



**Joussard School**

**Annual Education Results Report  
2021-22**



### **About Us**

Joussard School is located in the hamlet of Joussard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on being a close-knit elementary school serving students from ECS to Grade 6. In January 2016, the old Joussard School was replaced by a new facility which offers an up-to-date learning centre in keeping with the school's 1:1 technology program for the over 120 students.

### **Principal's Message**

Joussard School is a small and progressive school, built in the hamlet of Joussard which is on the shores of beautiful Lesser Slave Lake.

While Joussard School has been here for decades, the current building is a new one and we enjoy its wonderful spaciousness, light and the fact that it is so well-equipped. This is a great environment in which teachers can work, students can learn and families can visit and interact with their children.

Our student population consists of wonderful students from four communities. The majority of our students come from Sucker Creek. This is a neighboring community that buses their children here. Our second largest group of students is from Driftpile. Although that community no longer runs a bus from Driftpile to Joussard, parents have chosen to drive their children to and from our school. This year we have 12 children from Joussard and the immediate area, as well as 2 students from Faust.

Being a small school allows for a close knit student body and a collaborative, caring and progressive staff. Contributing to our success, is a wonderful and invested group of parents and grandparents, who, in countless ways, consistently demonstrate their commitment to the learning of their children.

We are committed to learning alongside our communities and finding ways to weave Indigenous learning throughout all facets of our school. We are so fortunate to have local Knowledge Keepers and Elders to learn from and provide authentic learning opportunities for our staff and students, as well having a Cree culture class in-house where students can learn Cree language and traditions.

Our school is fortunate in having considerable technology and knowledgeable, progressive staff members and is well supported by personnel from the division.

### **School Council Input on Annual Education Results Reporting (AERR)**

After reviewing the results included in the AERR, members of Joussard School Council would like to recommend the following:

That Joussard School focus on parental engagement by improving communication between parents and the school. It would be beneficial for parents to be kept regularly up to date on what students are working on so that parents can support students learning at home. This can be done through online learning portfolios such as; Seesaw and Google Classroom.

That student enrollment could be increased through a focus on growing the school's Indigenous Education/Cree Culture program. Joussard School is unique in the area because students have access to regular Cree Culture classes, in which students learn Cree language and traditions. This program should be further promoted as a means of drawing in students to the school.

That Joussard School focus on improving the literacy rates of its students. The current stagnation of reading achievement levels is a concern and should be a priority.

**Staff List**

Lorraine Adams	Secretary
Meghan Adams	Teacher
Jocelynne Belyan	Teacher
Paul Boulanger	Custodian
Racheal Brassard	Educational Assistant
Niki Conrad	Educational Assistant
Connie Cunningham	Educational Assistant
Taylor Cunningham	Educational Assistant
Tanya Dineen	Educational Assistant
Shoba Jacob	Teacher
Paulette Lapointe	Cook
Skye McDonald	Teacher
Kathy Routh	Educational Assistant/Learning Commons
Julia Sander	Teacher
Danielle Willier	Educational Assistant
Doris Willier	Educational Assistant/Cree Culture Educator
Ainsley Wilson	Educational Assistant
Kienan Wilson	Principal

**Spring 2022 Required Alberta Education Assurance Measures - Overall Summary**

Assurance Domain	Measure	Joussard School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.3	81.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.3	87.4	94.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	37.5	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.1	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.7	90.6	96.2	89.0	89.6	90.3	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.4	88.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	93.2	86.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.3	66.7	95.1	78.8	79.5	81.5	Very High	Declined	Good

**Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary**

Assurance Domain	Measure	Joussard School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	38.1	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.4	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a
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:

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 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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.

## DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

### Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	96	95.4	102	92.9	78	96.0	37	87.4	35	90.3	Very High	Maintained	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	34	89.9	32	86.3	20	95.0	n/a	n/a	3	*	*	*	*	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	53	96.2	60	92.5	50	93.0	31	78.2	29	90.5	Very High	Maintained	Excellent	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	9	100.0	10	100.0	8	100.0	6	96.6	6	90.0	Intermediate	Maintained	Acceptable	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

### Comments on Results

Our percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has increased from an overall percentage of 87.4% in 2021 to 90.3% in 2022. This is higher than both the division and province by a significant margin. After reviewing the provincial data, there were two specific questions in which we have seen immense growth over the past year.

