

**Hay Lakes School**

**What's your PAW print?**



**Annual Education Results Report**

**2023-2024**

November, 2024



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## 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.


## 2023-2024 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](http://www.yourvoiceprotected.ca)

### Accountability Statement

The Hay Lakes School *Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the 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 2023-2024 was approved by our School Council.



School Council Chair

Dec 12/24

Date



Principal

Dec 12, 2024

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 220 students, with a staff of 13 teachers and approximately 8 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 voices and contributions of our students, stakeholders, and community members.

## Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Hay Lakes 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	80.2	84.7	80.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	78.7	76.6	79.3	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	84.6	70.0	85.8	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	100.0	100.0	96.5	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	85.7	71.4	71.4	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	28.6	14.3	14.3	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	62.5	70.5	70.5	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	12.5	33.0	33.0	15.4	15.5	15.5	Low	Declined	Issue
	Diploma: Acceptable	73.8	72.5	72.5	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	6.6	9.8	9.8	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	80.9	89.6	86.3	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	85.8	86.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.5	75.7	77.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	70.1	74.3	76.0	79.5	79.1	78.9	Very Low	Maintained	Concern

## Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

### SCHOOL GOAL(s)

#### Numeracy Goals:

- Continue to improve student mastery of basic facts and operations
- Improve student understanding of how to problem solve
- Focus on academic vocabulary for numeracy across grade levels. Focus on terms that can be present in all grade levels.

#### Literacy Goals:

- 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.
- Students are able to identify cross-curricular tier-two vocabulary that is relevant for all learning.

#### 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

### Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener (End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	100%	88%	77%
BRSD	99.5%	92%	78%

**Literacy: Castles and Colheart 3 (CC3) & Letter Name-Sound (LeNS) Test**  
**(End of Year Results)**

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	15%	15%	14%
BRSD	20.5%	24.5%	21.7%

**Provincial Achievement Test (PAT) & Diploma Exam Results**

PAT Grade 6 Results									
	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Acceptable Standard %	69.2	71.4	85.7	63.9	60.7		67.8	66.2	68.5
Standard of Excellence %	23.1	14.3	28.6	13.5	9.6		20.1	18.0	19.8
Comments: We saw a large increase in both our acceptable standard and our standard of excellence.									

PAT Grade 9 Results									
	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Acceptable Standard %	53.4	70.5	62.5	57.7	57.5		62.9	62.6	62.5
Standard of Excellence %	6.8	33.0	12.5	9.5	10.4		16.8	15.5	15.4
Comments: Saw big decreases this year in our results, especially for the standard of excellence.									

Diploma Exam Results									
	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Acceptable Standard %	89.7	72.5	73.8	67.6	67.6		75.2	80.3	81.5
Standard of Excellence %	10.3	9.8	6.6	8.8	7.7		18.2	21.2	22.6
Comments: Continued to stay consistent with our acceptable standard for students, however we are still below the 2022 results. We would like to see more students reaching the standard of excellence.									



## PAT Results Course Summary - By Number Writing

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	75.2	12.8	72.8	9.2	n/a	n/a
	Province	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	61.7	6.9	62.7	8.7	n/a	n/a
	Province	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9	n/a	n/a
Science 6	School	n/a	n/a	n/a	n/a	69.2	53.8	66.7	33.3	78.6	42.9
	Authority	n/a	n/a	n/a	n/a	69.8	21.6	60.0	17.8	66.3	17.9
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8
Social Studies 6	School	n/a	n/a	n/a	n/a	69.2	23.1	71.4	14.3	85.7	28.6
	Authority	n/a	n/a	n/a	n/a	63.9	13.5	60.7	9.6	64.0	13.8
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8
English Language Arts 9	School	n/a	n/a	n/a	n/a	68.4	0.0	68.2	31.8	61.1	5.6
	Authority	n/a	n/a	n/a	n/a	63.9	6.5	65.8	8.1	68.4	7.6
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8
Mathematics 9	School	n/a	n/a	n/a	n/a	31.6	0.0	68.2	18.2	55.6	11.1
	Authority	n/a	n/a	n/a	n/a	41.7	8.2	47.1	7.9	48.0	9.1
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0
Science 9	School	n/a	n/a	n/a	n/a	57.9	10.5	77.3	40.9	61.1	16.7
	Authority	n/a	n/a	n/a	n/a	65.2	15.1	65.0	14.3	70.5	18.8
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8
Social Studies 9	School	n/a	n/a	n/a	n/a	47.4	0.0	68.2	40.9	72.2	16.7
	Authority	n/a	n/a	n/a	n/a	60.7	8.4	52.0	11.8	60.3	13.7
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8

**Notes:**

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.

