Enclosure No. 5

MEDICINE HAT
PUBLIC SCHOOL DIVISION



ANNUAL EDUCATION RESULTS REPORT

2025-2026

MHPSD

MHPSD

Where kids count!

Mission

Provide an inclusive, progressive learning community through trust, courage and collaboration.

Vision

To learn. To grow. To build a bettter world.



TABLE OF CONTENTS

VISION AND MISSION	2
ACCOUNTABILITY STATEMENT & MESSAGE FROM BOARD CHAIR WILSON	4
PROFILE OF THE SCHOOL AUTHORITY	5
ASSURANCE DOMAINS	7
ENGAGEMENT	8
ASSURANCE | OUR LOCAL CONTEXT	10
GOAL 1: OPTIMAL LEARNING	11
GOAL 2: THINKING & ACTING INCLUSIVELY	17
GOAL 3: WELLNESS	22
GOAL 4: TRUTH & RECONCILIATION	26
FINANCIAL SUMMARY	30
CAPITAL PLANNING PROJECTS	31



Board Chair: Catherine Wilson
Superintendent: Tracy Hensel

EXECUTIVE LEADERSHIP TEAM
BOARD OF TRUSTEES

MESSAGE FROM THE BOARD OF TRUSTEES

The 2025-2026 school year reflected the dedication, resilience, and achievements of students, staff, and families of Medicine Hat Public School Division. Together, we continued to create engaging learning opportunities that support student success, wellbeing, and a sense of belonging. This report highlights encouraging progress toward our goals, innovative learning experiences, and meaningful connections that help learners reach their full potential. Through collaboration with parents, community partners, and provincial organizations, we strengthened our commitment to responsive, inclusive, and forward thinking educational opportunities. On behalf of the Board of Trustees, thank you to everyone who contributes to the success of our students. As we look ahead, we remain committed to continuous improvement, providing every learner with the opportunity to thrive.

CATHERINE WILSON, BOARD CHAIR - ORIGINAL SIGNED

ACCOUNTABILITY STATEMENT

Under the direction of the School Board, the Annual Education Results Report for Medicine Hat Public School Division for the 2025/2026 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting 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 2025/2026 was approved by the Board on Tuesday, November 24, 2026.

From left to right | Quinn Skelton (Trustee), Megan Hilgendorf (Trustee), Pat Grisonich (Vice Chair), Catherine Wilson (Chair), Gwendoline Dirk (Trustee)



ABOUT MHPSD

MHPSD is located within the boundaries of the City of Medicine Hat in the southeast region of Alberta. Our schools serve the needs of students and families in our community. Similar to other parts of our province, this community houses a typical range of socio-economic status and an ever changing cultural diversity.

6879

Student Enrolment
ELP - gr. 12

770

First Nations, Métis, and Inuit (FNMI) Student Population

347

English as an Additional Language Learners (EAL)

387

Full Time Equivalent Certified Teachers
37 Part Time Certified Teachers

294

Full Time Equivalent Support Staff
42 Part Time Support Staff



SCHOOLS & PROGRAMS

17 SCHOOLS

- Alexandra Middle School (7-9)
- Crestwood STEM School (K-6)
- Dr. Ken Sauer School Fine Arts School (K-6)
- Dr. Roy Wilson Learning Centre (K-9)
- École Crescent Heights Secondaire - dual track English and French Immersion (FI) (7-12)
- École Connaught School - French Immersion (K-6)
- Elm Street School (K-6)
- George Davison School (K-6)
- Herald School (K-6) & specialized programming
- Hub Virtual School (K-9)
- Medicine Hat High School (10-12)
- Medicine Hat Christian School (K-9)
- River Heights Elementary School (K-6)
- Ross Glen School (K-6)
- Southview Community School (K-6)
- Vincent Massey School (K-6)
- Webster Niblock School (K-6)

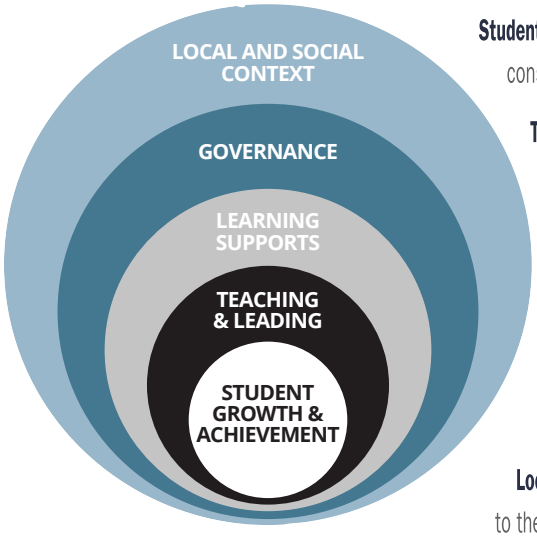
PROGRAMS

- 76 Hockey & Ringette Academy
- Apple Schools
- CASA Classroom
- Christian Alternative
- Coulee Collegiate (in partnership with Prairies Rose School Division)
- Early Childhood
- Fine Arts School
- French Immersion
- HUB Virtual School
- International Education
- PAS Program
- Pathways Program
- Play & Learn (licensed)
- Prairie Sky Collegiate (in partnership with Grasslands School Division and Lethbridge Polytechnic)
- Registered Apprenticeship Program
- Specialized Classrooms
- STEM School
- Student Careers and Off Campus Education
- Summer School
- Variety of middle school academies
- Y Parent Program



ALBERTA EDUCATION & CHILDCARE ASSURANCE DOMAINS

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains (described below). The key elements of each are embedded in our engagement processes and within our four universal goals.



Student Growth & Achievement: Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations.

Teaching & Leading: Teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Learning Supports: The mobilization of resources and shared, system wide responsibility to ensure optimum learning for all students.

Governance: Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Local & Societal Context: The engagement practices of schools and communities in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.



ENGAGEMENT

TEACHER VOICE is a critical perspective to consider when addressing system needs. Teacher Voice committee is made up of teacher reps, trustees and executive leaders, meeting 3 times a year. Teachers ask system level questions, and then meet to discuss and collaboratively develop solutions. These meetings also offer an opportunity for executive leaders to gather valuable feedback for educators.

Teachers also participated in an engagement session regarding percentage reporting in middle school, revision of MHPSDs universal goals and an update to the optimal learning environment.

OURSCHOOL SURVEY is an instrument for gathering feedback from students in gr 4-12 and their parents and all teachers. In April of 2025 information was gathered from students, parents and teachers on domains such as program planning, sense of belonging, and used to develop this plan. These results are report to schools and annually in this AERR.

PRINCIPAL ENGAGEMENT 2025/2026 was the pilot year for this group. Six principals volunteered to serve a one year term. Principals gathered with the superintendent to discuss important priorities, consider concerns and address issues that school leaders are faced with. This group helps to advise the superintendent on the ongoings of the division in a small group setting. Administrators are engaged to gather their persepctive related to ongoing system needs at monthly admin meetings.