The first question asked if “most students followed the rules at school”. In 2021 Approximately 70% of the students who participated in the survey felt that “most students follow the rules”. However our most recent survey results indicate that 90% of students who completed the survey believe that the majority of students follow the rules at school. Staff worked diligently to ensure that students understand that there are a number of students with diverse learning and social/emotional needs within our school. Students are treated with equity within our school, and at times, this means that certain rules do not apply to all students uniformly. This growth shows that our student population is becoming more accepting of the differing behavioural expectations placed on students to support their diverse needs.

The second question that we have seen significant growth in is regard to students respecting each other at school. In 2021, approximately 30% of students surveyed felt that students were not respectful of one another. Our most recent survey results in 2022 indicated that 14% of students believe that most students aren’t respectful to one another. Covid-19 restrictions resulted in the cancellation of students clubs and in-person assemblies. With restrictions being lifted our students have had the opportunity to participate in a plethora of clubs. This has provided them with the opportunity to learn and play alongside one another and develop a sense of community and mutual respect. The return of in-person assemblies has been incredibly impactful as well, as we celebrate students who demonstrate each of the 7 sacred grandfather teachings and celebrate examples of leadership in our school.

### Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																		
	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	81.5	35	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	74.2	29	72.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	

Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	6	94.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5
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**Comments on Results**

The percentage of teachers, parents and students who agreed that students are engaged in their learning at school in 2022 was 83.3%. This is slightly lower than the provincial and divisional averages. We believe there are a number of factors that impacted our results in this area. One factor that continues to impact student engagement was attendance. Last year, our students' attendance was very inconsistent. This impacted student engagement because it required the classroom teacher to have to catch students up with learning that they had missed while absent, and further exacerbated the gaps in student learning and the need for differentiated instruction to meet the needs of an ever-increasing divide between student ability levels. Additionally, due to the decrease in student enrollment, we were required to combine classes into split grades (K, 1/2, 3, 4/5, 6). This impacted students' and teachers' perception of engagement levels, because classroom teachers had to plan for, deliver and assess curricular objectives at two different grade levels simultaneously.

**Program of Studies**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	43	97.6	42	91.2	28	93.7	6	93.5	6	91.7	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	34	95.1	32	87.3	20	93.7	n/a	n/a	3	*	*	*	*	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	9	100.0	10	95.0	8	93.8	6	93.5	6	91.7	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

**Comments on Results**

Our percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies has remained high. In the most recent survey in 2022 reaching approximately 91.7%. We will continue to provide a broad program of studies, including daily access to phys. ed, regular Cree culture lessons, and access to innovative technology.

**Safe and Caring**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	96	97.0	102	95.7	78	96.3	37	87.9	35	93.2	Very High	Maintained	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	34	94.7	32	91.8	20	93.0	n/a	n/a	3	*	*	*	*	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	53	96.2	60	95.3	50	96.0	31	85.7	29	93.1	Very High	Maintained	Excellent	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	9	100.0	10	100.0	8	100.0	6	90.0	6	93.3	Intermediate	Maintained	Acceptable	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

**Comments on Results**

We have seen an increase in the percentage of teachers', parents' and students' perception that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. This is more in line with our historical averages, which puts our 2022 result at 93.2%, which is higher than both the school division and provincial averages.

Growth in this area can be attributed to our staff and students being able to participate in a number of activities centered around community building. Joussard school has a proud history of providing students with extracurricular activities, student clubs and land based learning opportunities that help to foster a healthy school environment where trust and respect are integral to success.

