



Joussard School

**Annual Education Results Report
2020-21**



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 80 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, natural 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 three communities. We currently have the majority of our students 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. Our second largest group of students is from Sucker Creek. This is a neighboring community that buses their children here. This year we have 11 children from Joussard and the immediate area.

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.

As a high achieving Alberta school, we are focused on enabling our students to become ethical, engaged and entrepreneurial, consistently preparing for an increasingly global world. Although coming from small, northern communities, our students are not limited in what they can learn. Through the daily use of technology, our students are exposed to the wonders of the world and are proving themselves very competent in advancing as technology does.

Our school is fortunate in having considerable technology and knowledgeable, progressive staff members and is well supported by personnel from the division. A current area of study is in the area of robotics and coding. Our students are very interested in these skills and are proving to be very adept in these areas. The Communications Technology Council predicts that there will be thousands of employment

opportunities in these areas in the upcoming years. What better for a school to do than to prepare educated, ethical citizens who can fill these positions - many possible right in home communities.

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

Spencer Smith	Principal
Lorraine Adams	Secretary
Meghan Adams	LST/Teacher
Shoba Jacob	Teacher
Hilary Zahacy	Teacher
Jocelynn Belyan	Teacher
Julia Sander	Teacher
Racheal Brassard	Educational Assistant
Connie Cunningham	Educational Assistant
Ainsley Wilson	Educational Assistant
Danielle Willier	Educational Assistant
Niki Conrad	Educational Assistant
Tanya Dineen	Educational Assistant
Doris Willier	Educational Assistant/ Cree Instructor
Kathy Routh	Educational Assistant/ Librarian
Paulette Lapointe	Cook
Paul Boulanger	Custodian

Spring 2021 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	81.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.4	96.0	94.8	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	62.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.4	n/a	n/a	20.3	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	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	97.0	96.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.3	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.7	96.5	94.6	79.5	81.8	81.4	n/a	n/a	n/a

Spring 2021 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	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	61.9	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.1	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	103	91.0	96	95.4	102	92.9	78	96.0	37	87.4	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	32	88.1	34	89.9	32	86.3	20	95.0	n/a	n/a	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	62	85.0	53	96.2	60	92.5	50	93.0	31	78.2	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	9	100.0	9	100.0	10	100.0	8	100.0	6	96.6	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comments on Results

Our percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has decreased from an overall percentage of 96% in 2020 to 87.4% in 2021. After reviewing the provincial data, there were two specific questions in which students responded negatively. The first question asked if “most students followed the rules at school”. Approximately 70% of the students who participated in the survey felt that “most students follow the rules”. This perception does not take into account 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. With further explanation, it is likely that students’ perception of those who they feel are not “following the rules” would change and students would be more accepting of the differing behavioural expectations placed on students to support their diverse needs.

The second question that students responded negatively to asked if most students respect each other at school. Approximately 30% of students surveyed felt that students were not respectful of one another. We feel that this decrease of satisfaction in this area may be linked to students’ sense of “community” within the school. In past years, our school has done an excellent job of building students’ connections in positive, meaningful ways. Last year, due to the increased restrictions caused by COVID-19, our ability to provide meaningful opportunities for students to connect was seriously impacted. For instance, as large gatherings were prohibited, we were unable to host our in-person student leadership monthly assemblies in which students were regularly recognized for good deeds and acts of citizenship. In lieu of in-person assemblies, we created pre-recorded assembly videos to recognize our students, but this option was less effective than in-person assemblies. Also, in previous years, citizenship and sense of community has been promoted through activities such as reading buddies, and opportunities for older students to model appropriate behaviour to younger students, as well as through extracurricular clubs and sports. But due to cohorting requirements, we were unable to have students participate in these activities. This significantly impacted students’ sense of community, and decreased the positive connections between students.

An additional factor impacting our results in all areas is the limited number of parent and student survey participants. We have seen a decrease from 78 total participants in 2020 to 37 total participants in 2021; a decrease of nearly 50%. This decrease in participation is due to a drop in student enrollment numbers and sporadic attendance. As a result of the low participation numbers, each negative survey response has more of an impact on our overall achievement results. For instance, 3 negative responses out of 78 equals 96% satisfaction, but 5 negative responses out of 37 equals 87.4% satisfaction: A difference of two negative responses equals an approximately 9% decrease in achievement.

