



Grande Prairie Composite High School

Principal: Dennis Vobeyda

Annual Education Results Report

2023-2024



Grande Prairie
**Public School
Division**
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   **GPPSD2357**

Grande Prairie Composite High School

Fall 2024 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
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	43.6	50.7	50.7	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	6.3	6.5	6.5	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	68.0	65.8	65.8	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	8.8	8.2	8.2	22.6	21.2	21.2	Very Low	Maintained	Concern
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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2."

Fall 2024 AEA 5 Year Comparison

Assurance Domain		Measure	Grande Prairie Composite High School				
			2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	84.1	75.7	76.7	75.3	
	Citizenship	74.9	75.3	63.6	66.7	63.8	
	3-year High School Completion	65.3	77.4	78.5	70.4	75.2	
	5-year High School Completion	76.7	80.5	76.3	82.1	86.5	
	PAT6: Acceptable	n/a	n/a	n/a	n/a	n/a	
	PAT6: Excellence	n/a	n/a	n/a	n/a	n/a	
	PAT9: Acceptable			48.3	50.7	43.6	
	PAT9: Excellence			8.8	6.5	6.3	
	Diploma: Acceptable	n/a	n/a	72.9	65.8	68	
	Diploma: Excellence	n/a	n/a	13.1	8.2	8.8	
Teaching & Leading	Education Quality	86.1	87.0	79.8	79.8	79.7	
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	83.5	71.6	75.6	71.2	
	Access to Supports and Services	n/a	86.5	76.4	77.1	75.1	
Governance	Parental Involvement	78.5	74.5	75.5	67.9	68.6	



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 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 to reconnection, build resilience, and enhance engagement.

The school has placed a continued emphasis on the emotional well-being and mental health and wellness for staff. The staff feel that their workplace supports their wellness and are provided with many opportunities to participate in wellness activities. 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 school has also scheduled time for a wellness break during our PLC Fridays, which staff can use to participate in self-directed wellness. The time devoted to reconnecting through these wellness activities has been well received, and the school intends to continue them in the future.

Furthermore, the student population feels welcome, respected, safe, and cared for. Students feel that the school supports their emotional, mental, and physical well-being and these feelings are reflected throughout the Division data. Regular, Collaborative Response Model meetings continue to support student success and ensure students receive support with school-based problems. The school has built capacity among its team and accessed school and community support for students to help students collectively, for example mental health support, two social workers, a social worker to support indigenous students, and an addiction counselor. We have intentionally raised the profile of its mental health supports and connected students with the help they may need, which has better supported the needs of students struggling with attendance or in a crisis. Our efforts in this area are evident and students feel 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. The 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 not meet graduation requirements by the end of the year. The intentional focus on The Third Path will continue to build connection and support student resilience and engagement.

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
2024	90	91
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
2024	98	91
Q15 – I have access to supports to effectively teach students with unique learning needs		
2021	82	85
2022	86	87
2023	96	88
2024	90	89
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
2024	94	91
Q17 - Students can get help with problems that are not related to academics at school		
2021	89	83
2022	91	83
2023	99	89
2024	100	93

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	93	97	97
2024	86	93	98	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
2024	n/a	n/a	83	89

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.

Grande Prairie Composite has strengthened its school culture with a focus on building a greater sense of community. Efforts to actively engage students, staff, and parents have helped solidify a positive and inclusive environment at GPCHS.

Visible indicators of this culture include the growth of student clubs, sports teams, and student council activities, all of which provide opportunities for students to connect and engage with the school community. Additionally, new course offerings such as Land-Based Teachings, Forensic Studies, Fashion and Positive Psychology help foster students' sense of identity and belonging within their course selections.

The Grande Prairie Composite has continued to focus on preparing future students through its feeder school presentations, where incoming grade 8 students are bussed to GPCHS for an introduction to the school's culture. During these visits, they tour the school, meet with administrators, academic counselors and ask questions about their upcoming transition. A well-attended parent night further enhances this connection, offering families a chance to tour the school and engage with staff. To support course selection, "how-to" videos continue to be utilized, leading to more accurate course request submissions and student timetables that reflect student interests.

Furthermore, dedicated staff meeting time has been used for collaborative discussions of student scenarios, where staff work together in table groups to reflect on their interactions with students, colleagues, and parents. These discussions promote dialogue across specialties, encourage professional reflection, and strengthen relationships within the school community.

