



# ASSURANCE PLAN 2025-2026

**Hughenden  
Public School:**

# Message from the Principal

## Welcome to Hughenden Public School!

At Hughenden Public School, we are committed to the success of every student through a focus on strong academics, athletics, and inclusivity. As a rural school, we understand the unique opportunities that come with our setting, and we take pride in providing meaningful and engaging learning experiences that meet the diverse needs of our students.

We prioritize creating a safe, caring, and inclusive environment where students are encouraged to reach their full potential. By working together with our students, staff, parents, and community, we build a supportive network that enables everyone to thrive. Our emphasis on instructional practices ensures that all students, regardless of their background or learning needs, are given the support they deserve.

We are also dedicated to strengthening our staff's ability to provide high-quality instruction. Through ongoing professional development and collaboration, we make sure our teaching practices are always evolving to meet the needs of our learners.

At Hughenden Public School, we're proud of our rural roots and the strong sense of community that comes with it. We know that by working together, we can help our students develop the academic and social-emotional skills they need to succeed in the 21st century.

**Proud to achieve. Wildcats succeed.**

- Mrs. Kalee Foster, Principal



# About Hughenden Public School

## Mission / Mantra

At Hughenden Public School, our collective commitment is to provide opportunities and encouragement for all learners to be their best selves and to inspire lifelong learning.

Proud to Achieve, Wildcats Succeed!

## Values:

At Hughenden Public School, we pride ourselves on the following core values:

- Demonstrate respect, integrity and pride.
- Develop perseverance and resilience while maintaining courage in students.
- Encourage teamwork and creativity.
- Develop and maintain responsibility and accountability.

## School Profile:

Hughenden Public School is a grade 4-12 school located in the Village of Hughenden, serving approximately 171 students. Our school community draws students from a local draw zone of four communities: Metiskow, Czar, Hughenden and Amisk. Amisk Apple School is located in our neighboring town where the K-3 students are located. We work closely together to create a sense of community amongst our schools.

We offer a variety of curricular programming through regular core instruction, as well as through video conferencing and synchronous learning at the BTPS Learning Hub. In addition to core instruction, we also provide daily physical activity for students and authentic hands-on trades learning experiences in our shop and foods lab. As we continue to implement Alberta's new curriculum, we are focused on enhancing our teachers' instructional practices to better meet the evolving needs of our students and create a culture of learning for all.

Students at Hughenden Public School are encouraged to take part in our division's partnership with Lakeland College, as well as other off-campus experiences such as the collegiate program, Work Experience, Green Certificate, and the Registered Apprenticeship Program.

Hughenden Public School also offers a wide range of extracurricular programming, including a variety of clubs and athletics. The Wildcat athletics program offers many options like golf, cross-country running, volleyball, basketball, curling, badminton, and track. Additionally, we offer the National Archery in the Schools Program (NASP), which is open to all students in our school.

# PRIORITY ONE: Supporting Learning Success for All Students



**Outcome: Students are prepared for the life after K-12**

## Strategies

Support and expand programming and robust learning experiences - in the classroom, online and in the community.

Facilitate the application of foundational knowledge about First Nations, Metis, and Inuit for all students.

## School Actions

**Increased Career Exploration:** Ensure that every student has the opportunity to explore different career paths during high school.

- Students develop multiple skill sets through the use of career and trades planning
- Students in Grade 9 and 10 participate in collaborative career learning sessions with a Lakeland Tour and Try-a-Trade.
- NEW: Human Services Collegiate & CTS programming
- Community partnerships that support Work Experience
- Continue developing technological opportunities for students (ie. 3D printing, coding) to be prepared for the ongoing advances of technology in careers and trades.
- Gibson in the Classroom - 2 year rotation, tour of facility

**Higher Post-Secondary Participation Rates:** Increase the percentage of students who transition into post-secondary education, whether it's university, college, or technical institution.

- In CALM, students attend a series of lessons to prepare themselves to the world after high-school.
- All students complete HCS3000 in CALM

**Post-Graduation Support:** Develop a clear support system for students transitioning out of K-12 into the workforce, apprenticeships, or post-secondary education.

- Students in grade 12 participate in a career-day.

**Integrating FNMI Perspectives in Learning:** Enhance staff and student awareness of FNMI cultures and contributions ensuring Truth and Reconciliation remains a priority.