## Diploma Exam Results Course By Course Summary With Measure Evaluation

Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)									
		2020		2021		2022		2023		2024	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	n/a	n/a	87.5	0.0	85.7	0.0	90.0	0.0
	Authority	n/a	n/a	n/a	n/a	71.6	3.5	76.7	2.2	83.8	2.1
	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	*	*	83.3	0.0	100.0	12.5
	Authority	n/a	n/a	n/a	n/a	83.0	8.5	91.0	6.0	82.9	9.5
	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	*	*	*	*
	Authority	n/a	n/a	n/a	n/a	47.8	7.5	52.6	7.8	51.7	10.8
	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	48.0	5.3	47.4	6.5	46.7	5.9
	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	100.0	0.0	77.8	0.0
	Authority	n/a	n/a	n/a	n/a	78.9	7.9	67.7	3.2	73.1	6.7
	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	n/a	n/a	57.1	14.3	55.6	0.0
	Authority	n/a	n/a	n/a	n/a	68.6	2.9	77.0	5.9	68.8	5.4
	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	100.0	12.5	*	*	70.0	10.0
	Authority	n/a	n/a	n/a	n/a	63.6	13.2	67.7	16.7	66.0	12.2
	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	n/a	n/a	64.3	28.6	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	61.6	14.0	64.6	16.7	65.9	13.8
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0
Physics 30	School	n/a	n/a	n/a	n/a	81.8	18.2	n/a	n/a	75.0	12.5
	Authority	n/a	n/a	n/a	n/a	76.6	23.4	54.1	3.3	66.7	14.4
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1

**Notes:**

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.

### Implications for Education Plan

Our PAT and Diploma results continue to show that we need to put emphasis on literacy and numeracy skills. We have increased the amount of foundational instruction that is happening for students in Numeracy and Literacy in all grades.

## 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

### Student Learning Engagement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	76.7	84.7	80.2	82.7	82.3	81.9	85.1	84.4	83.7
Parent	66.7	83.3	72.9	84.0	83.4	84.6	88.7	87.3	86.7
Student	63.4	74.1	71.0	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100.0	96.7	96.7	96.1	93.3	95.3	95.5	95.1	95.1

Comments: The parent surveys completed for each year are: 2022 - 10, 2023 - 12, 2024-16. We have seen a decrease in this category this year, but we are still similar to the BRSD and Provincial average.

### Lifelong Learning

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	56.3	70.1	70.9	77.2	75.4	76.4	81.0	80.4	79.9
Parent	56.3	63.6	51.7	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	*	76.5	90.0	90.1	85.8	86.2	87.4	87.3	86.6

Comments: The parent surveys completed for each year are: 2022 - 10, 2023 - 12, 2024-16.

## Work Preparation

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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	60.0	59.7	76.3	82.8	79.3	80.1	84.9	83.1	82.8
Parent	60.0	41.7	62.5	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	*	77.8	90.0	92.8	89.0	90.3	92.5	91.3	90.7

Comments: We are very happy to see the increase in this category this year, especially amongst our parents.

## 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			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
3 Year Completion	87.5	70	84.6	85.0	75.6	83.5	83.2	80.7	80.4
4 Year Completion	100	100	71.3	88.8	87.3	79.6	87.1	86.5	85.1
5 Year Completion	100	100	100	89.6	90.0	87.7	87.1	88.6	88.1

Comments: We continue to have a very high 3 and 5 year completion rate. We had a decrease in our 4 year completion.