While our percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship is still above average when compared to the divisional authority and province, our school will be making a concerted effort to increase citizenship and students' sense of community within our school. As COVID restrictions decrease, we look forward to re-establishing opportunities for students to make positive connections with their peers, such as through extracurricular activities, sports and leadership assemblies. We will also focus on increasing the number of survey participants in order to get a more accurate representation of stakeholders' perspectives.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	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	n/a	n/a	37	81.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6				
Parent	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	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0				
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	74.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8				
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0				

Comments on Results

The percentage of teachers, parents and students who agreed that students are engaged in their learning at school in 2021 was 81.5%. 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 impacting 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, ¾, ½). 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. Another significant factor that impacted student engagement was staff and student morale. Many staff and students were stressed and overwhelmed as a result of the ongoing anxieties caused by the COVID-19 pandemic. A lot of the engaging activities that students look forward to, such as intramurals, clubs and field trips were cancelled. It is challenging for staff and students to remain motivated while dealing with the continual strain caused by the pandemic.

There were a myriad of factors impacting perception of engagement during the 2020/2021 school year. The above factors are not excuses, but rather they are obstacles to be overcome. Joussard School has a history of providing highly engaging learning opportunities for our students. Our enthusiastic staff, and our passion for innovation motivate us to inspire and excite students about their learning. We will continue to focus on creating quality, engaging learning opportunities for our students.

Program of Studies – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	41	95.8	43	97.6	42	91.2	28	93.7	6	93.5	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	32	91.7	34	95.1	32	87.3	20	93.7	n/a	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	
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	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	
Teacher	9	100.0	9	100.0	10	95.0	8	93.8	6	93.5	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

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 approximately 93.5% for the past two years. 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 – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	102	90.3	96	97.0	102	95.7	78	96.3	37	87.9	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	32	88.1	34	94.7	32	91.8	20	93.0	n/a	n/a	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	61	85.2	53	96.2	60	95.3	50	96.0	31	85.7	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	9	97.8	9	100.0	10	100.0	8	100.0	6	90.0	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Comments on Results

We have seen a decrease 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. The results demonstrate a decrease of approximately 8% from the 2020 school year to the 2021 school year. After reviewing the data, there are three specific questions in which students responded negatively: All three questions ask whether students care/respect each other at school. Approximately 20-30% of students surveyed felt that students do not care/show respect for other students. This is concerning data because, historically, our school has worked hard to establish strong relationships between our students and this is an area that our school has excelled at in previous years. We believe that one of the factors that has contributed to this decrease in student respect for one another is the lack of community building activities that we were able to provide last year as a result of restrictions caused by COVID-19. For instance, one way that our school supports the establishment of positive relationships amongst our students is through our clubs, sports and extracurriculars. Through these activities, students work together, build connections, and learn to respect one another. Unfortunately, due to restrictions caused by COVID-19, we were unable to provide these opportunities for our students last year. As restrictions have begun to lift this year, we have begun to offer these clubs and teams again. It is our belief that we will see an improvement in these areas in the coming school year.

There have also been a number of additional factors that have impacted the perception that in our school community students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. First, the perception that students are “safe at school” has been negatively impacted by student fear and anxiety around COVID-19. Students are regularly reminded that they must stay distanced from one another, and must wear masks to keep themselves and others safe. Although these procedures have been put in place to protect the safety of students, they heighten student anxiety and magnify perceived threats to student and staff safety. Additionally, our school is transitioning from the previous principal to a new administrator with different expectations and different methods. The previous principal had been administrator of Joussard School for many years and had established strong connections with the school community and consistent expectations for the staff and students. It is the goal of the new administration to establish these strong connections and consistent expectations with the school community. We want 100% of our school community to know that our students are safe, and are treated fairly, and that students are learning to care for and respect one another.

School Improvement – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	99	96.1	96	99.0	102	93.1	78	92.2	31	90.3	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	29	93.1	34	97.1	32	84.4	20	95.0	n/a	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	
Student	61	95.1	53	100.0	60	95.0	50	94.0	31	90.3	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	9	100.0	9	100.0	10	100.0	8	87.5	5	*	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

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 slightly from 92.2% in 2020 to 90.3% in 2021. 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 our students' perception of school improvement.

However, with the easing of restrictions, and our school's focus on filling the gap in learning caused by COVID-19, and student and community engagement, we are confident that we will be able to reverse this decline. We are starting to see our enrollment increase regularly, and are able to begin offering clubs and extracurriculars. By 2022, we predict that we will see an increase in school improvement.

Work Preparation – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	85.7	41	93.8	40	91.7	27	97.4	n/a	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	
Parent	28	71.4	32	87.5	30	83.3	19	94.7	n/a	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	
Teacher	9	100.0	9	100.0	10	100.0	8	100.0	5	*	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	79.8	41	87.3	40	86.0	27	79.9	n/a	n/a	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	28	59.6	32	74.6	30	71.9	19	72.2	n/a	n/a	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	9	100.0	9	100.0	10	100.0	8	87.5	5	*	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Fountas & Pinnell (F&P)

This literacy assessment tool is used with students in Grades 2-6.