- Incorporate FNMI perspective and culture in classrooms through collaboration with Innovation Coach *Tyler Pearse* (bead work, drum kits, etc).
- Celebrate diversity through Orange Shirt Day and Indigenous People's Day.
- Staff member delegated as Indigenous Lead

## Measures

### Provincial


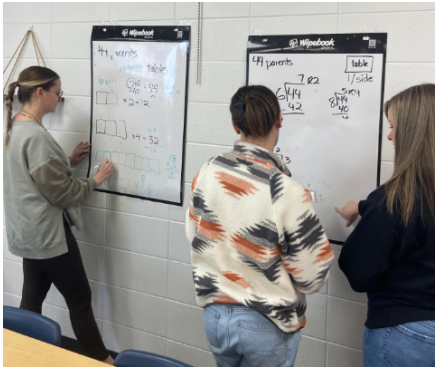

- PAT Results
- High School Completion
- Citizenship
- Student Learning Engagement
- Education Quality

### Local

- OurSchool Survey:
  - o Student Engagement
  - o Subject Scores
  - o Intellectual Engagement
  - o Quality of Instruction
- Literacy Screening
- Numeracy Testing
- Division PD activities
- School Learning Plans
- Anecdotal Evidence



	<ul style="list-style-type: none"> <li>- Learning Hub CTS course Aboriginal Studies</li> </ul>	
<b>Results and key insight</b>	<p><b>2024-2025 Highlights</b></p> <ul style="list-style-type: none"> <li>- Gr. 4 &amp; 8 Fort Edmonton Park Field Trip</li> <li>- Gr. 4/5/6 Bodo Archeological Site</li> <li>- Gr. 4-9 Creative Caravan Story Beads</li> <li>- Alberta Trappers <i>Perry Kulmatyski</i> Presentation</li> <li>- New curriculum implementation Math/ELA</li> <li>- Gr. 10-12 Post Secondary Conference @ JR Robson</li> <li>- Gr. 9 Lakeland Tour</li> <li>- Gr. 10 Try-a-Trade</li> <li>- Gr. 8 Wellness Day</li> <li>- Psychology, Abnormal Psychology Courses through BTPS Learning Hub</li> <li>- Gibson in the Classroom</li> </ul> <div>     </div>	
<b>Outcome: Students demonstrate strong numeracy and literacy skills.</b>		
<b>Strategies</b>	<p>Support strong assessment and instructional practices to improve foundational literacy and numeracy skills.</p> <hr/> <p>Develop a data rich culture to support teachers in building students' literacy and numeracy skills across the curriculum.</p>	
<b>School Actions</b>	<p><b>Engage in professional development that enhances foundational literacy and numeracy skills:</b> Strengthen student learning outcomes by engaging staff in professional development focused on enhancing foundational literacy and numeracy skills.</p> <ul style="list-style-type: none"> <li>- Guided Reading / Words Their way Groups</li> <li>- Common literacy professional learning for Division II teachers - Lana Lane</li> <li>- New: Bug Club Morphology implementation</li> </ul>	

	<p><b>Use assessment tools to identify student needs and inform programming:</b> Improve student learning by effectively using assessment tools to identify individual needs and guide programming decisions.</p> <ul style="list-style-type: none"> <li>- Common Numeracy Assessment</li> <li>- Star Reader Assessment</li> </ul> <p><b>Support teachers, through collaboration and instructional coaching, in analyzing evidence of student learning:</b> Strengthen instructional practices and student outcomes by supporting teachers through collaboration and instructional coaching to analyze evidence of student learning.</p> <ul style="list-style-type: none"> <li>- Response to Intervention - Use of staff to incorporate RTI to address gaps in literacy and numeracy at division II.</li> <li>- Understanding AI and its use in the classroom</li> </ul>	
<p><b>Results and key insight</b></p>	<p><b>2024-2025 Highlights:</b></p> <ul style="list-style-type: none"> <li>- Monthly Achievement Tree</li> <li>- Accelerated Reader Goal Setting / Prizes</li> <li>- Partnership with the 4H club</li> <li>- Unlocking the Power of Numbers - Building Versatile Numeracy Skills in All Subjects (ATA PL Workshop)</li> <li>- Superintendent Public Speaking Contest</li> <li>- Family Literacy Day <i>Whole school DEAR (drop everything and read)</i></li> <li>- Literacy week challenges</li> <li>- Lana Lane staff PL</li> <li>- Jackie Rakovic PL</li> </ul> <div>   </div> <div>  </div>	
<p><b>Outcome: Students have opportunities for rich learning experiences from highly effective staff.</b></p>		
<p><b>Strategies</b></p>	<p>Align professional learning with educational research</p>	