### School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	96	99.0	102	93.1	78	92.2	31	90.3	35	75.0	Intermediate	Declined Significantly	Issue	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	34	97.1	32	84.4	20	95.0	n/a	n/a	3	*	*	*	*	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	53	100.0	60	95.0	50	94.0	31	90.3	29	100.0	Very High	Improved	Excellent	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	9	100.0	10	100.0	8	87.5	5	*	6	50.0	Very Low	Declined	Concern	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

### Comments on Results

The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years has decreased from 90.3% in 2021 to 75.0% in 2022. There are a number of factors that have impacted this perception in our school community. Primarily, due to increased restrictions caused by COVID-19, our ability to offer the same clubs, field trips, family fun nights and extracurriculars that our students value, has been impacted. Additionally, over the past year we have seen our enrollment decrease, which has resulted in the need for combined/split grades. Limited clubs and extracurricular activities, as well as our decreased student enrollment may have had a negative impact on perceived school improvement.

It's also important to note that because the small sample size that we pull from, our numbers can be impacted quite significantly by answers indicating "don't know". These selections of "don't know" are counted as "declined", which is part of the reason the data from teachers indicates that there is a belief that their school or schools in their jurisdiction have declined. Moving forward we intend to make a concerted effort to ensure teachers are aware of the weight of the "don't know" selection, and in turn encourage them to seek additional information before selecting that particular option.

Positively, the feedback from our students indicate that they continue to think very highly of the school and schools within our school jurisdiction. The 100% from 29 student survey results is significantly higher than the school authority and divisional averages.

### Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	41	93.8	40	91.7	27	97.4	n/a	n/a	6	83.3	High	Maintained	Good	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	32	87.5	30	83.3	19	94.7	n/a	n/a	3	*	*	*	*	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	9	100.0	10	100.0	8	100.0	5	*	6	83.3	Low	Declined	Issue	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



### Comments on Results

The percentage of parents and teachers who agree that their children are taught attitudes and behaviours that will make them successful at work when they finish school was 83.3% in our spring 2022 survey. We believe that our inability to run in person assemblies where we targeted our character education plan played an impact on the decline for this measure.

We are confident that with the return of assemblies and clubs, we will be able to get back to our historical trends that would place us above both the province and school division.

### Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	41	87.3	40	86.0	27	79.9	n/a	n/a	6	100.0	Very High	Improved	Excellent	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	32	74.6	30	71.9	19	72.2	n/a	n/a	3	*	*	*	*	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	9	100.0	10	100.0	8	87.5	5	*	6	100.0	Very High	Maintained	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

### Comments on Results

Our spring 2022 survey results indicate that our parents and teachers are satisfied that students of Joussard School demonstrate the knowledge, skills and attitudes necessary for lifelong learning. The 100% is over 10% higher than both the provincial and school division results.

Literacy Data			2018-19				2019-20'				2020-21'				2021-22'							
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#		
EYE	Kindergarten	Experiencing significant difficulty	14	0.0	0	0.0	0	7	50.0	2	ND	ND	9	57.1	4	0.0	0	7	28.6	2	0.0	0
		Experiencing some difficulty		87.5	7	25.0	2		50.0	2	ND	ND		42.9	3	11.1	1		42.9	3	33.3	2
		Appropriate development		12.5	1	75.0	6		0.0	0	ND	ND		0.0	0	88.9	8		28.6	2	66.7	4
RTR	Grade 1	None-Minimal Development	12	ND	ND	ND	ND	6	ND	ND	ND	ND	6	33.3	1	0.0	0	12	41.7	5	14.3	1
		Developing Skills		ND	ND	ND	ND		ND	ND	ND	ND		66.7	2	100.0	2		50.0	6	57.1	4
		Developing Well-Mastered		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	0.0	0		8.3	1	28.6	2
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	17	90.0	9	90.9	10	9	ND	ND	ND	3	11	ND	ND	88.9	8	5	60.0	3	50.0	1
		Approaching Expectations		0.0	0	9.1	1		ND	ND	ND	1		ND	ND	11.1	1		20.0	1	0.0	0
		Meeting Expectations		10.0	1	0.0	0		ND	ND	ND	0		ND	ND	0.0	0		20.0	1	50.0	1
F&P	Grade 3	Not Yet Meeting Grade Expectations	18	100.0	10	100.0	10	18	0.0	0	69.2	9	4	ND	ND	66.7	2	17	43.8	7	41.7	5
		Approaching Expectations		0.0	0	0.0	0		0.0	0	0.0	0		ND	ND	33.3	1		6.3	1	25.0	3
		Meeting Expectations		0.0	0	0.0	0		100.0	1	30.8	4		ND	ND	0.0	0		50.0	8	33.3	4
F&P	Grade 4	Not Yet Meeting Grade Expectations	22	90.9	10	100.0	10	16	90.0	9	100.0	2	14	0.0	0	50.0	3	14	ND	ND	ND	ND
		Approaching Expectations		0.0	0	0.0	0		10.0	1	0.0	0		50.0	1	16.7	1		ND	ND	ND	ND
		Meeting Expectations		9.1	1	0.0	0		0.0	0	0.0	0		50.0	1	33.3	2		ND	ND	ND	ND