THE ALBERTA EDUCATION & CHILDCARE ASSURANCE SURVEY (AECA) was completed by students in gr. 4 - 12 (depending on site), staff, and was available to parents with children in grades 4, 7, and 10 in Feb and Mar, 2025. Results are reported as Assurance Summaries 2025 - Appendix A.

PARENT VOICE Feedback from parents plays a valuable role in guiding division priorities and decision making. Through the Division Council of School Councils, parents review key accountability measures such as AERR, Budget, AECA survey results, PAT results, and diploma exam outcomes. MHPSD actively seeks parent perspectives throughout the year and values these voices as essential to continuous improvement. Parent perspectives are gathered through School Councils, the Division Council of School Councils, coordinating committee, and targeted engagement opportunities like percentage reporting, universal goals and school closure consultations. This helps to inform strategies that strengthen public education and support student success.

PSYCHOLOGICAL HEALTH & SAFETY IN THE WORKPLACE offered a focus group style engagement session where educational assistants, centralized support staff and custodial staff shared their thoughts and perspectives on psychological health and safety in the workplace.

STUDENT VOICE session was held in the winter of 2025, aimed at understanding the perspectives, experiences, and needs of MHPSD students in relation to our universal goals. A diverse group of students from middle and high schools participated in meaningful discussions focused on four key questions. The insights gained through these conversations will help inform future initiatives, keeping student voices at the forefront of MHPSD planning and decision making.

Student voice is also gathered through several ongoing opportunities throughout the year. Student Delegates to the Board attend regular Board of Trustees meetings, where they share feedback, ask questions, and provide valuable insight on behalf of students across the division. In addition, students in grades 4 and 10 provide feedback following participation in the Kiskihkeyimowin Indigenous learning event, helping the division better understand student experiences and identify opportunities for continuous improvement in Indigenous education and engagement.

COMMUNITY ENGAGEMENT remained a priority throughout the year. Consultations were held regarding the proposed closure of two elementary schools. In addition, community leaders were engaged to provide their perspective during the review and revision of MHPSDs universal goals. This feedback helped shape three updated goals, reflecting the needs and aspirations of the communities we serve.

Schools created a variety of local measures to inform planning and gather feedback.

ENGAGEMENT & COMMUNITY VOICE

Real perspectives connected to impact. In 2025-2026 we engaged students, families, staff, trustees and community parnters through multiple opportunities to gather feedback on our progress, learn together and inform our future direction.

DEC 2025
- STUDENT VOICE
- PARENT VOICE

DEC 2025
- PARENT VOICE AERR
- DIVISION COUNCIL OF SCHOOL COUNCILS

JAN 2025
- TEACHER VOICE COMMITTEE
- PRINCIPAL ADVISORY GROUP
- ADMINISTRATOR ENGAGEMENT SESSION - Universal Goals

FEB/MAR 2026
- AB EDUCATION & CHILDCARE ASSURANCE SURVEY
- PSYCHOLOGICAL HEALTH AND SAFETY WORKING GROUPS
- PRINCIPAL ADVISORY GROUP
- DIVISION COUNCIL OF SCHOOL COUNCILS

APR 2026
- OUR SCHOOL SURVEY (gr 4-12)
- PRINCIPAL ADVISORY GROUP
- COMMUNITY ENGAGEMENT SESSION - Universal Goals
- STAKEHOLDER ENGAGEMENT SURVEY
- TEACHER VOICE COMMITTEE

MAY 2026
- BOARD & ADMIN PLANNING
- PRINCIPAL ADVISORY GROUP
- PARENT ENGAGEMENT - PERCENTAGE REPORTING

JUNE 2026
- PRINCIPAL ADVISORY GROUP

LEARNING

"I feel supported when I am challenged and encouraged"
- Student

INCLUSION

"Our School is place where everyone has a place"
-Parent

WELLNESS

"When I feel well, I am able to be and do my best at school"
-Gr. 10 Student

TRUTH AND RECONCILIATION

"We are learning how to complete the calls to action together"
- Staff Member

ASSURANCE | OUR LOCAL CONTEXT

MHPSD implements the full assurance framework and develops a multi year education plan, updated annually each May, followed by an Annual Education Results Report (AERR) each November. This cycle of developing goals, strategies, success criteria, and measures, followed by the analysis of evidence and stakeholder feedback, aligns with the cadence of the school year. Through this process, the Board demonstrates its commitment to understanding stakeholder confidence by establishing clear priorities and monitoring progress toward desired outcomes.

MHPSDs assurance framework creates a continuous connection between provincial direction, local priorities, and evidence of progress. The Education Plan aligns division goals with the Alberta Education Business Plan 2025-2028, while the AERR provides stakeholders with a transparent view of results, progress, and opportunities for continued growth. Together, the Education Plan and AERR allow stakeholders to examine division priorities alongside the evidence used to assess progress toward achieving them.









OPTIMAL LEARNING - Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

THINKING & ACTING INCLUSIVELY - Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seek to ensure all are a valued part of the school community.

WELLNESS - Supporting a healthy school community that creates and promotes a culture of wellness through focus on trusting relationships and efficacy for all.

TRUTH & RECONCILIATION - Developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.



GOAL 1
OPTIMAL LEARNING

Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

GOAL 1: OPTIMAL LEARNING

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. Students are literate and numerate.
2. Students acquire the attitudes, skills and knowledge to be successful.
3. Students know themselves as learners and engage in communication around their learning, growth and achievement.



STRATEGIES WE EMPLOYED

DIVISION STRATEGIES
- Optimal Learning website
- Mentorship days for teachers and admin
- New teacher orientation
- Literacy & numeracy division frameworks
- OLC consultation and collaboration residencies
- Promoted understanding and clarity of assessment and reporting
- Division review and implementation support of high quality instruction and learning resources
- Division PL days support learning in literacy, numeracy, and assessment

SCHOOL STRATEGIES
- Teachers connected generative dialogue inquiry to the OLE
- Teachers utilized OLC support
- School PD days focused on OLE elements
- Established regularly occurring collaborative planning time, CTMs, PTMs, case conferences
- Data informed practice (ie. screening tools, diagnostics, progress monitoring)

IMPACTFUL INSTRUCTION
- Ideas and resources for best instructional practices and effective interventions
- Reviewed and understood frameworks and foundational pieces
- Respond to student needs with responsive instruction
- Shared recommended resources and learning opportunities

QUALITY EVIDENCE OF LEARNING
- Teacher clarity/assessment/reporting
- Built assessments around learning intentions and success criteria
- Quality feedback (written/verbal)
- Collected evidence of learning
- Communicated learning progress with students and families

ENGAGED LEARNING CULTURE
- Supported new teachers to establish appropriate routines and student engagement working collaboratively with experienced teachers
- Modeled school norm development for teachers, then established classroom norms (positive culture approach)
- Emphasized the importance of positive relationships - Teachers encouraged to make positive relational home connections at the start of the year
- Promoted opportunities for creating balance between screen and non screen activities

LEVERAGING DIGITAL
- Professional learning, shared resources and routines
- Exploration of Artificial Intelligence - uses and impact

INTENTIONAL LEARNING DESIGN
- Professional development in Teacher Clarity, Backwards Design, and Universal Design for Learning.

GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures (100 point scale):		Cdn Norms	2023	2024	2025	**2026**
Students value schooling outcomes	gr. 4-6	91	89	84	85	**85**
	gr. 7-12	62	61	55	62	**61**
Students are interested and motivated	gr. 4-6	78	70	66	65	**67**
	gr. 7-12	33	33	31	32	**32**
Students feel challenged in ELA, math and science	gr. 4-6	36	38	36	35	**35**
	gr. 7-12	63	59	55	58	**57**
OurSchool Student Measures (10 point scale):						
Effective learning time	gr. 4-6	7.8	7.7	7.5	7.6	**7.8**
	gr. 7-12	6.9	7.1	6.9	7.0	**6.9**
Relevance	gr. 4-6	7.3	7.1	6.8	6.9	**7.1**
	gr. 7-12	6.0	5.9	5.8	6.0	**5.9**
Positive learning climate	gr. 4-6	6.6	6.3	6.2	6.3	**6.5**
	gr. 7-12	6.2	6.1	6.3	6.3	**6.3**
Expectations for success	gr. 4-6	8.2	8.1	8.0	7.9	**8.0**
	gr. 7-12	7.3	7.2	7.2	7.3	**7.2**
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2023	2024	2025	**2026**
Leadership			7.5	7.6	7.5	**7.5**
Learning culture			8.4	8.3	8.3	**8.3**
Data informs practice			8.5	8.4	8.4	**8.5**
Teaching strategies			8.4	8.3	8.3	**8.4**
Technology			7.8	7.4	7.5	**7.4**
Collaboration			8.2	8.2	8.1	**8.1**
Challenging and visible goals			8.1	8.0	8.0	**8.0**
Planned learning opportunities			8.3	8.1	8.2	**8.1**
Quality feedback			7.9	7.8	7.8	**7.8**
OurSchool Parent Measures (10 point scale):			2023	2024	2025	**2026**
Expectations for learning			7.5	7.4	**7.6**	**7.5**
Parents are informed			6.9	6.9	**7.2**	**7.2**
Parents support learning at home			7.4	7.3	**7.2**	**6.8**

GOAL 1: OPTIMAL LEARNING

Other Local Measures:

- CSHT committee feedback and planning strategies to support healthy, positive, and collaborative learning cultures.
- Teacher voice committee feedback
- Student engagement session feedback
- OLC consultation and collaboration referrals
- Feedback through the generative dialogue process
- Feedback through collaborative response framework processes
- Feedback from Spring 2025 Stakeholder Engagement Survey: 225 + parent responses and 250+ staff responses
- MHPSD community engagement conversation feedback themes

School assurance plans contain strategies or goals that focus on:

1. The OLE in the following target areas:

- Teacher clarity, assessment, and reporting
- Inclusive, engaging, and supportive learning environments
- Literacy and numeracy instruction
- Cross-curricular learning experiences



HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2025 Prov	2025 MHPSD	**2026 Prov**	**2026 MHPSD**
Student learning outcomes in program of studies	83.0	84.5	83.4	85.3
Education quality	87.7	88.0	87.8	89.4
Drop out rate	2.4	2.5	2.4	2.6
5 yr high school completion	87.1	85.9	86.7	85.8
6 yr high school transition rates	59.9	51.0	59.9	51.4
Rutherford Scholarship eligibility	69.4	66.7	68.8	64.0
Students model the characteristics of active citizenship	79.8	78.6	81.2	80.2
Professional learning has contributed significantly to ongoing teacher growth	81.7	86.4	81.0	84.3
Overall teacher, parent, student satisfaction that schools have improved	76.6	78.4	76.3	77.3
Overall parent satisfaction with involvement in decisions about their child's education	80.0	78.6	79.9	79.2
PAT/DIP data in appendix B				

GOAL 1: OPTIMAL LEARNING

ADDRESSING LEARNING LOSS

Learning disruption funding was used to strengthen K–5 literacy and numeracy intervention programming through a division wide, multi-tiered approach. Five instructional coaches, three literacy and two numeracy, provided embedded professional learning and direct support through modelling, co-planning, and professional learning days. Screening data and Collaborative Response processes were used to identify student needs and guide universal, small group, targeted, one to one, and pull out interventions. Programming included UFLI, high yield literacy and numeracy practices, differentiation, small-group instruction, and aligned divisional resources. In addition to providing timely intervention for students identified as at risk, this approach strengthened the capacity of teachers, classroom support teachers, and administrators to plan, implement, and sustain effective literacy and numeracy interventions across schools.

Literacy								
	Initial Assessment				Final Assessment			
Grade	Assessment	Deadline	Students Assessed	Students Needing Additional Support	Assessment	Deadline	Students Assessed	Students Needing Additional Support
K	LeNS, PAST, RAN	2-6-2026	338	109	n/a	n/a	n/a	n/a
1	LeNS, PAST, RAN	10-3-2025	372	69	CC3, LeNS	5-29-2026	107	82
2	CC3, LeNS	10-3-2025	404	107	CC3, LeNS	5-29-2026	127	94
3	CC3	10-3-2025	428	123	CC3	5-29-2026	118	77
Numeracy								
K	NSA	2-6-2026	341	100	n/a	n/a	n/a	n/a
1	NSA	10-3-2025	365	103	NSA	5-29-2026	131	101
2	NSA	10-3-2025	400	137	NSA	5-29-2026	129	76
3	NSA	10-3-2025	426	120	NSA	5-29-2026	122	79

Notes:
Kindergarten: Kindergarten students completed one required administration of the provincial literacy and numeracy screeners, therefore comparative data across administrations is not available.
Gr. 1 Literacy: Different literacy screening measures were administered across reporting periods for gr. 1 non-French Immersion students, therefore changes in the percentage of students identified as requiring support should be interpreted with caution.

APPROVED ASSESSMENTS

Literacy (gr. 1-3)
PAST | Phonological Awareness Screening Test
RAN | Random Automized Naming
LeNS | Letter Name Sound Test
CC3 | Castles and Coltheart 3

Numeracy (gr. 1-3)
NSA | Provincial Numeracy Screening Assessment



GOAL 1: OPTIMAL LEARNING

ANALYSIS/COMMENTS

Across MHPSD schools, classroom practices focus on strong foundational skill development in literacy and numeracy, while offering a range of instructional experiences that connect to students' unique interests. Students experience learning through varied, research-based approaches, including arts-centred learning, a STEM (Science, Technology, Engineering, and Mathematics) lens, cross curricular integration, and inquiry focused models. Each approach facilitates hands on and authentic learning experiences and enables learners to demonstrate their understanding in multiple ways.