	<p>focused on building instructional leadership capacity and employing sound pedagogical practices.</p> <hr/> <p>Support strong digital citizenship through a technological rich infrastructure.</p>	
<p><b>School Actions</b></p>	<p><b>Increased Student Engagement:</b> Through differentiated instruction and effective assessment feedback, aim for increased engagement and participation in class activities</p> <ul style="list-style-type: none"> <li>- Training on differentiated instruction to meet the diverse needs of all students, especially those who may require additional support such as students on ISP's</li> <li>- Prioritize authentic experiences for students</li> <li>- Transition meetings in grade groups to increase staff awareness on how to support students using transition template</li> </ul> <p><b>Stronger Instructional Practices:</b> Ensure that all teachers are able to use data to drive instruction and tailor lessons to meet the individual needs of students.</p> <ul style="list-style-type: none"> <li>- Instructional Practices Inventories</li> <li>- Creating collaborative classrooms bulletin board <i>Take what you need</i></li> </ul> <p><b>Improved Achievement Scores:</b> Improve student performance in areas where they have historically underperformed (e.g., increase PAT scores)</p> <ul style="list-style-type: none"> <li>- Data driven instruction</li> <li>- Focus PL on assessment data (PAT, DIP, APORI etc.) to inform teaching practices</li> <li>- Long range planning expectations</li> </ul>	
<p><b>Results and key insight</b></p>	<p><b>2024-2025 Highlights</b></p> <ul style="list-style-type: none"> <li>- Monthly PAWS - Staff giving rewards for positive contributions to school community.</li> <li>- Jr. High CTF now offers learning experiences with 3D design and 3D printing. This has also been implemented in some high school classes (Physics 20 projects)</li> <li>- Instructional Practices Inventory workshop (PL Day)</li> <li>- Creating Collaborative Classrooms Staff PL Workshop</li> <li>- IL Professional Conversation Placemat Staff PL Workshop</li> </ul> <div data-bbox="391 1522 695 1864" data-label="Image"> </div> <div data-bbox="711 1585 1133 1864" data-label="Diagram"> </div>	



*Creating*  
**COLLABORATIVE CLASSROOMS**  
INSTRUCTIONAL STRATEGIES FOR ENGAGEMENT AND GROWTH



**Assurance Domains:** Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance.

## High School Completion Rate - Data Summary

	Hughenden Public School										Measure Evaluation		
	2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
3 Year Completion	15	100.0	20	100.0	18	89.1	11	81.8	17	84.1	Intermediate	Maintained	Acceptable
4 Year Completion	19	100.0	15	100.0	20	100.0	18	91.2	11	100.0	Very High	Maintained	Excellent
5 Year Completion	17	100.0	19	100.0	15	100.0	20	100.0	18	90.0	High	Declined	Acceptable

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Hughenden Public School							
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		
					N	%	N	%	
Course	Measure								
<a href="#">Science 6</a>	Acceptable Standard	Very High	Improved	Excellent	22	90.9	13	76.9	
	Standard of Excellence	High	Maintained	Good	22	31.8	13	46.2	
<a href="#">Social Studies 6</a>	Acceptable Standard	Very High	Maintained	Excellent	22	90.9	13	84.6	
	Standard of Excellence	Intermediate	Declined	Issue	22	13.6	13	38.5	
<a href="#">English Language Arts 9</a>	Acceptable Standard	Low	Maintained	Issue	14	71.4	16	62.5	
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	16	0.0	
<a href="#">Mathematics 9</a>	Acceptable Standard	Very Low	Maintained	Concern	14	35.7	16	37.5	
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	16	0.0	
<a href="#">Science 9</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	14	71.4	16	62.5	
	Standard of Excellence	Very High	Maintained	Excellent	14	21.4	16	18.8	
<a href="#">Social Studies 9</a>	Acceptable Standard	Low	Maintained	Issue	14	57.1	16	50.0	
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	16	6.3	

## Education Quality - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	159	90.9	177	87.4	165	80.7	165	82.3	165	79.0	Very Low	Declined	Concern	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	4	*	17	82.2	10	78.3	8	83.0	7	71.4	Low	Maintained	Issue	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	149	83.4	152	82.2	147	74.1	148	73.2	150	76.0	Very Low	Maintained	Concern	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	10	98.3	8	97.9	8	89.6	9	90.7	8	89.6	Low	Maintained	Issue	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