Grade 5	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	20	100.0	11	ND	ND	13	ND	ND	84.6	11		ND	ND	ND	ND	
	Approaching Expectations	ND	ND	ND	ND		0.0	0	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND	
	Meeting Expectations	ND	ND	ND	ND		0.0	0	ND	ND		ND	ND	15.4	2		ND	ND	ND	ND	
	Grade 6	Not Yet Meeting Grade Expectations	ND	ND	ND	ND		ND	ND	ND	ND	10	ND	ND	90.0	9		ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	10.0	1		ND	ND	ND	ND
	<b>Legend:</b>		<b>Footnotes:</b>																		
	Fall: September - January		1 Schools only required to submit one assessment per student due to COVID complications																		
	ND: No data collected for the corresponding grade/school year		2 Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																		
Spring: February - June		3 Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																			

### Comments on Results

The results from our Fountas and Pinnell (F&P) testing, LeNs, CC3, and RTR screens demonstrate that the majority of our students are currently reading below grade level expectations. These results have remained fairly stable for the past three years. In response to these results, our staff has focused our professional development on building teacher capacity to support literacy development within our school. Our primary goal as a school is to improve literacy skills in all of our students. We are confident that through data informed literacy intervention, explicit “structured literacy” instruction, and intentional, high impact learning activities, we will be able to celebrate student growth in this field in years to come.

Numeracy Data			2018-19			2019-20			2020-21			2021-22				
			Fall			Fall			Fall			Fall				Spring
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	12	10.0	1	0.0	0
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		30.0	3	25.0	3
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		60.0	6	75.0	9
MIPI	Grade 2	Requires Attention	17	0.0	0	9	0.0	0	11	30.0	3	5	20.0	1	ND	ND
		May Require Attention		40.0	4		33.3	1		40.0	4		20.0	1	ND	ND
		Does Not Require Attention		60.0	6		66.7	2		30.0	3		60.0	3	ND	ND
	Grade 3	Requires Attention	18	42.9	3	18	38.5	5	4	33.3	1	17	25.0	3	ND	ND
		May Require Attention		42.9	3		53.8	7		0.0	0		58.3	7	ND	ND
		Does Not Require Attention		14.3	1		7.7	1		66.7	2		16.7	2	ND	ND
	Grade 4	Requires Attention	22	42.9	3	16	88.9	8	14	50.0	7	4	50.0	2	ND	ND
		May Require Attention		57.1	4		11.1	1		21.4	3		50.0	2	ND	ND
		Does Not Require Attention		0.0	0		0.0	0		28.6	4		0.0	0	ND	ND

