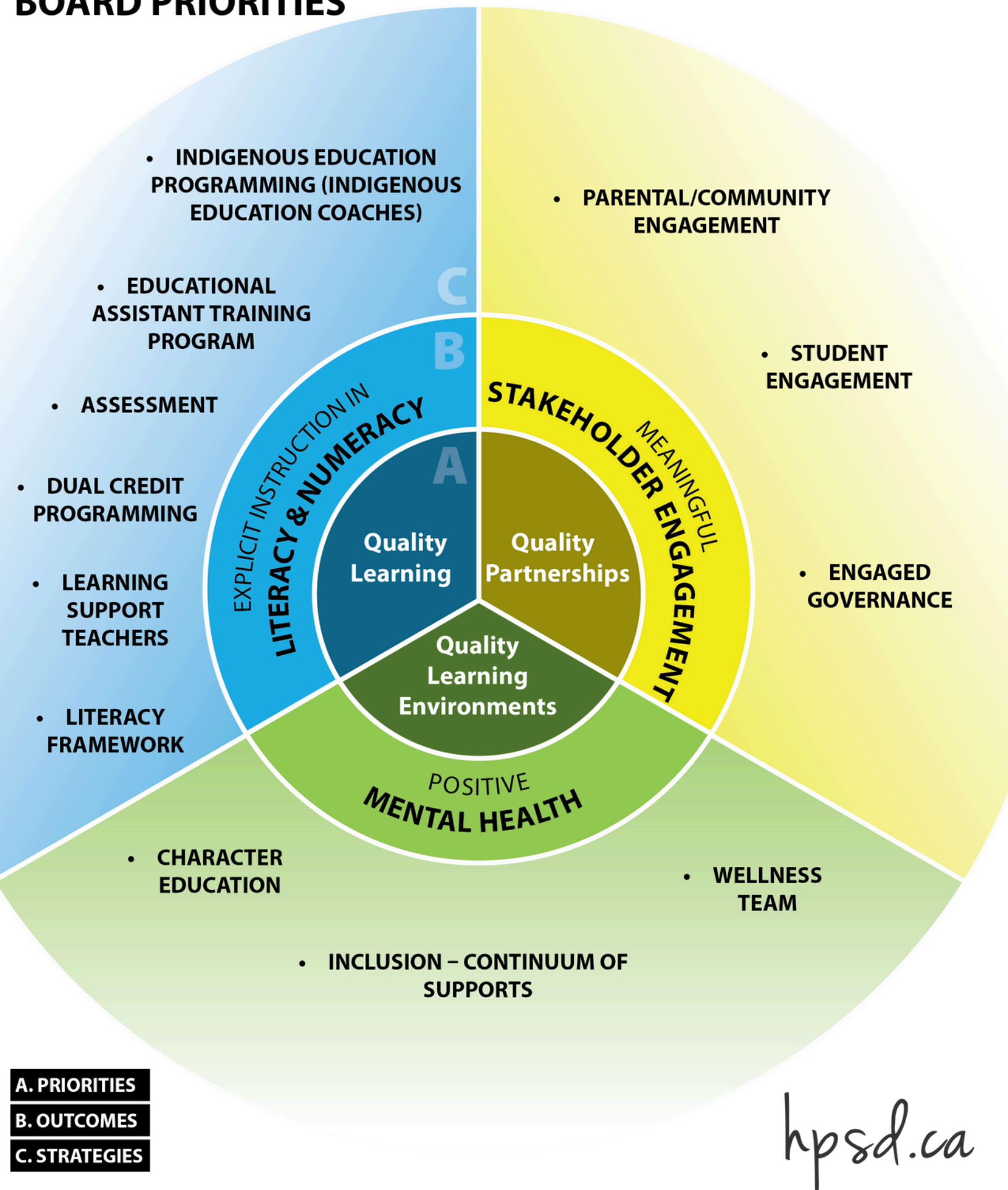
For preparing students for success in post-secondary education, careers, and beyond, students have access to a diverse range of academic programs and support services that meet the varied needs and interests of our students. Our dedicated staff takes pride in cultivating a sense of unity and belonging, working diligently to ensure that every student feels valued and connected within a supportive, inclusive school environment.