## High School to Post-secondary Transition Rate

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

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
4 Year Rate	53.5	27.6	7.4	36.3	39.4	33.5	41.2	40.2	41.1
6 Year Rate	61.8	58.3	86.1	57.2	54.4	55.6	60.3	59.7	60.1

Comments: We had less students enter Post-Secondary from our graduating class of 2024 - this is the 4 year number. We do still have very high 6 year entry results.

## Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Rutherford Scholarship Eligibility Rate		83.3	76.9	75.4	76.6	75.9	70.2	71.9	70.7
Comments: Very happy for this number.									

## Education Quality

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.0	89.6	80.9	86.8	87.0	86.8	89.0	88.1	87.6
Parent	65.5	80.6	67.7	80.4	82.5	81.9	86.1	84.4	83.8
Student	83.5	88.2	83.3	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	100.0	100.0	91.7	96.3	94.3	96.1	95.0	94.4	93.9
Comments:									

## 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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	61.1	76.9	74.7	70.7	73.8	74.5	74.2	75.2	75.8
Parent	50.0	75.0	68.8	59.6	66.7	74.4	70.0	72.5	75.2
Student	72.2	75.7	67.8	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	*	80.0	87.5	79.2	80.9	80.9	76.3	78.0	78.2
Comments:									

## 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	78.1	77.7	76.5	79.4	80.5	79.5	82.9	82.9	82.8
Parent	69.4	73.9	73.1	80.1	79.5	79.8	82.4	82.2	82.3
Student	71.6	76.7	69.9	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	93.3	82.7	86.5	88.6	88.9	88.2	89.3	89.3	89.2
Comments:									

## Parental Involvement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.7	74.3	70.1	73.3	75.2	76.3	78.8	79.1	79.5
Parent	72.0	65.0	58.2	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	83.3	83.7	82.0	84.9	83.9	83.1	85.2	85.7	84.6
Comments: This continues to decrease in the view of parents - how do we change this opinion of parents?									

### Implications for Education Plan

As we continue to move forward, we would like to engage more parents in filling out this survey for there to be a larger data set - one parent opinion can be an outlier.

Focuses for the school

- How do we have parents feel more engaged in the school in general?
  - We have seen a decrease in these results over the last three years.
  - Are there better ways to communicate with parents?
- How do we have both students and parents feel that our school is improving?
  - Where would we like to see improvements?

## Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

### SCHOOL 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.
- Students becoming more involved in citizenship activities within the school.

### 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.

### 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.1	85.8	82.6	85.4	83.3	83.4	86.1	84.7	84.0
Parent	91.0	80.2	85.9	84.1	82.9	85.9	86.9	85.6	85.3
Student	73.1	80.1	76.6	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	100.0	97.1	85.3	96.7	91.5	93.2	93.6	92.0	91.6

Comments: We are happy to see the student increase in this category. The teacher decrease could be due to many things, including the continued class complexity within our school.

## Citizenship

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	82	76.6	78.7	79.4	76.8	77.3	81.4	80.3	79.4
Parent	80.0	66.7	80.0	75.5	73.2	76.7	80.4	79.4	78.7
Student	69.5	73.0	70.6	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	96.6	90.0	85.4	93.2	87.3	90.2	91.7	90.3	89.8
Comments:									

## Safe and Caring

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.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	89.7	89.9	86.2	88.4	86.7	86.8	88.8	87.5	87.1
Parent	89.8	83.3	86.3	87.7	86.6	88.8	89.5	88.1	88.0
Student	79.3	88.4	82.7	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	100.0	98.0	89.8	97.0	93.2	94.1	94.3	93.0	92.9
Comments:									

## 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	70.4	68.4	65.3	71.2	69.6	69.5	72.6	72.9	71.9
Parent	75.9	68.3	63.8	63.7	63.6	67.4	67.4	68.4	67.8
Student	77.7	83.5	70.5	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	57.6	53.4	61.7	75.4	66.2	68.8	77.0	76.0	74.8
Comments:									