## Program of Studies - Data Summary

	Hughenden Public School											Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	107	73.8	122	74.6	105	71.5	104	61.8	113	52.7	Very Low	Declined Significantly	Concern	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	4	*	17	72.6	10	70.3	8	54.2	7	54.9	Very Low	Maintained	Concern	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	97	64.1	97	65.6	87	59.7	87	53.4	98	42.3	Very Low	Declined Significantly	Concern	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	10	83.6	8	85.7	8	84.5	9	77.8	8	61.0	Very Low	Maintained	Concern	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

## Program of Studies - At Risk Students - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	74.5	178	76.4	165	77.4	164	69.0	164	71.6	Very Low	Maintained	Concern	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	4	*	17	56.0	10	76.7	8	54.5	7	55.0	Very Low	Maintained	Concern	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	148	72.4	153	73.3	147	67.9	147	63.8	149	64.2	Very Low	Maintained	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	10	76.7	8	100.0	8	87.5	9	88.5	8	95.5	Intermediate	Maintained	Acceptable	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

## Work Preparation - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	10	100.0	25	79.0	17	70.8	15	86.1	14	77.1	Intermediate	Maintained	Acceptable	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	4	*	17	70.6	9	66.7	6	83.3	6	66.7	High	Maintained	Good	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	10	100.0	8	87.5	8	75.0	9	88.9	8	87.5	Intermediate	Maintained	Acceptable	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4



## PRIORITY TWO: Fostering Safe and Caring Learning Environments



**Outcome:** Students learn in inclusive spaces that are welcoming and caring.

### Strategies

Ensure all students are valued, safe, and have their diverse needs met.

### School Action

**Professional Development:** Strengthen staff capacity to support a safe and caring school environment by providing targeted professional development opportunities, including SIVA, VTRA, and training through the Center for Autism Services Alberta.

**Collaborative Practices:** Enhance student learning and well-being by promoting collaborative practices among staff, including regular peer discussions to share and refine instructional and support strategies.

### Results and key insight

#### 2024-2025 Highlights:

- Positive classroom environments and hallway interactions
- Inclusive classrooms
- Flexible seating
- Pull out spaces created
- Student leadership classes
- 75% EA's trained SIVA
- SEC (Social Emotional Coach)
- BRITE programming in classrooms

**Outcome:** Students and staff health and wellness are supported.

### Strategies

Build staff and student capacity for engaging in healthy, respectful relationships, and interactions with others.

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Provide student health and wellness support through a continuum of support model.

### Measures

#### Provincial

- Welcoming, Caring, Respectful, and Safe Environments
- Access to Support and Services

#### Local

- OurSchool Survey:
  - o Social-Emotional
  - o Classroom Context
- Anecdotal Evidence

<b>School Actions</b>	<p><b>Peer Support Networks:</b> Create a peer support or mentorship program where staff and students can share wellness strategies, check in on one another, and offer encouragement.</p> <ul style="list-style-type: none"> <li>- SEC (Social Emotional Coaching)</li> <li>- Crisis Lead</li> <li>- Educational Behaviour</li> <li>- ILST (Inclusive Learning Services Team)</li> <li>- Accommodations/Modifications/Alternate Programming</li> <li>- Differentiated Instruction</li> </ul> <p><b>Time for Wellness:</b> Implement dedicated time for staff to engage in wellness activities.</p> <ul style="list-style-type: none"> <li>- PL Day Wellness Day</li> <li>- Health and Wellness Representative</li> <li>- ASEBP</li> <li>- Staff lunches/birthday buddies</li> </ul> <p><b>Student Wellness:</b> Promote student wellness by implementing programs, supports, and practices that address the social, emotional, and mental health needs of all students.</p> <ul style="list-style-type: none"> <li>- Breakfast program (toast, fruit)</li> <li>- AHS resources available</li> <li>- Health class integrated into jr. high timetable</li> <li>- Morning supervision</li> <li>- Gr. 8 Wellness Day</li> </ul>	
<b>Results and key insight</b>	<p><b>2024-2025 Highlights</b></p> <ul style="list-style-type: none"> <li>- Staff lunches/birthday buddies</li> <li>- Teacher supervision increased in hallways</li> <li>- Teacher greeters in morning</li> <li>- Front foyer expanded seating with large tables</li> <li>- Lunch gymnasium supervision</li> <li>- BRITE Programming</li> </ul>	