	2018-19	2019-20	2020-21
Approaching Grade Expectations	65	35	30
Meeting Grade Expectations	1	3	2
Exceeding Grade Expectations	4	3	3

Comments on Results

The results from our Fountas and Pinnell (F&P) testing 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. This indicates that we have seen limited progress in this area over the past several 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 see an increase in the percentage of students who are “at grade level” according to the F&P test.

Math Intervention/Programming Instrument (MIPI)

This numeracy assessment tool is used with students in Grades 2-10.

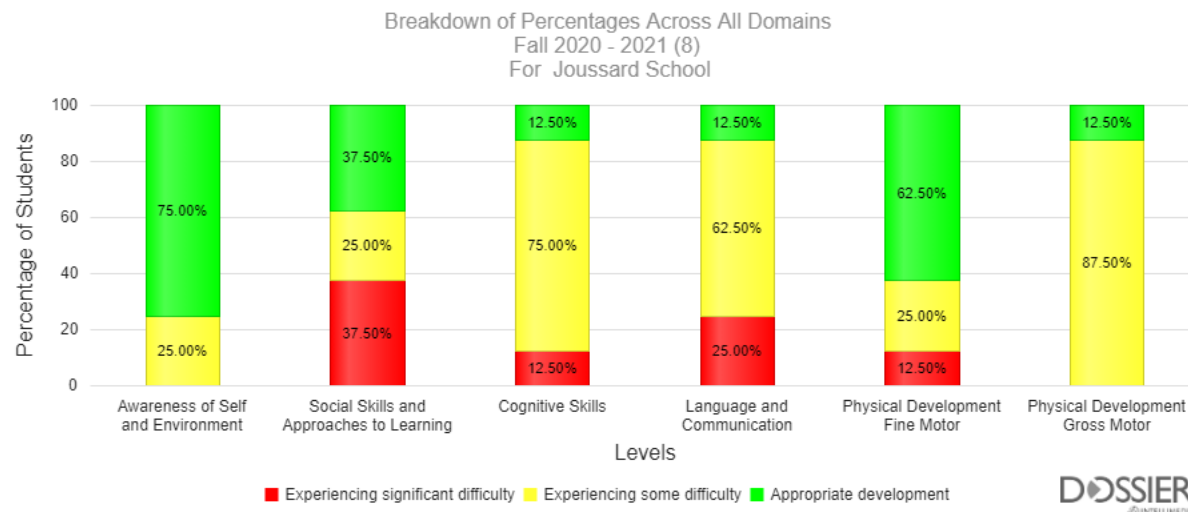
	2018-19	2019-20	2020-21
May Require Attention	11	10	17
Requires Attention	6	21	18
Does not Require Attention	7	3	11

Comments on Results

Our results from the 2020-2021 Math Intervention/Programming Instrument (MIPI), demonstrate a promising trend for our school's numeracy rate. Our results have increased since 2019/2020 and represent student progression from the "requires attention" category to the "may require attention" and "does not require attention" category. We believe these results may have been impacted by an increase in teacher capacity to support numeracy instruction. 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” and “fine motor physical development”. The majority of these students were assessed as “experiencing some difficulty” in the categories of “cognitive skills”, “language and communication”, “gross motor physical development” and “social skills and approaches to learning”. 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.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	103	97.5	97	98.0	103	95.5	79	97.0	37	90.6	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	32	93.2	34	94.1	32	88.0	20	95.0	n/a	n/a	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	62	99.2	54	100.0	61	100.0	51	98.0	31	95.1	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	9	100.0	9	100.0	10	98.3	8	97.9	6	86.1	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comments on Results

The percentage of teachers, parents and students satisfied with the overall quality of basic education has decreased from 97% in 2020 to 90.6% in 2021. 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. There were also times in which teachers had to teach remotely due to provincial lock-downs. The challenge to engage students remotely also impacted student learning. Our teachers worked very hard to fill the gaps in learning caused by these interruptions, but these factors may have impacted teacher perception of the quality of education that students were receiving.

In-service Jurisdiction Needs– Measure Details

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	9	100.0	9	92.6	10	100.0	8	100.0	6	100.0	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	9	100.0	9	92.6	10	100.0	8	100.0	6	100.0	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Comments on Results

100% 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. 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 – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	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	n/a	n/a	n/a	37	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	
Parent	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	

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. However, it is 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 see growth in this area.

