



# Grande Prairie Composite High School

Principal: Dennis Vobeyda

## Annual Education Results Report

2022-2023



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



[www.gppsd.ab.ca/school/gpcomposite](http://www.gppsd.ab.ca/school/gpcomposite)

   **GPPSD2357**

# Grande Prairie Composite High School

## Fall 2023 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	76.7	75.7	75.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	66.7	63.6	69.3	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	70.4	78.5	73.7	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	82.1	76.3	77.9	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	50.7	48.3	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.5	8.8	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	65.8	72.9	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
Diploma: Excellence	8.2	13.1	n/a	21.2	18.2	n/a	Very Low	n/a	n/a	
Teaching & Leading	Education Quality	79.8	79.8	83.0	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.6	71.6	71.6	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	77.1	76.4	76.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	67.9	75.5	77.0	79.1	78.8	80.3	Very Low	Declined	Concern

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 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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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		2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	84.1	75.7	76.7
	Citizenship	71.2	74.9	75.3	63.6	66.7
	3-year High School Completion	69	65.3	77.4	78.5	70.4
	5-year High School Completion	71	76.7	80.5	76.3	82.1
	PAT: Acceptable	57.1	n/a	n/a	48.3	50.7
	PAT: Excellence	12.3	n/a	n/a	8.8	6.5
	Diploma: Acceptable	72.8	n/a	n/a	72.9	65.8
Diploma: Excellence	13.5	n/a	n/a	13.1	8.2	
Teaching & Leading	Education Quality	85.1	86.1	87.0	79.8	79.8
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	83.5	71.6	75.6
	Access to Supports and Services	n/a	n/a	86.5	76.4	77.1
Governance	Parental Involvement	70.5	78.5	74.5	75.5	67.9

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

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## 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 made emotional well-being and mental health and wellness a priority for both students and staff. The school community recognizes the significance of these areas and has taken active steps to provide opportunities for reconnection, build resilience, and enhance engagement.

The school's continued emphasis on emotional well-being and mental health and wellness for students and staff is reflected in the Division data. It reveals that 97% of staff feel that their workplace supports their wellness, an increase of 14% from the previous year and a notable 29% increase from two years ago. Furthermore, 81% of the student population feels welcome, respectful, safe, and cared for, and supports emotional, mental, and physical well-being, which is a 16% increase. These results reinforce the school's commitment to the mental health and wellness of students and staff.

The Teacher Wellness Committee has been active and gained excellent staff participation. The 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. The time devoted to reconnecting through these wellness activities has been well-received, and the school intends to continue them in the future.

Over the past year, Grande Prairie Composite has been working on developing its Vision, Mission, and Focus areas for the next strategic plan. This process has provided staff with multiple opportunities to reconnect with colleagues and meet new staff members, which has supported mental health in the workplace. Positive staff responses at the end of the sessions demonstrate the efficacy of this effort. Moreover, the number of staff members who have volunteered to be on a steering committee to

work outside of all-staff sessions to finalize the vision and mission is encouraging. The school is excited to present its Vision: Ignite Potential and Phoenix Mission: To Educate, Inspire, and Empower.

The number of teachers who believe students can get help with school-related problems has increased from 91% to 99% over the past three years. The school's work with staff in establishing regular Collaborative Response Model meetings continues to support this measure. The school has built capacity among its team and accessed school and community support for students to help students collectively.

The school has provided mental health support, two social workers, a social worker to support indigenous students, and an addiction counselor. The school has intentionally raised the profile of its mental health supports and connected students to the help they may need, which has better supported the needs of students struggling with attendance or in a crisis. The school's efforts in this area are evident in 99% of students feeling that they can get help with problems unrelated to academics in school.

The school sees evidence of improved student resilience and engagement by examining its three- and five-year completion rates, which have consistently improved. Its intervention model has changed to include credit recovery and targeted support for students in grades 9-12. This change has led to an increase in graduates who otherwise would be mathematically unable to meet requirements by the end of the year. The school will continue to work intentionally to build connections. As such, it continues its work with Dr. Tranter's The Third Path, as this work will continue to support this goal.

Division Assurance Survey – Percentage of teachers agree that	Teachers	
	COMP	GPPSD
Q13 - We use consistent practices and structures in our school to support the diverse needs of students.		
2021	89	93
2022	97	95
2023	91	92
Q14 - Students are able to access programs and support to experience success with their learning at our school.		
2021	96	89
2022	88	89

	2023	99	91
Q15 – I have access to supports to effectively teach students with unique learning needs			
	2021	82	85
	2022	86	87
	2023	96	88
Q16 - Staff in our school use a consistent approach to support the social/emotional learning needs of students			
	2021	87	93
	2022	86	91
	2023	91	92
Q17 - Students can get help with problems that are not related to academics at school			
	2021	89	83
	2022	91	83
	2023	99	89

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Staff		
	COMP	GPPSD	COMP	GPPSD	
Q-24 Students are supported at school to be active, healthy, and well					
Q-23 Child is supported at school to be active, healthy and well					
	2021	87	95	89	97
	2022	93	96	92	96
	2023	88	94	97	97
Q-43 My workplace supports my wellness					
	2021	n/a	n/a	68	86
	2022	n/a	n/a	83	88
	2023	n/a	n/a	97	91

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**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.**

We finalized our work on formally rebranding and resetting the vision and mission of the school. During this process, we engaged the staff through collaborative planning, establishing a clear direction for the future while providing our staff and the greater school community the opportunity to give input and further strengthen as a cohesive team. We have continued to find creative ways to connect students, staff, and parents with the school by establishing the culture and increasing the sense of community and participation.