At Prairie View Outreach School, we are a community of learners, educators, and families, committed to respect, appreciation, inclusivity, and excellence. With our focus on individualized, culturally responsive education, we strive to create a supportive, flexible, and inclusive environment where every student feels empowered to succeed, and that students leave our school ready to embrace the opportunities and challenges of the future.

A handwritten signature in black ink, appearing to read 'H. Bouakir', with a stylized flourish at the end.

Hassan Bouakir, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

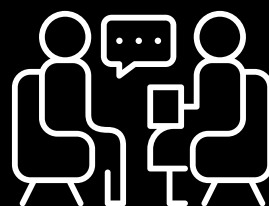
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



301
SURVEY
RESPONSES



13
ENGAGEMENT
SESSIONS

ABOUT US

Prairie View Outreach School is located in the town of High Prairie, Alberta, within the picturesque Big Lakes County in northern Alberta. Situated at the junction of Highway 2 and Highway 749, it is approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake, providing a central hub for students from surrounding communities.

Our school offers a personalized alternative learning environment to a diverse student body of approximately 54 students in grades 10 through 12, with Grade 9 students attending in the past. Prairie View Outreach accommodates various learning styles and needs, with some students attending in person full-time while others attend on a part-time basis, coming in several times a week. Additionally, some students primarily work off-site, utilizing school resources and attending sporadically for teacher support. This flexibility allows us to offer individualized programming that meets students where they are, providing a tailored approach in a small, close-knit setting.

Beyond our dedicated learning spaces, students also have access to a wide range of community amenities, such as the indoor pool, curling rink, and skating rink, enriching their overall educational experience. Additionally, Prairie View Outreach provides students with opportunities for hands-on learning and community involvement, ensuring a well-rounded experience.

Our students come to us from the Town of High Prairie, surrounding agricultural areas, and several Métis Settlements, contributing to the diversity and richness of our school community. With a focus on flexibility, personalized support, and a connection to the local community, Prairie View Outreach plays an integral role in supporting the unique needs of our students and empowering them to succeed.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Prairie View Outreach 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	84.4	65.7	72.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	96.4	77.8	77.1	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	10.2	0.0	0.0	80.4	80.7	82.4	Very Low	Improved	Issue
	5-year High School Completion	7.1	23.7	17.8	88.1	88.6	87.3	Very Low	Maintained	Concern
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	0.0	0.0	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	0.0	0.0	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	*	42.9	42.9	81.5	80.3	80.3	*	*	*
	Diploma: Excellence	*	0.0	0.0	22.6	21.2	21.2	*	*	*
Teaching & Leading	Education Quality	94.1	76.7	83.5	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.0	82.2	84.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	100.0	85.2	88.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	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	%
Overall	n/a	n/a	22	73.8	24	79.0	19	65.7	17	84.4	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	2	*	2	*	2	*	3	*	*	*	*	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	22	73.8	24	79.0	19	65.7	17	84.4	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	3	*	3	*	1	*	2	*	*	*	*	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

By excluding data points with fewer than six responses, the PVO data misses valuable perspectives. With only 1.5 teachers and an EA, the teacher category can never reach six, meaning their input will always be disregarded. Given the small size of the school, we recommend including the teacher and parent data, even when it is fewer than six sources, because every viewpoint counts and contributes to a more complete understanding of the school community.

Citizenship – Measure Details

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

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	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	%
Overall	33	75.3	22	78.5	24	76.5	19	77.8	17	96.4	Very High	Improved	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	12	67.8	2	*	1	*	2	*	3	*	*	*	*	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	21	82.9	22	78.5	24	76.5	19	77.8	17	96.4	Very High	Improved	Excellent	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

COMMENTS

While there are opportunities for students to demonstrate citizenship, PVO doesn't offer explicit Citizenship courses. Instead, we focus on modelling these values in our daily interactions, and this approach seems to be effective.