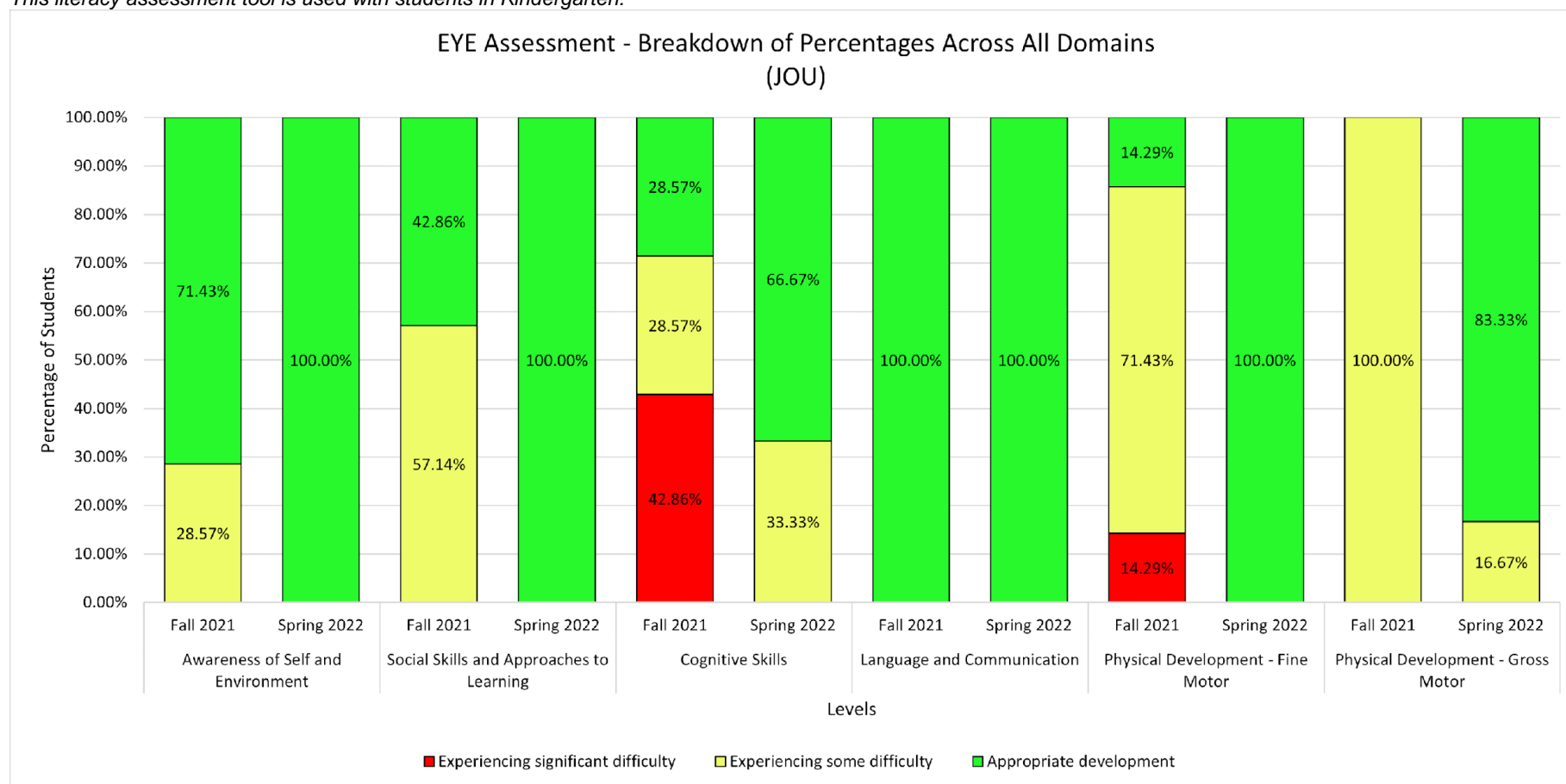
	Grade 5	Requires Attention	ND	ND	20	88.9	8	13	45.5	5	15	85.7	12	ND	ND	
		May Require Attention	ND	ND		11.1	1		36.4	4		7.1	1	ND	ND	
		Does Not Require Attention	ND	ND		0.0	0		18.2	2		7.1	1	ND	ND	
	Grade 6	Requires Attention	ND	ND		ND	ND	10	50.0	4	14	63.6	7	ND	ND	
		May Require Attention	ND	ND		ND	ND		50.0	4		36.4	4	ND	ND	
		Does Not Require Attention	ND	ND		ND	ND		0.0	0		0.0	0	ND	ND	
	Legend:															
	Fall: September - January															
	ND: No data collected for the corresponding grade/school year															
Spring: February - June																