## 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			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.5	75.7	76.5	76.5	75.2	76.5	81.6	80.6	79.9
Parent	83.7	65.0	70.0	68.1	69.3	73.7	77.4	75.7	75.4
Student	74.8	86.2	81.6	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	80.0	76.0	78.0	84.1	76.6	78.9	87.3	86.2	85.6
Comments:									

## At Risk Students

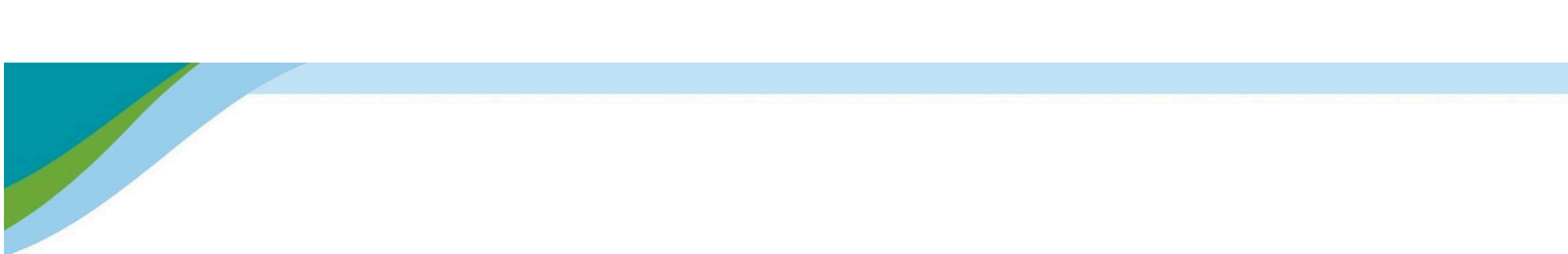
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	85.2	80.8	75.4	78.1	76.5	78.0	81.9	81.2	80.6
Parent	86.2	69.4	64.6	67.9	67.1	71.5	75.3	73.7	73.5
Student	74.8	86.2	81.6	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	94.4	86.7	80.0	89.3	82.9	85.4	90.3	89.9	89.5
Comments:									

## Drop Out Rate

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

	School			BRSD			Province		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
	%	%	%	%	%	%	%	%	%
Drop Out Rate	2.1	0	3.6	2.5	1.7	3.5	2.3	2.5	2.5
Returning Rate				15.3	15.3	21.9	17.3	17.2	16.6
Comments:									