Integrating Indigenous ways of knowing and being plays a crucial role in shaping our students' perspectives. It often serves as a powerful reminder of their cultural roots and the values instilled in them from their families and communities. This integration enriches their understanding of citizenship, fostering a deeper connection to both their heritage and their responsibilities as members of the broader society.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School													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	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	10	10.1	12	0.0	16	0.0	10	0.0	10	10.2	Very Low	Improved	Issue	252	60.1	246	60.8	263	61.3	250	55.3	271	56.3	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	10	10.5	11	9.2	13	7.9	15	0.0	11	9.6	Very Low	Maintained	Concern	261	70.8	250	69.1	246	66.4	265	63.3	250	64.8	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	9	11.4	11	9.5	10	20.2	13	23.7	15	7.1	Very Low	Maintained	Concern	249	71.1	265	73.0	250	70.8	245	68.7	265	64.9	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

COMMENTS

Many students do not begin at PVO at the start of Grade 10, often having to catch up by completing previous coursework. This creates a significant setback for them, making it harder to stay on track for graduation. Furthermore, because students often start at PVO already behind, it becomes challenging for them to complete high school within the typical four- or even five-year timeline. Many students "age out" before they can successfully finish their studies. We strive to offer as many courses as possible to help students earn the credits they need, but this often feels like a race against time, compounded by external societal factors that further limit their progress.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0	77.9	2.6				
	Province	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1				
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7	84.8	11.4				
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9				
Mathematics 30-1	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7	23.4	4.3				
	Province	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9				
Mathematics 30-2	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9	43.9	2.4				
	Province	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4				
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8				
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7				
Social Studies 30-2	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1				
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7				
Biology 30	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	33.3	0.0	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0	62.2	10.0				
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7				
Chemistry 30	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6				
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Prairie View Outreach School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,001	84.2	31,493	83.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	19,219	85.7	17,112	86.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	85.2	24,023	83.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	23,985	77.6	21,045	78.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	83.1	23,270	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	82.9	18,364	80.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	85.1	9,241	82.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,439	24.6	8,007	23.1

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. 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.
4. Participation in the Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS

Given the circumstances, it is not surprising that our numbers are low, nor that our results tend to be lower. As shown in the table, the only exam data available for PVO is from Bio30 in 2024. We suspect that if data from groups with fewer than six sources were included, we would see a broader picture of student performance. However, what we can confidently say is that we do our utmost to prepare our students for the challenges they may face on the Diploma Exam, regardless of the limited data available.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2019-20			2020-21			2021-22			2022-23			2023-24		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#		%	#
MIPI	Grade 7	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	0	ND	ND	0	ND	ND
		May Require Attention	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
	Grade 8	Requires Attention		ND	ND		ND	ND	3	100.0	1	0	ND	ND	0	ND	ND
		May Require Attention		ND	ND		ND	ND		0.0	0		ND	ND		ND	ND
		Does Not Require Attention		ND	ND		ND	ND		0.0	0		ND	ND		ND	ND
	Grade 9	Requires Attention	8	100.0	3	6	100.0	2.0	3	100.0	2	4	100.0	1	ND	ND	ND
		May Require Attention		0.0	0		0.0	0.0		0.0	0		0.0	0		ND	ND
		Does Not Require Attention		0.0	0		0.0	0.0		0.0	0		0.0	0		ND	ND
	Grade 10	Requires Attention	2	50.0	1	10	100.0	5	16	ND	7	17	100.0	11	10	100.0	6
		May Require Attention		50.0	1		0.0	0		ND	0		0.0	0		0.0	0
		Does Not Require Attention		0.0	0		0.0	0		ND	0		0.0	0		0.0	0
	Grade 11	Not Yet Meeting Grade Expectations	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
		Meeting Expectations	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
		Approaching Expectations	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

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

COMMENTS

For the most part, there is a lack of data for the assessments, and this can be attributed to two main factors. First, it is challenging to get students to participate in testing when the assessments are not tied to a grade, as many students don't see the value in completing them. Second, inconsistent attendance further complicates the process, making it difficult to gather comprehensive data.