### Comments on Results

Our results from the 2021-2022 Math Intervention/Programming Instrument (MIPI), highlight an area of concern in regards to our school's numeracy rate. We are seeing more gaps in students mathematical understanding as a result of the Covid-19 pandemic, with poor attendance and online learning hampering students understanding of core principles. Targeted professional development opportunities for teachers that are based on best practice, numeracy interventions and high engagement activities for learners will be instrumental in seeing growth in this field. As a school, we will continue to build student numeracy levels through high impact numeracy instruction, such as; data informed numeracy interventions, small group instruction, number talks and other engaging instructional practices.

**Early Years Evaluation – Teacher Assessment (EYE-TA)**

*This literacy assessment tool is used with students in Kindergarten.*



**Comments on Results**

The Early Years Evaluation - Teacher Assessment (EYE-TA) assesses the skills of children ages 3 – 6 years and provides educators with the data necessary to provide targeted classroom instruction, and appropriate intervention as children prepare to begin kindergarten. The data collected from our Early Years Evaluation - Teacher Assessment (EYE-TA) demonstrates that the majority of this particular group of students were assessed as “developmentally appropriate” in the categories of “awareness of self and environment”, “social skills and approaches to learning”, “language and communication” and “fine motor physical development”. A minority of students were assessed as “experiencing some difficulty” in the categories of “cognitive skills”, “gross motor physical development”. This data demonstrates that there is a need for targeted support for students in these areas. Joussard School uses this data to provide support and guide instruction for these learners.

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	93.3	0.0	70.8	0.0	n/a	n/a	n/a	n/a	26.7	0.0	n/a	n/a
	Authority	70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
Mathematics 6	School	80.0	6.7	20.8	4.2	n/a	n/a	n/a	n/a	0.0	0.0	n/a	n/a
	Authority	52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	86.7	6.7	29.2	0.0	n/a	n/a	n/a	n/a	13.3	0.0	n/a	n/a
	Authority	70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	86.7	13.3	29.2	4.2	n/a	n/a	n/a	n/a	6.7	0.0	n/a	n/a
	Authority	64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

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

Course	Measure	Joussard School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	15	26.7	24	70.8	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	15	0.0	24	0.0	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	15	0.0	24	20.8	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	15	0.0	24	4.2	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	15	13.3	24	29.2	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	15	0.0	24	0.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	15	6.7	24	29.2	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	15	0.0	24	4.2	56,483	20.1	54,802	24.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
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.

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**Comments on Results**

The Science Provincial Achievement Test results for the 2021-2021 school year show that 13.3% of our students reached an acceptable standard, while 73.3% were below acceptable standards. Unfortunately, we had two students who were unable to write the test, which equates to 13.3%. Our students struggled with concepts presented in the Trees & Forest unit, which is something we have targeted through land-based learning opportunities that provide students with hands-on experience to further their level of understanding. This hands-on approach to Scientific inquiry will be applied throughout all five of the Grade 6 Science units to help reinforce key concepts that may seem abstract through traditional classroom learning.

The Mathematics Provincial Achievement Test for the 2021-2022 school year shows that 73.3% of our students received results that were categorized as below acceptable standard. Four students were absent and unable to write the test, which equates to 26.7%. We are looking at a number of ways to increase these results to have representation in the acceptable standards and above. Professional development in mathematics has been ongoing throughout the school year to support our staff in providing high-quality mathematical instruction that is engaging for our students. Covid-19 has exacerbated some skill deficiencies that developed as a result of missed class time and online learning, with many students requiring numeracy intervention. This is an area of focus for us this year as we look to close the gaps created.

