



Grande Prairie Composite High School

Principal: Dennis Vobeyda

Annual Education Results Report 2021-2022



**Grande Prairie
Public School
Division**
Every Student Succeeds



www.gppsd.ab.ca/school/gpcomposite

   **GPPSD2357**

Grande Prairie Composite High School

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Grande Prairie Comp High Sch | | | 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 | 75.7 | 84.1 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| | Citizenship | 63.6 | 75.3 | 73.1 | 81.4 | 83.2 | 83.1 | Very Low | Declined Significantly | Concern |
| | 3-year High School Completion | 78.5 | 77.4 | 70.6 | 83.2 | 83.4 | 81.1 | Intermediate | Improved | Good |
| | 5-year High School Completion | 76.3 | 80.5 | 76.1 | 87.1 | 86.2 | 85.6 | Low | Maintained | Issue |
| | PAT: Acceptable | 48.3 | n/a | 57.1 | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| | PAT: Excellence | 8.8 | n/a | 12.3 | 18.0 | n/a | 20.6 | n/a | n/a | n/a |
| | Diploma: Acceptable | 72.9 | n/a | 72.8 | 75.2 | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | 13.1 | n/a | 13.5 | 18.2 | n/a | 24.0 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 79.8 | 87.0 | 85.6 | 89.0 | 89.6 | 90.3 | Very Low | Declined | Concern |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 71.6 | 83.5 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 76.4 | 86.5 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 75.5 | 74.5 | 74.5 | 78.8 | 79.5 | 81.5 | Intermediate | Maintained | Acceptable |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

| Alberta Education Assurance Measures Results | | Grande Prairie Composite High School | | | | |
|--|---|--------------------------------------|------|------|------|------|
| Overall Multi Year Summary | | 2018 | 2019 | 2020 | 2021 | 2022 |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | 84.1 | 75.7 |
| | Citizenship | 71.1 | 71.2 | 74.9 | 75.3 | 63.6 |
| | 3-year High School Completion | 68.9 | 69 | 65.3 | 77.4 | 78.5 |
| | 5-year High School Completion | 78.9 | 71 | 76.7 | 80.5 | 76.3 |
| | PAT: Acceptable | 50.9 | 57.1 | n/a | n/a | 48.3 |
| | PAT: Excellence | 10.4 | 12.3 | n/a | n/a | 8.8 |
| | Diploma: Acceptable | 74.6 | 72.8 | n/a | n/a | 72.9 |
| | Diploma: Excellence | 11.9 | 13.5 | n/a | n/a | 13.1 |
| Teaching & Leading | Education Quality | 86 | 85.1 | 86.1 | 87.0 | 79.8 |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | 83.5 | 71.6 |
| | Access to Supports and Services | n/a | n/a | n/a | 86.5 | 76.4 |
| Governance | Parental Involvement | 72 | 70.5 | 78.5 | 74.5 | 75.5 |

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |

Our Education Plan is focused on:

Priority: Mental Health and Wellness of Students and Staff

Outcome 1: To support the emotional well-being and mental health of students and staff.

Outcome 2: Increase teacher capacity in Social Emotional Learning.

Outcome 3: Increase student engagement and resilience.

Grande Prairie Composite has prioritized emotional well-being and mental health and wellness for students and staff. We recognize the pandemic's impact on the school community and are actively taking measures to provide opportunities for reconnection, build resilience and enhance engagement.

As indicated in the division data, 83 percent of teachers feel that their workplace supports their wellness. This is a significant increase from last year when only 68 percent of staff felt this was true. Our Teacher Wellness Committee has been active for over a year and has excellent staff participation. Our committee has grown to include new staff members and regularly meets to establish new monthly challenges. These activities include drinking water, fitness challenges, staff breakfasts, Christmas supper, games, crafting, cooking, and yoga. Taking the time to reconnect through these wellness activities has been very well received, and we intend to continue this in the future. Our work on developing our Mission, Vision, Values, and Goals has also provided the staff with multiple opportunities to reconnect with colleagues and meet new staff members. This building of interconnectedness among staff has supported mental health in the workplace. We have seen this evidence in the number of positive responses at the end of our sessions provided by staff on the *Mentimeter App*. In addition, we are also encouraged by the number of staff that have volunteered to continue to work outside of our all-staff sessions to continue to develop our MMVG on the steering committee.

The number of teachers who believe that students can get help with problems unrelated to school has again increased from 89% to 91%. Our work with staff in establishing regular Collaborative Response Model meetings continues to support this measure. As we work to help students collectively, we have built capacity among our team and accessed school and community support for students.