Our school culture-building activities, such as clubs and teams and student council activities, have continued to grow, allowing students to connect to the school community. This was evident as 97% of staff and 88% of parents would agree that students are supported to be active, healthy, and well. We saw an increase in participation in school events such as pep rallies, lunchtime trivia competitions, increased school clubs, dances, talent show, and the return of our Arts Gala” event. The focus on providing students with many opportunities to get involved within the school culture has been exciting, as we saw 81% of students feel welcome, respected, and safe. This was an increase of 16% from the previous year and further reinforced the need to provide students with opportunities to connect across various activities.

To bring greater engagement and excitement to our future students, we initiated a process where our future grade 8 students are bussed to the Composite to meet with the administration and academic counsellors. During this meeting, the students can tour the school and ask the administration questions after viewing a presentation of what it will be like for them to become a Phoenix.

We continue to see lower-than-average results from parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school. These numbers will continue to trend upward as we help establish the importance of school. We are still grappling with issues from the global pandemic as families were forced to make choices about education and health. As such, we are working to align our attendance interventions with Division standards, supporting families to ensure their child is at school every day. With increased wellness support offered at the school and a continued focus on school culture, we are optimistic. We are excited to see the students continue making their voices heard as active student body members with the student council and the greater community.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	COMP	GPPSD	COMP	GPCHS	COMP	GPPSD
Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported						
2021	91	95	86	82	89	94
2022	90	95	65	79	94	93
2023	89	93	81	81	100	93
Learner Supports						
2021	77	84	88	n/a	89	89
2022	78	85	84	n/a	90	89
2023	75	83	86	n/a	95	90
Students learn about citizenship, community, are prepared for life after high school						
2021	86	93	75	85	86	92
2022	91	93	75	85	88	91
2023	82	91	78	86	93	93

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	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	82.4	83.6	67.4	72.9	84.0	87.3	81.5	82.8	84.1	85.7	84.9	83.1
Parent	85.2	81.5	56	57.9	74.3	79.3	72.0	73.1	76.0	77.8	77.3	75.0
Teacher	79.6	85.7	78.8	87.9	93.8	95.4	91.0	92.6	92.2	93.7	92.5	91.3

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

	GPCHS				GPPSD				Province			
	2020	2021	2022	2023	2020	2021	2022	2023	2020	2021	2022	2023
Overall	84.3	80.9	72	73.2	71.8	82.3	77.5	77.0	72.3	82.1	81.0	80.4
Parent	85.2	77.4	66	64.9	64.4	76.1	71.6	67.8	64.6	75.3	74.6	73.4
Teacher	83.5	84.5	78	81.6	79.2	88.5	83.4	86.2	80.6	88.9	87.4	87.3

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

**Outcome: Continued focus on fair and balanced assessment.**

Grande Prairie Composite continues to 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 have worked with teachers to ensure school assessment practices are aligned with division policies. We continue to refine our 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. As we continue to develop a shared sense of assessment and other practices, division survey data indicates that 91% of teachers feel that the school uses consistent techniques and structures.

Understanding our students' strengths and weaknesses is vital to plan learning activities appropriately so that we can focus on what students need the most. We continue using diagnostic assessments for Language Arts and 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 drives their planning and instruction as we advance. This evidence is one of our strategies to target and support our grade 9 provincial achievement test results.

Last year, staff noted that there were still many learning and behavioural deficiencies that presumably lingered from COVID, the most notable issue being attendance. We have seen growth in this area, with the administration working with the intervention teacher to support students better. As such, we saw an increase in the number of teachers who felt that students could access programs and support to experience success in their learning, moving from 88% to 99%.

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, there has been an intensive focus on our grade 12 students to support attendance and achievement through monitoring. We are pleased to see that the assurance data shows that our graduation rates have continued trending upward in the past five years, from 65% in 2019 to 70% in 2023.



**Fall 2023 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	70.4	78.5	73.7	80.7	83.2	82.3	Low	Maintained	Issue
	5-year High School Completion	82.1	76.3	77.9	88.6	87.1	86.2	Intermediate	Improved	Good

Division Assurance Survey – Percentage of teachers agree that	Teachers	
	COMP	GPPSD
The school uses consistent practices and structures to support diverse needs of students		
2021	89	93
2022	97	95
2023	91	92
Students are able to access programs and support to experience success with their learning		
2021	96	89
2022	88	89
2023	99	91
They have access to supports to effectively teach students with unique learning needs		
2021	81	85
2022	86	87
2023	99	88

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	COMP	GPPSD	COMP	GPPSD	COMP	GPPSD
Students are prepared academically to complete high school						
2021	82	91	77	84	90	95
2022	89	93	74	82	91	93
2023	83	90	77	82	90	95
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
2023	76	87	66	82	n/a	n/a
Students are prepared socially and emotionally to complete high school						
2021	87	94	85	89	89	92
2022	91	95	80	87	79	88
2023	83	92	85	87	79	87

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	COMP	GPPSD	COMP	GPPSD	COMP	GPPSD
There are high expectations for student achievement						
2021	87	93	87	90	90	93
2022	92	94	85	89	81	90
2023	80	90	87	90	80	89
Students are engaged in learning						
2021	81	90	76	83	92	91
2022	85	91	73	81	91	91
2023	82	90	76	82	92	93
Students are engaged at school						
2021	81	95	76	85	96	92
2022	85	95	73	83	91	92
2023	82	93	76	84	92	92
They are satisfied with Teaching & Learning						
2021	84	92	82	87	94	93
2022	90	93	79	85	87	91
2023	82	90	81	86	85	91

They are satisfied with the quality of education							
2021	86	93	84	89	93	92	
2022	91	94	81	87	85	91	
2023	83	91	84	88	83	91	
Overall satisfaction							
2021	85	92	82	86	81	91	
2022	89	93	78	85	86	91	
2023	84	91	78	84	93	92	