

Every Student, Every Day, a Success.



Hay Lakes School

Annual Education Results Report

2022-23

Education Plan

2023-24

Table of Contents

[Alberta Education Assurance Measures](#)

[2022-2023 Accountability Statement](#)

[Whistleblower Protection](#)

[School Profile](#)

[Priority 1: Literacy and Numeracy](#)

[Priority 2: High Quality Teaching and Optimum Learning](#)

[Priority 3: Equity](#)

[School Year Summary](#)

[School Budget Summary](#)

[Stakeholder Involvement](#)

[School Education Plan 2023-2024](#)

[Literacy Goal](#)

[Numeracy Goal](#)

[Equity Goal](#)

Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The Hay Lakes School Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our School Council.

School Council Chair	Date	Principal	Date
----------------------	------	-----------	------

Hay Lakes School

Profile

Hay Lakes school is a Gr. 1 to 12 school in the rural community of Hay Lakes, Alberta. The school serves approximately 230 students, with a staff of 14 teachers and approximately 10 support staff. We currently have an average of approximately 19 students per grade level. Our school has been in the community for many years, and has a very strong base of community support.

Our Vision: Hay Lakes School is a place where everyone is made to feel welcome. We strive to create a family environment in which students feel valuable and important. We work to represent TIGER Characteristics of Trust, Inclusion, Generosity, Empathy and Respect.

Our Mission: Our mission is to provide the best possible educational opportunities for all of our students all the while teaching them to be Positive, Accountable, and Wise (PAW).

Our Beliefs or Values: At Hay Lakes School, we believe that all students are able to succeed, and that success can look different for each individual student. We work to support students while holding them to a high standard, both academically and behaviorally. We value our community, and work to recognize the voice and contributions of our students, stakeholders, and community members.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School 2022	School 2023	BRSD
Percentage of students in grades K to 2 who demonstrate early literacy development skills (CC3, LENS, mClass)	Not Available	Not Available	
Percentage of students in Grades 1 to 8 who are reading at grade level (mClass)	Not Available	Not Available	
Writing Literacy	School 2022	School 2023	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	87.5%	85.7%	71.6%
Percentage of students who achieve the acceptable standard in English 30-2 Diploma Exam.	-	50%	83%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0%	0%	3.5%
Percentage of students who achieve the standard of excellence in English 30-2 Diploma Exam.	0%	0%	8.5%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	68.4%	68.2%	79.8%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	0%	31.8%	8.1%
Percentage of students who achieve the acceptable standard in ELA 6 Provincial Achievement Test.	61.5%	61.9%	88.2%

Percentage of students who achieve the standard of excellence in ELA 6 Provincial Achievement Test.	15.4%	9.5%	15%
Numeracy	School 2022	School 2023	BRSD
Percentage of students in grades 4 to 10 above the 60% benchmark on the MiPi Assessment	57.3%	60.8%	
Percentage of students who achieve the acceptable standard in Math 30-1	N/A	50%	47.8%
Percentage of students who achieve the acceptable standard in Math 30-2	N/A	50%	48%
Percentage of students who achieve the standard of excellence in Math 30-1	N/A	0%	7.5%
Percentage of students who achieve the standard of excellence in Math 30-2	N/A	0%	5.3%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	41.7%	68.2%	48.3%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	8.2%	18.2%	9.5%
Percentage of students who achieve the acceptable standard in Math 6 Provincial Achievement Test.	69.2%	66.7%	73.8%
Percentage of students who achieve the standard of excellence in Math 6 Provincial Achievement Test.	6.9%	0%	8.2%

Results Analysis: (achievements, improvements, areas of growth)

- For most courses, we have similar percentages of students who achieve the acceptable standard as the rest of BRSD.
- In both ELA 6 and 9, there are improvements to be made in the number of students achieving the acceptable standard relative to the rest of BRSD.
- We would like to see more students achieving the standard of excellence in these areas.
 - In 2022-2023 Gr. 9 saw very good numbers for standard of excellence
- For numeracy, we have more students achieving in the level of excellence on the Math 6 and 9 PAT.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

		School 2022	School 2023	BRSD
Percentage of students in grades 1 to 3 who demonstrate early literacy development skills (CC3;LENS;mClass).		Not Available	Not Available	
Percentage of students in Grades 4 to 8 who are reading at grade level (mClass).		Not Available	Not Available	
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.		58.6%	Not Available	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.		14.3%	Not Available	11.3%
Overall satisfaction with the quality of basic education.		83%	89.6%	87%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	70%	Not Available	75.6%
	4 yrs	100%	Not Available	87.3%
	5 yrs	100%	Not Available	90%
High school post-secondary transition rate of students within six years of entering Grade 10.		58.3%	Not Available	54.4%
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.		76.7%	84.7%	82.3%
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		56.3%	70.1%	75.4%