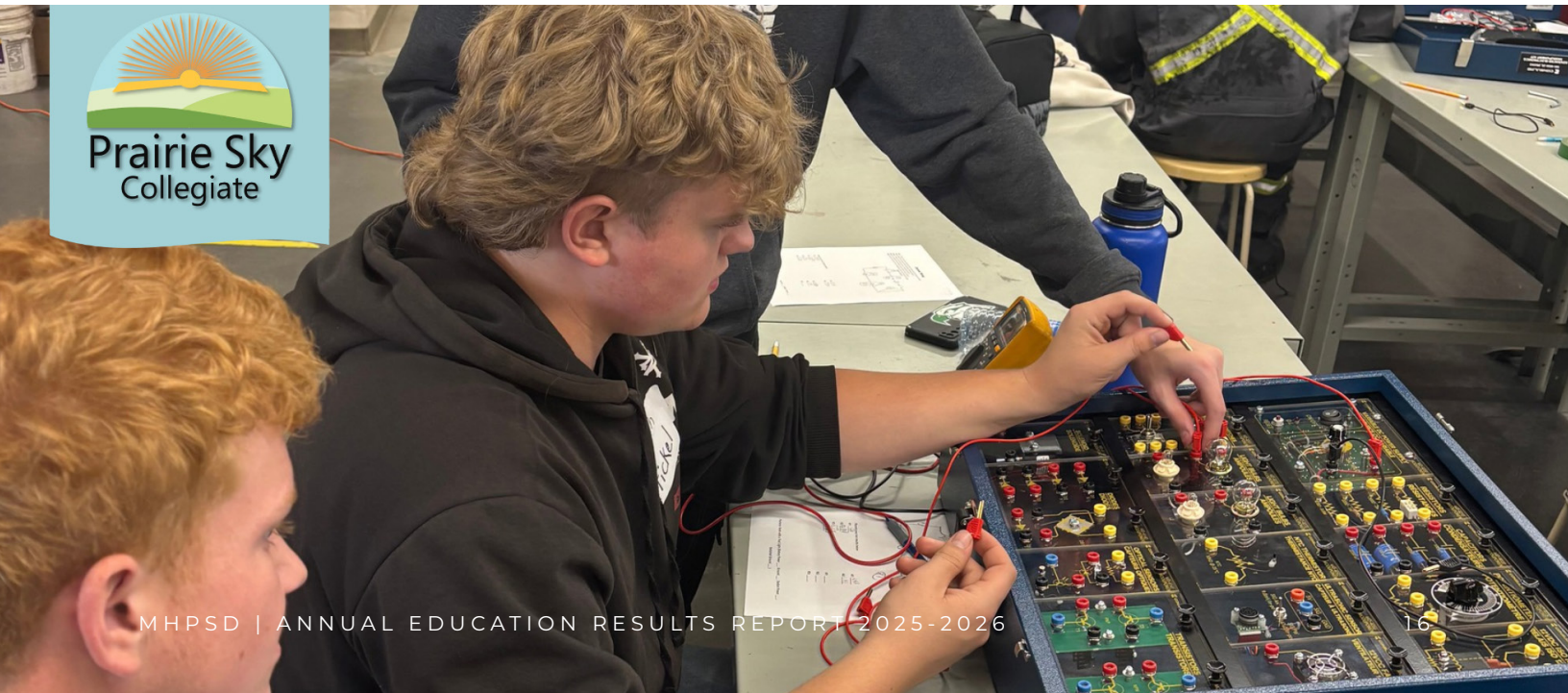
Stakeholder feedback continues to affirm the breadth of learning opportunities available to students. The 2026 AECA program of studies measure, which reflects satisfaction with opportunities to access a broad program of studies including fine arts, career, technology, and health education, reached 85.3%, a five year high for MHPSD and a result that remains above the provincial average.

The expanding Prairie Sky Collegiate partnership further strengthens the career exploration options for MHPSD students by increasing exposure to trades programming through dual credit opportunities.

Through the combined expertise of MHPSD staff and partner organizations, along with access to modern resources and technology, Prairie Sky Collegiate provides an innovative learning environment where students can develop occupational skills, explore potential career pathways, and build greater awareness of opportunities beyond high school.

The available 2025-2026 MHPSD diploma exam results continue to highlight strong performance in the "acceptable" diploma standard measure. The 82.2% 2026 result is an improvement over both the previous year and three year division average, and is also above the provincial average. The current year diploma "excellence" result of 16.7% is an improvement from last year and continues to narrow the gap with the 2026 provincial "excellence" result. The gr. 9 "acceptable" and "excellence" standards remain an identified area for attention and will continue to inform division and school improvement efforts.

As MHPSD continues to strengthen optimal learning in schools, evidence and stakeholder voice continues as a central focus. Through assurance surveys, council meetings, engagement opportunities, and ongoing conversations, students, families, staff, and community partners contribute to a collective understanding of what is working well and where opportunities for growth remain. These voices, together with student achievement evidence, inform strategic plans and shape student learning experiences, supports, and pathways.





GOAL 2
THINKING & ACTING INCLUSIVELY

Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seek to ensure all are a valued part of the school community.

GOAL 2: THINKING & ACTING INCLUSIVELY

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. Staff and students feel valued, supported and a sense of belonging.
2. Comprehensive school health is achieved through policy, practice and partnerships.
3. Students are aware of the supports available to them and how to access them.
4. Staff and students understand that learning happens best when their physical and emotional needs are met.

STRATEGIES WE EMPLOYED

- Schools operated a visible and active model of the collaborative response framework
- Schools developed a Comprehensive School Health Plan and supporting team
- Classroom Support Teachers (CSTs) focused on identified areas of inclusive support
- Enhanced Professional Learning provided for Education Assistants
- Staff were made aware of programs and resources within the school and division Continuum of Supports and how to access them
- Schools identified opportunities for students to be involved through extra curricular and co-curricular activities
- Schools identified and implemented school based strategies based on local need
- Continued committee work, with representation across the division from varied job roles, that supports continuous improvement focused on creating caring, respectful, and safe school communities
- MHPSD Cultural Liaison Worker collaborated with division staff and community organizations to empower newcomer families and assist with system navigation
- MHPSD Cultural Liaison Worker assists schools to establish varied student leadership groups to foster inclusive and connected learning environments
- Schools continued to foster understanding and implementation of responsibility centered discipline concepts
- Continued to foster existing partnerships and explore new collaborative opportunities that contribute to a range of learning experiences and opportunities that further support student needs (such as YMCA Programs)
- Initial K-6 Classroom Complexity team planning and implementation
- Professional learning sessions to assist Classroom Complexity Team members to support students and colleagues



GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures:		Cdn Norms	2023	2024	2025	**2026**
Students with positive behaviour at school (100 point scale)	gr. 4-6	90	91	87	86	**90**
	gr. 7-12	95	93	95	95	**96**
Bullying and exclusion (100 point scale)	gr. 4-6	30	30	36	34	**29**
	gr. 7-12	20	22	21	22	**21**
Advocacy at school (10 point scale)	gr. 4-6	6.3	6.6	6.3	6.4	**6.3**
	gr. 7-12	3.0	3	2.8	2.9	**2.8**
Positive teacher student relations (10 point scale)	gr. 4-6	8.1	7.9	7.6	7.7	**7.9**
	gr. 7-12	6.3	6.3	6.4	6.5	**6.5**