It is also not surprising that the few assessments that were completed show lower results. Students at Outreach often face academic challenges and, when assessments are not tied to immediate academic consequences, may not approach them with the seriousness they require. These factors combined contribute to the limited and lower data available for assessment outcomes.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20 ¹					2020-21 ¹					2021-22 ¹					2022-23					2023-24						
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring			
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#				
OCA RCAT	Grade 7	Limited		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		
		Acceptable		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND										
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND										
	Grade 8	Limited		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		
		Acceptable		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND										
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND										
	Grade 9	Limited	8	100	8	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	4	100.0	1	ND	ND		ND	ND	ND	ND		
		Acceptable		0	0	ND	ND		ND	ND	ND	ND		0.0	0	ND	ND		ND	ND									
		Excellence		0	0	ND	ND		ND	ND	ND	ND		0.0	0	ND	ND		ND	ND									
	Grade 10	Limited	2	85.7	2	ND	ND	10	85.7	6	83.3	5	16	83.3	5	ND	ND	17	100.0	11	ND	ND	10	94.3	33	ND	ND		
		Acceptable		14.3	0	ND	ND		14.3	1	16.7	1		16.7	1	ND	ND		0.0	0	ND	ND		5.7	2	ND	ND		
		Excellence		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	ND	ND		0.0	0	ND	ND		
RCAT	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	22	ND	ND	ND	ND	19	ND	ND	ND	ND		
		Approaching Expectations		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										
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	27	ND	ND	ND	ND	39	ND	ND	ND	ND		
		Approaching Expectations		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								
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																										

COMMENTS

At PVO, we realize that our students are below grade level in terms of literacy. Many students do not begin PVO at the start of Grade 10, often having to catch up by completing previous coursework. It is also challenging to get students to participate in testing when the assessments are not tied to a grade. Moreover, inconsistent attendance further complicates the process, making it difficult to gather comprehensive data. Students at Outreach often face academic challenges and, when assessments are not tied to immediate academic consequences, may not approach them with the seriousness they require. These factors combined contribute to the limited and lower data available for assessment outcomes.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	89.2	22	87.9	24	90.2	20	76.7	17	94.1	Very High	Improved	Excellent	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	12	84.7	2	*	2	*	2	*	3	*	*	*	*	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	22	93.8	22	87.9	24	90.2	20	76.7	17	94.1	Very High	Improved	Excellent	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

The data reveals a significant increase in Education Quality at Prairie View Outreach, with a rate of 94.1%, well above the provincial rate of 87.6% and the divisional rate of 85.2%. At Prairie View Outreach, we are committed to offering a wide range of courses to meet the diverse needs of our students, including access to Golden Hills' flexible course offerings and immediate support. This approach ensures that we continue to provide high-quality education and enable students to earn the credits they need to succeed.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Professional Learning

At Prairie View Outreach School, the focus has been on communicating a shared vision for teaching and learning under the Teaching Quality Standard. The vision has been focused on improving both instructional quality, student outcomes, and school-home communication.

- We regularly engage in discussions about the school's goals and instructional priorities.
- Teachers have been supported in setting their Professional Growth Plans, and have been encouraged to participate in decision-making processes around professional learning topics and initiatives. Because a clear and shared vision creates a unified focus for professional development, ensuring that our teachers are working toward common objectives, which can only strengthen our PVO school-wide instructional practices.
- The focus has been, too, on enhancing our teachers' skills, knowledge, and practices through continuous development opportunities. This includes meetings of collaborative learning with other schools in the division, in-school professional development, and peer learning groups. Professional learning can address specific needs, such as curriculum updates, teaching strategies, or leadership skills.
- The High Prairie School Division has been providing professional development, mentorship, and collaborative learning communities opportunities to administrators and teachers. These avenues can nurture the teaching and learning quality standards. They can also increase collaboration and sharing of resources among our school staff and colleagues within the division.