The Social Studies Provincial Achievement Test results for the 2021-2021 school year show that 6.7% of our students reached an acceptable standard, while 80.0% were below acceptable standards. Unfortunately, we had two students who were unable to write the test, which equates to 13.3%. Our students struggled with the Democratic Principles Unit, which is something that we are going to try and address in the upcoming school years. Providing more context to students to help them understand concepts that are more abstract in nature is imperative if we are hoping to see growth in our Social Studies results.

The Language Arts Provincial Achievement Test results for the 2021-2021 school year show that 26.7% of our students reached an acceptable standard, while 60.0% were below acceptable standards. Unfortunately, we had two students who were unable to write the test, which equates to 13.3%. Our student literacy levels were impacted by the Covid-19 Pandemic with Inconsistent attendance from many of our students playing a major role. We continue to prioritize literacy and have a significant amount of professional development and collaboration time embedded for staff, to ensure best practices are being done with fidelity. Universal strategies and targeted literacy supports are implemented to foster growth in our students, which is monitored regularly to ensure we are supporting students at their respective levels.

## DOMAIN 2: TEACHING AND LEADING

### Education Quality

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

	School										Authority									Province													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	97	98.0	103	95.5	79	97.0	37	90.6	35	91.7	Very High	Declined	Good	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	34	94.1	32	88.0	20	95.0	n/a	n/a	3	*	*	*	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	
Student	54	100.0	61	100.0	51	98.0	31	95.1	29	100.0	Very High	Maintained	Excellent	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	9	100.0	10	98.3	8	97.9	6	86.1	6	83.3	Very Low	Declined	Concern	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

### Comments on Results

The percentage of teachers, parents and students satisfied with the overall quality of basic education has increased from 90.6% in 2021 to 91.7% in 2022. However, the area that saw the largest decrease was in the “teacher” category. During the 2021 school year, student attendance rates were negatively impacted as a result of the COVID-19 pandemic. As a result of this, students often missed important skills and curricular outcomes. Low attendance rates provide unique challenges for teachers as they look to support the growth students who attend regularly, while simultaneously working to get students with infrequent or low attendance caught up on foundational skills.

### In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority									Province													
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	9	92.6	10	100.0	8	100.0	6	100.0	6	83.3	Intermediate	Declined	Issue	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	9	92.6	10	100.0	8	100.0	6	100.0	6	83.3	Intermediate	Declined	Issue	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

### Comments on Results

83.3% of our certified staff report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. This number has decreased from 100% in 2021, which we attribute to the challenge teachers felt with engaging in professional development opportunities remotely as a result of Covid-19. Overall, our staff feels their professional needs are supported by the High Prairie School Division.

## DOMAIN 3: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	88.0	35	91.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	83.1	29	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	92.9	6	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

#### Comments on Results

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe is slightly higher than the provincial and divisional averages. It remains a priority at Joussard School that all students, parents and teachers feel welcomed, cared for, respected and safe.

Through increased community engagement, and consistently putting the needs of our learners first, we are confident that we will continue to see growth in this area.

### Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	86.3	35	93.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	31	86.0	29	93.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	6	86.7	6	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	

#### Comments on Results

Joussard School and High Prairie School Division offers a multitude of services and supports to meet the needs of our students. Currently, our school has access to the following services:

- A half-time learning support teacher who works with teachers and students to plan for and organize support for students in accordance with the “Pyramid of Intervention”.
- Our school employs 9 Educational Assistants to provide support for learners within the classroom.
- A Wellness Coach that provides counseling and universal programming support for our students.
- Access to a Divisional Counseling Consultant
- An Indigenous Education Coach who provides support for teachers to implement cultural learning opportunities, such as land-based learning opportunities and providing protocol to Indigenous elders in exchange for teachings.
- An Occupational Therapist to support programming for students with gross and fine motor challenges.



- A Complex Communication Specialist to support the needs of students with communication challenges, as well as students with Autism Spectrum Disorder (ASD).