OurSchool Teacher Measures - Drivers of Learning (10 point scale):	2023	2024	2025	**2026**
Expectations for positive behaviour	9.4	9.3	9.2	**9.3**
Inclusive school	8.6	8.6	8.6	**8.6**
Parent involvement	7.7	7.6	7.7	**7.7**
Overcoming obstacles to learning	8.3	8.3	8.2	**8.3**

OurSchool Parent Measures (10 point scale):	2023	2024	2025	**2026**
Expectations for positive behaviour (10 point scale)	7.2	7.1	7.3	**7.4**
Inclusion (10 point scale)	7	6.9	7.0	**7.0**
Bullying (100 point scale)	15	18	20	**18**
Exclusion (100 point scale)	27	23	22	**23**



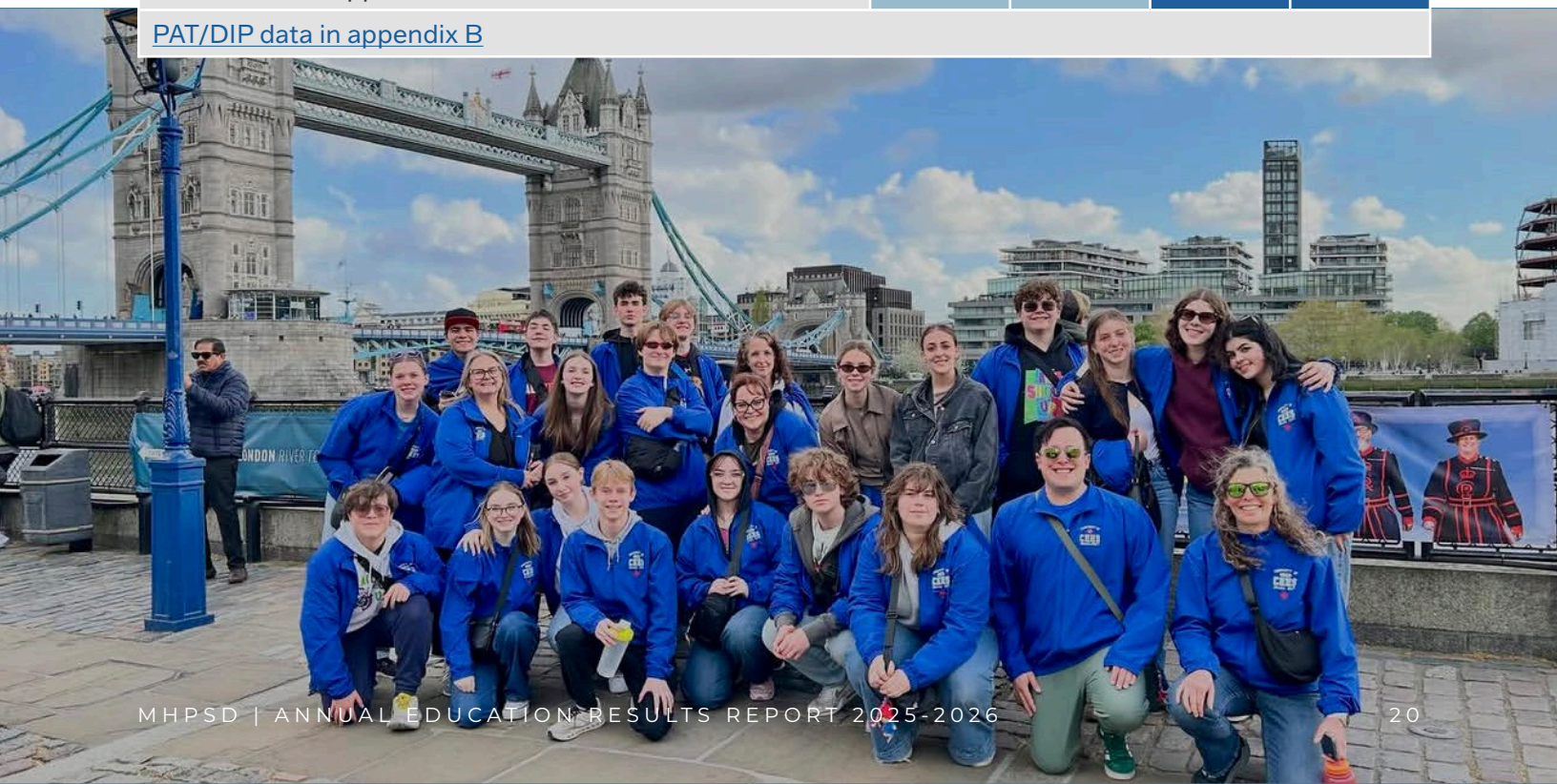
GOAL 2: THINKING & ACTING INCLUSIVELY

Other Local Measures:

- School collaborative response plans and continuum of supports
- Student engagement session feedback
- Alternative learning team consult and coaching model requests
- Initial K-6 classroom complexity team implementation feedback
- Document CTMs, PTMs, and case conferences
- Monitor student attendance rates and implementation of attendance support systems
- Feedback from Spring 2025 stakeholder engagement survey: 225 + parent responses and 250+ staff responses
- MHPSD community engagement conversation feedback themes

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2025 Prov	2025 MHPSD	**2026 Prov**	**2026 MHPSD**
Overall teacher, parent, student satisfaction that schools have improved	76.6	78.4	**76.3**	**77.3**
Overall parent satisfaction with involvement in decisions about their child's education	80.0	78.6	**79.9**	**79.2**
Increase in safe and caring and parental involvement indicators	87.3	86.9	**88.3**	**89.1**
Increase in inclusive education indicators of student inclusion and supported families	72.1	77.4	**71.8**	**74.6**
PAT/DIP data in appendix B				



GOAL 2: THINKING & ACTING INCLUSIVELY

ANALYSIS/COMMENTS

MHPSD schools continue to develop, refine, and implement a Continuum of Supports. These supports and resources provide research-based universal strategies, timely interventions, and targeted assistance to promote inclusive learning environments. During the 2025-2026 school year, staff engaged in a variety of professional learning experiences that contribute to effective systems of support. Classroom Support Teachers (CSTs) remain a key school based resource for staff, students, and families within the Continuum of Supports.

CSTs provide expertise, knowledge, and elbow to elbow collaboration to assist with programming and inclusive practices. Last school year, a comprehensive professional learning schedule supported the ongoing growth of our CSTs, administrators, and teachers. CST meetings focused on such topics as executive functioning skills with Dr. Robbin Gibb, screening assessments, Individual Support Plans, coaching skills, and student transitions. School teams benefit from this training, as strategies and practices are shared, contributing to a stronger collective understanding of school and student profiles. This learning also better positions schools to respond with an individualized approach to the needs of students in their classrooms and school.

In Winter 2026, complexity funding supported eight elementary classroom teams. Planning for the implementation of these teams was informed by the experience of the division's centralized Alternative Learning Team (ALT), which provides consultation and coaching to support schools in responding to complex behavioural needs. Building on this model, complexity teams were developed with the guiding principles of flexible deployment, embedded collaboration, data-supported interventions, and effective communication. Schools welcomed the additional staffing and support as they adjust to changing school contexts.