Supervision

At Prairie View Outreach School, the supervision of the teaching and learning is a priority to ensure quality education is implemented according to the Teaching Quality Standard. This can result in increasing teacher reflection and self-awareness, leading to improved instructional practices, clear alignment between teaching practices and our discussed school-wide goals or standards, and stronger teacher-student relationships as teachers receive support in enhancing their flexible instructional environment.

- Conduct Observations: The Principal and Vice Principal regularly conduct non-evaluative observations to understand instructional practices, offer feedback, and engage in reflective dialogue with teachers afterwards and sometimes with students and what they work on.
- Provide Feedback: We provide timely feedback to teachers based on observations, focusing on the teachers' strengths and areas for improvement.
- Provide Supportive Coaching: based on observation, we offer individualized support to help teachers develop their skills in areas such as instructional strategies, and content delivery, considering the flexible and unique learning environment at PVO.

Evaluation

As the direct supervisor at Prairie View Outreach School, the Principal evaluates teachers based on the Teaching Quality Standard (TQS), which outlines clear competencies for teachers, including professional knowledge, practice, leadership, and ethical conduct. The evaluation supports our teachers' professional growth, ensures accountability, and improves student outcomes.

- Goal Setting and Professional Growth Plans: Our teachers are supported to set goals aligned with their development and our school objectives.
- Formal Observations: Teachers get notified about their evaluation, and a date and time are mutually agreed on to attend a 1:1 lesson or support and assess instructional practices based on the Teaching Quality Standard competencies. Clear standards and continuous evaluation ensure that all of our teachers at PVO meet professional expectations and provide a high-quality education to our students.
- Ongoing Feedback and Professional Development: Next, our teachers receive regular feedback throughout the year, focusing on their strengths and areas for improvement. For teachers who need additional support, they are provided with targeted interventions, such as mentoring or specialized coaching.

Through targeted professional development, support and feedback, our PVO teachers refine their practices, which leads to more effective and joyful teaching and learning. The focus on improving teaching quality can enhance student learning and achievement. The focus on professional growth can also foster teachers' job satisfaction, contributing to higher teacher retention and a positive school culture, which can, in the end, foster an environment where our teachers grow professionally and students benefit from enhanced flexible instructional quality.

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	22	89.4	24	91.7	18	85.2	17	100.0	n/a	Improved	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	2	*	2	*	2	*	3	*	*	*	*	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	22	89.4	24	91.7	18	85.2	17	100.0	n/a	Improved	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	3	*	3	*	1	*	2	*	*	*	*	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS

We are committed to continually offering our students the supports and services they need to succeed. While we may not always achieve 100% success, we will always do our best to meet their needs. The smaller enrolment and attendance numbers at Prairie View Outreach allow for more personalized, one-on-one interactions with students. This enables us to quickly assess their individual needs and tailor our supports and services to help them thrive, ensuring that each student receives the attention and resources they require to succeed.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	22	82.0	24	86.3	19	82.2	17	98.0	n/a	Improved	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	2	*	2	*	2	*	3	*	*	*	*	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	22	82.0	24	86.3	19	82.2	17	98.0	n/a	Improved	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	3	*	3	*	1	*	2	*	*	*	*	n/a	n/a	182	95.7	177	94.3	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

As highlighted in the data above, the smaller enrolment and attendance numbers at Prairie View Outreach allow for more one-on-one time with students, fostering a more caring and respectful environment. With fewer students to support, we can meet each student where they are, focusing on their unique needs and challenges, rather than trying to fit them into a predetermined mold. This individualized approach is possible because we're not juggling the needs of 28 other students or managing multiple large classes at once. As a result, we can provide more personalized attention and better support for each student's growth and success.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSP school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Measure Evaluation			Authority					Province				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
N	10	12	16	10	10	n/a	n/a	n/a	252	246	263	250	271	45,354	46,245	47,675	48,340	49,297
% Writing 0 Exams	89.9	n/a	n/a	89.4	79.6	Very High	n/a	n/a	32.7	n/a	n/a	44.3	33.0	13.9	n/a	n/a	20.9	14.4
% Writing 1+ Exams	10.1	n/a	n/a	10.6	20.4	Very Low	n/a	n/a	67.3	n/a	n/a	55.7	67.0	86.1	n/a	n/a	79.1	85.6
% Writing 2+ Exams	10.1	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	63.3	n/a	n/a	34.6	60.7	83.3	n/a	n/a	54.4	82.5
% Writing 3+ Exams	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	43.9	n/a	n/a	11.0	36.9	67.1	n/a	n/a	20.0	64.7
% Writing 4+ Exams	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	33.9	n/a	n/a	0.8	28.3	56.6	n/a	n/a	3.5	52.7
% Writing 5+ Exams	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	16.9	n/a	n/a	0.0	16.4	38.3	n/a	n/a	0.5	31.6
% Writing 6+ Exams	0.0	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	4.4	n/a	n/a	0.0	6.7	13.7	n/a	n/a	0.0	8.4

COMMENTS

As mentioned in previous comments, we often don't see students until they are already behind the typical three-year completion timeline. If students have not yet completed the necessary grade-level courses to be adequately prepared for the Diploma Exam, it's understandable that they will not be able to write it. This delay in course completion means they may not have the foundational knowledge required to succeed and, as a result, are not eligible to take the exam until they have caught up.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	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	%
Drop Out Rate	35	36.7	72	14.2	66	28.1	57	20.9	65	28.8	Very Low	Declined	Concern	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Returning Rate	11	19.4	13	15.7	11	9.8	19	16.4	12	34.3	n/a	n/a	n/a	66	13.5	69	15.8	62	19.0	91	18.3	90	16.9	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6

COMMENTS

Students at PVO often face significant challenges, not only struggling with the education system itself but also dealing with personal circumstances that can interfere with their ability to succeed in school. Despite the relatively high dropout rate, PVO still provides more benefit. For many students, the Outreach environment is a better fit than a traditional school setting, allowing them to continue their education and make progress. If these same students were required to stay in a conventional school, they might be far less likely to thrive. Furthermore, the Indigenous population at PVO is notably high, and understanding this demographic through statistics and research could provide valuable insights into the unique challenges and strengths these students bring. Gaining a deeper understanding of their needs will help us better support them and ultimately move more students forward in their educational journey.

SUPPLEMENTAL MEASURES

Program of Studies – Measure Details

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	60.5	22	53.1	24	72.1	18	59.4	17	69.7	Low	Maintained	Issue	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	12	53.7	2	*	1	*	2	*	3	*	*	*	*	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	22	67.2	22	53.1	24	72.1	18	59.4	17	69.7	Intermediate	Maintained	Acceptable	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

COMMENTS

At PVO, we do our best to meet students' needs by offering a variety of programs, but we are somewhat limited by our physical space. While we don't have a full gymnasium or a dedicated shop, we make the most of what we have. We offer a kitchen facility and some gym equipment, which allows us to provide practical, hands-on learning experiences. In addition, we offer technology courses, as well as courses focused on technology, helping students develop valuable skills for the future. Despite these space constraints, we are committed to creating a supportive and enriching environment where students can thrive.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School								Measure Evaluation			Authority										Province											
	2020		2021		2022		2023					2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	86.3	22	89.4	24	91.7	18	85.2	17	100.0	Very High	Improved	Excellent	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	12	80.6	2	*	2	*	2	*	3	*	*	*	*	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	21	92.1	22	89.4	24	91.7	18	85.2	17	100.0	Very High	Improved	Excellent	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS

The data reflects the advantages of our smaller enrolment and attendance, which allow us to provide more individualized attention to each student. With fewer students to support, we can take the time to help each one identify the strategies and resources that work best for them, creating a more personalized learning experience. In addition, students at PVO benefit from the flexibility to work outside the constraints of traditional classrooms. This relaxed, student-centred approach fosters a more supportive environment where students can learn at their own pace, adapt their learning to their needs, and engage with their education in a way that feels more natural and less rigid than in a conventional school setting.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	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	%
Rutherford Scholarship Eligibility Rate	38	39.5	31	22.6	31	29.0	31	38.7	29	31.0	Very Low	Maintained	Concern	368	48.9	307	45.9	305	48.5	296	51.7	302	48.3	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2019	38	11	28.9	9	23.7	2	5.3	15	39.5
2020	31	6	19.4	5	16.1	2	6.5	7	22.6
2021	31	7	22.6	5	16.1	3	9.7	9	29.0
2022	31	10	32.3	8	25.8	4	12.9	12	38.7
2023	29	8	27.6	6	20.7	1	3.4	9	31.0

COMMENTS

The low graduation rate has had a significant impact on this outcome.

Safe and Caring – Measure Details

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											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	86.5	22	88.0	24	91.5	19	84.4	17	97.6	Very High	Improved	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1		
Parent	12	80.4	2	*	2	*	2	*	3	*	*	*	*	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0		
Student	22	92.7	22	88.0	24	91.5	19	84.4	17	97.6	Very High	Improved	Excellent	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4		
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9		

COMMENTS

The data indicate that our students perceive PVO as a safe and caring environment. This is a positive reflection of the community we're building, and we hope this improvement continues. As with the previous data measures, our smaller enrolment and attendance numbers play a key role in fostering this sense of safety and care. With fewer students, we can dedicate more one-on-one time to each individual, allowing us to instill these values both explicitly through direct guidance and implicitly through our everyday interactions. This personalized attention is essential in creating a supportive and nurturing atmosphere where students feel valued and secure.

Satisfaction with Program Access – Measure Details

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	34	74.3	21	81.8	24	90.4	19	75.0	17	91.0	Very High	Maintained	Excellent	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9				
Parent	12	61.1	2	*	1	*	2	*	3	*	*	*	*	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8				
Student	22	87.5	21	81.8	24	90.4	19	75.0	17	91.0	Very High	Maintained	Excellent	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0				
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8				

COMMENTS

The unique environment at PVO fosters extended one-on-one instruction time, allowing for deeper collaboration between teachers and students. This personalized attention enables both parties to work together to identify the most effective programs and services tailored to each student's needs, ensuring they receive the support required to succeed.

SUPPLEMENTAL MEASURES

School Improvement – Measure Details

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.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	87.5	22	88.1	24	100.0	19	85.7	17	100.0	Very High	Improved	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	12	75.0	1	*	1	*	2	*	3	*	*	*	*	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	21	100.0	22	88.1	24	100.0	19	85.7	17	100.0	Very High	Improved	Excellent	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	4	*	3	*	3	*	1	*	2	*	*	*	*	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

The data shows that our 100% rate for school improvement significantly outpaces both the provincial average of 75.8% and the divisional average of 79.5%. At PVO, we are committed to maintaining and building upon this success, striving for continued growth and improvement in every aspect of our school community.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	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	%		
4 Year Rate	10	0.0	11	0.0	13	0.0	15	0.0	11	0.0	Very Low	Maintained	Concern	261	38.0	250	36.0	246	33.7	265	25.1	250	28.9	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1
6 Year Rate	14	7.9	9	11.5	11	0.0	10	20.8	13	0.0	Very Low	Declined	Concern	282	53.5	250	48.2	265	47.7	250	49.3	245	40.7	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1

COMMENTS

At PVO, many students are focused on completing their high school courses as a stepping stone before entering the workforce. For these students, earning their diploma is a crucial part of preparing for their careers and securing better opportunities in the job market. However, a number of students prioritize immediate financial stability over further education, often opting for well-paying jobs rather than pursuing university. This decision is frequently driven by the need to support their families, highlighting the complex balance they face between academic goals and financial responsibility.