Last year, Paramount Counseling provided mental health support first, and then later in the year, we were provided with a social worker. We found that Paramount counseling was not broad enough reach and was not accessible to students who were receiving Tier 4 support, those struggling with attendance, or in a crisis. Since then, the division has responded by adding many more supports, including two social workers, a social worker to support indigenous students, and an addiction counselor. We have intentionally raised the profile of our mental health supports and connected students to the help they may need.

We see evidence of improved student resilience and engagement by examining our three- and five-year completion rates. This measure has consistently improved. Our intervention model has changed

to include credit recovery and targeted support for our students 9-12. This change has led to an increase in the number of graduates who otherwise would be mathematically unable to meet requirements by the end of the year. Additionally, 79% of the students answered, “Teachers care about me.” We were encouraged by this result because we know that connection leads to increased engagement.

Our school population changes by 10-15% yearly. (93 new registrations and this year 293 new registration. For the large majority of students to feel that they are cared for by their teachers is impressive, given that we have so many new students and the obstacles that COVID presented. We still have work to do and will continue to be intentional in building a connection. Our work with Dr. Tranter’s third path will support this goal in the future.

| Division Assurance Survey – Percentage of teachers agree that | Teachers | |
|--|----------|-------|
| | GPCHS | GPPSD |
| The school uses consistent practices and structures to support diverse needs of students | | |
| 2021 | 89 | 93 |
| 2022 | 97 | 95 |
| Students are able to access programs and support to experience success with their learning | | |
| 2021 | 96 | 89 |
| 2022 | 88 | 89 |
| They have access to supports to effectively teach students with unique learning needs | | |
| 2021 | 82 | 85 |
| 2022 | 86 | 87 |
| Staff use a consistent approach to support the social/emotional learning needs of students | | |
| 2021 | 87 | 93 |
| 2022 | 86 | 91 |
| Students can get help with problems that are not related to academics at school | | |
| 2021 | 89 | 83 |
| 2022 | 91 | 83 |

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Staff | |
|--|---------|-------|-------|-------|
| | GPCHS | GPPSD | GPCHS | GPPSD |
| Students are supported at school to be active, healthy, and well | | | | |
| 2021 | 87 | 95 | 89 | 97 |
| 2022 | 93 | 96 | 92 | 96 |
| My workplace supports my wellness | | | | |
| 2021 | n/a | n/a | 68 | 86 |

| | | | | | |
|--|------|-----|-----|----|----|
| | 2022 | n/a | n/a | 83 | 88 |
|--|------|-----|-----|----|----|

Priority: Being explicit about building the culture of the school with staff and students.

Outcome: Re-establish and continued focus on school culture and increased sense of community and participation.

The story of the 2021-2022 school year was to find creative ways to reconnect students, staff, and parents with the school by rekindling the culture. Reestablishing school culture and an increased sense of community and participation would be to the previous year.

Because school culture-building activities, such as clubs and teams, had been significantly impacted or canceled in the previous year, they needed to return to allow students to reconnect to the school community. Although the start of the school season prohibited spectators from our sporting events, the competition was back, and we began to stream the games for fans. As the year progressed, other clubs such as Interact, Model UN, and the Greenhouse club emerged, and the school got to see its first live performance from the Drama class since 2019.

Despite the return of sports and clubs for the year, a data point that triggered reflection amongst the school's administration was the decrease in students' sense of feeling welcome, respected, and safe. This value dropped from 77% in 2021 assurance survey data to 69% in 2022. We also saw trends similar to the Division, with slight drops in the metrics regarding student satisfaction with schooling. This number will be a curiosity moving to 2022-2023 data as we have seen a resurgence in student sense of belonging and a notable uptick in student participation in school events such as pep rallies, lunchtime trivia competitions, increased school clubs, dances, talent show, and a brand-new cheer squad. This increase in student participation will translate into improved student satisfaction.

The 2021-2022 school year saw an increase in parent satisfaction and parent engagement and a similar response from the staff. We focused on increased communication with Social Media and the continued use of in-person and online meeting with school council and graduation meetings. The future challenge is to continue cultivating the seeds of culture planted in the 2021-2022 year and see what blooms. Although the student data points in our "culture priority" dropped, we cannot ignore the unique obstacles which occurred last school year. Three separate "Swatting" incidents and the international social media pestilence were in direct conflict with our goals to have students connect with the school culture. Important school events began to emerge after a tumultuous start to the year, which had an eerily similar feel. Despite these hurdles, the student and staff initiatives that started in September of this year were sparked by last year's work and are a testament that the student body is reconnecting with the culture in the school. We are excited to see the students

continue making their voices heard as active members of the student body with student council and the greater community.