GPCHS continues to face challenges and opportunities with its steady enrollment growth, staff change and new student registrations joining our school. With each new student and family, there are opportunities to find efficiencies in their seamless entry into the Composite community. As we continue to build and refine processes we anticipate each family will feel welcomed and supported as an important member of GPCHS.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents		Students		Staff	
	COMP	GPPSD	COMP	GPPSD	COMP	GPPSD
Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported						
2021	91	95	76	82	81	94
2022	91	95	77	79	92	93
2023	89	93	77	81	96	93
2024	88	92	76	81	94	93
Learner Supports						
2021	77	84	n/a	n/a	89	89
2022	78	85	n/a	n/a	90	89
2023	75	83	n/a	n/a	95	90
2024	60	74	n/a	n/a	94	91
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
2024	85	90	77	85	95	92

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	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	82.4	83.6	67.4	72.9	74.3	84.0	87.3	81.5	82.8	78.2	84.1	85.7	84.9	83.1	82.8
Parent	85.2	81.5	56	57.9	61.0	74.3	79.3	72.0	73.1	67.8	76.0	77.8	77.3	75.0	74.8
Teacher	79.6	85.7	78.8	87.9	87.7	93.8	95.4	91.0	92.6	88.6	92.2	93.7	92.5	91.3	90.7

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	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	84.3	80.9	72	73.2	69.8	71.8	82.3	77.5	77.0	74.6	72.3	82.1	81.0	80.4	79.9
Parent	85.2	77.4	66	64.9	60.7	64.4	76.1	71.6	67.8	65.6	64.6	75.3	74.6	73.4	73.3
Teacher	83.5	84.5	78	81.6	78.9	79.2	88.5	83.4	86.2	83.7	80.6	88.9	87.4	87.3	86.6

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

Outcome: Continued focus on fair and balanced assessment.

Grande Prairie Composite remains deeply committed to fostering fair and balanced assessment practices that promote optimal learning and positive success indicators, including strong graduation rates, high course participation and completion rates, and effective transitions to post-secondary education. By emphasizing engagement and achievement in coursework, we aim to expand opportunities for all students beyond high school. This work is driving systemic change by replacing Department Coordinators with Optimum Learning Coordinators, ensuring a more effective and forward-thinking approach to student success.

Building on our alignment with division procedures, we continually refine the role of zeros in assessment to uphold fair and balanced evaluation practices, recognizing that zeros can distort a student's true understanding. By analyzing both provincial and school-level results, we guide our teaching practices to ensure every student receives the support they need for meaningful learning and success.

We have significantly enhanced our use of diagnostic assessments, including a new district Math diagnostic and an expanded Language Arts diagnostic for grades 9 through 12. These early-year assessments allow our teachers to pinpoint students' skill levels and tailor instruction, accordingly, directly targeting areas of growth like our Grade 9 Provincial Achievement Test outcomes. Recognizing the lingering effects of COVID on learning and behavior, particularly attendance, we have focused on improvement through increased collaboration with our intervention teacher and bolstered our Learning Support team to 3.5 FTE, enabling more individualized support.

Moreover, to address diverse learner needs and boost graduation rates, we've continued our partnership with Golden Hills School Division to provide supplemental online programming. In addition, we are excited about expanding Northwestern Polytechnic (NWP) dual credit options, giving our Grades 11 and 12 students a Head start toward college credits and career exploration. Coupled with the integration of MyBlueprint.ca, an interactive platform for personalized course planning and post-secondary exploration, we're well-equipped to guide students on their path to success.

Our focused efforts on Grade 12 attendance and achievement have contributed to an upward trend in graduation rates over the past 15 years—rising from 55% in 2008 to 75% in 2023—and we remain dedicated to continuing this positive momentum.

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
	2022	97
	2023	91
	2024	90
Students are able to access programs and support to experience success with their learning		
	2021	96
	2022	88
	2023	99
	2024	97
They have access to supports to effectively teach students with unique learning needs		
	2021	81
	2022	86
	2023	99
	2024	90

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
2024	82	88	76	82	96	94
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
2024	77	86	71	80	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
2023	83	92	85	87	89	87
2024	84	91	84	87	85	86

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	80	93
2022	92	94	85	89	81	90
2023	80	90	87	90	90	89
2024	85	90	88	90	85	88
Students are engaged in learning						
2021	81	90	76	83	92	91
2022	85	91	73	81	91	91
2023	82	90	76	82	96	93
2024	79	87	76	82	96	93
Students are engaged at school						
2021	84	95	76	85	85	92
2022	90	95	73	83	87	92
2023	82	93	76	84	94	92
2024	83	91	82	84	90	92

They are satisfied with Teaching & Learning							
2021	84	92	82	87	85	93	
2022	87	93	79	85	87	91	
2023	94	90	81	86	94	91	
2024	90	89	84	86	90	91	
They are satisfied with the quality of education							
2021	86	93	84	89	83	92	
2022	91	94	81	87	85	91	
2023	83	91	84	88	93	91	
2024	84	90	84	87	89	90	
Overall satisfaction							
2021	85	92	82	86	81	91	
2022	89	93	78	85	86	91	
2023	84	91	78	84	93	92	
2024	84	89	81	85	91	91	