OurSchool and Alberta education and childcare assurance (AECA) data provide goal feedback and suggest that these school-based and centralized teams have contributed to safe and caring, optimal learning environments. OurSchool responses from both gr. 4-6 and 7-12 student cohorts indicate positive perceptions of their peers' behaviors, with 2026 results achieving a 3-year high. Also noteworthy is a five-year high of 89.1% in the AECA overall measure, that students are safe at school, are learning the importance of caring for others, are learning respect for each other, and are treated fairly at school. Together, these results reinforce the importance of sustained investment in inclusive practices, professional learning, and responsive systems of support so that all students can experience a safe, caring, and supportive learning environment.





GOAL 3 WELLNESS

Supporting a healthy school community that creates and promotes a culture of wellness through focus on trusting relationships and efficacy for all.

GOAL 3: WELLNESS

ALBERTA EDUCATION & CHILDCARE

Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. MHPSD is well governed and managed.
2. MHPSD has excellent teachers, school leaders and school authority leaders.
3. Teachers and leaders are accountable to a standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation.



STRATEGIES WE EMPLOYED

- Demonstrated commitment to reducing system stress through coherence of system planning
- Opportunities for system wide staff connection (such as welcome back lunch, bowling. etc.)
- Comprehensive school health plans developed, shared and implemented
- Culture of Wellness Framework implemented at each school
- Opportunity for voice from all stakeholders
- Professional learning for administrators to support wellness conversations (such as compassionate leadership sessions)
- 6 to 6 guidelines for communication remain in place
- Generative dialogue utilized to facilitate communication with administrators and staff
- Schools promoted co-curricular and extra curricular connections
- Commitment to considering teacher voice in teaching assignments
- Prioritize health and wellness curriculum through Social Emotional Learning (SEL) planning
- Promoted available supports to all stakeholders
- Set aside time to understand elements of wellness through professional learning
- Focused on relationships between home and school
- Offered choice in professional learning
- Foster existing partnerships and explore new collaborative opportunities that contribute to a range of learning experiences that further support student needs (such as CASA Classroom, ISSP and Medicine Hat Family Service)
- Share best practices and new insights gained from our two Apple Schools
- Promoted staff efficacy to support individual wellness and healthy school communities
- Continued professional learning for CYCWs, success coaches, and FSLWs to serve students and families, and support the mental health needs in schools
- Psychological health and safety employee group conversations with support staff and teachers to reflect on current practices and plan for continuous improvement.

GOAL 3: WELLNESS

HOW WE PERFORMED - LOCAL MEASURES

OurSchool Student Measures (100 point scale):		Cdn Norms	2023	2024	2025	**2026**
Students with a positive sense of belonging	gr. 4-6	72	63	66	64	**71**
	gr. 7-12	62	56	55	58	**59**
Students with positive relationships	gr. 4-6	80	79	80	80	**83**
	gr. 7-12	75	76	74	76	**78**
Students with moderate or high levels of anxiety	gr. 4-6	29	36	36	33	**28**
	gr. 7-12	32	39	32	30	**32**

OurSchool Parent Measures:	2023	2024	2025	**2026**
Parent attended meetings (100 point scale)	92	91	91	**87**
Parent talked with a teacher (100 point scale)	94	92	89	**89**
Parents feel welcome (10 point scale)	7.6	7.5	7.8	**7.9**
Safety at school (10 point scale)	7.4	7.5	7.6	**7.6**

Other Local Measures:

- Tracking critical response protocols
- Tracking suspension and attendance rates
- FSLW referrals
- Success coach classroom presentations
  - Psychological health and safety employee group feedback conversations
- Project reporting
  - Integrated School Support Program (ISSP) reporting (George Davison School)
  - CASA Classroom referrals, registration, and student growth
  - Apple Schools reporting (Ross Glen School and Vincent Massey School)

Local measures are tracked internally and inform decisions, school level resources and supports. MHPSD also reports specific measures as part of collaborative partnerships with The Calgary Police Youth Foundation (ISSP), Apple Schools, and CASA Classroom.



GOAL 3: WELLNESS

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2025 Prov	2025 MHPSD	**2026 Prov**	**2026 MHPSD**
Increase in safe & caring and parental involvement indicators	87.3	86.9	**89.3**	**89.1**
Increase in inclusive education indicators of student inclusion and supported families	72.1	77.4	**71.8**	**74.6**
PAT/DIP data in appendix B				

ANALYSIS/COMMENTS

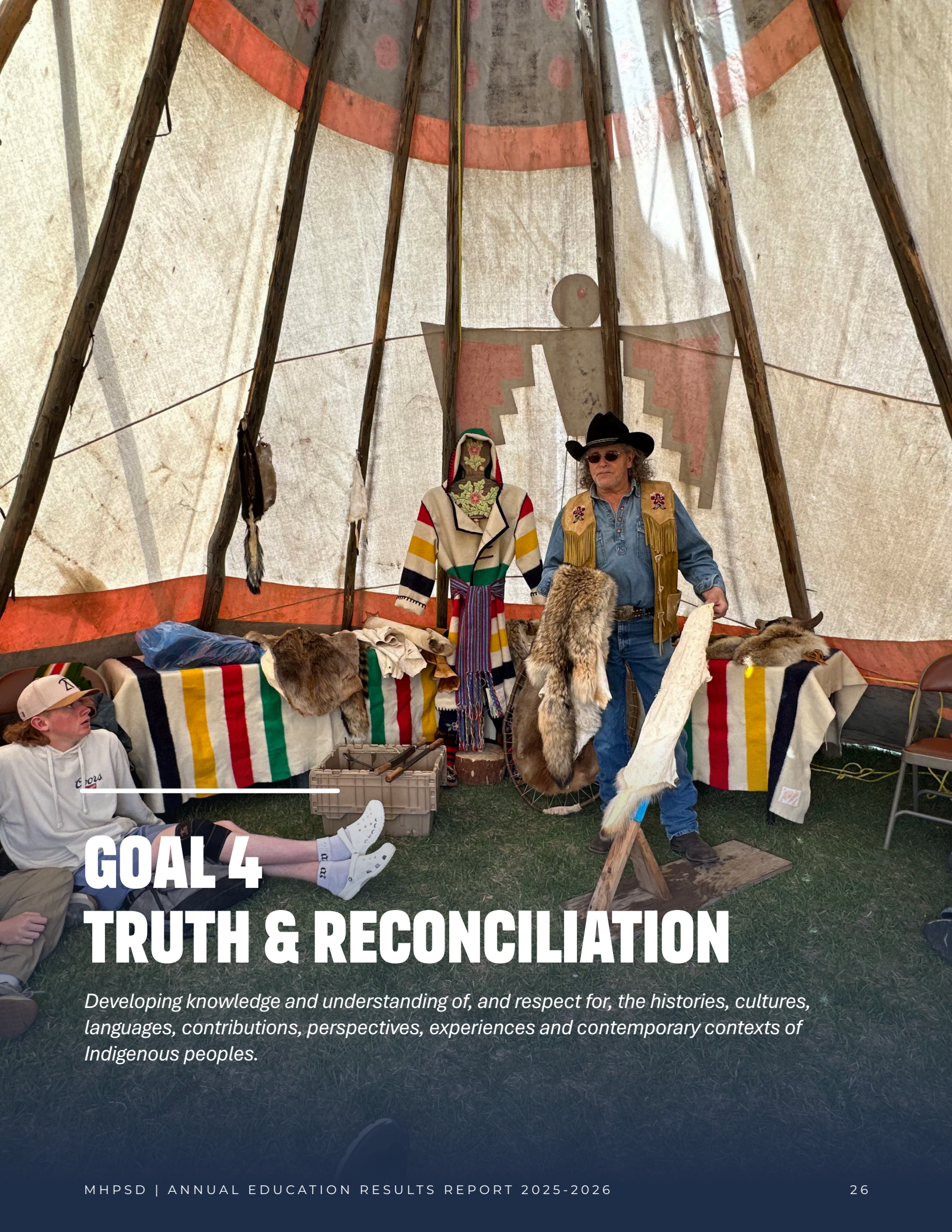
MHPSD students, families, and staff continued to access a range of school based mental health resources. Family School Liaison Workers (FSLWs) remain valued members of school teams, developing positive relationships to meet students' social emotional needs. FSLWs also work collaboratively with parents and guardians and can assist families with system and community service navigation. Additional SEL supports, such as success coaches and child and youth care workers, work alongside school staff, offering classroom presentations, group supports, and individualized support.