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.	60%	59.7%	79.3%
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.	61.1%	76.9%	73.8%

Results Analysis: (achievements, improvements, areas of growth)

- We saw a significant growth from 21-22 to 22-23 in the following areas:
 - Student engagement in learning.
 - Satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
 - Percentage of stakeholders that believe the school has improved or stayed the same over the last three years.
- We would like to see an increase in the number of stakeholders who believe we are teaching attitudes and behaviours that will make students successful at work when they finish school.
- We would like to see an increase in parent engagement in these surveys.

Priority 3: Equity

All students' unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.


Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School 2022	School 2023	BRSD
Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.1%	85.8%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.	79.5%	75.7%	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	88.1%	85.8%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	80.8%	85.2%	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	83.3%	71.4%	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.1%	0%	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	70.4%	68.4%	69.6%
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	78.1%	77.7%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82%	76.6%	76.8%

Results Analysis: (achievements, improvements, areas of growth)

- Our stakeholders feel that our school is a safe and welcoming environment.
- We feel as though we are fostering an inclusive environment through different avenues, including our Indigenous cultural learning experiences, GSA, Student Voice and Vision groups, etc.

- 
- We feel as though we can grow in creating more community building in our school, and having more student-led activities.
 - Students should feel more connection to their school and the community.
 - We continue to work with our School Council on ways to engage parents in their childrens' education.

School Year Summary

During the 2022-2023 school year, Hay Lakes school showed growth in many areas, including in academics, extra-curriculars, and student engagement. Our student population increased over the previous year, and we continue to see growth in the 2023-2024 school year, with the highest increases taking place in our Junior and Senior High levels.

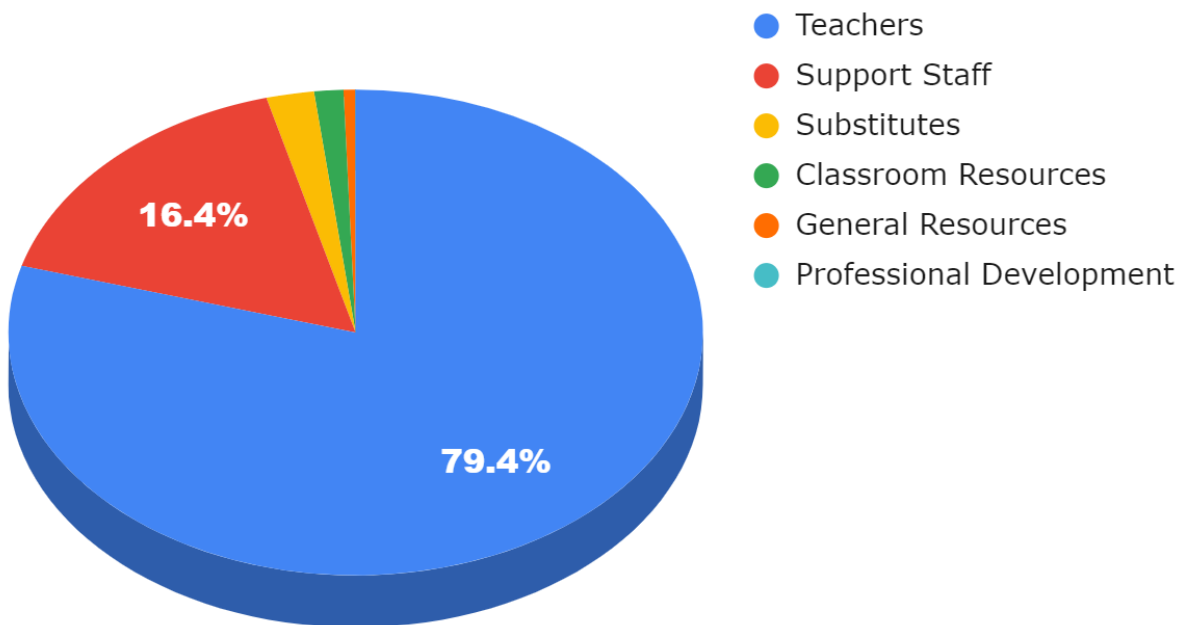
As a school, we saw more students achieving at a higher level, as well as more students in high school gaining more credits. We had multiple students who went on to post secondary education from Grade 12, and had multiple students earning credits for Work Experience and the Registered Apprentice Program (RAP) in our high school classes. We also had many students access courses by distance, allowing students to access programs which we are not able to provide. Students were given opportunities to access fine arts courses in Art and Instrumental Music (Band) in multiple grades. We saw significant progress for our students in elementary school with their reading and writing levels. Using our diagnostic testing results gained through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) pilot allowed us to focus on specific areas of focus for small groups of students, allowing for targeted intervention which met student needs. Teachers worked with the new curriculum in Grades 1 to 3, accessing school division resources and support to provide quality programming for students. As we moved through the school year, we continued to plan for how we can continue to improve our results in the coming years and plan for putting a focus on both literacy and numeracy at all grade levels.