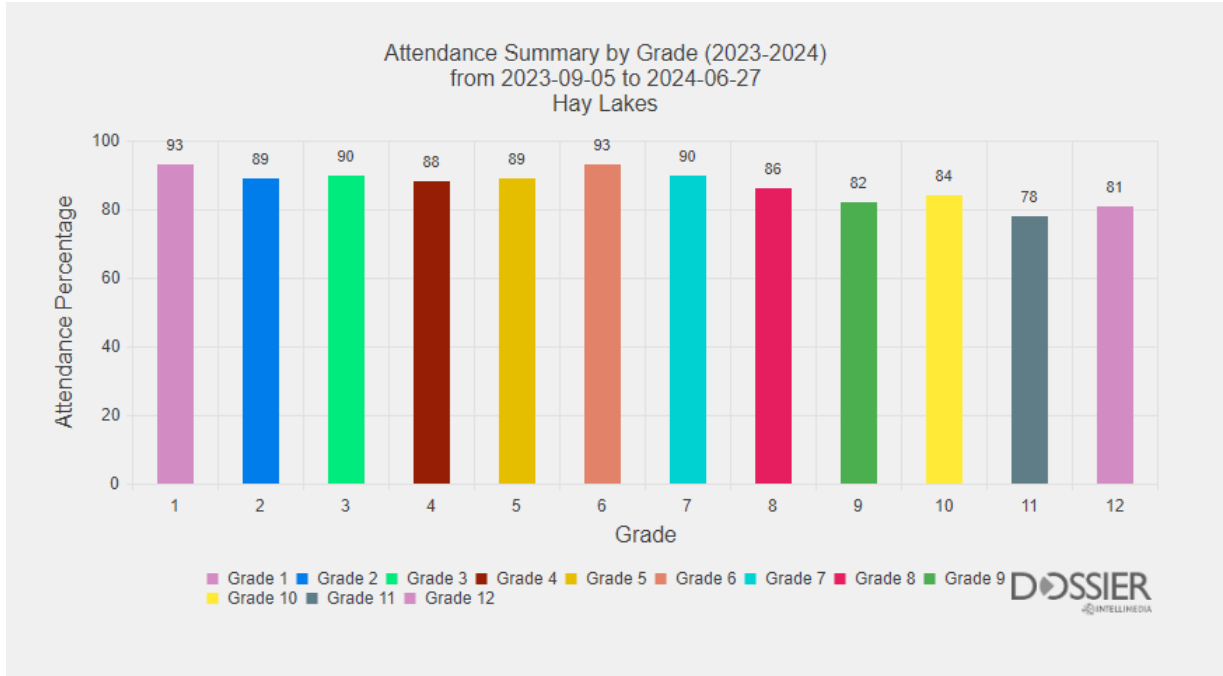
### Implications for Education Plan

How can we continue to provide more information to families about the services available in our community and in the surrounding communities?

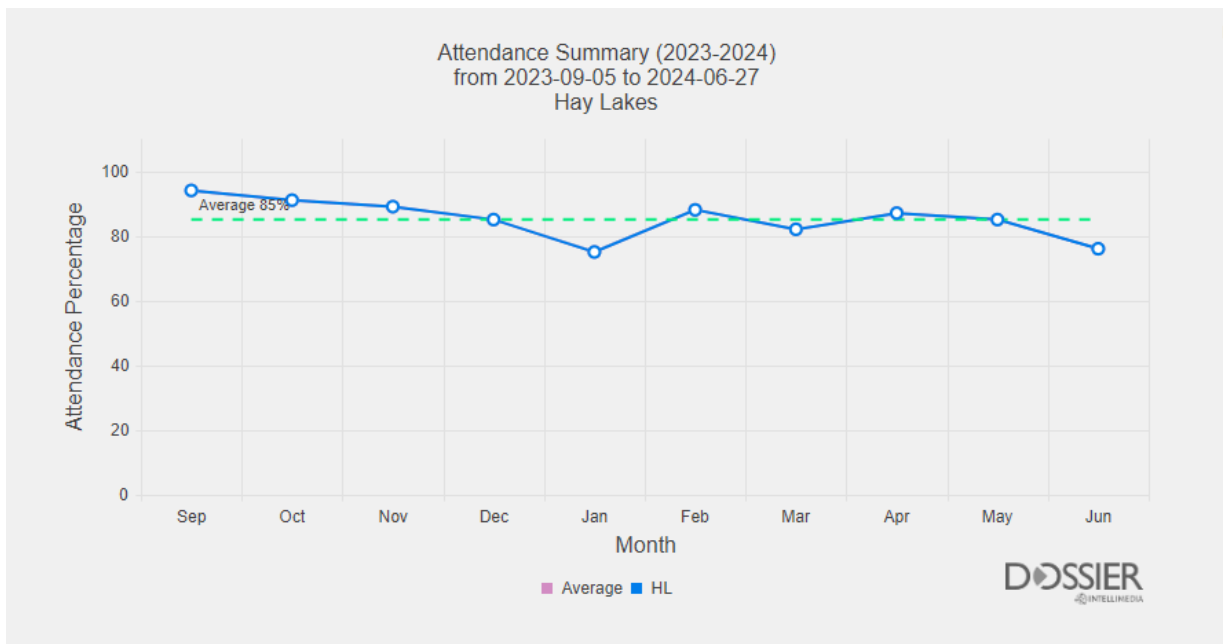
What can we do to provide more students with information about post-secondary institutions, including college and technical programs?

# Attendance

Average Attendance/grade for the year.

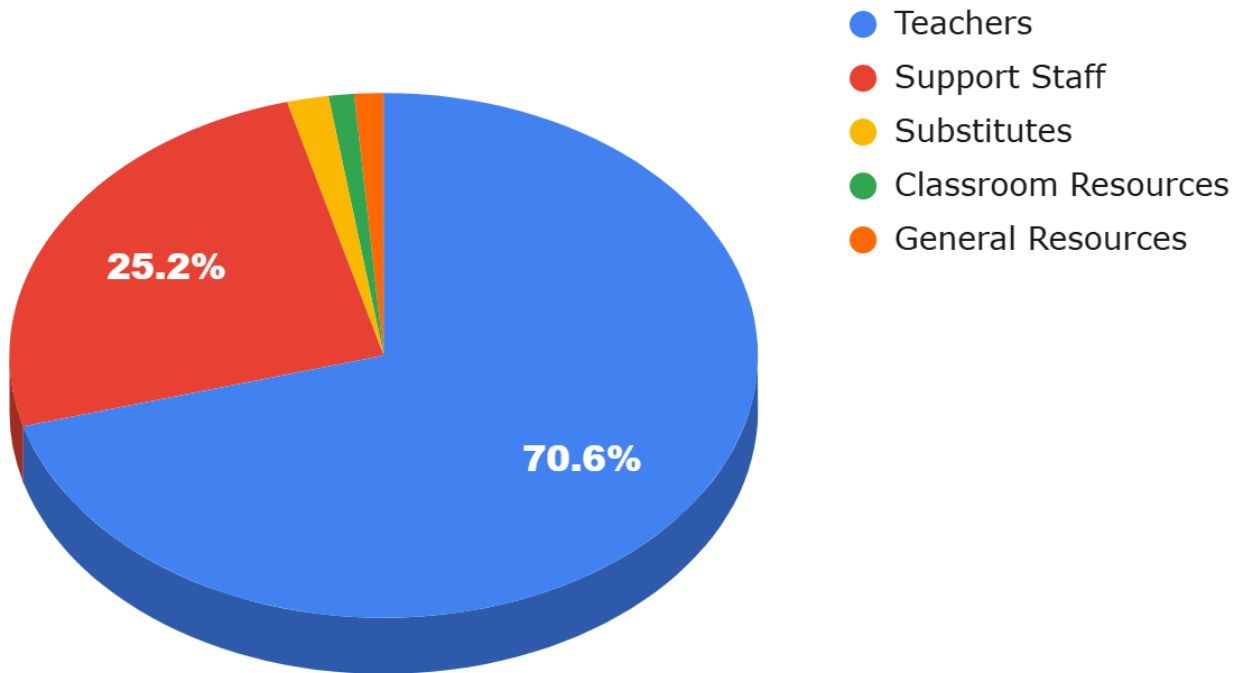


Average Attendance for each month.



## School Budget Summary 2023-2024

Categories	Amount (\$)
Teachers (70.6%)	1,497,395
Support Staff (25.2%)	534,062
Substitutes (1.8%)	38,131
Classroom Resources (1.1%)	23,330
General Resources (1.3%)	26,719



## School Year Summary

In 2023-2024, we continued to have positive growth in many areas. Students and parents continued to feel our school was a safe and caring place, and we continued to see positive school population numbers, with continued strong numbers in our Senior High School classes.

We are very happy to see continued high standards of achievement in our PATs and Diplomas, but saw some decreases in our level of excellence in these standardized tests. We saw high levels of students finding success in our early literacy and numeracy interventions and are seeing the benefits of these programs. We continue to put a focus on numeracy and literacy instruction at all grade levels, including specific numeracy and literacy intervention blocks scheduled into the timetable for students in grades 1 to 6 throughout the week. As well, we have continued to increase the instructional time in Math and ELA in grades 7 to 10. We saw more students in Grades 10-12 accessing programs such as Work Experience, Dual Credit Programs with partner colleges, Registered Apprenticeship Programs and Green Certificates.

Hay Lakes School once again saw success in all of our athletics this year in volleyball, basketball, cross-country running, and track and field events. Our Senior Girls Basketball team made it to provincials and we had one of our students medal at track and field provincials. 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.

We saw many student led activities throughout the year, and worked to engage all grade levels in these activities. We continued to recognize students from each division as TIGERs of the month, and this is still an area of growth for this school year. We put a priority on recognizing the many different student skills we have in our building, and we were happy to host our first "Night of the Arts" in the spring, celebrating our students' achievements in our Fine Arts and Band program.

We continue to benefit from the generosity of many community groups. Our Band Program was the recipient of grants from the Battle River Community Foundation, the Hay Lakes Area Regional Recreation Board, and the Camrose and District Family Thrift Shop. As well, our school was the recipient of a \$50,000 grant from Sanofi Canada for equipment for our Senior High Science programs, which will have benefits for many future students in Hay Lakes School.

## Stakeholder Engagement

### **Staff**

During the 2023-2024 school year HLS staff continued to work on Numeracy and Literacy goals, while also working on supporting students by identifying needs and supporting students to meet these needs. Staff participated in Division-led professional development which continued to focus on Numeracy and Literacy instruction, but also began to delve into the world of teaching students about the use of Artificial Intelligence.

### **Parent and community engagement**

During the school year, there were five School Council meetings held, with varying levels of attendance at these meetings. We continued to work towards having information sessions for parents and throughout the year we were able to host a session on supporting your child with internet safety, financial literacy for parents and children, and supporting your child in the grief process.

We held our parent-teacher conferences in October and April, and both were relatively well attended. As we moved into the final quarter of the year, teachers began to move to Real-Time-Reporting, meaning that we no longer printed report cards in June, and families were able to remain more up to date with their child's marks by using PowerSchool. We have continued that practice this year, and moving forward we will not be printing report cards. Feedback for both students and parents is more immediate using this method. The school worked to communicate events via the School Messenger email and text program to keep parents informed of upcoming events at the school, as well as more updates from the office and more frequent newsletters.

Parents continued to volunteer in many different ways in our school, helping the school with hot lunches, hot dog days, and attending field trips as parent chaperones. We continued to encourage parents to attend school events, including our Remembrance Day ceremony, Halloween activities, Christmas activities, and pep rallies for our sports teams.

# EDUCATION PLAN 2024-2025

## Learning Success For All

### OUTCOMES

Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy.  
Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society.  
Recognize and support the diverse and unique learning needs of all students.

### SCHOOL GOAL:

- 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.
- To continue to improve student understanding of number sense and basic operations amongst all students.
- Focus on cross curricular vocabulary throughout the grade levels.

### 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.

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

### Strategies:

- differentiation in instructional strategies
  - Elementary - Common literacy and numeracy 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
- creating numeracy rich environments
- Differentiate instruction
- Use of consistent vocabulary throughout grades.
- Making connections to practical applications where skills can be employed.
- Use support staff to facilitate small and multi-grade learning groups
- Focus on key Tier 2 vocabulary throughout the grades
- 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 on mathematical literacy with students - decoding a word problem in order to determine what it is asking students to do

**Measures:**

DIBELs, Lens, CC3, EICS Screener  
PAT and Diploma results  
Formative and summative results at the school level  
Annual Education Results Report

**Implementation Plan:**

- Creation of common literacy blocks in Grades 1-6
  - Cross graded interventions and extension activities for students
- Focus on literacy and reading in the school
  - Book battles, read-ins, etc.
- Teacher collaboration to create standards for writing in all courses
- Increase instruction in Numeracy and Literacy, including specific courses in High School that focus on Numeracy skills and Content Literacy.
- Ongoing discussion to ensure consistency of academic language through the grades, including the creation of common visuals for classrooms.
- Create word walls. Creation of lessons and projects that are multi-modal and innovative.
- 

**Allocation of Resources:**

- Teacher planning time
- Increase in instruction for Numeracy and literacy
  - Dedicated blocks in Elementary in each week.
  - Increase to Jr. High Numeracy and Literacy instruction
  - Math 15 and Content Literacy 15 in Grade 10 for all students.

**Professional Learning:**

- Collaborative response on vocabulary and academic vocabulary in the classroom.
- Division led PD on Numeracy resources
- Division led PD on Literacy strategies and new programs for Division 2.