**Program of Studies - At Risk Students**

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	96	97.6	102	95.8	78	95.4	37	87.5	35	93.8	Very High	Maintained	Excellent	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	34	94.1	32	88.5	20	88.3	n/a	n/a	3	*	*	*	*	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	53	98.7	60	98.9	50	98.0	31	86.0	29	93.1	Very High	Declined	Good	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	9	100.0	10	100.0	8	100.0	6	88.9	6	94.4	Intermediate	Maintained	Acceptable	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

**Comments on Results**

The percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely has increased from 87.5% in 2021 to 93.8% in 2022. There are several factors that have contributed to our school’s ability to provide easy access and timely support for children at risk.

Our low enrollment numbers have resulted in smaller class sizes, and have allowed us to have a minimum of one teacher and one educational assistant in each class. Many classes have the support of more than one full time educational assistant. Students also have timely access to divisional specialists such as; an occupational therapist, a complex communication specialist, a wellness coach, counseling consultants, and an indigenous education coach. Our school is aware of the gaps in learning caused by the pandemic, and we are taking steps to address this challenge. With targeted interventions and a strong focus on literacy and numeracy, we are confident that we will be able to continue improving our results in this category.

**Inclusion – Pyramid of Intervention**

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school’s educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

**First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)**

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2021-22 school year included:

All schools received one hour of coach-led professional development each month.

We were fortunate enough to have Elders, Knowledge Keepers, and presenters come into our schools again as Covid restrictions lifted. Some of the land based learning opportunities and presentations included:

- “Indigenous Art Adventures” with Lance Cardinal
- Land based learning about trees, medicinal plants, bush safety, animal tracks and life cycles
- Métis Sash teaching
- Métis storytelling
- Métis dot art painting
- Students used their sense to learn about and explore traditional medicines (sage, sweetgrass, diamond willow fungus, tobacco)
- Traditional storytelling and laboom tea
- Lessons on the 7 Grandfather Teachings
- Ice Fishing (Land Based Learning)
- Kairos Blanket Exercise

We are extremely excited for the 22/23 school year where Land-based learning will continue with local Elders. Teachings will include trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking. We will also be hosting the HPSD Round Dance, in addition to finding opportunities to learn from local Elders and Knowledgekeepers in our wonderful school.

## DOMAIN 4: GOVERNANCE

### Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																								
	School										Measure Evaluation										Authority										Province									
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	43	93.7	42	93.7	28	96.5	6	66.7	6	83.3	Very High	Declined	Good	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8							
Parent	34	87.4	32	87.4	20	93.0	n/a	n/a	3	*	*	*	*	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3							
Teacher	9	100.0	10	100.0	8	100.0	6	66.7	6	83.3	Low	Declined	Issue	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2							

#### Comments on Results

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education for our school grew from 66.7% in 2021, to 83.3% in 2022. This number is higher than the provincial and divisional average. We believe that this growth can be attributed to allowing our families to come into our school again after Covid restrictions were lifted.

Joussard School highly values our parents' involvement in decisions about their child's education. One of the first tasks our teachers do each year is to call each of their students' families and introduce themselves. We do this because we believe a strong partnership between parents and educators is essential to supporting our students' education. We have also been exploring ways to spend more time in the communities by participating in community events as a staff.

### Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																								
	School										Measure Evaluation										Authority										Province									
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	94	92.6	100	93.8	76	95.5	37	88.0	35	94.6	Very High	Maintained	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6							
Parent	32	80.6	30	83.0	18	89.6	n/a	n/a	3	*	*	*	*	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4							
Student	53	97.2	60	98.3	50	99.0	31	87.1	29	94.8	Very High	Declined	Good	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5							
Teacher	9	100.0	10	100.0	8	97.9	6	88.9	6	94.4	Very High	Maintained	Excellent	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0							

#### Comments on Results

Our school offers a wide variety of programs and services for our students, including; wellness supports, speech and language services, reading intervention, access to an occupational therapist, morning exercise classes and a delicious daily hot lunch program for all of our students that is free of charge. These services have been offered at our school for several years.