Access to Supports & Services – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	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	n/a	n/a	n/a	37	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	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	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

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 7 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 – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	41	95.8	96	97.6	102	95.8	78	95.4	37	87.5	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	
Parent	32	91.7	34	94.1	32	88.5	20	88.3	n/a	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7		
Student	n/a	n/a	53	98.7	60	98.9	50	98.0	31	86.0	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	
Teacher	9	100.0	9	100.0	10	100.0	8	100.0	6	88.9	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	

Comments on Results

The percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely has decreased from 95.4% in 2020 to 87.5% in 2021. There are several factors that have impacted our school's ability to provide easy access and timely support for children at risk. We have seen a significant rise in the number of students who require learning interventions and social/emotional support as a result of the interruptions caused by the COVID-19 pandemic. At the same time, due to decreased student enrollment, we have had to decrease our professional staff from 8 in 2020 to 6 in 2021. This has resulted in the need for combined grades at multiple grade levels. Due to the need for combined grades, there has been a concentration of students with complex learning needs in classes. We have also had to decrease our Learning Support Teacher to half time as a result of our decreased enrollment. These combined factors have had an impact on our ability to provide timely support for students at risk.

However, our low enrollment numbers have also 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 support 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 improve 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 goal 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 2020-21 school year included:

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

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.

All Grade 5 classes took part in a divisional literacy project, The Journey Forward, a book about reconciliation. They had several visits from the book's author, Richard Van Camp.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. At Joussard School specifically, our students participated in a variety of land-based learning opportunities, in partnership with local knowledge keepers, Ramsay Zallum and Joyce Hunt, including; traditional dry meat making and fish smoking, ice fishing and netting, and traditional medicine walks. We also partnered with Elders Herman Sutherland and Joyce Hunt to set up a traditional tipi in our school yard and provide tipi teachings for all students. Additionally, Indigenous Education Coach, Jamie Chalifoux partnered with Lesser Slave Forestry Education Society to provide Indigenous perspectives to our annual Boreal Forest field trip.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

Joussard School's character education program is based on the Seven Grandfather Teachings. The Grandfather Teachings are reflected upon daily during our morning announcements, as well as during our monthly leadership assemblies. Monthly awards are given out for students who exemplify these teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

Joussard School also offers regular Cree culture and language programming to all students. Students are taught Cree language as well as Cree art and traditions four times a week by our school's Cree Instructor, Doris Willier. Joussard School is unique in our ability to offer Cree language classes to our students. We are the only school in our region to offer this service.

To celebrate our grade six graduates, Joussard School brought in local Indigenous drummers to sing an honour song during the graduation ceremony. Students were then presented with a smudge kit as a graduation gift.

DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	92.7	43	93.7	42	93.7	28	96.5	6	66.7	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	31	87.6	34	87.4	32	87.4	20	93.0	n/a	n/a	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	9	97.8	9	100.0	10	100.0	8	100.0	6	66.7	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Comments on Results

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education for our school was 66.7%. This is a significant decrease from previous years. This percentage only reflects teachers' perspectives because we did not have any parent participants in the school survey, so the results do not reflect parents' perspective. We believe that the lack of parent participants is due to a change in the way the survey was sent to parents. In the past, surveys were mailed out to families and the school provided incentives to get parents to complete and return the surveys to the school. Surveys were also filled out at "family fun nights" and events hosted by the school. Last year, surveys were emailed out by the division. We believe this impacted the number of parent participants.

The teachers' perspective is reflective of the fact that, due to restrictions caused by COVID-19, our school was unable to provide opportunities for parental engagement as we have done in the past, such as our in-person school open house, leadership showcase nights, and monthly leadership assemblies. While we did offer virtual alternatives, such as parent teacher interviews via Zoom, and a virtual open house, community participation in these events was minimal. Additionally, we were unsuccessful in forming a school council last year despite regular attempts to do so. These factors likely impacted teachers' perspective on parental involvement.

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 believe that, as restrictions begin to be lifted, and we can go back to opening up our school to the community as we have traditionally done, we will see parent and teacher satisfaction increase in this area.

Satisfaction with Program Access – Measure Details

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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	39	86.7	94	92.6	100	93.8	76	95.5	37	88.0	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	30	73.4	32	80.6	30	83.0	18	89.6	n/a	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	
Student	n/a	n/a	53	97.2	60	98.3	50	99.0	31	87.1	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	9	100.0	9	100.0	10	100.0	8	97.9	6	88.9	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

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. During the COVID-19 pandemic, these services have continued to be available. The only difference in the past year is that the number of students accessing these programs has increased due to a rise in the number of students who require learning interventions and social/emotional support as a result of the interruptions caused by the COVID-19 pandemic. That being said, our school is well equipped to support the needs of our students and we are confident that we can support the rise in students requiring learning interventions.