Hay Lakes School has maintained a strong and vibrant athletic program for many years. This year we saw individual and team success in many sports, such as: volleyball, basketball, cross-country running, and track and field events. School and community leadership supports the success of these programs and we are fortunate to have people committed to our school sports teams. Noteworthy is the community commitment to supporting the numerous tournaments held at our school during sporting events, both as fans and concession helpers.

Student engagement was an area of growth for the school during the 2022-2023 school year, and continues to be a focus for the 2023-2024 school year. Students in Grades 3-6 participated in a Student Voice group which planned different activities throughout the school year. The school planned different activities for multiple grade levels throughout the year, and plans to continue to create more whole school activities for the coming year. School assemblies, Breakfast Club, Book Fairs, Pumpkin Carving - all were activities available to our entire school. Students were recognized throughout the school year for showing their "PAW" print. In the latter part of the year, students in each division were recognized for their achievements and named "TIGERs of the Month".

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	1408540.96
Support Staff	291460.36
Substitutes	39400.76
Classroom Resources	24118.19
General Resources	9687.35
Professional Development	206.35



Stakeholder Engagement

Staff

During the 2022-2023 school year, staff collaborated on many different projects, including working on new curriculum goals, numeracy and literacy goals. Staff also worked closely together on ways to support students through our Collaborative Response model, identifying student needs and strategizing on how to meet those needs, whether they were academic, social, emotional, or behavioural. Staff participated in Division-led professional development, which included work on the new curriculum, literacy and numeracy strategies, as well as ideas on how to maintain and increase the rigour in our classrooms. Although staff are now more equipped to offer courses in an online format, they embraced the opportunity to have students back in their classrooms on a full time basis.

Parent and community engagement

During the school year, there were five School Council meetings held, with varying levels of attendance at these meetings. Parents were invited to join either in person or virtually. We welcomed a new executive to our School Council, who worked very diligently to engage parents. We were also fortunate to have a member from the community as well as our School Board Trustee present at the majority of our meetings. Parents were invited to a session on student anxiety which was held in April, one of the months where we did not have a School Council meeting. The funds provided by the government to the School Council were used to purchase promotional material (banner and business cards) for the School Council, as well as to pay for courses for members of the School Council to work on how they can become more effective at supporting the school. School Council Agendas and Minutes were also posted on the website for all parents to access. The School Council also committed to continuing to host information sessions for parents by different community groups in the 2023-2024 school year during the months where there wasn't a Council meeting.

Parent-teacher conferences were held in November and in May, providing parents an opportunity to meet with teachers and discuss their childrens' progress. Parents were encouraged to stay up to date with their childrens' progress through PowerSchool, and were welcome to reach out to meet with teachers at any time. Teachers also regularly communicated with parents about concerns and successes for their children.

The school endeavoured to communicate events via the School Messenger email and text program to keep parents informed of upcoming events at the school. School newsletters were also created using an online program, and readership of the newsletters was very high.

One focus regarding our stakeholder groups was to open the doors again to our community after several years of having to limit full community attendance at school events. Remembrance Day service, Christmas concert, Elementary and Junior and Senior High awards, Halloween Costume Parade are some of the events where our community was invited to attend, along with our after school athletics. .