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Students | | Staff | |
|--|---------|-------|----------|-------|-------|-------|
| | GPCHS | GPPSD | GPCHS | GPPSD | GPCHS | GPPSD |
| Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported | | | | | | |
| 2021 | 91 | 95 | 77 | 82 | 89 | 94 |
| 2022 | 90 | 95 | 69 | 79 | 94 | 93 |
| Learner Supports | | | | | | |
| 2021 | 84 | 84 | n/a | n/a | n/a | 89 |
| 2022 | 83 | 85 | 84 | n/a | 88 | 89 |
| Students learn about citizenship, community, are prepared for life after high school | | | | | | |
| | 86 | 93 | 77 | 85 | 86 | 92 |
| | 96 | 93 | 69 | 85 | 86 | 91 |

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Students | | Staff | |
|--|---------|-------|----------|-------|-------|-------|
| | GPCHS | GPPSD | GPCHS | GPPSD | GPCHS | GPPSD |
| There are high expectations for student achievement | | | | | | |
| 2021 | 87 | 93 | 87 | 90 | 80 | 93 |
| 2022 | 92 | 94 | 89 | 89 | 81 | 90 |
| Students are engaged in learning | | | | | | |
| 2021 | 81 | 90 | 76 | 83 | 92 | 91 |
| 2022 | 85 | 91 | 77 | 81 | 91 | 91 |
| Students are engaged at school | | | | | | |
| 2021 | 90 | 95 | 79 | 85 | 89 | 92 |
| 2022 | 91 | 95 | 74 | 83 | 89 | 92 |
| They are satisfied with Teaching & Learning | | | | | | |
| 2021 | 84 | 92 | 81 | 87 | 85 | 93 |
| 2022 | 91 | 92 | 79 | 85 | 87 | 91 |
| They are satisfied with the quality of education | | | | | | |
| 2021 | 86 | 93 | 84 | 89 | 83 | 92 |
| 2022 | 91 | 94 | 81 | 87 | 85 | 91 |
| Overall satisfaction | | | | | | |

| | | | | | | | |
|--|------|----|----|----|----|----|----|
| | 2021 | 85 | 92 | 82 | 86 | 81 | 91 |
| | 2022 | 89 | 93 | 78 | 85 | 86 | 91 |

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school.

| | GPCHS | | | GPPSD | | | Province | | |
|---------|-------|------|------|-------|------|------|----------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Overall | 82.4 | 83.6 | 67.4 | 84.0 | 87.3 | 81.5 | 84.1 | 85.7 | 84.9 |
| Parent | 85.2 | 81.5 | 56 | 74.3 | 79.3 | 72.0 | 76.0 | 77.8 | 77.3 |
| Teacher | 79.6 | 85.7 | 78.8 | 93.8 | 95.4 | 91.0 | 92.2 | 93.7 | 92.5 |

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

| | GPCHS | | | GPPSD | | | Province | | |
|---------|-------|------|------|-------|------|------|----------|------|------|
| | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 | 2020 | 2021 | 2022 |
| Overall | 84.3 | 80.9 | 72 | 71.8 | 82.3 | 77.5 | 72.3 | 82.1 | 81.0 |
| Parent | 85.2 | 77.4 | 66 | 64.4 | 76.1 | 71.6 | 64.6 | 75.3 | 74.6 |
| Teacher | 83.5 | 84.5 | 78 | 79.2 | 88.5 | 83.4 | 80.6 | 88.9 | 87.4 |

Priority: Target student needs using academic interventions, assessment, and instruction.

Outcome: Continued focus on fair and balanced assessment.

Grande Prairie Composite continues to have a focus on fair and balanced assessment. Focusing on best assessment practices will ensure optimum learning and yield positive metrics such as graduation rates and student transition to post-secondary. We continue to refine our practices by decreasing the use of zeros in our assessment practices. When zeros are used during the learning cycle, it creates a skewed grade that is disproportionately low and is a poor indicator of the actual level of student knowledge and understanding of outcomes. We replace that practice with the indicator of No Grade (NG) to show that the teacher has insufficient evidence to accurately assign a grade to a student while coupling that with academic interventions to obtain said evidence in the form of an assessment. As we continue to develop a shared understanding of the utilization of NG and other practices, division survey data indicates that 97% of teachers feel that the school uses consistent techniques and structures.

Understanding your student's strengths and weaknesses is vital to appropriately plan learning activities so that we can focus on what students need the most. We continue using diagnostic assessments such as STARS Literacy for Language Arts and MIPI for Mathematics. These diagnostic assessments are done at the beginning of the year and allow our teachers to gauge the level of skills

of the students in the different outcomes from the previous year, which then drives their planning and instruction as we advance. This evidence is one of the strategies we use to target and support our grade 9 PAT results.