## Enhance High Quality Learning and Working Environments

### OUTCOMES

Prioritize resources to support student and system success.  
 Foster welcoming, caring and equitable learning and working environments.  
 Support and enhance the positive culture of teaching, leading and learning.

### SCHOOL GOAL:

- Create a safe and inclusive spaces for students for regulation and academic support
- Student participation in planning of school events
- Focus on character education, including the celebration of students
- Motivate learners through high quality instruction

### 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.

**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

**Governance:** Processes that determine strategic direction, establish policy and manage fiscal resources.

### Strategies:

- Look for ways for students to have multiple exterior learning opportunities throughout the year.
- Creation of engaging lessons by teachers, allowing students multiple points of entry for learning, combined with hands-on activities where appropriate.
- Continue to implement student led activities, where possible. Creation of a student council for secondary students.
- Regular (Monthly) assemblies recognizing academic, athletic and character successes of students, including TIGER of the Month celebrations. Implementation of a more frequent recognition of students.

### Measures:

Increased results in AERR amongst students for feeling of safe, welcoming and caring schools.

### Implementation Plan:

Monthly assemblies for TIGER of the Month  
 Teachers will work to recognize more students with TIGER PAW cards.  
 Student Council Creation

### Allocation of Resources:

SGF funds for TIGER of the Month T-Shirts and Prizes.

### Professional Learning:

Focus on Collaborative Response by staff as a whole school.

## Well-Being

### OUTCOMES

Prioritize and enhance well-being and positive mental health for all.

Promote inclusive environments that celebrate diversity and support all.

Students who self-identify as Indigenous are supported to achieve success.

### SCHOOL GOAL:

**To increase and support the wellbeing of staff and students.**

#### 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.

#### 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)
- Teaching mindfulness for both students and staff
- Ensuring staff are given time for wellness during the day, as well as during professional development.
- Building relationships with students (connections)
- School community-building activities (theme days, spirit days, challenges)
- QSA meetings for students in Junior-Senior High
- Visits from Elders for cultural teachings
- Providing opportunities for staff and students to access resources in the school that will help direct them to mental and physical health resources.

#### Measures:

- Improved attendance results.
- AERR results showing students feel well and cared for at school and that resources

#### Implementation Plan:

- Student involvement in the SAVY program, including students in the middle years.
- Opportunities for students to show growth in leadership within the school
- Continuing to find ways to bring our school together for activities throughout the year

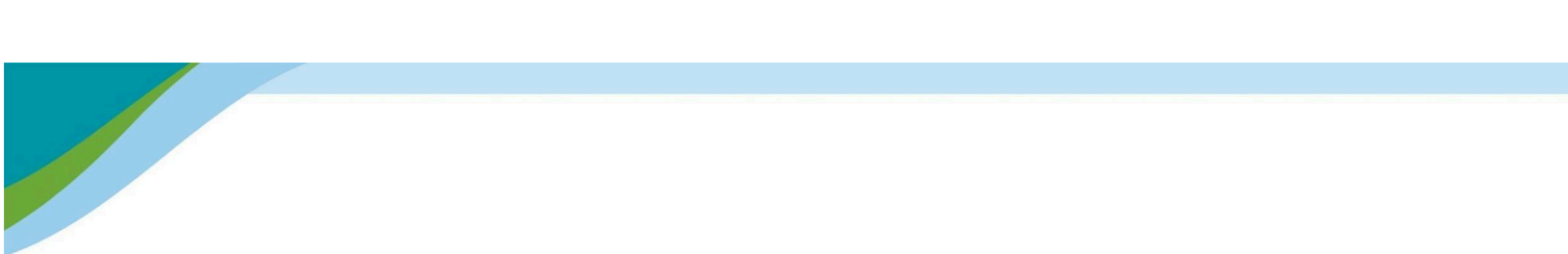
#### Allocation of Resources:

Funds from both SGF and Central budget for events like school BBQs and breakfasts on Diploma days.

#### Professional Learning:

Spending time on School PD days to plan activities for students.

Learning about wellness activities for students and staff.



Time on PD Days focused on Staff wellness.	
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