School Education Plan 2023-2024

<p>Literacy Goal:</p> <ul style="list-style-type: none"> - To improve the reading comprehension and writing levels of students at all grade levels. - Create a literacy rich environment that encourages students to explore all the different areas and experiences of literacy, including, but not limited to: speaking, writing, reading, phonics, comprehension, and representing. 	
<p>High Quality Teaching involves:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intentional Planning <input type="checkbox"/> Responsive Instruction <input type="checkbox"/> Purposeful Assessment <input type="checkbox"/> Positive Classroom Culture <input type="checkbox"/> Engaged Professionalism 	<p>Optimum Learning involves:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotionally, Intellectually, & Physically Safe Environments <input type="checkbox"/> Relevant, rigorous & appropriate content <input type="checkbox"/> Learner agency <input type="checkbox"/> Meets diverse needs <input type="checkbox"/> Scaffolded instruction
<p>Strategies:</p> <ul style="list-style-type: none"> - differentiation in instructional strategies <ul style="list-style-type: none"> - Elementary - Common literacy blocks allowing for cross graded interventions. - Use of programs like DIBELs bursts and UFLI to help with targeted interventions for students - focus on essential outcomes - differentiation in assessment methods - outcome-based assessment - review of assessment practices 	
<p>Measures:</p> <ul style="list-style-type: none"> - DIBELs - HLATs - PAT and Diploma results - Formative and summative assessments at the school level 	
<p>Implementation Plan:</p> <ul style="list-style-type: none"> - Creation of common literacy blocks in Grades 1-6 <ul style="list-style-type: none"> - Cross graded interventions and extension activities for students - Focus on literacy and reading in the school <ul style="list-style-type: none"> - Book battles, read-ins, etc. - Teacher collaboration to create standards for writing in all courses - Planning and implementing interventions and supports for groups of students in our Collaborative Response conversations. - Explore the potential of creating a literacy fair for our students, parents and staff. 	
<p>Allocation of Resources:</p> <ul style="list-style-type: none"> - Budget focuses on increasing the literacy materials, novels, etc. available for teacher and student use in our library. - Ensuring quality resources are available for diagnostic tests and for 	<p>Professional Learning:</p> <ul style="list-style-type: none"> - Teachers will continue to access programming and training through the school division. - Teachers will be given the opportunity to collaborate during professional development days and early dismissal days to plan literacy

continued support of student learning and interventions.

- Focus on staffing at the elementary levels in areas of need for literacy (and numeracy) support - having teachers and support staff available to work in small groups with students in need of significant support.

blocks, and to talk about issues and strategize ways to support students through our Collaborative Response model.

Numeracy Goal:

- Continue to improve student mastery of basic facts and operations
- Improve student understanding of how to problem solve

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Focusing on mathematical vocabulary, with teachers and students using proper terminology within the math classroom (ex: numerator and denominator instead of top number, bottom number)
- Ensuring that vocabulary is visible in the classroom
- Working with students to find practical applications for the concepts they are learning, leading to better understanding of how to solve the problem.
- Working on mathematical literacy with students - decoding a word problem in order to determine what it is asking students to do

Measures:

- Formative and summative classroom assessment improvement
- EICS math screener information, MIPI data
- PAT results
- Diploma results

Implementation Plan:

- Math word walls present in all classrooms where mathematics is taught
- Including vocabulary for units as part of assessments (both formative and summative)
- Teachers working together to ensure we are using common vocabulary when talking about mathematical concepts (“greater than/less than” rather than “bigger/smaller”)
- Creation of lessons and activities that are geared towards problem solving.
- Looking at ways to have students across grades working on numeracy skills together (similar to reading buddies programs)

Allocation of Resources:

- Focus on staffing at the elementary levels in areas of need for numeracy support.
- Creation of common math vocabulary visuals that will be used in all classrooms.

Professional Learning:

- Spending time during both early dismissal day meetings as well as school PD days for teachers to develop common practices when it comes to vocabulary and solving word problems.

Equity Goal:

- Increasing the number of stakeholders who feel engaged, and that the school is a welcoming and positive learning environment.
- Increasing the number of stakeholders who believe students are taught attitudes and behaviours that will make them successful in the workforce.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- Continuing to look for opportunities for student and parent voice in our school in regard to events they would like to see happen at school, groups and extracurriculars they would like to have present in our community, as well as
- Continuing to celebrate our student successes as a whole school.
- Creating spaces which are welcoming and student centred within our school
- Continuing to create opportunities for students and parents to have opportunities to engage in school-wide events (ex: school picnic in the fall, winter carnival type activities, literacy fairs)
- Providing opportunities for junior/senior students to attend events like the Skills Canada Competition and Post-Secondary events for senior high students.
- Presentations by Career Counsellors to students in regards to different career paths available to them.

Measures:

- Annual AERR results.

Implementation Plan:

- Increasing the number of options available to our students.
- Student involvement in the SAVY program, including students in the middle years.
- Continue with our TIGER of the Month celebrations.
- Continuing to find ways to bring our school together for activities throughout the year

Allocation of Resources:

- Use of SGF funds to support student character awards and school-wide events.

Professional Learning: