









Annual Education Results Report

2023-2024



Approved by the Board of Trustees
on Nov. 27, 2024

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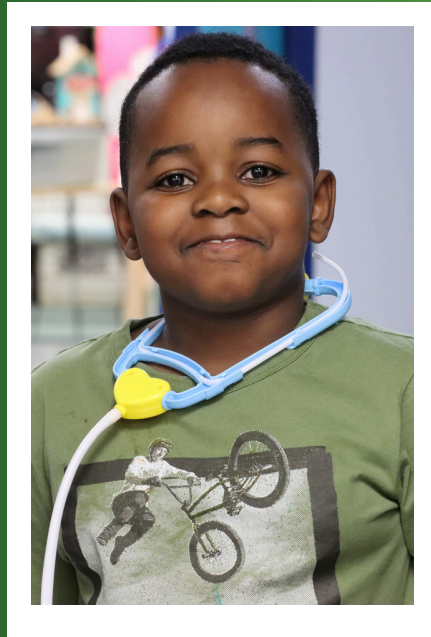
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Accountability Statement

The Annual Education Results Report for Fort McMurray Public School Division 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 the Board on November 27, 2024.

The AERR can be viewed at: www.fmpsdschools.ca



Message from the Chair

A Hope-filled Future: Navigating Challenges and Celebrating Success

The Board of Trustees is pleased to present the Annual Education Results Report for 2023-2024 as evidence of our commitment to educating all students for personal excellence in Fort McMurray Public School Division (FMPD). Our student-centered report is part of the annual cycle of improvement and assurance using results to inform the work in FMPD and improve outcomes for all our students. Through a lens of diversity, equity and inclusion, we are committed to creating learning environments where every student has the opportunity to belong and thrive. Developed through a collaborative process involving our diverse schools and communities there are many voices represented in this plan which will center us all on the common goal of empowering our students for their successful future. This report reflects both challenges and triumphs as we face the ongoing impacts of the pandemic, economic fluctuations, and the evolving educational landscape.

We are incredibly proud of our students and staff. Both groups have navigated various challenges as demonstrated in this report, but there is still ample evidence that they engaged in meaningful learning experiences, and together achieved varying levels of success and academic milestones. We gratefully celebrate the accomplishments, and collectively acknowledge and commit to working on the areas needing improvement.

Challenges persist. The ongoing funding shortfalls in our growing division, mental health concerns, and the increasing complexity of classrooms are some of the things that continue to impact students and staff. We are committed to working collaboratively across many sectors to address these issues.

To this end the FMPD Board will continue its efforts around:

- **Funding:** We will continue to advocate to the government for increased funding to support our growing division and address critical needs.
- **Educational Equity:** Ensuring that all students and staff have what they need in the classroom and across the Division for optimum learning, teaching and leading
- **Community Partnerships:** Collaborating with parents, community organizations, and businesses to create a strong support network for our schools.

With the 2024-2025 school year well underway, we remain optimistic about the future. With your continued support, we will navigate challenges, celebrate successes, and continue to create a hope-filled future for the students in FMPD.



Linda Mywaart,
Board Chair



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LINDA MYWAART



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LORNA SPARGO



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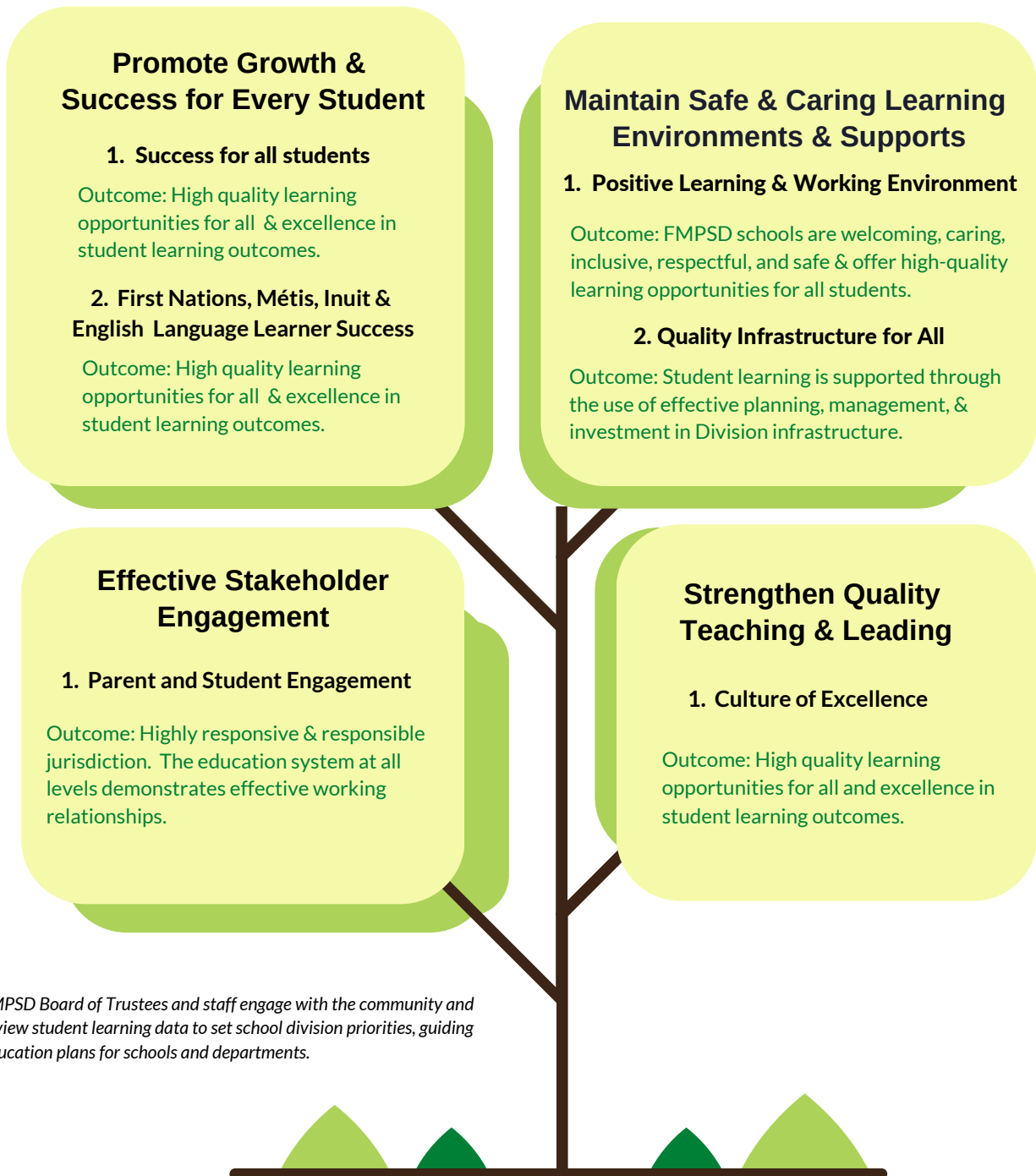
Foundational Statements



FMPSD Board of Trustees engages the community and reviews student learning data to determine the beliefs, mission and vision for the school authority. This is reviewed annually and informs the direction for the division priorities.



Three Year Education Plan Priorities



FMPSD Board of Trustees and staff engage with the community and review student learning data to set school division priorities, guiding education plans for schools and departments.

Fort McMurray School Division Community Profile

The Fort McMurray Public School Division serves the urban community of Fort McMurray, situated within the Regional Municipality of Wood Buffalo, a region renowned for its significant oil reserves. Committed to addressing the needs of students, families, and the broader community, the Division collaborates closely with the Government of Alberta, the Regional Municipality of Wood Buffalo, as well as industry and community organizations dedicated to supporting the area.

The Division educated 7890 students last year across 16 schools, comprising 12 elementary schools, three junior/senior high schools, and one outreach secondary school. A variety of programs are offered to meet the diverse needs and interests of the community. These include Islamic and Christian faith-based programs, French Immersion, Early Childhood Development and Intervention, athletics, fine arts, STEAM, EAL classrooms and Indigenous Education across all grade levels, and opportunities for career preparation and workforce transition.

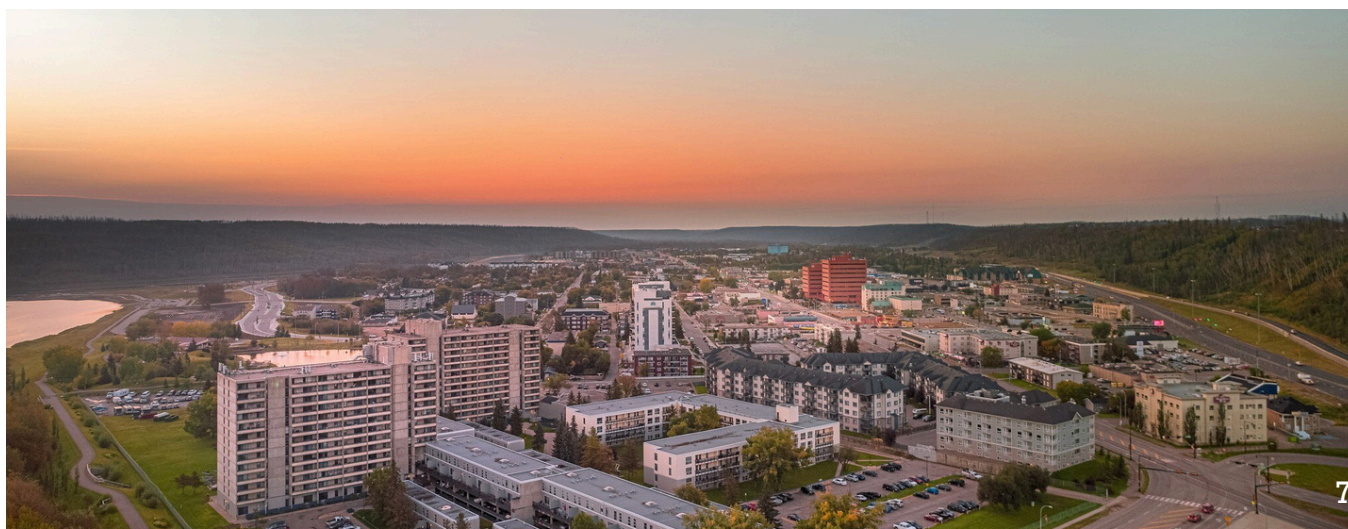
Fort McMurray's community is marked by substantial cultural and linguistic diversity, which is strongly reflected in the Division's student body. English as an Additional Language (EAL) learners constitute 18% of our student population, including 726 students who were born outside of Canada and represent over 100 countries. In total, more than 60 languages are spoken within our schools.

Recently, there has been a notable increase in students who are non-English speakers and have limited or no prior school experience, a trend that continues with ongoing migration to the region.

Students with significant support needs make up over 8% of our total enrollment, having increased by nearly 27% in the past year. Given the diverse needs of our students and staff, our learning supports and instructional practices are tailored to respond effectively to our local context.

Fort McMurray maintains a relatively young population, with 35.7% of our student body enrolled in Early Childhood Development Program (ECDP) through Grade 3. This cohort represents a significant group advancing through our school system, contributing to steady enrollment growth each year.

In light of past community challenges, our teachers and support staff are dedicated to supporting students academically, physically, and emotionally. We focus on equipping students with the knowledge, skills, and competencies needed to succeed as 21st-century learners and future workforce members. Our commitment to providing teaching staff with the resources necessary for differentiated planning, instruction, and assessment is essential for fostering inclusive and responsive learning environments.



Public Assurance

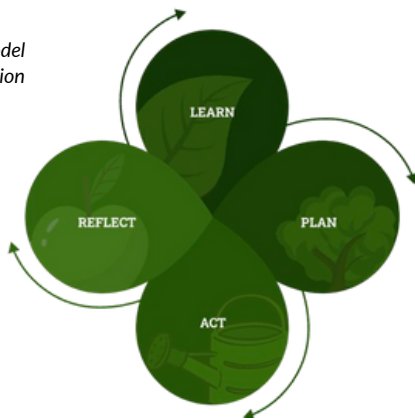
We aim to assure our community that our combination of policies and process help build public confidence in the education system. It's achieved through relationship building, engagement with education partners, and creating and sustaining a culture of continuous improvement and collective responsibility.

The planning and reporting processes that Fort McMurray Public Schools use reflect the guiding principles, domains and enabling processes outlined in the [Alberta Education 2024/2025 Funding Manual for School Authorities](#).

CONTINUOUS IMPROVEMENT CYCLE

- 1 Developing/updating plans based on results, contextual information, input from schools and their communities, and provincial direction;
- 2 Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities;
- 3 Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement;
- 4 Monitoring implementation and adjusting efforts as needed;
- 5 Measuring, analyzing, and reporting results;
- 6 Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making);
- 7 Communicating and engaging with schools and their communities about school authority plans and results throughout the process. Alberta Education identifies five assurance areas called domains, that we must assure the public we are meeting our responsibilities.

Continuous Improvement Model adapted from Alberta Education Funding Manual (page 29)



FMPSD Continuous Improvement Cycle

February

The Division gathered feedback from all schools and their communities through ThoughtExchange to understand community priorities and assist in budget decisions.

March-April

School and Division Education Plan review with schools and their communities using all available data, both provincial and local.

April-May

Developing priority based budget using data from ThoughtExchange and aligning to needs in school plans.

May

Development of School & Division Professional Learning Plans. Sharing all Education Plans with Board.

September+

Monitor implementation of the Education plans, and provide professional learning to build staff capacity, all focused on student growth and achievement. Make adjustments where needed along the way, incorporating schools and their community's feedback at various points in the year.

November

Review results from the previous year and using the Alberta Education Assurance Survey, compile all local and provincial results into a report for presentation to Board for approval and then shared on behalf of the Board with Alberta Education.

Annual Education Results Report (AERR) 2023-2024

The AERR reflects a continuous improvement cycle at the school level, the division department level, and the division level.

Guiding questions were discussed with school leadership teams to inform continuous improvements.

- What strengths are reflected in your achievement data? What are your thoughts on what contributed to this success? What actions, resources and capacity building activities contribute to this?
- What areas of need are reflected in your achievement data? What are your thoughts on contributing factors? What actions, resources and capacity building activities do you have in place to address these needs?
- Are there other contextual factors, resources, or areas of note that are important to your school?
- What outcomes, performance measures or strategies are necessary to improve outcomes?

School staff worked together to review student achievement information, to review the guiding questions, and to develop an education plan. School principals met with Division staff to review school data to ensure that Division departments were aware of and could contribute to school-based continuous improvement plans.

Division departments aligned goals, resources, and outcomes to the areas of need identified by school communities.

LINKS TO SCHOOL EDUCATION RESULTS REPORTS

A summary document for school reports is included below. The summary report and the school education plan serve as the foundation for continuous improvement in Fort McMurray Public Schools.

- [BEACON HILL PUBLIC SCHOOL](#)
- [CHRISTINA GORDON PUBLIC SCHOOL](#)
- [DAVE MCNEILLY PUBLIC SCHOOL](#)
- [DR. K.A. CLARK PUBLIC SCHOOL](#)
- [ÉCOLE DICKINSFIELD SCHOOL](#)
- [ÉCOLE MCTAVISH HIGH SCHOOL](#)
- [FORT MCMURRAY CHRISTIAN SCHOOL](#)
- [FORT MCMURRAY COMPOSITE HIGH](#)
- [FORT MCMURRAY ISLAMIC SCHOOL](#)
- [FRANK SPRAGINS HIGH SCHOOL](#)
- [GREELY ROAD PUBLIC SCHOOL](#)
- [THICKWOOD HEIGHTS PUBLIC SCHOOL](#)
- [TIMBERLEA PUBLIC SCHOOL](#)
- [WALTER & GLADYS HILL PUBLIC SCHOOL](#)
- [WESTVIEW PUBLIC SCHOOL](#)
- [WESTWOOD COMMUNITY HIGH SCHOOL](#)



2023-2024 EDUCATION ASSURANCE RESULTS SUMMARY

Fort McMurray Public School Division is a learning community dedicated to educating all students for personal excellence.

OUR SCHOOL COMMUNITY



16 SCHOOLS

- 12 Elementary Schools
- 3 High Schools
- 1 Outreach School



7890 STUDENTS

- 18% English Language Learners
- 14% Early Childhood Learners
- 12% First Nations, Métis or Inuit
- 8% Severe Disabilities



932 STAFF MEMBERS

- 353 ATA Employees
- 402 CUPE Employees
- 40 Out of Scope Employees
- 137 Casual Employees



PARENTS

80% of parents are involved in decisions about their students' education

PROGRAM PRIORITIES

- Promote Growth and Success for All Students
- Maintain Safe and Caring Learning Environments and Supports
- Effective Stakeholder Engagement
- Strengthen Quality Teaching and Leading

ENGAGEMENT

- 86%** of our school community is satisfied with the overall quality of basic education.
- 83%** of our school community agrees that FMPSD learning environments are welcoming, caring, respectful and safe.
- 83%** of our school community agrees that students are engaged in their learning at school
- 80%** of our school community is satisfied that students have access to supports and services

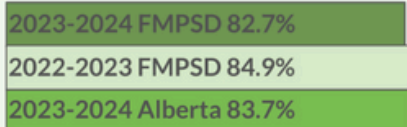
FINANCIAL RESULTS

- Government of Alberta grant revenue makes up 95.9% of total revenues
- Funding is spent primarily on salaries and benefits at 74.6% of total expenses
- FMPSD is using reserves to support deficit budgets
- Enrollment has increased by 19.9% over the last 3 years and over the next 3 years is projected to increase by 6.7%

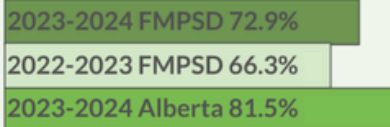
2023-2024 ALBERTA EDUCATION ASSURANCE MEASURE(S)

Results Based on Responses of FMPSD Parents, Students and Staff

Student Learning Engagement



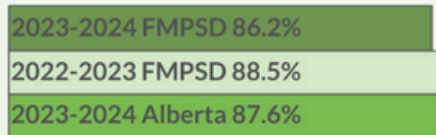
Diploma: Acceptable



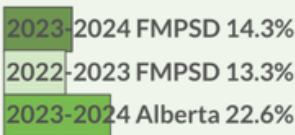
Citizenship



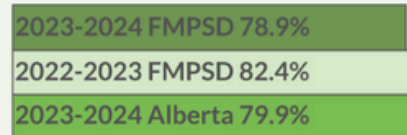
Education Quality



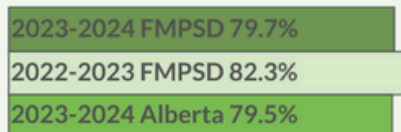
Diploma: Excellence



Access to Supports & Services



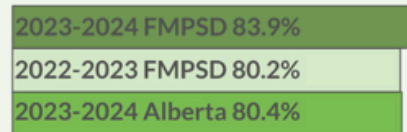
Parental Involvement



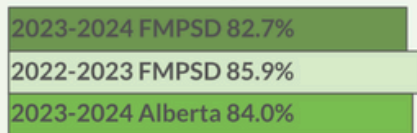
PAT: Acceptable



3-year High School Completion



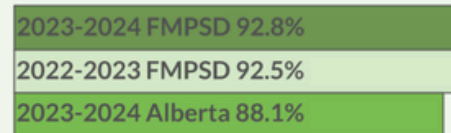
Welcoming, Caring, Respectful & Safe



PAT: Excellence



5-year High School Completion



Read the complete report and detailed financial information on our [WEBSITE](http://www.fmpsdschools.ca/board/annual-reports) at www.fmpsdschools.ca/board/annual-reports



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We use the required Alberta Education results along with local Fort McMurray Public School Division data to gauge student progress and outcomes effectively.

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Assurance Domain	Measure	The Fort McMurray School Division			Alberta			Measure Evaluations		
		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	82.7	84.9	85.1	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	77.3	80.8	81.1	79.4	80.3	80.9	Intermediate	Declined Significantly	Issue
	3 Year High School Completion	83.9	80.2	82.7	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5 Year High School Completion	92.8	92.5	90.4	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT 6: Acceptable	60.6	65	65	68.5	66.2	66.2	Low	Declined	Issue
	PAT 6: Excellence	11.1	12.1	12.1	19.8	18	18	Low	Maintained	Issue
	PAT 9: Acceptable	39.5	62.3	62.3	62.5	62.6	62.6	n/a	n/a	n/a
	PAT 9: Excellence	8.7	13.6	13.6	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	72.9	66.3	66.3	81.5	80.3	80.3	Low	Improved Significantly	Good
	Diploma: Excellence	14.3	13.3	13.3	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	86.2	88.5	88.5	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	85.9	86.2	84	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	78.9	82.4	82.2	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.7	82.3	81.4	79.5	79.1	78.9	High	Maintained	Good

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.





Priority #1 - Promote Growth and Success for Every Student

Goal#1 Success for Every Student

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes.

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system is well-governed and managed.



BACKGROUND

FMPSD's work with numeracy and literacy is paramount to laying the foundation for future success in all aspects of learning. Supporting students with their foundational literacy and numeracy skills, which builds confidence, is supported through a professional learning focus on differentiated instruction framed in the division literacy and numeracy framework.



RESULTS

High School Completion Rate - Measure Details

	The Fort McMurray School Division										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	mprovement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	283	81.3	279	83.4	645	84.6	331	80.2	329	83.9	Intermediate	Maintained	Acceptable	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	332	86.8	288	88.3	282	89	344	89.6	328	87.4	Intermediate	Maintained	Acceptable	44,980	84	45,351	85	46,242	87.1	47,560	86.5	48,296	85.1
5 Year Completion	350	84.3	336	87.6	289	91	281	92.5	344	92.8	Very High	Improved	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

The Fort McMurray Public School Division (FMPSD) demonstrates high school completion rates that consistently exceed the provincial average by up to 4.7%. The Division’s three-year completion rate rose by 3.5%, while the four-year rate declined by 2%, and the five-year rate remained steady. FMPSD’s focus on student support is evident in the increased number of students graduating within three years instead of four. The strong four- and five-year completion rates highlight the Division’s commitment to supporting students who may require additional time to develop academic skills, especially in literacy and numeracy. This extra time allows students to master essential competencies, better preparing them for future success.

FMPSD students also exceed the provincial average in eligibility for Rutherford Scholarships by 3%, indicating a higher proportion of students achieving a minimum of 80% in core academic courses, contributing positively toward scholarship eligibility.

Education Quality - Measure Details

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

	The Fort McMurray School Division										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	2678	92.3	2572	91	2611	88.6	2523	88.5	2275	86.2	Intermediate	Declined Significantly	Issue	264823	90.3	230814	89.6	249532	89	257584	88.1	265643	87.6		
Parent	309	90.2	335	87.7	318	84.5	349	84.8	321	82	High	Maintained	Good	36907	86.7	31024	86.7	31728	86.1	31890	84.4	33250	83.8		
Student	2075	89.4	1923	88.2	1994	86.9	1870	86.8	1660	84.7	Intermediate	Declined	Issue	193763	87.8	169589	86.3	186834	85.9	193343	85.7	200322	84.9		
Teacher	294	97.2	314	97.1	299	94.5	304	93.8	294	91.7	Low	Declined	Issue	33953	96.4	130210	95.7	30970	95	32351	94.4	32071	93.9		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship - Measure Details

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

	The Fort McMurray Public School Division										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	2,670	87.5	2,577	86.8	2,621	81.3	2,521	80.8	2,271	77.3	Intermediate	Declined Significantly	Issue	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4		
Parent	309	89.3	335	84	318	78.8	348	80.6	321	75	High	Declined	Acceptable	36,891	82.4	30,905	81.4	31,689	80.4	31,669	79.4	33,217	78.7		
Student	2,087	77.9	1,928	80.1	2,004	73.3	1,868	70.8	1,656	67.8	Intermediate	Declined Significantly	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6		
Teacher	294	95.4	314	96.1	299	91.9	304	91	294	88.2	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Student Learning Engagement - Measure Details

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

	The Fort McMurray School Division										Measure Evaluation			Alberta											
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	2,575	87.6	2,616	85.2	2,520	84.9	2,269	82.7	n/a	Declined Significantly	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7		
Parent	n/a	n/a	334	92.8	318	88.9	349	88.1	320	64	n/a	Declined	n/a	n/a	n/a	30,994	89	31,694	88.7	31,862	87.3	33,209	86.7		
Student	n/a	n/a	1,927	72.3	2,000	70.5	1,867	70.6	1,655	68	n/a	Declined	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3		
Teacher	n/a	n/a	314	97.7	298	96.3	304	95.9	294	96.2	n/a	Maintained	n/a	n/a	n/a	30,173	96	30,944	95.5	32,323	95.1	32,047	95.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Analysis of the Results

In 2024, satisfaction with the overall quality of basic education among FMPSD teachers, parents, and students declined compared to the previous year, now falling below provincial averages. This trend suggests that maintaining high levels of satisfaction has become challenging for FMPSD, warranting focused efforts to improve perceptions of education quality.

Satisfaction regarding students' demonstration of active citizenship also decreased, falling below both provincial averages and FMPSD's 2023 results. While not drastic, this decline reflects a trend that FMPSD will address by strengthening programs that encourage student participation in community and citizenship activities.

Similarly, engagement in student learning declined, both compared to the previous year and provincial standards. This dip suggests that, despite post-pandemic recovery efforts, gaps remain in effectively engaging students. FMPSD will prioritize evaluating and enhancing student-centered learning approaches to increase engagement and foster a more involved educational experience.

Provincial Achievement Test Results - By Number Enrolled Measure History

Grade 9 PAT Results by Numbers Enrolled Measure History

	The Fort McMurray School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	449	524	592	n/a	n/a	n/a	n/a	n/a	53,039	58	60,682
Acceptable Standard %	n/a	n/a	63.4	62.3	53.4	n/a	n/a	n/a	n/a	n/a	62.9	63	62.5
Standard of Excellence %	n/a	n/a	17.1	13.6	11.8	n/a	n/a	n/a	n/a	n/a	16.8	16	15.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.



Provincial Achievement Test Results - Measure Details

		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	88.5	23.4	89.5	18.2	n/a	n/a
	Province	n/a	n/a	n/a	n/a	89.8	22.3	90.4	21.9	n/a	n/a
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	86.4	11.4	76.3	7.9	n/a	n/a
	Province	n/a	n/a	n/a	n/a	81.1	11.1	83.1	13.3	n/a	n/a
Mathematics 6	Authority	n/a	n/a	n/a	n/a	70.2	12.1	72.3	15	n/a	n/a
	Province	n/a	n/a	n/a	n/a	75	14.8	77.4	18.8	n/a	n/a
Science 6	Authority	n/a	n/a	n/a	n/a	77.8	17.2	68.4	15.3	70.6	16.9
	Province	n/a	n/a	n/a	n/a	83.4	27.7	79.3	25.9	81.2	29.3
Social Studies 6	Authority	n/a	n/a	n/a	n/a	74.6	15.9	71.7	13.3	64.5	11.8
	Province	n/a	n/a	n/a	n/a	79.3	23.6	78.3	21.3	79.2	22.8
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	83	16	81.9	11.1	0	0
	Province	n/a	n/a	n/a	n/a	85.4	15.8	85.1	15.9	83.8	14.2
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	67	6.6	71.2	8	n/a	n/a
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	65.1	7	88	12	n/a	n/a
	Province	n/a	n/a	n/a	n/a	79.4	10.7	80.8	11.5	n/a	n/a
Mathematics 9	Authority	n/a	n/a	n/a	n/a	52.6	13.6	57.4	12.4	47	9.1
	Province	n/a	n/a	n/a	n/a	63.7	20.1	64.7	16	62	16.5
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	67.8	13.6	64.7	13.9	n/a	n/a
Science 9	Authority	n/a	n/a	n/a	n/a	79.3	23.5	75	20.7	68.9	16.9
	Province	n/a	n/a	n/a	n/a	82.1	27.3	78.8	23.9	79.2	24.4
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100	0	n/a	n/a
	Province	n/a	n/a	n/a	n/a	72.6	13.8	67.6	13.9	65.7	11.1
Social Studies 9	Authority	n/a	n/a	n/a	n/a	63.4	23.3	64.4	17.3	62	13.2
	Province	n/a	n/a	n/a	n/a	72.8	20.6	69.3	18.9	70.9	18.5
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a	n/a
	Province	n/a	n/a	n/a	n/a	65.9	17.5	61.9	13.2	63	14.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.

DIP Results -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	Authority	n/a	n/a	n/a	n/a	84.8	2	80.7	10.2	84.4	8.5
	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	Authority	n/a	n/a	n/a	n/a	76.7	10.5	84.2	16.4	79.3	5.3
	Province	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	93.3	13.3	94.4	5.6	100	0
	Province	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1	95.3	8.6
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7	n/a	n/a
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	49.1	24.5	49.7	13	71.4	30
	Province	n/a	n/a	n/a	n/a	63.6	23	70.8	29	75.4	34.9
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	40	2.5	25.5	2.1	51.1	2.3
	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	Authority	n/a	n/a	n/a	n/a	76.5	5.9	75.2	8.7	85.2	18.7
	Province	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	76.5	13.7
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	51.9	5.8	64.2	3.1	66.8	1.6
	Province	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7
Biology 30	Authority	n/a	n/a	n/a	n/a	55.2	18.1	70.6	23.8	73.8	18.8
	Province	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7
Chemistry 30	Authority	n/a	n/a	n/a	n/a	62.8	0	52.9	22.9	66.9	27.3
	Province	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37	82.9	38
Physics 30	Authority	n/a	n/a	n/a	n/a	73	22.5	62.1	19.4	73.5	29.9
	Province	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1
Science 30	Authority	n/a	n/a	n/a	n/a	*	*	46.2	7.7	59	5.1
	Province	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the 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.
4. Participation in the 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.



Diploma Examination Results - By Students Writing Measure History

	The Fort McMurray Public School Division					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	356	423	514	n/a	n/a	n/a	n/a	n/a	58,444	67,294	72,444
Acceptable Standard %	n/a	n/a	66.3	66.3	72.9	Low	Improved Significantly	Good	n/a	n/a	75.2	80	81.5
Standard of Excellence %	n/a	n/a	13.7	13.3	14.3	Intermediate	Maintained	Acceptable	n/a	n/a	18.2	21	22.8

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Analysis of the Results

FMPSD's Provincial Achievement Test (PAT) results for the 2023-2024 school year indicate that the Division's Acceptable Standard rates are approximately 8% below provincial averages in both grades 6 and 9. For the Standard of Excellence, FMPSD results fall 8% below the provincial average in grade 6 and 4% below in grade 9. When compared to FMPSD's historical performance, the Acceptable Standard is 5% lower for grade 6 and 9% lower for grade 9, with the Standard of Excellence showing a 2% decrease. Comment end

Due to the new curriculum, the Spring 2023 PATs were not administered for grade 6 English or Math, and only a portion of grade 6 students participated in the Science PAT based on whether their classes were piloting the new Science curriculum. Additionally, FMPSD's grade 9 students did not write the English PAT due to wildfire evacuation, which limited the scope of the cumulative PAT results to fewer subjects. As FMPSD has a strong focus on literacy and numeracy improvement, these subjects are typically areas of strength in PAT results. The absence of English and Math assessments in 2023-2024 has consequently impacted the Division's overall results. The Division acknowledges that Science and Social Studies represent areas for growth, as reflected in this year's PAT outcomes, and remains committed to supporting student achievement in these subjects.

Diploma Exam results show FMPSD's Acceptable Standard is 9% below the provincial average, an improvement from the previous year. The Standard of Excellence stands at 8% below the provincial average, consistent with historical trends. English results match the provincial average, marking a 4% improvement from last year. Math shows a 4% gap in both Acceptable Standard and Standard of Excellence, though with significant year-over-year gains of 22% and 17%, respectively. Social Studies results remain 9% below the provincial average, yet this reflects a 1.5% improvement in the Acceptable Standard and a 6% gain in the Standard of Excellence. Biology scores are 10% below the provincial average, with a 3% improvement over last year and an 18% gain since 2022. Chemistry results are 15% below the provincial average, showing a 15% year-over-year improvement and a 5% increase from 2022. In Physics, a 12% gap persists, though there was an 11% improvement from last year.

These positive trends underscore the dedication of FMPSD staff to continuous improvement through collaborative learning and professional development, contributing to significant advancements in Diploma results. Continued focus on academic excellence will drive further growth.

Early Year Literacy and Numeracy Assessments Summary

To assess the literacy and numeracy of students in grades 1-3 in FMPSD the following assessments were used:

- Castles & Coltheart 3 (CC3)
- Letter Name-Sounds (LeNS)
- Alberta Numeracy Screening Assessment

Screener Assessment	Total # of students assessed at the beginning of the school year	Number of students at risk at the beginning of the school year	Number of students at risk at the end of the school year	Average # of months behind grade level at beginning of year	Average # of months gained by end of year
Literacy					
Grade 1 LeNS	634	250	114	6.8	0.9
Grade 2 CC3	533	149	140	8.5	-4.6
Grade 3 CC3	616	181	163	15.1	-4.4
Numeracy					
Grade 1 Ab Numeracy Assessment	634	191	137	8.5	1.5
Grade 2 Ab Numeracy Assessment	528	154	113	10.6	1.1
Grade 3 Ab Numeracy Assessment	560	124	107	10.4	-0.1



Literacy & Numeracy Results



Literacy Results

FMPSD's English 30-1 Acceptable Standard results align with the provincial average, while the Standard of Excellence is 1.5% below. Over the last five years, FMPSD results have improved by 4%. English 30-2 results are 6% below the provincial average and 5% lower than the previous year but remain 3% higher than results from two years ago.

Without PAT results for English Language Arts 6 or English Language Arts 9, FMPSD tracks literacy progress through local assessments, showing a 6% improvement in foundational literacy, comprehension, and fluency in grades 6 and 9. CC3 and LeNS assessments for grades 1-3 reveal that 28% of students moved from "at risk" to "not at risk," while 23% still exhibit foundational literacy gaps. Over two years, 48% of students have progressed out of the "at risk" category. Students remaining "at risk" will continue to receive targeted literacy interventions.

By following FMPSD's Literacy Framework, designed to guide teachers through literacy instruction and targeted interventions, students benefit from high-quality, research-backed instruction that fosters foundational literacy skills. Addressing literacy gaps across grades remains central to enhancing overall academic achievement.

Numeracy Results

FMPSD's Math 30-1 results are 4% below the provincial average, but reflect a 22% improvement from 2022 and 2023. The Standard of Excellence results remain 5% below provincial levels but improved by 17% year over year. Math 30-2 results are 19% below the provincial average, yet show a 26% improvement from the prior year and an 11% increase from the previous two years.

Math 9 PAT results are 15% below the provincial average and 10% lower than FMPSD's usual performance. Although below average, local assessments reveal improved numeracy in elementary and high school, with junior high identified as an area for targeted improvement.

Results from Alberta Numeracy Assessments for grades 1-3 show that 24% of students moved from "at risk" to "not at risk" over the year, an 11% increase from the prior school year. Over two years, 37% transitioned from "at risk," though 21% of students continue to require focused numeracy support.

Supports for students

Students identified as "at risk" in literacy or numeracy receive additional targeted support alongside regular classroom instruction. Literacy support utilizes the University of Florida Literacy Intervention (UFLI) program, while Mathology addresses numeracy foundational skills. For advanced needs, interventions are adapted to individual areas of concern. Teachers across FMPSD incorporate manipulatives and games to make abstract concepts tangible, reinforcing and practicing essential skills.





BUILDING CAPACITY

FMPSD provides a variety of professional learning (PL) opportunities supporting Division goals in literacy and numeracy and teaching strategies that differentiate instruction. PL approaches address our diverse student population and support developing learning environments that are inclusive. Design of PL, content and process we offer include:

- Professional Learning Fridays: Focused on grade-specific literacy and numeracy workshops.
- Consultant Support: Consultants model, co-teach, and implement resources and supports.
- Data Analysis: Collaborative review of student and Collaborative Response Model (CRM) data with school staff.
- Common Assessments and Resources: Literacy and numeracy assessments and resources are available to support both staff and students.
- Coordinators' Corner: A curated library of high-quality lessons accessible to all staff.

These initiatives support FMPSD's commitment to building capacity and continuous improvement across the Division. Feedback from staff indicate the PL offerings are having an impact on student learning and staff growth.



ENGAGEMENT

FMPSD works to engage schools and their communities in a variety of ways. Division Literacy and Numeracy Coordinators attend school-based parent-teacher interview evenings as well as family literacy/numeracy nights in order to engage parents in ways to support literacy and numeracy at home. The Division Education Department has handouts for families that outline activities to do at home as well as gives parents access to technology that they can use at home to support their child. Via School Council Network meetings parents have the opportunity to learn more about literacy and numeracy teaching and learning in FMPSD and ask questions and connect with Education Department staff.

Students are routinely invited to share their voice regarding their learning via ThoughtExchange surveys and advisory councils to the Board.



OPPORTUNITIES FOR GROWTH

Intervention services based on the Division literacy and numeracy frameworks will continue to support a cohesive, measurable plan for staff and student success. Determining, with school teams, targeted areas of growth based on Division and provincial student learning results supports our understanding of which interventions have the most impact. Continuous student assessment and review of results identify areas of potential improvement.

FMPSD works with the Edmonton Regional Learning Consortium (ERLC) to offer professional learning on the Division PD day and on PLF days to enhance staff capacity in teaching literacy and numeracy. Honouring teacher's experience and expertise through collaborative learning on PLF days raises the collective capacity of our teachers. As teachers become more skilled and comfortable in how to teach literacy and numeracy, students' diverse learning needs will be addressed in a more targeted way and literacy and numeracy results will improve.

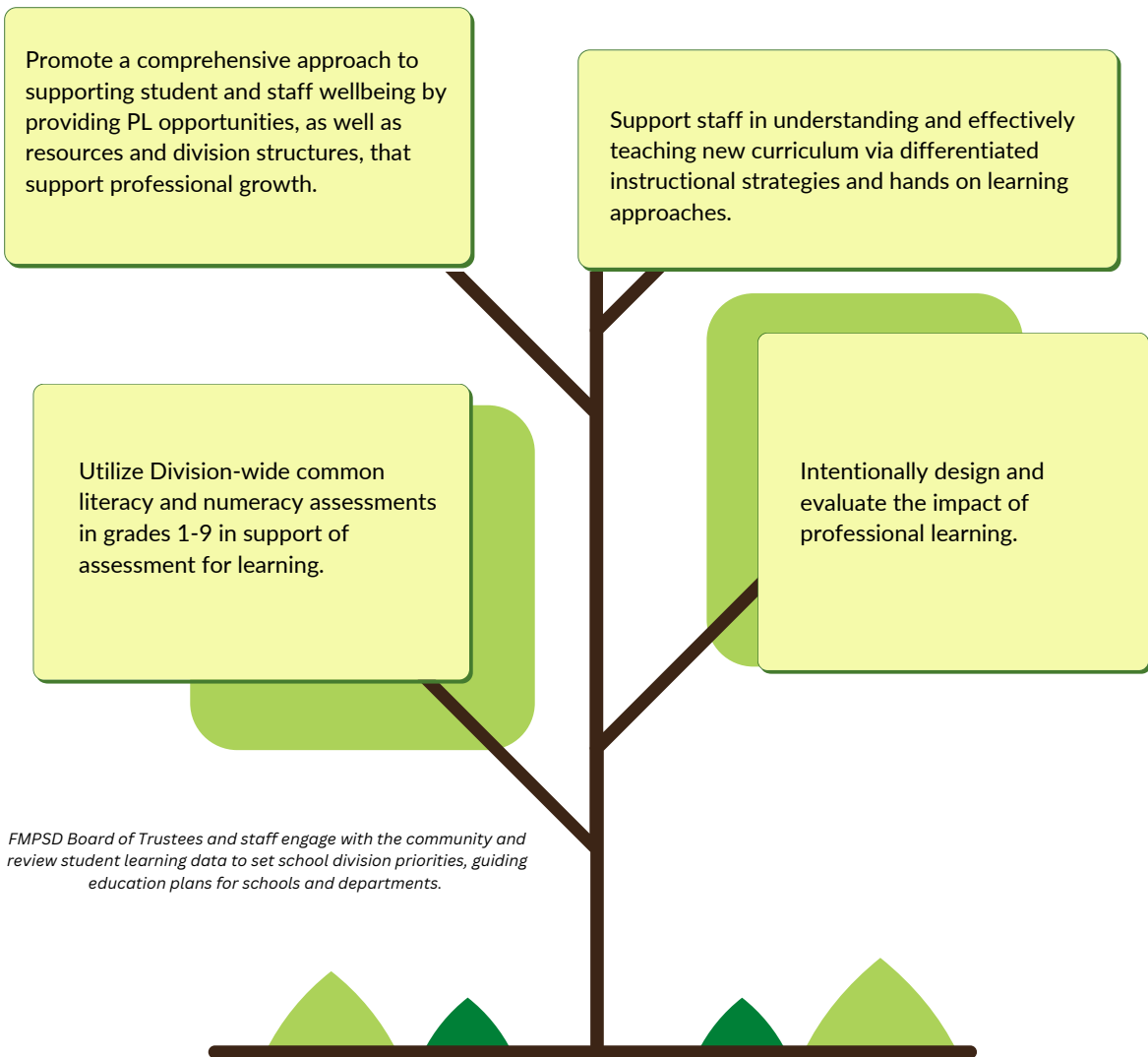


STRATEGIES FOR PRIORITY 1

PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

GOAL 1

Fort McMurray Public School Division bases its work on reflecting on feedback collected, from multiple sources, and responds to that feedback in informed ways to plan for continuous improvements.





Priority #1 - Promote Growth and Success for Every Student

Goal#2 First Nations, Métis, and Inuit, and English as an Additional Language Learner Success

Local Outcome: High-quality learning opportunities for all and excellence in student learning outcomes

Provincial Outcome: Alberta's students are successful; Alberta's K-12 education system is well-governed and managed.



BACKGROUND

FMPSD places strong emphasis on strategies, resources and professional learning that supports teachers and First Nation, Métis & Inuit students as well as our English as Additional Language learners(EAL). The growth of our First Nation, Métis & Inuit, and English as Additional Language students is integral to the work of all our staff and is our shared responsibility to support cultural, academic and language development for these students and offer appropriate and relatable support as needed.



RESULTS

High School Completion Rate - Measure Details

Assurance Domain	Measure	The Fort McMurray School Division (FNMI)			Alberta (FNMI)			Measure Evaluations		
		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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3 Year High School Completion	71.5	61.4	66.8	n/a	57	58.5	Low	Maintained	Issue
	5 Year High School Completion	91.6	87.5	77.4	n/a	71.3	69.1	High	Improved	Good
	PAT 6: Acceptable	n/a	48.9	48.9	n/a	45.3	45.3	n/a	n/a	n/a
	PAT 6: Excellence	n/a	4.4	4.4	n/a	6.5	8.5	n/a	n/a	n/a
	PAT 9: Acceptable	n/a	55.2	55.2	n/a	39.4	39.4	n/a	n/a	n/a
	PAT 9: Excellence	n/a	5.6	5.6	n/a	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	75.5	75.5	n/a	74.8	74.8	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	11.8	11.8	n/a	11.3	11.3	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 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.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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.

High School Completion Rate - Measure History (FNMI)

	The Fort McMurray School Division (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	63	60.6	37.0	67.1	56.0	71.7	36.0	61.4	44.0	71.5	Low	Maintained	Issue	3,760	56.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	43	62.7	56.0	67.6	33.0	81.3	53.0	83.1	35.0	70.9	Very Low	Maintained	Concern	3,524	64.2	3,670	63.6	3,720	68.6	3,936	65.8	3,902	65.3
5 Year Completion	38	70.8	42.0	71.7	54.0	72.9	32.0	87.5	51.0	91.5	High	Improved	Good	3,407	65.0	3,489	68.1	3,593	68.0	3,719	71.3	3,908	59.4

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the 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.
4. Participation in the 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.

The FMPSD's three-year high school completion rate increased by 10% from the previous year and now exceeds the provincial average by 13%. The four-year completion rate declined, reflecting the movement of students completing within three years, while the five-year completion rate rose by 4%, standing 22% above the provincial average. Data indicate that more students are graduating within three years, and the dropout rate has decreased to 1.1%, the lowest in five years and 4.1% below the provincial rate.

Grade 9 PAT Results by Number Enrolled Measure History (FNMI)

	The Fort McMurray School Division (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	51	71	43	n/a	n/a	n/a	n/a	n/a	4,188	4,717	4,868
Acceptable Standard %	n/a	n/a	44	55.2	44.1	n/a	n/a	n/a	n/a	n/a	41.9	39	41.4
Standard of Excellence %	n/a	n/a	1.5	5.6	5.6	n/a	n/a	n/a	n/a	n/a	5.4	5	6.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.



PAT Results Course Summary - By Number Writing (FNMI)

		The Fort McMurray School Division (FNMI)					Alberta (FNMI)				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
English Language Arts 9	N	n/a	n/a	42	56	0	n/a	n/a	1,941	3,039	3,144
	Acceptable Standard %	n/a	n/a	71	91	*	n/a	n/a	72	71	70
	Standard of Excellence %	n/a	n/a	0	5	*	n/a	n/a	5	6	7
K&E English Language Arts 9	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	246	191	249
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69	68	67
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	6	8
French Language Arts 9 année	N	n/a	n/a	5	1	0	n/a	n/a	122	126	141
	Acceptable Standard %	n/a	n/a	*	*	*	n/a	n/a	59	71	72
	Standard of Excellence %	n/a	n/a	*	*	*	n/a	n/a	6	5	6
Français 9 année	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	20	23
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	75	83
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	10	13
Mathematics 9	N	n/a	n/a	42	55	41	n/a	n/a	1,511	2,897	3,208
	Acceptable Standard %	n/a	n/a	26	51	29	n/a	n/a	38	42	39
	Standard of Excellence %	n/a	n/a	2	2	5	n/a	n/a	6	6	7
K&E Mathematics 9	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	343	341	359
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63	63	59
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	14	8
Science 9	N	n/a	n/a	43	55	41	n/a	n/a	1,870	3,096	3,300
	Acceptable Standard %	n/a	n/a	65	75	61	n/a	n/a	65	60	63
	Standard of Excellence %	n/a	n/a	0	7	7	n/a	n/a	11	10	12
K&E Science 9	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	244	210	275
	Acceptable Standard %	n/a	n/a	n/a	55	n/a	n/a	n/a	70	65	63
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	11	10
Social Studies 9	N	n/a	n/a	41	55	43	n/a	n/a	1,498	3,111	3,331
	Acceptable Standard %	n/a	n/a	39	67	42	n/a	n/a	48	48	53
	Standard of Excellence %	n/a	n/a	5	15	5	n/a	n/a	6	7	9
K&E Social Studies 9	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	237	201	270
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56	59	60
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	10	12

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.



Diploma Exam Results by Student Writing Measure History (FNMI)

	The Fort McMurray School Division (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	34	45	45	n/a	n/a	n/a	n/a	n/a	3,107	3,949	4,258
Acceptable Standard %	n/a	n/a	52.6	75.5	80.8	Intermediate	Maintained	Acceptable	n/a	n/a	68.7	74.8	76.9
Standard of Excellence %	n/a	n/a	1.8	11.8	9.2	Very Low	Maintained	Concern	n/a	n/a	8.5	11.3	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Diploma Exam Results Course by Course With Measure Evaluation (FNMI)

Course	Measure	The Fort McMurray School Division (FNMI)						Alberta (FNMI)					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Acceptable Standard	High	Maintained	Good	13.0	92.3	8.0	100.0	1.4	81.7	1.3	78.3	
	Standard of Excellence	Intermediate	Declined	Issue	13.0	7.7	8.0	33.3	1.4	6.9	1.3	6.1	
English Language Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	27.0	92.6	30.0	83.3	2.0	85.0	1.8	88.5	
	Standard of Excellence	Low	Declined	Issue	27.0	3.7	30.0	13.3	2.0	10.8	1.8	9.9	
French Language Arts 30-1	Acceptable Standard	.	.	.	1.0	.	n/a	n/a	36.0	83.9	37.0	83.9	
	Standard of Excellence	.	.	.	1.0	.	n/a	n/a	26.0	0.0	37.0	2.7	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.0	.	n/a	n/a	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4.0	.	n/a	n/a	
Mathematics 30-1	Acceptable Standard	.	.	.	4.0	.	8.0	75.0	634.0	64.4	638.0	80.6	
	Standard of Excellence	.	.	.	4.0	.	8.0	12.5	634.0	17.0	568.0	15.0	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	10.0	60.0	n/a	n/a	785.0	64.8	742.0	65.8	
	Standard of Excellence	n/a	n/a	n/a	10.0	0.0	n/a	n/a	785.0	10.1	742.0	12.1	
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	13.0	69.2	8.0	75.0	1.1	79.1	698.0	73.0	
	Standard of Excellence	Very High	Maintained	Excellent	13.0	23.1	8.0	25.0	1.1	10.6	835.0	8.0	
Social Studies 30-2	Acceptable Standard	Intermediate	Improved	Good	25.0	80.0	32.0	65.6	2.1	72.9	1.9	72.3	
	Standard of Excellence	Low	Improved	Acceptable	25.0	4.0	32.0	0.0	2.1	8.6	1.9	5.4	
Biology 30	Acceptable Standard	Low	Maintained	Issue	8.0	75.0	7.0	57.1	1.0	72.8	902.0	72.5	
	Standard of Excellence	Low	Maintained	Issue	8.0	12.5	7.0	28.6	1.0	17.0	902.0	19.1	
Chemistry 30	Acceptable Standard	Intermediate	n/a	n/a	9.0	77.8	n/a	n/a	614.0	78.2	550.0	70.0	
	Standard of Excellence	Intermediate	n/a	n/a	9.0	22.2	n/a	n/a	614.0	23.5	550.0	24.0	
Physics 30	Acceptable Standard	High	n/a	n/a	6.0	83.9	n/a	n/a	280.0	30.4	250.0	72.0	
	Standard of Excellence	High	n/a	n/a	6.0	33.3	n/a	n/a	280.0	23.2	250.0	26.6	
Science 30	Acceptable Standard	.	.	.	4.0	.	6.0	68.7	450.0	78.1	470.0	75.3	
	Standard of Excellence	.	.	.	4.0	.	6.0	33.3	450.0	18.5	470.0	18.7	

Analysis of the Results

Provincial Achievement data show that grade 6 students performed 7% above the provincial average in the Acceptable Standard, though the Standard of Excellence fell 4.3% below the province. Many FMPSD teachers piloted the new Science curriculum, which affected participation in the PAT, alongside a government decision not to administer the Math or English Language Arts PATs. Consequently, results reflect Social Studies PAT and a reduced number of Science 6 PAT outcomes. The Social Studies PAT shows a 5% improvement in the Acceptable Standard over last year and a 2% over the provincial average, though the Standard of Excellence is 5% below the provincial benchmark and 2% lower than last year.

Grade 9 PAT exams for English Language Arts were not written due to a wildfire evacuation, leaving results based on Math, Science, and Social Studies. Scores in Math and Social Studies are lower than provincial results by 10% while Science is on par with the province. Our results dropped compared to last year but showed a 3% increase over results from two years ago. Diploma results indicate a 5% improvement in the Acceptable Standard over last year, positioning FMPSD 5% above the provincial average, though the Standard of Excellence decreased by 2%. English 30 results are 10% above the provincial average, while Social Studies and Science are on par or slightly higher. Math was slightly below the provincial average by 4.8%

Although literacy and numeracy assessments in grades 1-3 do not provide specific data for First Nations, Métis, and Inuit students, FMPSD teachers collaborate with liaison staff to ensure these students receive additional support in foundational skills. Student success in English and Math PAT and DIP assessments highlights foundational skill development as a core focus.

FMPSD remains committed to supporting First Nations, Métis, and Inuit students, offering a variety of culturally relevant resources and ensuring lessons align with students' prior knowledge. Decodable books for elementary literacy feature First Nations, Métis, and Inuit perspectives, and incorporate traditional knowledge. Each school engages in reconciliation projects, collaborating with Elders and the community to foster a welcoming environment where First Nations, Métis, and Inuit students feel valued and included.



Require Alberta Education Assurance Measures - Overall Summary (EAL)

Assurance Domain	Measure	The Fort McMurray School Division (EAL)			Alberta (EAL)			Measure Evaluations		
		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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3 Year High School Completion	87.9	85.5	86	72.0	72.8	78.7	High	Maintained	Good
	5 Year High School Completion	100.0	100.0	98.1	66.1	66.7	67.2	Very High	Maintained	Excellent
	PAT 6: Acceptable	61.2	67.3	67.3	64.5	65.4	65.4	Low	Decline	Issue
	PAT 6: Excellence	17.2	12.7	12.7	16.5	15.7	15.7	Intermediate	Improved	Good
	PAT 9: Acceptable	33.0	66.6	66.6	52.3	56.9	55.3	n/a	n/a	n/a
	PAT 9: Excellence	8.2	20.2	20.2	16.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	49.5	56.3	56.3	66.5	67.1	69.1	Very Low	Maintained	Concern
	Diploma: Excellence	4.7	13.5	13.5	14.0	13.8	13.8	Very Low	Declined	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 Grade 9 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 9 course. Courses included: Social Studies (Grade 9).
- 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 A/C), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 A/C), Science (Grades 9, 9 A/C), Social Studies (Grades 9, 9 A/C).
- 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.
- 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.
- 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.
- 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.

High School Completion Rates - Measure History (EAL)

	The Fort McMurray School Divis (EAL)										Alberta (EAL)												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	91.1	25	88.0	31	96.2	54	85.5	46	87.0	High	Maintained	Good	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0
4 Year Completion	55	92.9	25	96.2	20	100.0	28	95.4	45	95.6	Very High	Maintained	Excellent	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2
5 Year Completion	22	87.5	55	97.8	23	96.7	20	100.0	28	100.0	Very High	Maintained	Excellent	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

FMPSD's three-, four-, and five-year completion rates for English as an Additional Language (EAL) students are significantly higher than provincial averages, with the five-year rate reaching 100%. The three-year completion rate rose by 2% from last year, while the four- and five-year rates remained steady. FMPSD's dropout rate is exceptionally low at 0.2%, and Rutherford Scholarship eligibility stands at 72%, surpassing the provincial average by 15%. These results reflect the dedicated efforts of FMPSD staff to differentiate learning and meet individual student needs.



Grade 9 PAT Results By Number Enrolled Measure History (EAL)

	The Fort McMurray School Division (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	118	89	87	n/a	n/a	n/a	n/a	n/a	6,575	7,162	7,405
Acceptable Standard %	n/a	n/a	71.1	66.6	44.7	n/a	n/a	n/a	n/a	n/a	54.8	55	52.7
Standard of Excellence %	n/a	n/a	22	20.2	11.1	n/a	n/a	n/a	n/a	n/a	11.3	11	10.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.



PAT Results Course Summary - By Number Writing (EAL)

		The Fort McMurray School Divis (EAL)		Alberta (EAL)	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	0	n/a	96	176
	Acceptable Standard %	*	n/a	85.4	80.7
	Standard of Excellence %	*	n/a	14.6	14.8
Français 6 année	Number Writing	n/a	n/a	66	66
	Acceptable Standard %	n/a	n/a	87.9	78.8
	Standard of Excellence %	n/a	n/a	13.6	12.1
Science 6	Number Writing	92	130	8,963	8,640
	Acceptable Standard %	71.7	63.8	73.4	72.9
	Standard of Excellence %	18.5	16.9	21.2	19.4
Social Studies 6	Number Writing	110	136	9,950	8,955
	Acceptable Standard %	64.5	74.3	73.3	73.8
	Standard of Excellence %	18.2	14.0	18.7	17.7
English Language Arts 9	Number Writing	0	86	5,951	5,908
	Acceptable Standard %	*	74.4	69.3	73.4
	Standard of Excellence %	*	12.8	6.5	7.8
K&E English Language Arts 9	Number Writing	n/a	n/a	119	100
	Acceptable Standard %	n/a	n/a	58.8	52.0
	Standard of Excellence %	n/a	n/a	5.0	2.0
French Language Arts 9 année	Number Writing	0	n/a	161	187
	Acceptable Standard %	*	n/a	73.3	73.8
	Standard of Excellence %	*	n/a	9.9	11.8
Français 9 année	Number Writing	n/a	n/a	69	77
	Acceptable Standard %	n/a	n/a	69.6	70.1
	Standard of Excellence %	n/a	n/a	8.7	13.0
Mathematics 9	Number Writing	78	85	6,132	5,968
	Acceptable Standard %	37.2	63.5	54.9	58.1
	Standard of Excellence %	11.5	23.5	13.5	13.9
K&E Mathematics 9	Number Writing	n/a	n/a	176	143
	Acceptable Standard %	n/a	n/a	55.7	49.0
	Standard of Excellence %	n/a	n/a	13.6	7.0
Science 9	Number Writing	78	85	6,147	5,971
	Acceptable Standard %	61.5	74.1	67.9	69.4
	Standard of Excellence %	14.1	24.7	16.7	17.5

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests 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.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.
5. 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.

Diploma Exam Results By Students Writing Measure History (EAL)

	The Fort McMurray School Division (EAL)					Measure Evaluation			Alberta (EAL)				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	69	83	64	n/a	n/a	n/a	n/a	n/a	5,396	6,167	5,810
Acceptable Standard %	n/a	n/a	56.5	56.3	49.5	Very Low	Maintained	Concern	n/a	n/a	59.0	67	66.3
Standard of Excellence %	n/a	n/a	14.5	13.5	4.7	Very Low	Declined	Concern	n/a	n/a	10.8	13.8	14.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Examination 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.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the 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.

Diploma Exam Results Course By Course Summary With Measure Evaluation (EAL)

Course	Measure	The Fort McMurray School Division (EAL)						Alberta (EAL)					
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	19	52.6	37	56.8	2,095	61.3	2,482	63.3	
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	37	5.4	2,095	2.7	2,482	3.7	
English Language Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	37	62.2	15	73.3	2,333	70.0	2,284	71.5	
	Standard of Excellence	Very Low	Declined Significantly	Concern	37	0.0	15	20.0	2,333	5.2	2,284	5.5	
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1	
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	14	57.1	38	60.5	1,543	64.0	1,714	61.1	
	Standard of Excellence	n/a	Maintained	n/a	14	14.3	38	18.4	1,543	27.6	1,714	23.1	
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	15	46.7	7	28.6	1,250	57.7	1,327	58.5	
	Standard of Excellence	n/a	Maintained	n/a	15	6.7	7	0.0	1,250	9.0	1,327	9.7	
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	18	50.0	24	58.0	1,110	70.5	1,415	72.7	
	Standard of Excellence	Low	Maintained	Issue	18	5.8	24	8.3	1,110	10.7	1,415	8.8	
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	38	47.4	27	51.9	2,904	63.2	2,749	62.5	
	Standard of Excellence	Very Low	Maintained	Concern	38	2.6	27	3.7	2,904	6.3	2,749	7.8	
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	13	61.5	32	56.3	1,509	69.7	1,790	72.8/	
	Standard of Excellence	Very Low	Maintained	Concern	13	7.7	32	15.6	1,509	23.6	1,790	24.7	
Chemistry 30	Acceptable Standard	Very Low	Maintained	Concern	17	35.3	26	46.2	1,384	73.2	1,479	73.5	
	Standard of Excellence	Very Low	Declined	Concern	17	5.9	26	60.0	1,384	29.6	1,479	29.9	
Physics 30	Acceptable Standard	Very Low	Declined	Concern	15	26.7	15	20.0	645	71.3	715	75.7	
	Standard of Excellence	Low	Declined	Issue	15	6.7	15	n/a	645	32.9	715	32.3	
Science 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	591	69.0	714	67.4	
	Standard of Excellence	*	*	*	4	*	n/a	n/a	591	16.2	714	18.1	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the 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.
4. Participation in the 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.

Analysis of the Results

Provincial Achievement data indicate that overall, grade 6 students in FMPSD achieved Acceptable Standard rates 3% below the provincial average, while the Standard of Excellence was 1% above. Although this Acceptable Standard performance is lower than last year, it aligns with typical historical trends. Grade 9 PAT exams for English Language Arts were not written due to a wildfire evacuation, leaving results based solely on Math, Science, and Social Studies. FMPSD's Acceptable Standard is 2% below the provincial average, while the Standard of Excellence surpasses the provincial benchmark by 2.6%. This year's results are slightly lower than FMPSD's typical performance, largely due to a substantial increase in English as an Additional Language (EAL) students over the course of the year. FMPSD remains focused on supporting EAL students and enhancing their integration into the academic environment to help improve outcomes in future assessments. Overall, FMPSD's Diploma results are approximately 10% below provincial averages, with students facing particular challenges in language-intensive courses.

While literacy and numeracy assessments in grades 1-3 do not specifically report data for EAL students, teachers and support staff actively provide small group and direct instruction to support their needs. Additionally, FMPSD partners with the Multicultural Association to provide elementary EAL learners with language-specific support, helping them strengthen their English-speaking skills. These resources, including dedicated EAL classrooms and tutoring in high schools, have been instrumental in supporting student success.

FMPSD's EAL population continues to grow, with an increase of 23 Canadian-born and 266 foreign-born students, many of whom are new to Canada. FMPSD is working closely with community partners to support these students and their families as they adjust to life in Fort McMurray and, for many, to Canadian culture. The rapid growth of the EAL population and the rising number of students with limited English proficiency have significantly impacted overall achievement results.

FMPSD remains committed to working with staff, particularly those in EAL-focused roles, to develop resources and create supportive learning environments tailored to the needs of EAL students.



Supports for Students

Providing specific relatable support to our First Nations, Métis and Inuit students via our Indigenous teachers and support assistants for individual and small group instruction helps students meet more success. We find success for English as Additional Language Learners through intake meetings, and specific programming where needed, community connections with our settlement worker, and partnerships with the Multicultural Association for language support. Students received instruction to support their English language acquisition and supports included individual, small group, whole group instruction, activity and practice.

Students identified as "at risk" in literacy or numeracy receive additional targeted support alongside regular classroom instruction. Literacy support utilizes the University of Florida Literacy Intervention (UFLI) program, while Mathology addresses numeracy foundations. For advanced needs, interventions are adapted to individual areas of concern. Teachers across FMPSD incorporate manipulatives and games to make abstract concepts tangible, reinforcing and practicing essential skills.



BUILDING CAPACITY

Professional Learning time at each of the schools allows staff to collaborate, identify and plan for the targeted interventions in support of our First Nations, Métis and Inuit, and English as Additional Language students within the collaborative response model. These targeted interventions are focused on:

- Universal, targeted and individualized instructional practices.
- Indigenous teachers and support workers leading professional learning at the school level.
- Staff access to Indigenous professional growth through Education Canada and the 4 Seasons of Reconciliation.
- Focus on diversity to create a safe environment for readiness to learn.

As staff are supported in learning new skills to differentiate instruction, our goal is to support First Nations, Metis and Inuit, and English as Additional Languages Learners, and their success in schools.

ENGAGEMENT

FMPSD increased engagement with Indigenous parents and families through connections fostered early in the school year. Relationships continued to strengthen throughout the year, and were celebrated with a family feast. A Kinship group was formed at one elementary school and some schools hosted Indigenous cultural activity nights. First Nations, Métis and Inuit students participate in land-based learning camps and Indigenous community members participate as chaperones. FMPSD developed a Dene Hand Games tournament involving teams from all schools and will expand this in the coming years. Indigenous parents and Elders supported as fans and others coached or drummed. FMPSD staff participated in a medicine walk hosted by an Indigenous knowledge keeper. Parents, families and the community participated in school-based multicultural events as well as at events in the community including the Athabasca Tribal Council (ATC) Cultural Festival, and a full day of professional learning hosted at FMPSD's Dave McNeilly Elementary School. First Nations, Métis and Inuit students were represented at the Northeastern Alberta Aboriginal Business Association (NAABA).

FMPSD hosted multiple cultural awareness presentations in order to connect agencies with parents (ie: Multicultural Association, Canadian Mental Health Association, Some Other Solutions, and others). We provided connections to Community Settlement workers for our Refugee parents who were newcomers to Canada (from Ukraine and Africa). We utilized translation and interpretation services for documents, announcements and ThoughtExchange surveys. Interpreters were brought in as needed, and students were surveyed via ThoughtExchange regarding Diversity, Equity and Inclusion (DEI), Division budget priorities and their thoughts on their school experience.

Research implies a correlation that when people feel safe, welcome and cared for they are more engaged. Engaged students are typically more successful in school, specifically noted in high school completion rates and academic success.

OPPORTUNITES FOR GROWTH

FMPSD recognizes learning gaps, especially in literacy and numeracy. A structured literacy and numeracy framework, paired with local and provincial assessments, supports teachers in addressing these gaps. Every secondary school now has a dedicated staff member for First Nations, Métis, and Inuit students, as well as EAL students.

Additionally, EAL classes and some sheltered programs are offered at secondary schools, depending on availability. We were able to add an additional sheltered classroom for the 24-25 school year.

The Division will continue to provide culturally relevant resources and learning experiences, emphasizing Indigenous Ways of Knowing and EAL support to foster an inclusive, responsive educational environment.

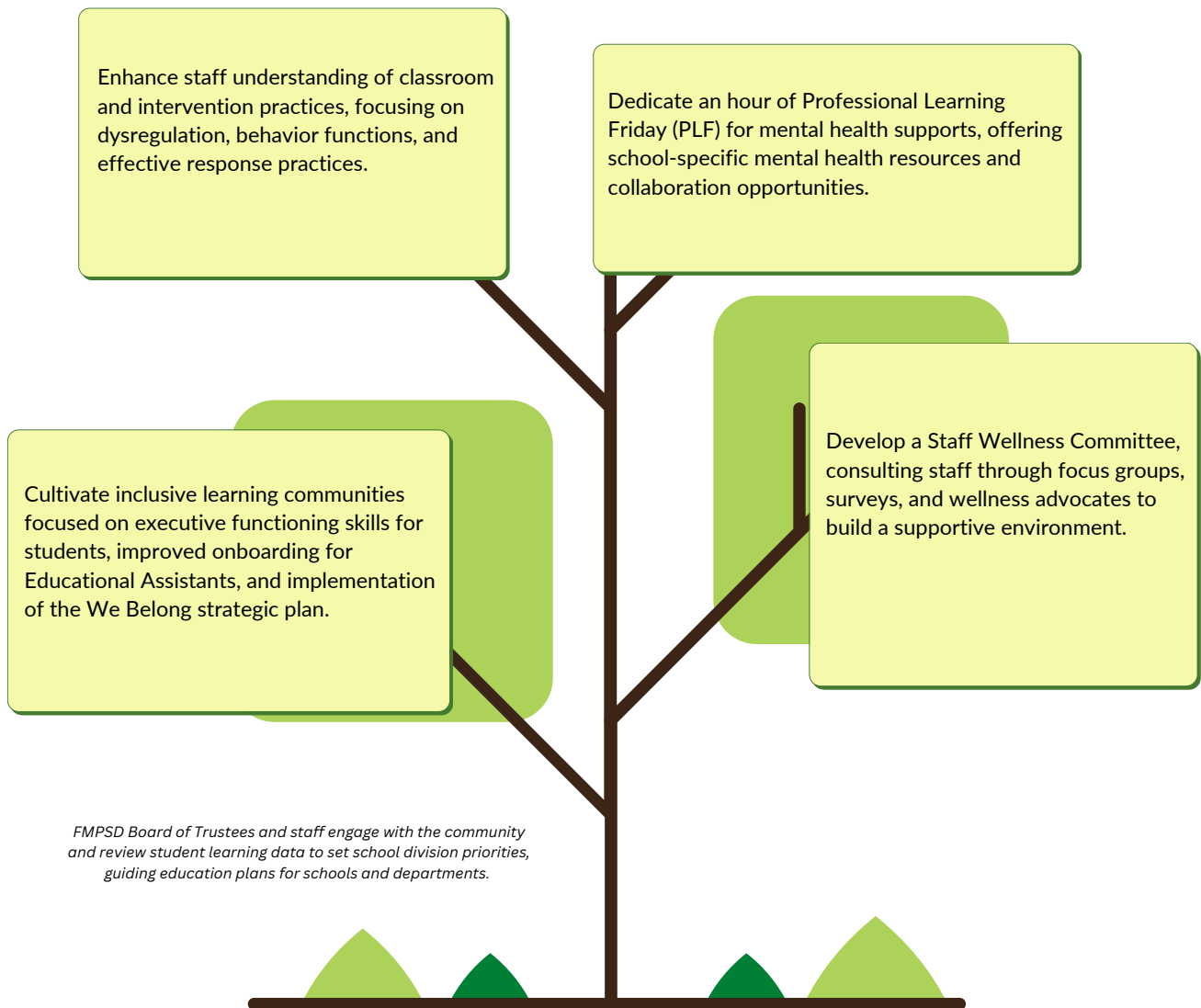


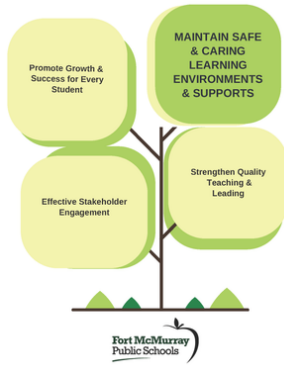
STRATEGIES FOR PRIORITY 1

PROMOTING GROWTH & SUCCESS FOR ALL STUDENTS

GOAL 2

Fort McMurray Public School Division bases its work on reflecting on feedback collected, from multiple sources, and responds to that feedback in informed ways to plan for continuous improvements.





Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal#1 Positive Learning & Working Environment

Local Outcome: Fort McMurray Public Schools are welcoming, caring, inclusive, respectful, and safe environments that offer high-quality learning opportunities for all students.

Provincial Outcome: Alberta’s students are successful; Alberta’s K-12 education system is well-governed and managed.



BACKGROUND

A primary priority for FMPSD is to create a safe and nurturing environment where students thrive academically and personally. With increasing demands on mental health and wellness, both staff and students have demonstrated resilience and adaptability, but these efforts have incurred challenges. The ongoing changes within Education including technology, family dynamics, health, and social restrictions have contributed to heightened anxiety levels.

Parents are seeking additional services to support their children’s complex needs, while staff report high levels of stress, anxiety, and caregiver burnout. Both students and staff acknowledge the importance of strong relationships for effective learning, with a shared commitment to fostering connections and improving mental health support.

Our goal is to promote mental health awareness through professional development, counseling, and mental health consultations. By raising awareness and equipping staff and students with supportive resources and Professional Learning, FMPSD aims to empower the school community to prioritize mental well-being and focus on areas within their control. We will know our efforts have had an impact based on our local measures on staff well-being.



W.1 Welcoming, Caring, Respectful and Safe Learning Environments WCRSLE - Mearsure History

	2021	2022	2023	2024	Alberta 2024
	%	%	%	%	%
Overall	90.2	86.6	85.9	82.7	84
Parent	89.6	86.5	87.1	83.4	85.3
Student	83.6	79.9	78.1	74.1	75.2
Teacher	97.4	93.5	92.4	90.7	91.6

Percentage of parents that agree...	2020-2021	2021-2022	2022-2023	2023-2024
Students at your child's school care about each other	83%	80%	81%	74%
Students at your child's school respect each other	80%	75%	77%	67%
Students treat each other well at your child's school	81%	76%	78%	71%
Teachers care about your child	96%	92%	91%	89%
Your child is safe at school	92%	93%	92%	91%
Your child is safe on the way to and from school	96%	94%	93%	96%
Your child is treated fairly by adults at school	92%	89%	91%	87%
Your child's school is a welcoming place to be	96%	93%	94%	91%

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Performance Measures	The Fort McMurray School Division								Alberta							
	2019-2021 Avg		2020-2022 Avg		2021-2023 Avg		2022-2024 Avg		2019-2021 Avg		2020-2022 Avg		2021-2023 Avg		2022-2024 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	2,616	82	2,567	82.2	2466	81.1	n/a	n/a	249,570	81.6	253,282	81.1	257,099	80.7
Parent	n/a	n/a	316.0	77.9	332	78.2	326	76.4	n/a	n/a	31,684	77.4	31,766	76.5	32,236	76.2
Student	n/a	n/a	2001.0	83.8	1,933	83.8	1,839	82.3	n/a	n/a	186,935	80.1	189,870	80	193,085	79.6
Teacher	n/a	n/a	299.0	84.3	302	84.7	299	84.6	n/a	n/a	30,951	87.3	31,647	86.8	31,778	86.4

B.3 Program of Studies - At Risk Students

	The Fort McMurray School Divis										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,669	89.1	2,576	86.3	2,616	83.0	2,516	83.5	2,264	79.7	Low	Declined Significantly	Concern	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	308	85.6	335	80.8	316	76.5	347	77.7	321	71.4	Low	Declined	Issue	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	2,068	85.9	1,927	85.4	2,001	83.8	1,865	83.7	1,650	79.2	Low	Declined Significantly	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	293	95.7	314	92.7	299	88.6	304	89.1	293	88.5	Very Low	Maintained	Concern	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

B.4 Safe and Caring

	The Fort McMurray School Divis										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,670	92.6	2,579	92.0	2,621	89.3	2,522	88.6	2,275	86.7	High	Declined Significantly	Issue	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	309	94.6	335	91.4	318	88.7	349	89.1	321	87.0	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	2,067	85.3	1,930	87.0	2,004	84.7	1,869	83.3	1,660	80.6	High	Declined Significantly	Issue	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	294	97.9	314	97.7	299	94.6	304	93.3	294	92.6	Intermediate	Maintained	Acceptable	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

B.2 Satisfaction with Program Access

	The Fort McMurray School Divis										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,660	81.9	2,555	79.5	2,600	75.9	2,509	77.8	2,250	74.8	Intermediate	Declined	Issue	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	300	78.5	318	74.1	308	69.3	341	74.6	308	67.6	Intermediate	Declined	Issue	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	2,066	84.5	1,925	82.3	1,994	80.7	1,864	81.8	1,651	78.2	Intermediate	Declined Significantly	Issue	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	294	82.8	312	82.1	298	77.7	304	77.0	291	78.5	Intermediate	Maintained	Acceptable	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Following the COVID-19 pandemic, FMPSD implemented targeted wellness supports for staff based on reported stress levels. Staff experienced intense pressure, impacting the overall learning environment. Stress levels peaked in November 2021 and have since fluctuated, once again reaching previous highs. Supporting staff wellness is integral to creating safe, caring, and welcoming environments, directly benefiting teaching and learning. The data underscores FMPSD's commitment to support wellness for all of the school community members.

The FMPSD prioritizes the strategic initiative of promoting wellness as it relates to student learning and personal well-being. Key strategies include dedicated professional learning for both staff and students, specialized support for behavior interventions (regulation, coregulation, and positive behavior supports), and regular staff feedback to inform capacity building in behavior management and all aspects of well being.

Survey feedback from the school community indicates a slight decline in ratings for "Safe & Caring" environments, though FMPSD remains high overall and mirrors the provincial trend. However, the Program of Studies for At-Risk Students remains an area of concern, with teachers highlighting learning and social gaps, complex needs, and dysregulation as ongoing challenges.

Schools and their communities reported:



78.9%

Agree that students have access to appropriate supports and services at school.



86.7 %

Agree that students feel safe, learn the importance of caring for others, practice respect, and are treated fairly at school.



74.8%

Are satisfied with the accessibility, effectiveness, and efficiency of local programs and services for students in their community.



79.7%

Agree that at-risk student programs are accessible and timely.





Occupational Stress Level Trends

	Jan 2021	Nov 2021	Jan 2022	May 2022	Dec 2022	May 2023	Dec 2023	May 2024
Average	N/A	N/A	5.9	5.65	5.49	5.29	5.67	6.69
Stress at 7/10 Or above	43.2%	48.8%	46.4%	44.0%	37.7%	33.9%	43%	47%

Staff were asked to provide a temperature check of their perceived stress on a 10 point scale.

We determined that 7/10 or higher was a significant measure.

Since COVID-19, FMPSD has collected local data on staff-reported stress levels, analyzing both occupational and personal stress factors. In the 2023-2024 school year, the Division focused on occupational stress to better understand and target professional support. Despite the implementation of mental health and co-regulation strategies, increased classroom complexity continues to elevate work-related stress levels, correlating with higher staff absenteeism.

Supports for Students

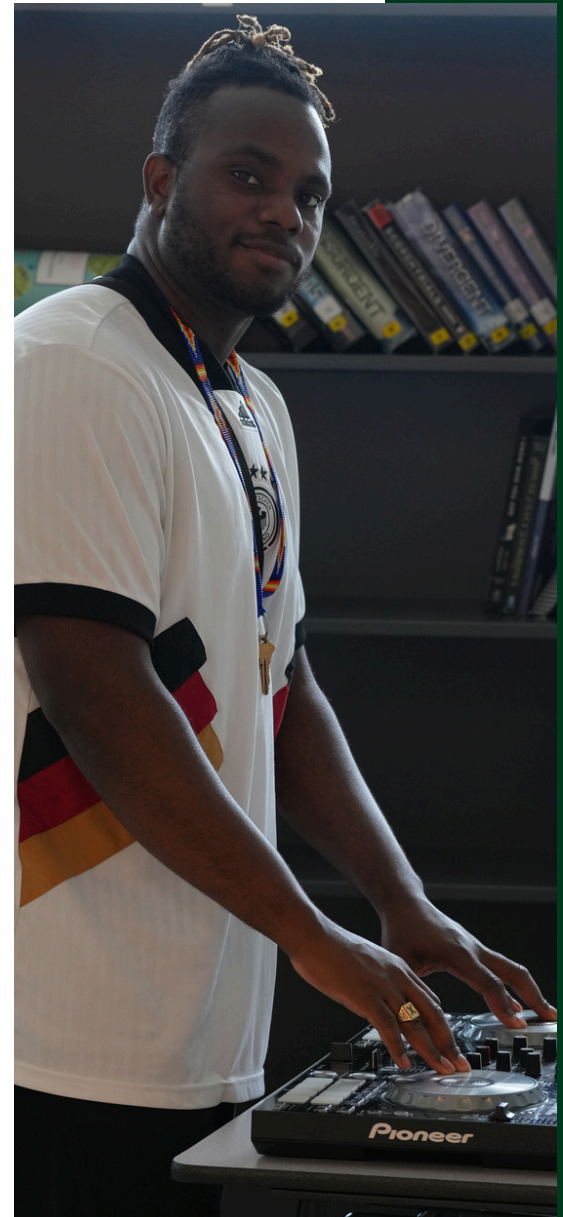
FMPSD regularly assesses student needs to allocate resources effectively. This has enabled the hiring of a Division play therapist, two family therapists and school-based mental health therapists. Through partnerships with organizations like Some Other Solutions, the Canadian Mental Health Association, and Alberta Health Services, students receive additional support services that help restore connections.

In addition to community support, universal wellness strategies, such as The Regulated Classroom© framework, have been implemented to help staff recognize and promote self-regulation and student co-regulation. Student feedback, gathered through surveys, advisory groups, and committees, informs these initiatives. The Superintendent’s Student Advisory Group, which includes students from grades 7-12, provides insights into school experiences and helps shape the “We Belong” initiative, aimed at fostering a sense of belonging within the school community.

BUILDING CAPACITY

FMPSD Professional Learning opportunities, as well as division structures and resources, support professional growth aiming to result in creating a positive learning environment in the following ways:

- Professional learning embedded in Learning Assistant Center (LAC) meetings.
- Mental health professional development every Professional Learning Friday.
- Development opportunities for aspiring Learning Assistant Coordinators (LACs).
- Over 70 staff trained as co-regulation strategy trainers using The Regulated Classroom© resource.
- Staff training in Violent Threat Risk Assessment to enhance wraparound services.
- A wellness-focused Professional Development Day covering mental health practices and behavior support.
- Establishment of the “We Belong” committee, focusing on Diversity, Equity, and Inclusion.
- Creation of a Workplace Wellness Committee to gather Division-wide staff feedback and make wellness recommendations.
- Specialized program referral process for LACs, enhancing targeted student support.
- Creation of roles for a Support Staff Capacity Coordinator and an Executive Functioning Support Teacher through Alberta Education’s Mental Health in Schools Pilot grant, focusing on universal and targeted student support and staff capacity building.



ENGAGEMENT

Stakeholder engagement plays a critical role in supporting student success at FMPSD. Engagement opportunities include input on policies, resources, supports, budgets, and learning priorities through school councils, the Student Advisory Council, and the Superintendent's Learning Series for Parents.

Schools and their communities also contribute to school education plans and achievement measures, participate in the Alberta Education Assurance Survey, and engage with the ThoughtExchange tool for feedback on Division performance. Feedback from all schools and their communities informs our plans and direction.

Parental Involvement – Measure Details

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

	Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	601	88.6	648	82.7	614	80.4	651	82.3	611	79.7	High	Maintained	Good	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	307	84.2	334	74.0	316	72.7	348	75.3	318	72.4	High	Maintained	Good	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	294	93.0	314	91.4	298	88.1	303	89.4	293	87.0	Intermediate	Maintained	Acceptable	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Percentage of parent satisfaction with:	2019-20	2020-21	2021-22	2022-23	2023-24
The extent they are involved in decisions about their child's overall education	88	77	80	81	82
The extent they are involved in decisions about their child's school	74	56	59	62	63
That their input into decisions about their child's school is considered	84	76	70	74	77
The opportunity to be involved in decisions about their child's overall education	86	82	77	77	76
The opportunity to be involved in decisions about their child's school	88	80	77	82	80

Survey data from 2023-2024 indicates that 79.7% of FMPSD parents and teachers are satisfied with parental involvement, slightly above the provincial average. Parent satisfaction with school decision making involvement has shown a positive trend over the past three years. Engagement methods include:

- Circle of Security Groups (8 cohorts)
- Roots of Empathy
- Jordan's Principle information sessions
- Community Parent Sessions on Executive Functioning in collaboration with local partners
- Executive Functioning booths at Parent-Teacher Conferences
- Inclusive Fair of community resources
- Family BBQs, Thought Exchange, Network Meetings, and School Councils
- Wrap-around meetings and consultations
- Open houses for specialized programs
- Engagement through YMM Podcasts and the Regulated Classroom© sessions
- The creation of a Newcomer Kiosk, translating resources into 40 languages

OPPORTUNITIES FOR GROWTH



FMPSD aims to strengthen specialized support for LAC teachers through monthly professional development and additional referral services to meet student needs.

Upcoming initiatives include:

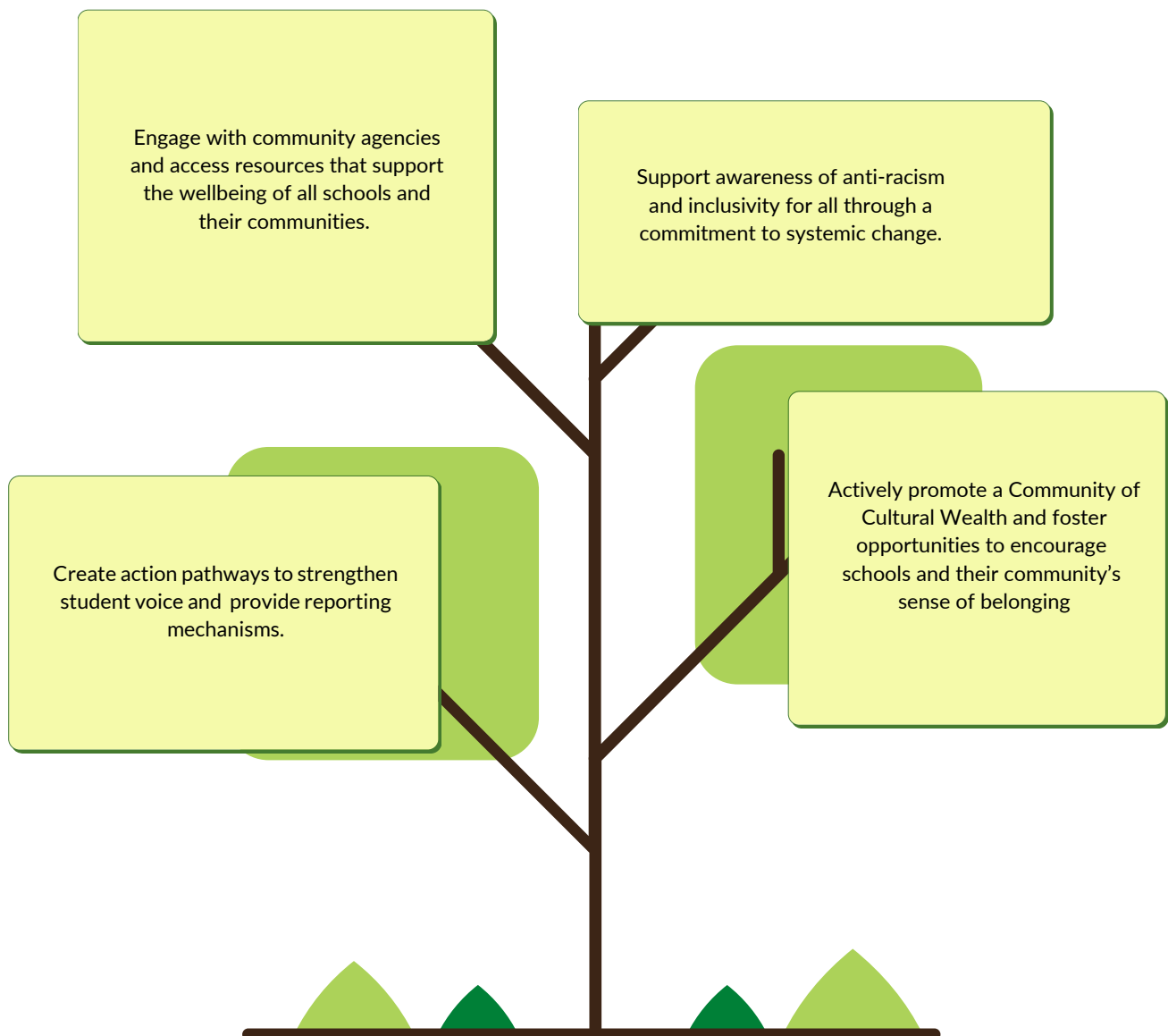
- Expansion of The Regulated Classroom© co-regulation strategies.
- Executive Functioning development engagement for parents.
- Enhanced onboarding and professional learning for Educational Assistants.
- Collaboration with Alberta Family Wellness Initiative for resilience-building resources.
- ThoughtExchange use as a tool for meaningful engagement, promoting dialogue beyond one-way feedback forms.
- Ongoing mental health learning for staff, acknowledging the need for long-term wellness commitment. The Division will reassess these strategies when reported stress levels decrease to an average of 5/10 or lower.

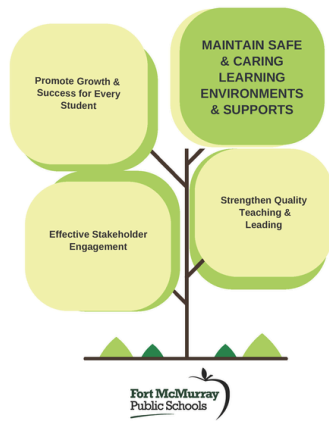
STRATEGIES FOR PRIORITY 2

MAINTAINING SAFE AND CARING LEARNING ENVIRONMENTS AND SUPPORTS FOR ALL

GOAL 1

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.





Priority #2 - Maintain Safe and Caring Learning Environment and Supports

Goal 2: Quality Infrastructure for All

Local Outcome: Student learning is supported through the use of effective planning, management, and investment in Division infrastructure.

Provincial Outcome: Alberta’s students are successful; Alberta’s K12 education system is well-governed and managed.



BACKGROUND

Fort McMurray Public School Division (FMPSD) is dedicated to fostering high-quality learning and working environments. The Division achieves this through effective planning and management of infrastructure, encompassing facilities, technology, and student transportation. Fiscal resources are strategically allocated and managed to support student success, aligning with system goals and priorities and adhering to all statutory, regulatory, and disclosure requirements.



RESULTS

Facility Services

The Operations and Maintenance (O&M) Department completed 2,000 work orders relating to general maintenance during the 2023-2024 school year. In addition, work was completed on capital projects, Infrastructure Maintenance and Renewal (IMR) tasks, and general seasonal maintenance.

In response to concerns from the FMPSD ThoughtExchange survey about parking lot congestion, regular school visits were conducted to review work orders, including 10 specific parking lot-related issues that have since been resolved. The O&M Department prioritized staff training to support facility operations, improve team cohesion, and enhance processes for custodial services.

Modular Classroom Projects were also completed, adding new modular classrooms at Christina Gordon and Dave McNeilly, four additional classrooms at Westwood Community High School, and two more at École McTavish Public High School.

Infrastructure Renewal and Capital Maintenance

A total of \$3.5 million was invested in infrastructure renewal, including maintenance of building grounds, utilities, and technology systems. Routine maintenance by the O&M and Technology Departments supplemented this effort, though deferred maintenance costs still exceed available funding.

Deferred Maintenance Summary

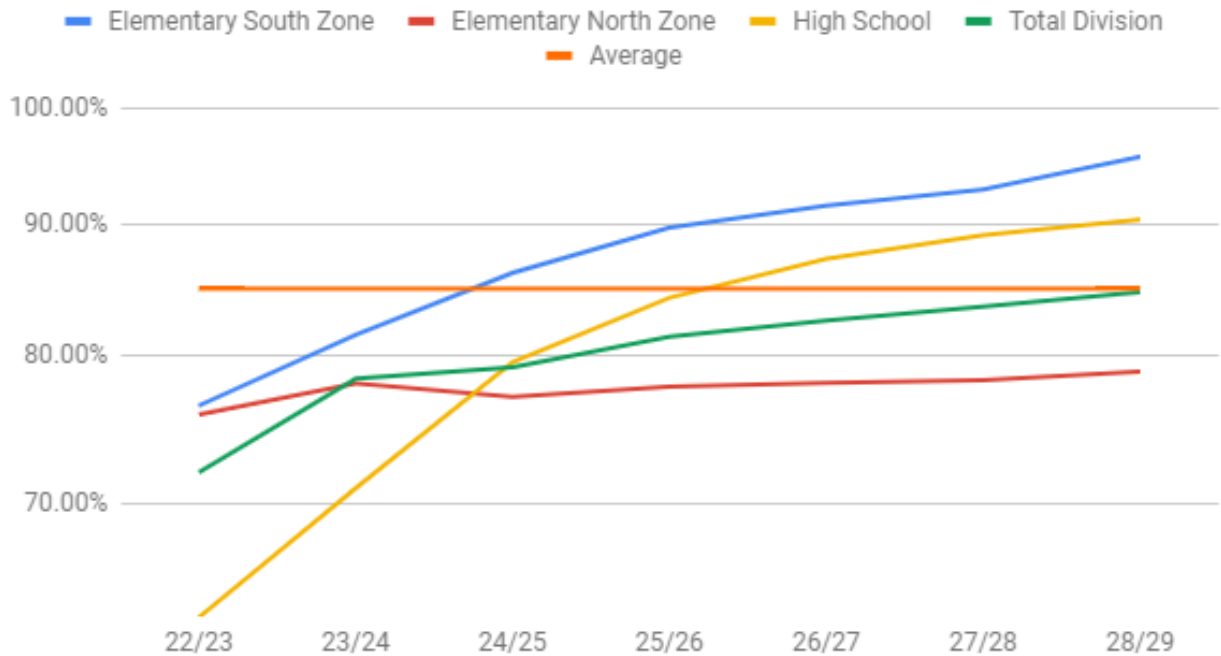
FMPSD has prioritized modernization projects to maintain and improve its facilities. An estimated \$6.8 million in funding would be needed annually for the next seven years to address all deferred maintenance needs, including electrical systems, boilers, roofs, plumbing, and both interior and exterior building components, as well as grounds and parking lots.

**FORT MCMURRAY PUBLIC SCHOOL DIVISION
7 YEAR INFRASTRUCTURE MAINTENANCE RENEWAL SUMMARY**

2023-2024

	YR1 2023/24	YR2 2024/25	YR3 2025/26	YR4 2026/27	YR5 2027/28	YR6 2028/29	YR7 2029/30	TOTAL*
Westwood Community High	\$10,001,475	\$216,236	\$7,127,439	\$7,440	\$30,000	\$165,000	\$120,000	\$17,667,590
Ecole Dickinsfield	\$3,516,281	\$454,534	\$488,486	\$341,000	\$353,000	\$545,000	\$475,000	\$6,173,301
Timberlea	\$444,319	\$345,959	\$239,742	\$1,742,201	\$270,000	\$330,000	\$250,000	\$3,622,221
Westview	\$314,007	\$454,676	\$341,937	\$204,907	\$250,000	\$240,000	\$190,000	\$1,995,527
Greely Road	\$743,945	\$812,766	\$410,115	\$71,498	\$270,000	\$215,000	\$450,000	\$2,973,324
Beacon Hill	\$296,000	\$257,613	\$192,729	\$15,372	\$120,000	\$215,000	\$525,000	\$1,621,714
Thickwood Heights	\$295,000	\$218,040	\$110,014	\$28,897	\$112,000	\$275,000	\$390,000	\$1,428,951
Dr. K.A. Clark	\$97,000	\$57,000	\$33,236	\$1,044,915	\$150,000	\$440,000	\$405,000	\$2,227,151
Ecole McTavish	\$490,000	\$280,000	\$325,000	\$350,000	\$350,000	\$215,000	\$300,000	\$2,310,000
Walter & Gladys Hill	\$250,000	\$250,000	\$243,000	\$211,000	\$600,000	\$420,000	\$400,000	\$2,374,000
Dave McNeilly	\$250,000	\$250,000	\$210,000	\$220,000	\$270,000	\$340,000	\$225,000	\$1,765,000
Christina Gordon	\$250,000	\$250,000	\$210,000	\$220,000	\$270,000	\$310,000	\$225,000	\$1,735,000
Fort McMurray Composite High	\$53,188	\$233,149	\$265,632	\$300,000	\$400,000	\$515,000	\$225,000	\$1,991,969
TOTAL	\$17,001,215	\$4,079,973	\$10,197,330	\$4,757,230	\$3,445,000	\$4,225,000	\$4,180,000	\$47,885,748
AVERAGE 7 YEAR NEED								\$6,840,821

FMPSD Utilization



Student Transportation

For the 2023-2024 school year, FMPSD transported 765 students daily, with 95.69% of bus riders reaching their destinations within 60 minutes, and 69.41% within 20 minutes. A longstanding Joint Bussing Agreement with the Separate and Francophone School Divisions has decreased costs and expanded route availability.

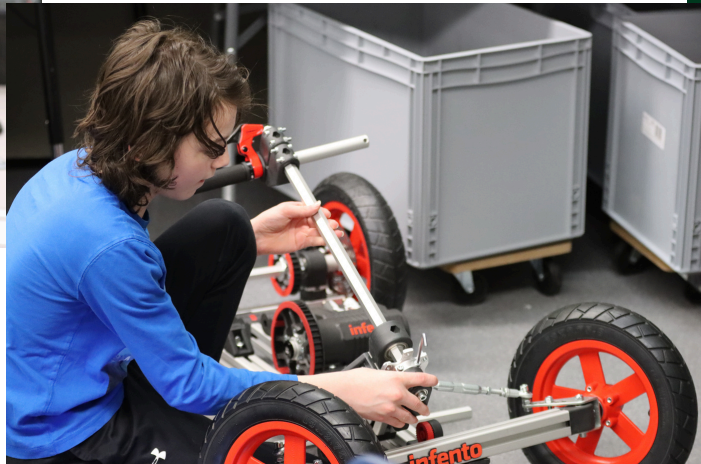
To enhance safety, GPS mapping has been introduced on all FMPSD buses, allowing real-time tracking of bus and student locations. Parent participation in the tracking portal has remained stable. Bus ridership in K-6 remains unchanged, with most enrollment growth in grades 7-12 leading to increased public transit use.



Information Technology

The IT Department responded to evolving technology needs with Wi-Fi upgrades in six schools, installation of six new network switches, 420 Chromebooks, 75 teacher computers, and 43 interactive displays. In total, the department addressed 5,365 Service Request Orders (SROs) in 2023-2024, ensuring smooth instructional and operational experiences for staff and students.

In response to rising internet security threats, FMPSD participated in security audits and system updates to protect against ransomware, viruses, and breaches.



OPPORTUNITIES FOR GROWTH

FMPSD will focus on enhancing reporting systems to ensure that department heads are regularly updated on financial trends throughout the year. Scheduled surveys and school feedback will help identify areas for potential improvement.

The O&M Department will continue to manage IMR/CMR funding to uphold infrastructure quality. The department is reviewing its three-year and seven-year Infrastructure Maintenance Renewal (IMR) and Capital Maintenance Renewal (CMR) project plans to finalize this year's project list, with Westwood Community High School designated as the Division's top priority for replacement.

The Transportation Department's implementation of new bus routing software aims to optimize efficiency. Collaboration with the Regional Municipality of Wood Buffalo and the Separate School Board will continue to streamline routes.

In IT, FMPSD will enhance user experience by maintaining a secure, reliable environment, including ongoing wireless network and switch upgrades to improve bandwidth. Privacy and security initiatives include regular access and role reviews for information systems, multi-factor authentication, and maintaining the Data Disaster Incident Response Plan (DDIRP). IT projects will also focus on data-driven systems to adapt to evolving educational and business needs.

Core Network and Connectivity

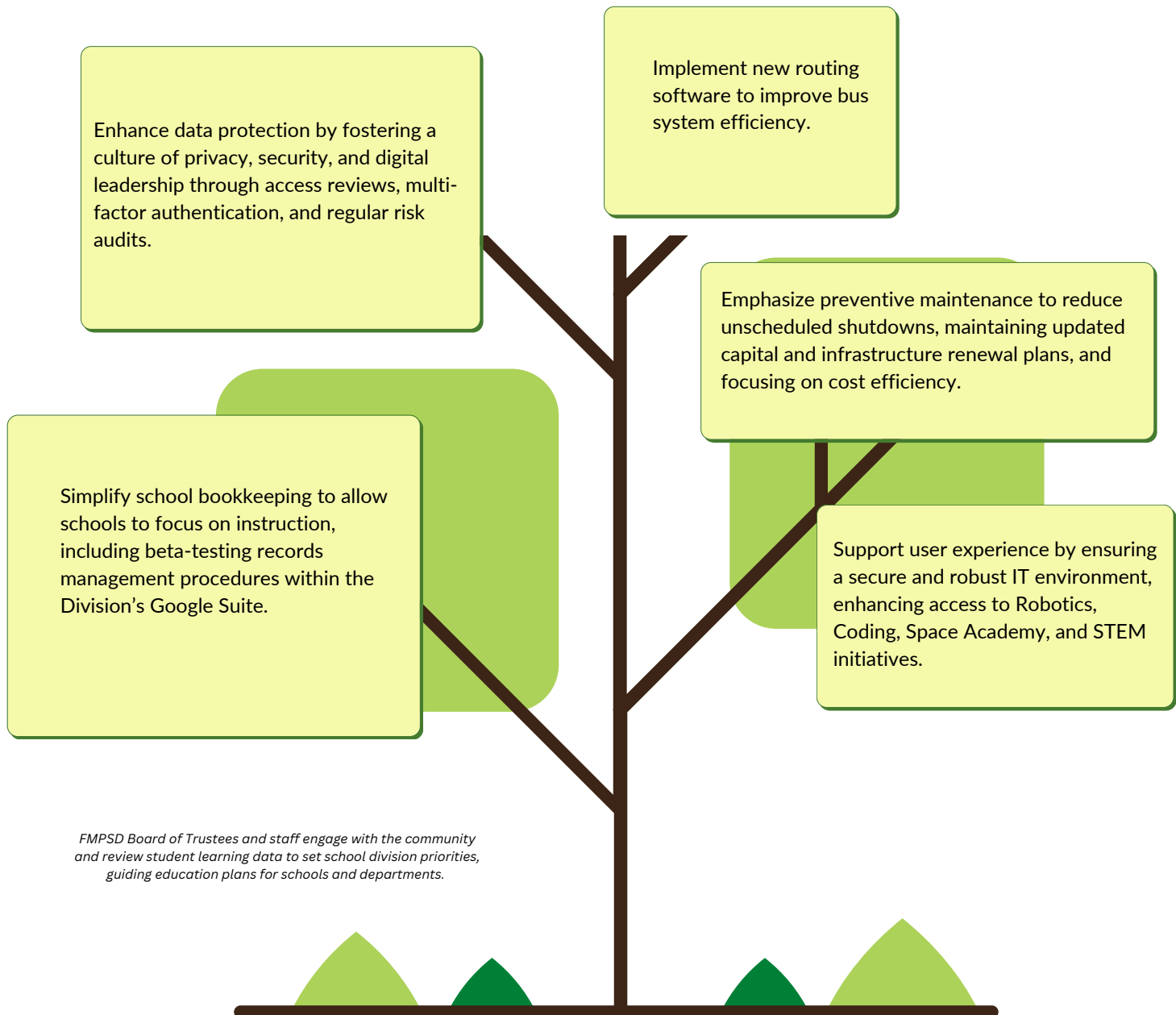
FMPSD prioritizes technology within all Division devices and networks, particularly wired and wireless connectivity. Refresh cycles consider network demands, switch speed and capacity, and data processing capabilities rather than solely relying on manufacturer end-of-life timelines. With increased demand for technology services, over 85% of school devices are now wireless to support flexible, location-independent learning.



STRATEGIES FOR PRIORITY 2 TO MAINTAIN SAFE & CARING LEARNING ENVIRONMENTS & SUPPORTS

GOAL 2

Fort McMurray Public School Division bases its work in the data collected from multiple sources and responds to that data in informed ways to plan for continuous improvement.



At Fort McMurray Public School Division, we prioritize what's best for our students. Engaging with school and community – staff, parents, students and community members – plays a crucial role in shaping education decisions and improving student outcomes. We value the input received from our stakeholders to plan for system direction and enhance program effectiveness, ensuring continuous progress and student well-being.

Engagement occurs through various means, gathering feedback on a range of issues, concerns and topics; this work includes:

SCHOOL COUNCILS

Schools engage with families through school councils which provide opportunities for dialogue around school operations, school plans and budget, as well as ongoing dialogue regarding student growth and achievement.

SUPERINTENDENT'S ADVISORY GROUP OF EDUCATORS (SAGE)

These conversations bring together representative teachers from across the Division which helps to inform next steps in support of student learning.

SUPERINTENDENT'S ADVISORY GROUP OF STUDENTS (SAGS)

The SAGS meets three times a year to celebrate things that are going well in the Division, discuss issues of importance and make suggestions for new ideas. The students can interact with the Superintendent of Schools to share their ideas and perspectives.

PARENTS/GUARDIANS

Parents/Guardians complete various surveys and ThoughtExchanges throughout the year on various topics. They also have opportunities to share their thoughts through conversations with Principals and committees such as the School Council and the We Belong Advocacy Committee.

CUPE AND ATA EXECUTIVE

Representatives meet with Senior Executive and Trustees to consult on various topics through the year.

DIVISION WELLNESS COMMITTEE

The Wellness Committee representatives include teachers, support staff, and Division Office staff. The committee's objective is to co-construct a culture where all employees enjoy and contribute to a welcoming, caring, respectful, and safe work environment.

STUDENT ADVISORY COUNCIL (SAC)

The SAC meets three times each year for the opportunity to interact with the Trustees to share their ideas and perspectives.

ELDERS' COUNCIL

The Elders Council meets approximately every 6 weeks with the Board Chair and Superintendent to provide guidance on various curriculum and event decisions.

WE BELONG ADVISORY COUNCIL

This group of teachers, support staff and Division office staff work together to provide feedback on Diversity, Equity and Inclusion (DEI) topics. They helped develop the strategic plan and provide feedback on various topics from implementation to policy related to DEI.

NETWORKS

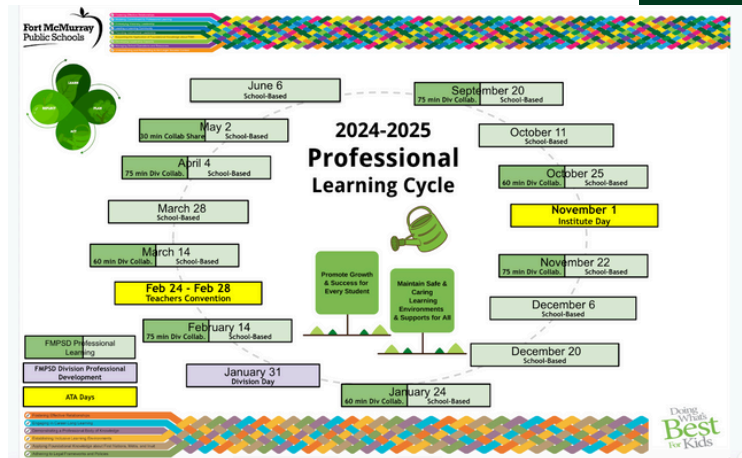
School Council reps meet with Trustees five to six times a year, to share dialogue they have had with parents on various topics as well as discuss questions from the Trustees.



BUILDING CAPACITY 2018-2024

FMPSD Professional Learning (PL) opportunities support professional growth resulting in optimum learning for all students.

Professional Learning Fridays, Division PD days, consultant access, and other opportunities, (e.g., Edmonton Regional Learning Consortium, ATA) provide teachers and leaders with learning to strengthen personal and shared expertise in support of “Doing What’s Best for Kids.” This image shares the PL cycle for 2024-25 based on improvements, over the last 7 years, from staff and school leader feedback received.



All PL opportunities are based on the provincial professional practice standard expectations for teachers, school leaders as well as system education leaders. The practice standard for superintendents, leaders and teachers is represented in this image.

Over the [past six years](#), (2018-2024) staff have provided feedback, using a consistent set of survey questions, to determine if PL is contributing to improved teaching and leading.

The feedback has consistently fallen into three key themes:

- Design: Refers to how professional learning is strategically planned and structured, including identifying needs, setting goals, and determining logistical elements such as frequency and mode of delivery.
- Content: Focuses on the areas of emphasis within professional learning, such as subject-specific knowledge, addressing diverse needs, supporting mental well-being, and providing resources for teacher practices.
- Process: Explores the methods and approaches used to facilitate learning. Most frequent comment about the preferred process, over all 6 years, was the value and appreciation for collaborative opportunities with colleagues, occurring during Professional Learning Fridays.



OPPORTUNITIES FOR GROWTH

Based on teacher and leader feedback, we’re making continuous improvements, including addressing the need for more implementation time. With our increasingly diverse student population requiring differentiated approaches, we’ve adjusted resources to provide dedicated implementation time during Professional Learning Fridays. Our professional learning design, content, and process will reflect the needs of both teachers and students. Our continuous improvement cycle is straightforward: learn from feedback, plan accordingly, act, and then reflect on the impact.



Financials and Reports

SUMMARY OF FINANCIAL RESULTS 2023-2024

The Fort McMurray Public School Division (FMPSD) budget is designed to provide stability to schools, sustain essential services for Division operations, and align with the Division's mission and values (see p. 5, "Profile and Local Context").

With guidance from the Associate Superintendent of Business and Finance, the Superintendent conducted a comprehensive consultation with schools and their communities. This included direct meetings with School-Based Administrators, School Councils, and Joint Networks, as well as broader engagement with parents, students, staff, and community members through the ThoughtExchange survey tool.

Feedback from senior staff informed a needs- and priority-based budget, with individual reviews of each school and department presented to the Board. Once approved, the Board-endorsed budget functions as a planning, operational, and oversight tool, guiding program approval and resource allocation. Developed according to generally accepted accounting principles, the budget ensures accountability and alignment with Division priorities.

The Division's needs-based budgeting process begins with an assessment of student needs and the programs required to meet them. This assessment serves as the foundation for equitable resource allocation across schools and departments. Most resources are guided by the Alberta Education Funding Manual, which, following the approval of grant rates and weighted moving average enrollment, allows the budgeting of total resources. A student-to-teacher ratio is applied to allocate standard classroom resources, supplemented by allocations for diverse student needs based on school-specific assessments and complexity. Priority is given to high-need areas, with remaining funds distributed for additional needs.



2024-2025 BUDGETED RESOURCES

The budgets allocated are in excess of the grants received for 2024-2025 resulting in a budget deficit. Staffing challenges persist due to shortages of substitutes, casuals, and replacement staff. Staff turnover has reduced the average budgeted costs, which in turn helped lessen the deficit.

Under the current funding framework, overall funding to the Division has decreased compared to the previous model. To mitigate expenditure reductions, the Division is utilizing its reserves to stabilize the budget.

The spring budget plan includes projected annual expenditure reductions through 2027-2028 to achieve budget balance.

The 2024-2025 Budget Report is available at:
FMPSD Budget Report

The Audited Financial Statements for the year ending August 31, 2023, are available [here](#).

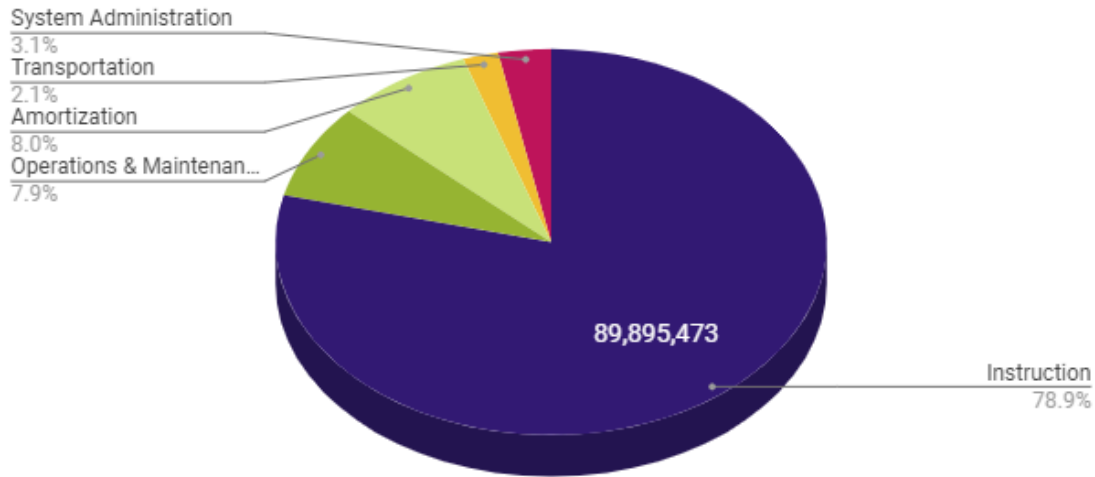
K-12 education financial statements can be found at alberta.ca/k-12-education-financial-statements

Additional information on these financial reports can be obtained by calling 780-799-7900 and asking for the office of the Associate Superintendent of Business and Finance.

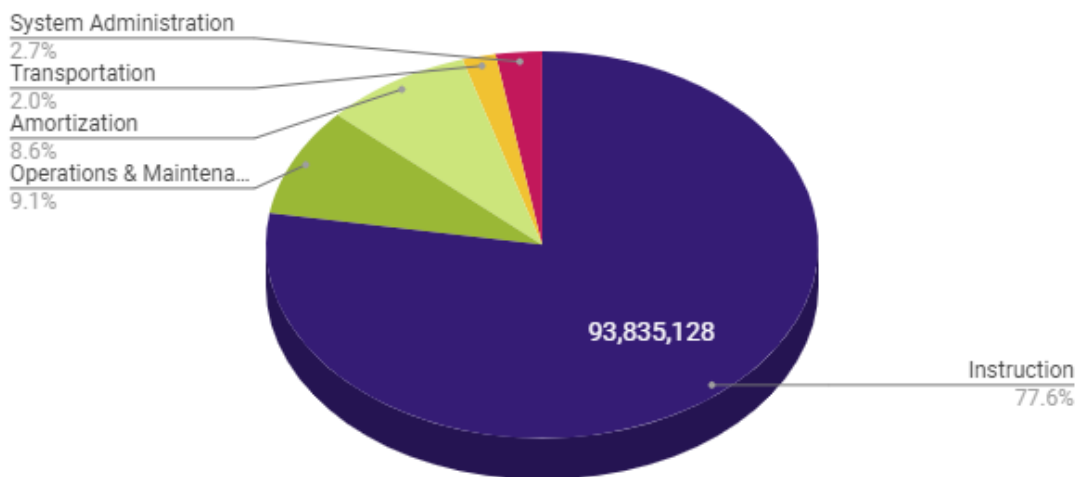
For the fiscal year ending August 31, 2024, FMPSD budgeted expenditures at \$111,505,109. Actual expenditures totalled \$111,135,312, reflecting a variance of just 0.33% from the original budget.

The allocation of revenue and expense distribution remained consistent with the previous year, as it adhered to the same process and budget allocation model.

Allocation of Revenue by Function



Allocation of Expenses by Function



Stakeholder Budget Consultation Process

September

- Board of Trustees Meeting

October

- School Council Orientation
- Update and Budget Review
- Board of Trustees Meeting - Budget presented to the Board

November

- Meeting with the Minister of Education
- ASBA Fall General Meeting
- Board of Trustees Meeting

December

- ASBOA Business Forum

January - February

- Board of Trustees Meeting

February

- Board of Trustees Meeting

March

- Meeting with the Minister of Education's Chief of Staff

April

- School and Department Budget Meetings
- Joint Networks Budget Update
- Board of Trustees Meeting

May - June

- Board of Trustees - Budget Approved



Capital & Facilities Projects

To address regional population growth and rising early learning enrollment, FMPSD's Capital Plan calls for modular relocations and modernizations.

Modular classrooms requested:

- Addition of twelve (12) new modulars at École McTavish to accommodate enrollment growth.
- Addition of two (2) new modulars at Christina Gordon to meet enrollment needs.
- Addition of three (3) new modular classrooms at Dave McNeilly to support increased enrollment.
- Replacement of four (4) modular classrooms at Timberlea Public due to age.
- Replacement of four (4) modular classrooms at Greely Road due to age.

The Master Facility and Capital plan is available at: <https://www.fmpsdschools.ca/board/annual-reports>
Information on CMR/IMR is available on page 28, Appendix C of the Master Facility and Capital Plan Report, available at

<https://www.fmpsdschools.ca/board/annual-reports>



Replacement School, Additions and Modular Relocation Projects



**Westwood
Community
High School**

Replacement

**École
Dickinsfield
Public School**

Addition & Modular
Relocation

**Dr. K.A. Clark
Public School**

Addition

The Master Facility and Capital plan is available at: <https://www.fmpsdschools.ca/board/annual-reports>
Information on CMR/IMR is available on page 28, Appendix C of the Master Facility and Capital Plan Report, available at <https://www.fmpsdschools.ca/board/annual-reports>

Future Challenges

Mental Health and Dysregulation

The local context of Fort McMurray Public School Division still includes compounded trauma from the 2016 wildfire, the historic 2020 flood, the economic downturn of the oil and gas industry and the loss of available support services, all of which affected Mental health in students, parents/guardians, and staff. The dysregulation of adults and students alike has become common.

Multiple variables impact Mental Health for students and these variables also directly and indirectly impact the mental health of the adults in the building and parents at home. If the Mental Health of everyone cannot be addressed due to lack of resources, then there can be little progress with student learning. The 2024 wildfire in Fort McMurray, has further exacerbated the anxiety in the community.

Presenting Concern	2020/21	2021/22	2022/23	2023/24 Sept-Dec 4 Months	Presenting Concern	2020/21	2021/22	2022/23	2023/24 Sept-Dec 4 Months
Suicidal Ideation	49	118	41	23	Anxiety	332	340	262	211
Divorce/Family Conflict	226	264	278	193	Depression	74	76	39	18
Friendship/Peer Conflict	239	222	225	230	Emotional Regulation	244	329	309	202
Bullying/Cyberbullying	34	44	73	74	Anger	47	61	61	44
Self Harm	27	51	24	10					

There are a number of external grants which we rely on every year to be able to support student mental health. Even with these additional grants, and human resources, we are not equipped with the staff to provide the number of hours of support needed. We rely on community resources to help us support schools and their communities.

Unfortunately, the community does not have the resources to be able to support everyone either. There are long waitlists, the frequency of support is restricted, and sometimes students with complex needs do not have the required support in the region and must be referred out and sit on long waitlists for the external specialist support south of the region.



Funding Matters

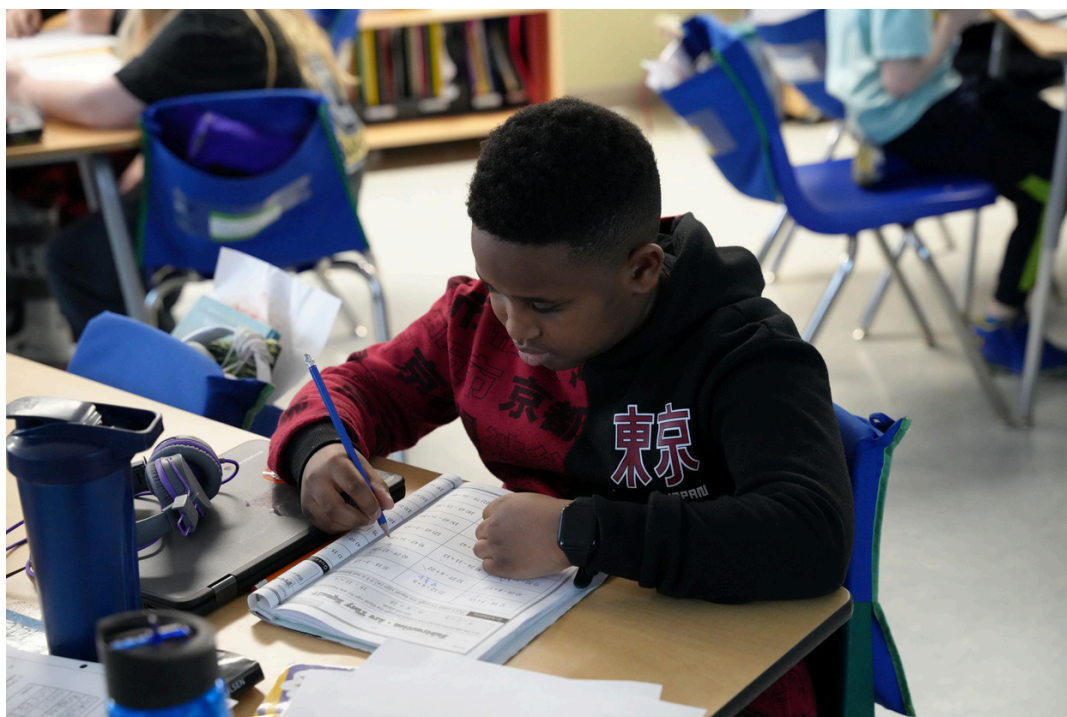
The funding model is impacting our ability to support students. Over the last five years, not only has our enrollment increased by 26.7% (2.9 times the provincial rate), but our special needs population has exploded. Looking only at the growth of students with complex needs, in 2022-23 this grew by 27.3% and in 2023-24 by 23.3%. In two years, that is a total of 209 more students with complex needs or 50.6% growth.