**Assurance Domains:** Learning Supports, Local and Societal Context, Governance.

### Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	84.1	178	78.6	165	71.3	164	74.8	165	73.2	Very Low	Maintained	Concern	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	4	*	17	76.1	10	66.7	8	76.2	7	66.7	Very Low	Maintained	Concern	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	148	72.4	153	68.7	147	63.4	147	59.2	150	58.3	Very Low	Maintained	Concern	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	10	95.7	8	91.1	8	83.9	9	88.9	8	94.6	Intermediate	Maintained	Acceptable	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

### Safe and Caring - Data Summary

	Hughenden Public School										Measure Evaluation			Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	87.0	178	82.1	165	81.3	164	80.1	165	79.6	Low	Maintained	Issue	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	4	*	17	81.2	10	80.4	8	82.1	7	72.7	Low	Maintained	Issue	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	148	78.1	153	75.2	147	73.3	147	67.2	150	68.6	Very Low	Maintained	Concern	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	10	95.9	8	90.0	8	90.0	9	91.1	8	97.5	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

## PRIORITY THREE: Building Strong Collaborations



**Outcome:** Students benefit from strong collaborations with families, our rural communities, and external partners.

### Strategies

Support and foster learning partnerships that enhance and strengthen learning opportunities.

Continue to enhance collaboration across the division, with communities and with parents/guardians.

### School Action

**Increased Participation:** Increase the number of parents attending school events, such as conferences or extracurricular activities.

- Collaborating with school council to share core planning (ie. budget, school goals, etc).
- Increase communication / celebration through Social Media resources

**Stronger Relationships:** Improve the sense of community and trust between staff and parents, measured through surveys or feedback forms.

- Teachers welcome and incorporate external resources to address curricular outcomes - FNMI Elder, local authorities and provincial entities.
- Provide authentic learning opportunities for Grade 9-12 students at Lakeland College and Try-a-Trade Collaboration as well as
- Work Experience, Green Certificate and Registered Apprenticeship Program.

**Representation:** Ensure diverse representation in school activities and ensure all community groups feel heard and included.

### Results and key insight

#### 2024-2025 Highlights

- Community contributions (ie. Wall of Support).
- BRITE Gr. 8 Day
- Community Christmas Dinner
- Snow Angels (Provost FCSS)
- Christmas Carolling (Elementary)
- Roots of Empathy

### Measures

#### Provincial

- Parental Involvement

#### Local

- School Council Yearly Reports



- Socktober
- Daycare Partnership
- Battle River Watershed
- Art Lessons/Show from Donna Morrison
- Wainwright Lacrosse workshop
- Access to town facilities (bowling, library, arena etc.)
- Castles for a cause (food bank donations)
- Amisk school partnerships (Christmas shopping)
- Hughenden Thrift Store donations
- Hwy 13 Beef donation
- Nov. 11 Community Remembrance Day service
- Monthly Newsletter - HPS Howler
- Monthly Parent Council meeting
- Community coaches for athletic teams



## Assurance Domains: Learning Supports, Local and Societal Context, Governance.

### Access to Supports and Services - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	68.2	178	74.3	165	74.0	164	64.3	164	69.3	Very Low	Maintained	Concern	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	4	*	17	59.5	10	74.0	8	47.4	7	51.5	Very Low	Maintained	Concern	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	148	72.4	153	73.3	147	67.9	147	63.8	149	64.2	Very Low	Maintained	Concern	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	10	64.0	8	90.0	8	80.0	9	81.8	8	92.1	High	Maintained	Good	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

### Parental Involvement - Data Summary

	Hughenden Public School													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	10	80.0	24	78.5	18	77.3	17	44.8	15	71.8	Low	Maintained	Issue	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0		
Parent	4	*	16	72.0	10	77.1	8	16.2	7	66.7	Intermediate	Maintained	Acceptable	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6		
Teacher	10	80.0	8	85.0	8	77.5	9	73.3	8	76.9	Very Low	Maintained	Concern	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3		

### School Improvement - Data Summary

	Hughenden Public School													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	158	77.3	178	75.5	163	62.1	159	63.7	162	60.3	Very Low	Declined	Concern	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	4	*	17	70.6	10	80.0	8	62.5	7	57.1	Very Low	Maintained	Concern	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	148	64.6	153	68.4	145	56.2	144	42.8	148	38.1	Very Low	Declined Significantly	Concern	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	10	90.0	8	87.5	8	50.0	7	85.7	7	85.7	Very High	Maintained	Excellent	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1