Last year, staff noted that there were still many learning and behavioral deficiencies that were presumably lingering from COVID, and we saw a decrease in the number of teachers that felt that students were able to access programs and support to experience success in their learning (88% from 96% the year before). For the 22-23 school year, we have implemented a full-time intervention teacher to work with small groups of students to help bridge the gaps in learning. Our Learning Support team has also increased from 2.0 FTE to 3.0 FTE, which will help address the needs of students with diverse learning needs and provide teachers with the information and tools to help these students. We continue our partnership with the Golden Hills School Division to offer supplemental online programming to our students. These blocks, which we have called AVID, provide additional online programming, and we can better meet the needs of our students and increase graduation rates.

As graduation rates are a crucial metric for our outcome of the fair and balanced assessment, we are pleased to see that the Assurance data shows that our graduation rates have been trending upward in the past five years, from 68.9% in 2018 to 78.5% in 2022.

| Alberta Education Assurance Measures Results | | Grande Prairie Composite High School | | | | |
|--|-------------------------------|--------------------------------------|------|------|------|------|
| Overall Multi Year Summary | | 2018 | 2019 | 2020 | 2021 | 2022 |
| Student Growth and | Student Learning Engagement | n/a | n/a | n/a | 84.1 | 75.7 |
| | Citizenship | 71.1 | 71.2 | 74.9 | 75.3 | 63.6 |
| | 3-year High School Completion | 68.9 | 69 | 65.3 | 77.4 | 78.5 |
| | 5-year High School Completion | 78.9 | 71 | 76.7 | 80.5 | 76.3 |

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

| Assurance Domain | Measure | Grande Prairie Comp High Sch | | | 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 | 3-year High School Completion | 78.5 | 77.4 | 70.6 | 83.2 | 83.4 | 81.1 | Intermediate | Improved | Good |
| | 5-year High School Completion | 76.3 | 80.5 | 76.1 | 87.1 | 86.2 | 85.6 | Low | Maintained | Issue |

| Division Assurance Survey – Percentage of teachers agree that | Teachers | | |
|--|----------|-------|----|
| | GPCHS | GPPSD | |
| The school uses consistent practices and structures to support diverse needs of students | | | |
| | 2021 | 89 | 93 |
| | 2022 | 97 | 95 |

| | | |
|--|------|-------|
| Students are able to access programs and support to experience success with their learning | | |
| | 2021 | 96 89 |
| | 2022 | 88 89 |
| They have access to supports to effectively teach students with unique learning needs | | |
| | 2021 | 81 85 |
| | 2022 | 86 87 |

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Students | | Staff | |
|--|---------|-------|----------|---------|-------|-------|
| | GPCHS | GPPSD | GPCHS | GPPSD | GPCHS | GPPSD |
| Students are prepared academically to complete high school | | | | | | |
| | 2021 | 82 91 | 77 84 | 90 95 | | |
| | 2022 | 89 93 | 74 82 | 91 93 | | |
| Students are prepared for life after high school | | | | | | |
| | 2021 | 79 89 | 66 82 | n/a n/a | | |
| | 2022 | 83 90 | 69 81 | n/a n/a | | |
| Students are prepared socially and emotionally to complete high school | | | | | | |
| | 2021 | 87 94 | 85 89 | 79 92 | | |
| | 2022 | 91 95 | 80 87 | 79 88 | | |

| Division Assurance Survey – Percentage of parents, students and staff agree that | Parents | | Students | | Staff | |
|--|---------|-------|----------|-------|-------|-------|
| | GPCHS | GPPSD | GPCHS | GPPSD | GPCHS | GPPSD |
| There are high expectations for student achievement | | | | | | |
| | 2021 | 87 93 | 87 90 | 80 93 | | |
| | 2022 | 92 94 | 85 89 | 81 90 | | |
| Students are engaged in learning | | | | | | |
| | 2021 | 81 90 | 76 83 | 92 91 | | |
| | 2022 | 85 91 | 73 81 | 91 91 | | |
| Students are engaged at school | | | | | | |
| | 2021 | 90 95 | 79 85 | 89 92 | | |
| | 2022 | 91 95 | 74 83 | 89 92 | | |
| They are satisfied with Teaching & Learning | | | | | | |
| | 2021 | 84 92 | 81 87 | 85 93 | | |

| | | | | | | | |
|--|------|----|----|----|----|----|----|
| | 2022 | 90 | 93 | 79 | 85 | 87 | 91 |
| They are satisfied with the quality of education | | | | | | | |
| | 2021 | 86 | 93 | 84 | 89 | 83 | 92 |
| | 2022 | 91 | 94 | 81 | 87 | 85 | 91 |
| Overall satisfaction | | | | | | | |
| | 2021 | 85 | 92 | 82 | 86 | 81 | 91 |
| | 2022 | 89 | 93 | 78 | 85 | 86 | 91 |