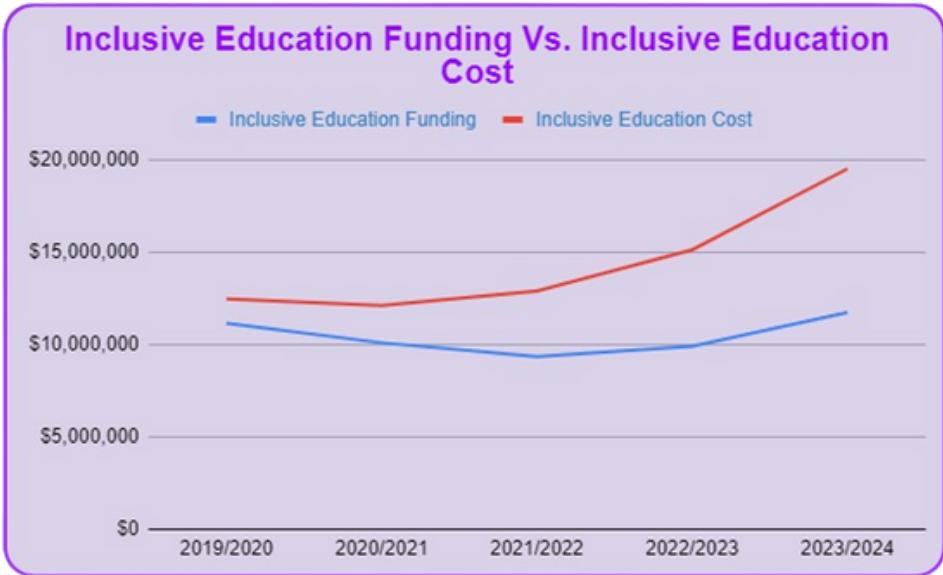
	2020/21	2021/22	2022/23	2023/24
Students with Complex Needs	326	367	467	576

Complex needs enrollment has been growing twice as fast as total enrollment for several years. The proportion of students with complex needs in the Division, compared to the provincial average, has increased from 328% higher to 414% higher. This means FMPSD has 414% more students with complex needs per total student population than the provincial average. Despite this, funding allocated to the division hasn't kept pace with the increase in coded student enrollment, but rather follows a provincial profile. Consequently, funding per coded student has dropped from \$30,845 to \$18,181. Despite inflation, the division has managed to decrease expenditures from \$29,822 to \$26,714.

This funding concern does not take into account other students with special needs of lesser complexity, nor does it encompass the numerous students awaiting assessments, some of whom may be on a waitlist for up to one year.

Based on the trending data, we are predicting another increase for the coming school year, which will further increase our need for even more resources, especially educational assistants. With the incoming enrollments from out of the province, we are seeing an increased number of special needs students throughout the school year after budgeted funds have been allocated and utilized. The classroom complexity grant is not meeting our needs. The specialized learning supports funding must be increased and the weighted moving average eliminated in order to adequately support a growing division.



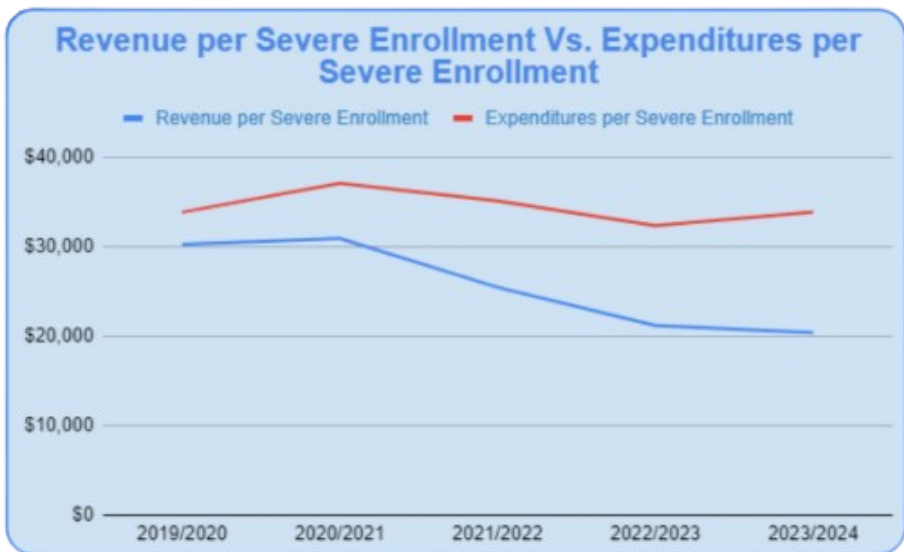
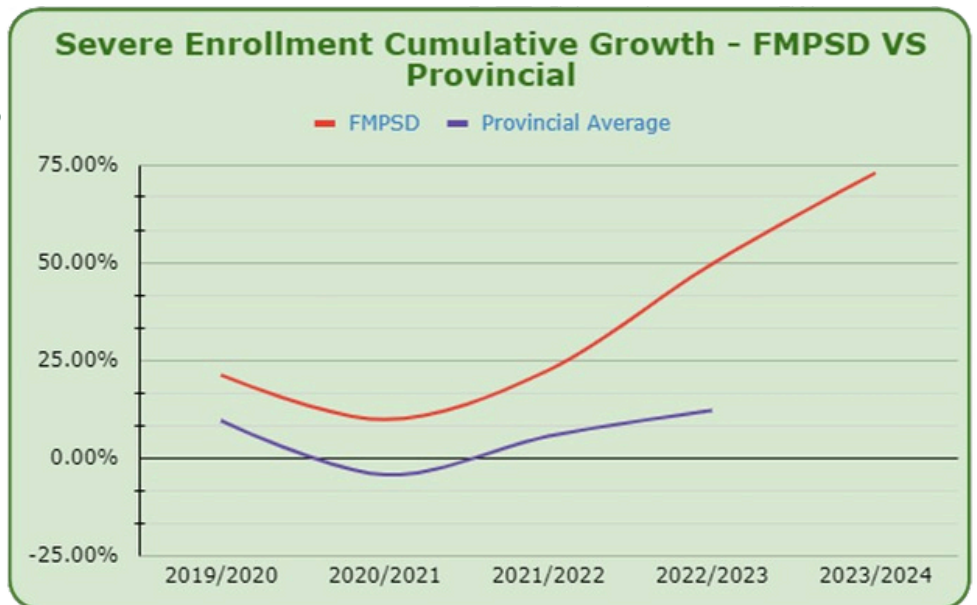


GROWTH IN STUDENTS, NO GROWTH IN FUNDS

With a 63% rise in severely coded students over the last three years, funding has not kept pace, putting the Division into a deficit.

GROWTH IN STUDENTS IS NOT EQUAL

Compared to the Provincial trend, severe enrollment for our Division has skyrocketed, leaving the Division without proper funding support to accommodate the trend.



EXPENSES ARE ON THE RISE, REVENUE IS ON A DOWNWARD SLIDE

While the cost to support students with complex needs is on a steady rise, the funding supports over the years is declining.



On September 5th, 2023 FMPSD announced that Ved Bhowmik, a Grade 11 student from Westwood Community High School, had been selected to join the esteemed 2023/24 Minister's Youth Council.

With 183 applications from junior and senior high school students across Alberta, the competition was undoubtedly wide; still, Ved's impressive application shone through and successfully landed him a spot in this exclusive council. As a council member, Ved was integral to making a difference in the education system and providing valuable student feedback to the Minister of Education.



Congratulations to Sniti Shah, a Grade 3 Dave McNeilly Public School student, who made her school and community proud by winning the Grand Champion trophy, Grade 3 category medal, and two certificates at the International ALQHA Math competition in Kuala Lumpur, Malaysia. The competition saw the participation of about 600 kids from 16 different countries.

Sniti's achievements are not limited to international competition. She has consistently won at local competitions organized annually by ALOHA Center, having been awarded the Grand Champion title for the past three years.



13 current and former FMPSD students achieved outstanding recognition and admiration for their remarkable achievements at the 2023 Top 20 under 20 Celebration organized by YMM Parent Magazine. The prestigious event celebrates the exceptional accomplishments of young people under the age of twenty.

The event held in Fort McMurray brought together the brightest and most exceptional young minds from the local area and beyond, who have made a significant impact in various domains such as academics, athletics, innovation, and community leadership.



The Fort McMurray Public School Division (FMPSD) hosted an extraordinary cultural celebration with the Second Annual Dene Hand Games Tournament, showcasing a rich and dynamic aspect of Indigenous culture. The event brought together participants and enthusiasts in an exuberant display of tradition, community spirit, and competition.

Westwood Community High School's Junior High team and the Mikisew Cree First Nation School team rose to the top, securing their joint victory in the High School Tournament.



FMPSD students dominated the 23rd annual Wood Buffalo Regional Science Fair (WBRSF), securing a stunning 22 out of the 30 medals awarded during the event. Their achievement did not stop there; they also clinched 21 of the 30 Special Awards.

However, perhaps the most prestigious accolade came with the announcement of the grand prize winners, Westwood Community High School's Tanya Jivani, Lalithya Raavi, Shayan Awan and Riley SaHa Halder, who all would attend the Canada-Wide Science Fair (CWSF) and would go on to receive national medals, special awards and scholarships.



FMPSD hosted its first Career Fair in a long time, which saw the attendance of over 1100 junior high and high school students. With 33 different careers and 50 exhibitors present, the event was a resounding success, eliciting positive feedback from the exhibitors and students who took part.

The FMPSD Career Fair was organized with meticulous attention to detail; it provided an ideal opportunity for students to interact with different professionals, learn about diverse career options, and explore their potential in numerous fields. The extensive range of companies and careers at the event was impressive and eye-opening, exposing the students to a world of possibilities.



Congratulations to Christina Gordon Public School's Odessa Tootoois and Dave McNeilly Public School's Hanna Belhumeur for winning the Young Achievement Award at RARA 2024!

FMPSD attended the Regional Aboriginal Recognition Awards on March 2nd, 2024, celebrating individuals who have positively contributed to the Regional Municipality of Wood Buffalo. This includes the communities of Fort McMurray, Fort Chipewyan, Anzac, Janvier, Fort MacKay, Conklin, and Greigore Lake in Alberta. We're incredibly proud of Odessa and Hanna for their outstanding achievements and contributions to our community!



On the evening of March 26th, FMPSD took a significant step towards cultural appreciation and education with its Indigenous Learning Night. Held at Dave McNeilly Public School, the event welcomed over 130 attendees into an immersive experience of First Nations, Metis, and Inuit cultures.

The Indigenous Learning Night emphasized the importance of cultural understanding and education in fostering inclusivity and respect for all peoples. By sharing traditions and knowledge across a tapestry of Indigenous cultures right in the heart of a school setting, FMPSD educated its attendees and celebrated the vibrant diversity that defines Canada.



On May 23rd, Composite High School hosted a heartwarming "Recognition Celebration for Partnering Local Agencies and Participating Students." This inaugural celebration was designed to honour the local agencies and students who have significantly contributed to the success of the English Language Acquisition (EAL) Program.

The event brought together Composite EAL students, staff, school district officials, trustees, personnel from various agencies, and the agencies themselves, all of whom have dedicated their time and resources to support the students at Composite High School.



On June 17th, Fort McMurray Public Schools recognized and celebrated First Nations, Metis and Inuit graduates at the 27th annual Traditional Celebration of Achievement (TCOA). The TCOA is an annual event celebrating the graduating accomplishments of grade 12 First Nations, Metis and Inuit students in the Wood Buffalo Region.

The graduates from Fort McMurray Public School Division, Fort McMurray Catholic School Division, Northlands School Division, Parkland School Division, FM First Nation and Fort Chipewyan are all honoured at this celebration; this year's TCOA recognized 27 graduating FMPSD students.



Thickwood Heights Public School marked a monumental milestone on its 50th anniversary!

Over the past half-century, the school has been more than just an educational institution; it has been a pillar of the community, shaping young minds and fostering a spirit of togetherness.

A heartfelt congratulations to all the staff, students, and community members who have contributed to the legacy of Thickwood Heights Public School. Your dedication and passion define what it means to be a Thunderbird.



On June 8th, 2024, FMPSD held its highly anticipated 11th Annual Robotics Tournament. This year, the tournament saw an impressive turnout, with 38 teams and 190 students from our 10 elementary schools and two Junior High schools participating.

The audience, estimated at over 200 people, was treated to a day filled with excitement, innovation, and intense competition.

Congratulations to Grand Tournament Champions Beacon Hill Public School and Fort McMurray Islamic School!



Westwood High School Fort McMurray and Fort McMurray Composite High School esports teams represented FMPSD at the first annual Fort McMurray Scholastic Championship Valorant Finals hosted by the Keyano College Huskies Esports!

Westwood High School Fort McMurray Team A took 1st place, and Fort McMurray Composite High School secured 2nd place, but both teams would travel to the 2024 Alberta Esports Championship hosted in Lethbridge.

Both Westwood and Composite would secure a top 10 finish amongst all Alberta highschools!



In an exciting development for inclusive sports engagement, Christina Gordon Public School and Dr. Clark Public School were selected to participate in the esteemed Toronto Blue Jays Affiliate School program.

Through the incorporation of Girls at Bat and Challenger Baseball, Christina Gordon and Dr. Clark Public Schools promote physical activity and instill vital life skills among students. The programs' unique focus areas, ranging from courage and leadership to independence and belonging, underscore the holistic benefits of sports participation.



This year marks a significant milestone for our beloved Fort McMurray Christian School as we celebrate 30 years of nurturing young minds and souls. Over the past three decades, the Christian School has grown in numbers, faith, community spirit, and academic excellence.

While we celebrate our past, we also look forward to the future with hope and excitement. We remain committed to providing a high-quality, faith-based education that prepares students for a life of purpose and service.



In March, Composite High School's Academic Counselor, Ryan Hoffman, was awarded the prestigious Hilton Mireau Award of Excellence for his outstanding dedication to student success.

Recognized for his innovative counselling approaches, Ryan effectively guides students through academic challenges and college preparations. His commitment to developing a strong rapport with students and personalizing their learning journeys is a testament to his passion for educational mentorship.



FMPSD proudly unveiled the FMPSD Newcomer Kiosk in February to all schools. The kiosk is a combined effort of the Communications Coordinator, Momin Syed, and the DEI Coordinator, Kehinde Saka, to provide more inclusive initiatives for those new to Fort McMurray. It is a fully interactive screen detailing general information about FMPSD programs, and the 16 schools, as well as information translated into over 40 languages.

The kiosk debuted at the FMPSD Booth on February 3rd at the MCA's Multicultural Expo. All schools have provided kiosks to support communication through all languages.



The Fort McMurray Public School Division (FMPSD) offered a specialized Deaf and Hard of Hearing Skillsshop called LINK - Linking Interaction Network for Kids who are Deaf and Hard of Hearing. It was designed to assist parents, caretakers, and students in navigating new environments.

These workshops provided essential skill-building sessions tailored to the unique needs of deaf or hard-of-hearing individuals. In collaboration with expert consultants, FMPSD ensures that participants gain valuable insights and practical strategies to enhance communication, accessibility, and overall quality of life in various settings.

Whistleblower Protection

The board of Trustees believes that our ethics and business conduct requires our Trustees, managers, employees and volunteers to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

As a representative of the Division, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

In return, all should expect a positive, supportive environment where they can seek advice and if necessary, disclose wrong doings without fear of reprisal knowing such disclosure will be taken seriously.

Fort McMurray Public School Division's Administrative Procedure on Whistleblower Protection is posted on the website at:

<https://www.fmpsdschools.ca/board/procedures/5074>

Timelines and Communication

The board approved the Education Plan for 2024-2027 on May 24, 2024 and approved the Annual Education Results Report (AERR) for the 2023-2024 school year on Nov. 27, 2024.

The board anticipates approving a renewed Annual Education Plan for 2025-26 in May, 2025

The report can be viewed at <https://fmpsdschools.ca>

Paper copies are available by contacting:

Fort McMurray Public School Division
231 Hardin Street
Fort McMurray, AB T9H 2G2
Phone: (780) 799-7900

APPENDIX

Authority Summary Report

Authority Report

Authority First Nations, Métis & Inuit Report

Authority English as Additional Language Learner Report

AERR 2023-2024

Fort McMurray Public Schools



Doing
What's
Best
For Kids



PHONE

780-799-7900



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