MHPSD continues to benefit from established local and provincial partnerships that contribute to the Continuum of Supports and healthy school communities. For instance, the Integrated School Support Program (ISSP) connected to George Davison School offers a provincial professional network focused on a comprehensive wellness approach. Similarly, schools continue to benefit from APPLE Schools' support and expertise, with professionals guiding staff and students in developing innovative action plans that promote healthy living.

CASA Classroom and Medicine Hat Family Service continue to offer mental health programming and responsive services to MHPSD school communities, students, and families. Staff monitor service utilization, gather stakeholder feedback, and consider other sources of evidence, including AECA survey results, to understand awareness of, access to, and perceptions of available supports. While 2026 AECA results indicate that MHPSD remains above the provincial average in respondent satisfaction with the accessibility and effectiveness of community programs and services, the division continues to explore ways to strengthen awareness of available resources within schools and across the community.

MHPSD students choose from an evolving selection of programming options and extracurricular activities that meet their interests. These opportunities are supported by school facilities, technology, and equipment that enhance experiences in athletics, theatre arts, culinary arts, e-sports, cosmetology, the trades, and other areas. Participation and success in individual and team activities can contribute to students' sense of connection, engagement, belonging, and wellbeing. Encouragingly, 2026 OurSchool Survey results showed that MHPSD students reported their highest levels of positive sense of belonging and positive relationships since 2023.





GOAL 4
TRUTH & RECONCILIATION

Developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.

GOAL 4: TRUTH & RECONCILIATION

ALBERTA EDUCATION & CHILDCARE

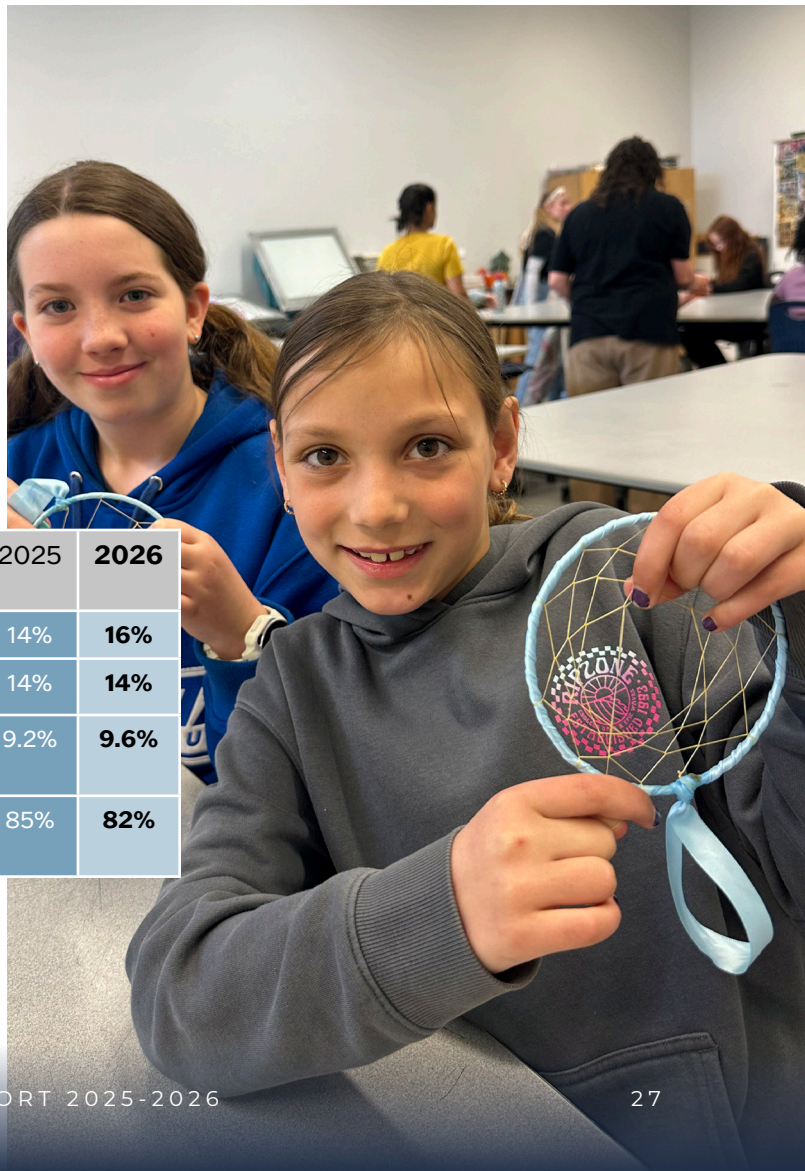
Outcome 1: Alberta's students are successful
Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful
Outcome 3: Alberta students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
Outcome 4: Alberta's K-12 education system and workforce are well-managed

MHPSD

1. First Nations, Métis and Inuit (FNMI) students are successful.
2. Reconciliation is advanced through staff and students acquisition and application of foundational knowledge.
3. Teachers and leaders demonstrate an understanding of indigenous perspectives and support success and wellbeing.

STRATEGIES WE EMPLOYED

- FNMI team continued to develop strategic plans
- Staff and students continued to develop personal land acknowledgments
- Developed more FNMI resources to build foundational knowledge
- Classroom libraries expanded to include more FNMI content
- September 30 and Kiskihkeyimowin used to provide students with enhanced experiences
- Elder connections strengthened
- Professional learning available for staff connected to the Calls to Action
- Ensure we live by the notion of "nothing about us without us"
- Continued expansion of classroom presentations
- National Indigenous Peoples' Day is recognized and honoured through cultural teachings and activities.



HOW WE PERFORMED LOCAL MEASURES

OurSchool Student Measures (100 point scale):		2023	2024	2025	**2026**
Student self identification (OurSchool)	gr. 4-6	14%	12%	14%	**16%**
	gr. 7-12	13%	13%	14%	**14%**
Self identification by registration	All grades	8.4%	8.7%	9.2%	**9.6%**
First Nations, Métis and Inuit student attendance	All grades	80%	81%	85%	**82%**

GOAL 4: TRUTH & RECONCILIATION

Other Local Measures:	
• Family and community engagement in school meetings, events, and cultural celebrations • Annual Kiskihkeyimowin participant feedback • Evidence of increased academic success for FNMI students • Expanding community, elder, and Knowledge Keeper partnerships • Feedback regarding classroom presentations and professional learning sessions • FNMI team members collect feedback through one on one conversations	In May 2026, the fourth annual Kiskihkeyimowin (Sharing Good Teachings) celebrated Indigenous culture, history, and traditions. Elders, Knowledge Keepers, and representatives from multiple community agencies shared their expertise and talents with grades 4 and 10 students, staff, and families.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): *See appendix A for year over year	2025 Prov	2025 MHPSD	**2026 Prov**	**2026 MHPSD**
Decreased drop-out rate of FNMI students	5.2	4.7	**4.8**	**6.1**
5 yr high school completion	69.7	70.7	**69.2**	**82.9**
6 yr high school transition rates	37.1	43.7	**39.0**	**43.2**
Increase % of gr. 12 FNMI students eligible for a Rutherford Scholarship	44.0	55.1	**44.0**	**44.0**
Increase % of FNMI students writing four or more diploma exams	24.4	28.6	**25.9**	**23.6**
PAT/DIP data in appendix B				



GOAL 4: TRUTH & RECONCILIATION

ANALYSIS/COMMENTS

There is much to be proud of in the continued advancement of Truth and Reconciliation across MHPSD. Students continue to self identify as Indigenous and work alongside staff, the FNMI team to demonstrate leadership in schools and the community. This leadership takes many forms; sharing knowledge, talents, and culture in schools and at celebrations such as Kiskihkeyimowin.

The 4th annual Kiskihkeyimowin event, Monday, May 4 - 8, 2026, took place at the Medicine Hat College grounds, with learning sessions taking place in a Blackfoot tipi and several Cree tipis. A particular strength of this year's program was the increased involvement of MHPSD student and staff presenters. Students shared their talents through dance, supported community presenters, and took on leadership roles in facilitating learning, including Aleigha Aaker leading a Métis dancing session. This growing local presence reflects the authentic teachings being shared and lived within our schools.

The combination of knowledge and leadership from within MHPSD and the wisdom and expertise of Elders, Knowledge Keepers and community partners has a powerful impact on developing an understanding and respect for Indigenous culture, history, and practices. MHPSD values and cares for long standing relationships with the Medicine Hat College Indigenous Supports, Miywasin Centre, Elders, and other partners. This past year, representatives from the Medicine Hat Métis District joined the Kiskihkeyimowin planning committee, further strengthening the breadth of community voice



contributing to the event. This partnership also created new opportunities for land based learning, including learning connected to the Métis trapper's tent.



Trusting relationships are foundational to connection, belonging and student success. The FNMI team remains committed to walking alongside Indigenous students throughout their educational journeys, providing guidance and connection to students and families. Encouragingly, this work occurred alongside notable improvements in both three and five year high school completion rates. The most recent five year high school completion rate for FNMI students in MHPSD reached 82.9%, an increase of 12.2 % from the previous year and 13.7% higher than the provincial average. The three year completion rate also increased substantially, from 53.4% to 63.6%.

FINANCIAL SUMMARY

REVENUES	2025-2026 Budgeted	2025-2026 Actual
Grant Funding		
Operations	$84,529,164	$83,189,913
Debt Servicing (Supported)	3,598,772	3,617,700
Subtotal Grants	88,127,936	86,807,613
Local Revenues	7,825,093	7,421,134
Total Revenues	$95,953,029	$94,228,747

- MHPSD Financial Management And Business Practices: Section 400 Policy 400
- Audited Financial Statements: For The Year Ended August 31, 2025
- 2025-2026 Budget: Spring Release
- SGF fund information - page 37
- Audited Financial Statements - Provincial Roll up

EXPENDITURE VARIANCE ANALYSIS	2025-2026 Budgeted	2025-2026 Actual	Variance $	Variance %
Instructional Block	$75,189,400	$74,978,065	(211,335)	-0.28%
Support Block				
Plant Operations & Maintenance	12,660,000	12,168,089	(491,911)	-3.89%
Transportation	3,300,900	3,381,298	80,398	2.44%
Board Governance & Administration	3,026,600	3,142,079	115,479	3.82%
External Services	848,800	1,877,032	1,028,232	121.14%
Total Expenditures	$95,025,700	$95,546,563	$520,863	0.55%

EXPENDITURE VARIANCE ANALYSIS	2025-2026 Budgeted	2025-2026 Actual	Variance $	Variance %
Salaries	55,802,800	56,994,856	1,192,056	2.14%
Employee Benefits	15,137,200	14,911,114	(226,086)	-1.49%
Purchased Services, Supplies & Contracts	19,234,700	18,701,342	(533,358)	-2.77%
Debt Servicing (Amortization and Interest)	4,851,000	4,939,251	88,251	1.82%
Total Expenditures	$95,025,700	$95,546,563	$520,863	0.55%

FIRST NATIONS MÉTIS AND INUIT GRANT FUNDING GENERAL SUMMARY	2025-2026 Budgeted	2025-2026 Actual	Variance $	Variance %
Grant Funding	$950,311	$1,005,197	54,886	5.78%

*** Variance Explanation: Building utility costs, COVID PPE, bus fuel prices, cyber security*

For more information contact Secretary Treasurer, Leanne Dulle 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2024 and detailed information on school generated funds are available on the MHPSD website.

COMPLIANCE

- **Policy 534: Whistleblower Protection**

Disclosures are reported in this annual report for MHPSD relating to the Whistle Blower Protection Act
Number of Inquiries: 0 Number of Complaints: 0

CAPITAL PLANNING PROJECTS

THREE YEAR CAPITAL PLAN 2027 - 2030

PROJECT	CATEGORY	COST
2027-2031		
Crestwood STEM School Replacement	REPLACEMENT	$81,686,400
2028-2031		
Elm Street School	REPLACEMENT	$19,507,200
2029-2032		
Vincent Massey School	REPLACEMENT	$44,378,880
2030-2034		
13th Avenue K-9 School	NEW	$67,745,160
	Estimated Total Project Costs	**$213,317,640**

A copy of the Facility Master Plan is available for print at the MHPSD office located at: 601 1st Avenue SW, Medicine Hat, Alberta, T1A 4Y7, phone 403.528.6700 or electronically at MHPSD.ca.

- **Three Year Capital Plan 2027-2030**





To learn. To grow.

To build a better world.

Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB, T1A 4Y7
403.528.6700
mhpsd.ca