

JOUSSARD SCHOOL 2023-24 AERR



Mission

Joussard School is a warm, respectful and safe place to become a confident, independent learner and a successful citizen in a local and global society.

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MESSAGE FROM THE PRINCIPAL

I am pleased to share our Joussard School Annual Education Results Report with you. This report reflects our commitment to providing students with a strong academic foundation, aligning authentic learning opportunities that are culturally relevant, promoting mental health and wellness, as well as celebrating our burgeoning community stakeholder partnerships.

Joussard School is a warm and respectful place to become a confident learner. We set high expectations for our students and we believe in our students' ability to meet these expectations. Joussard School is small but is bursting with potential and opportunities. We usually have between 70 – 80 students – some are from Joussard and the surrounding area, some from the Sucker Creek First Nation and some from the Driftpile Cree Nation. All of our students are wonderful, and their families are consistently supportive.

We remain committed to fostering measurable growth in student literacy and numeracy. We are fortunate to have a Divisional Literacy Framework that will help guide our staff to better support your students in addition to being part of a pilot program that will target growth in literacy. We will continue to provide authentic learning opportunities, differentiating so all students can be successful in their learning and align professional development opportunities for our staff.

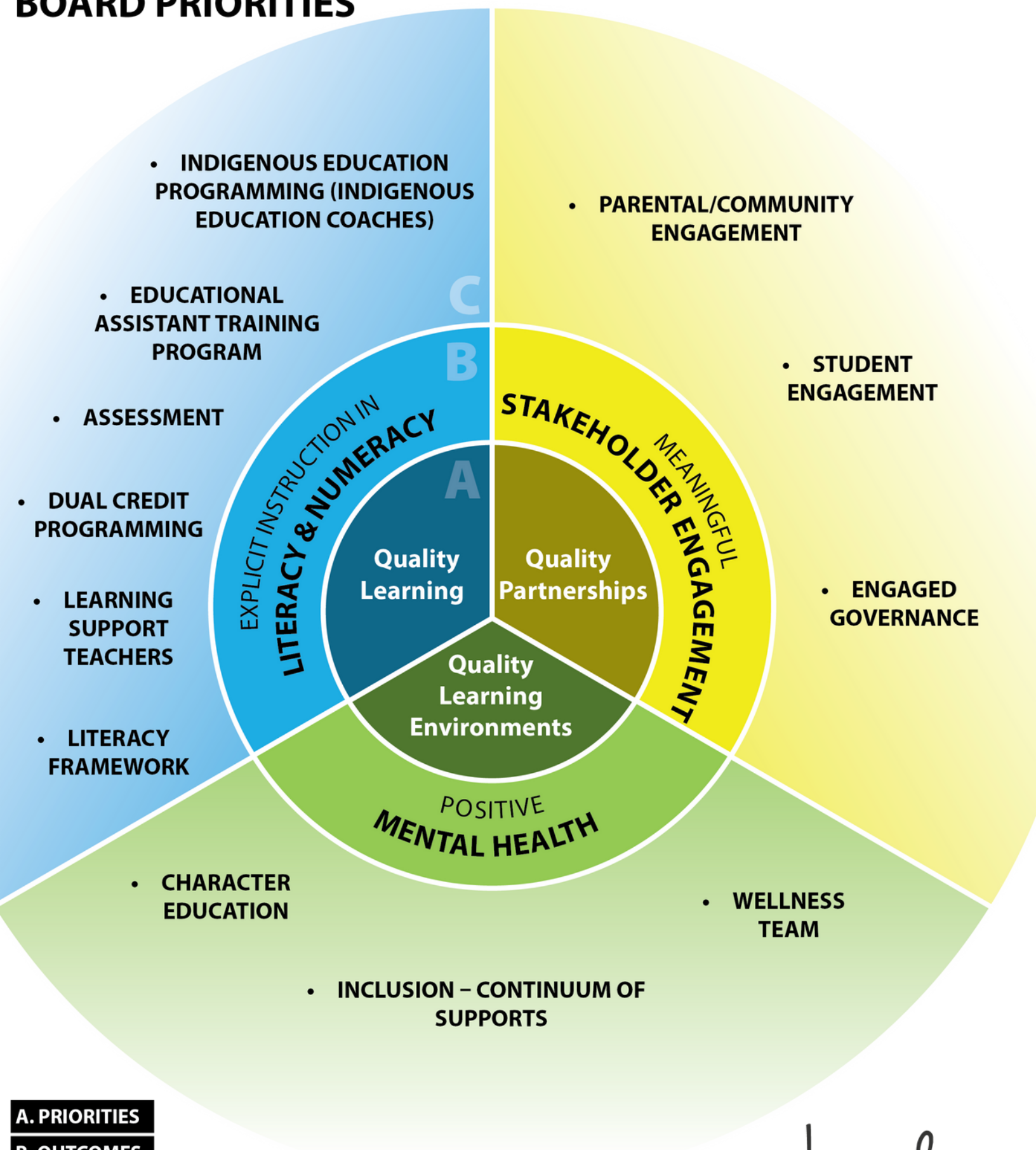
We believe that it is incredibly important that parents and caregivers are involved in their child's education. At Joussard School, we believe in forming a partnership with parents and caregivers to promote the highest level of learning for our students. I would strongly encourage our Joussard School families to join our School Council, as your ongoing support is paramount as we support our wonderful students.

Sincerely,

A handwritten signature in black ink that reads "John A. Davey". The signature is written in a cursive, flowing style with a horizontal line extending from the end.

J. A. Davey, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

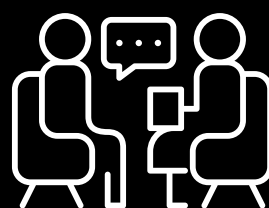
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



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SURVEY
RESPONSES



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ENGAGEMENT
SESSIONS

ABOUT US

Joussard School is located in the hamlet of Joussard in northern Alberta within Big Lakes County, 2 kilometres north of Highway 2 and approximately 338 kilometres north of Edmonton. Situated near the picturesque shoreline of Lesser Slave Lake, the school is a close-knit elementary institution serving approximately 80 students from Kindergarten to Grade 6. In January 2016, the old Joussard School was replaced with a modern facility, offering an up-to-date learning environment that supports the school's 1:1 technology program.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2024 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	79.8	82.0	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	93.0	95.0	92.6	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	n/a	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	n/a	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.4	97.6	94.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.3	96.0	93.7	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	96.2	100.0	96.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.6	93.3	88.3	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	37	81.5	35	83.3	31	82.0	28	79.8	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	31	74.2	29	72.4	25	64.0	21	64.3	n/a	Maintained	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	6	88.9	6	94.1	6	100.0	7	95.2	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

COMMENTS

From 2022 to 2024, the school's overall results decreased from 83.3 to 82.0, representing a slight 1.3-point decline. In 2022, the school performed slightly better than the School Authority (82.8) but below the Province (84.4), whereas in 2024, the school's results fell below both the School Authority (82.8) and the Province (84.4). Despite this decline, the Measure Evaluation was rated as "Maintained," indicating that the change was not significant enough to alter the performance category. However, the shift highlights the need for targeted efforts to improve outcomes and close the gap with provincial benchmarks.

Inconsistent student attendance remains a significant challenge, disrupting learning and requiring teachers to dedicate additional time to helping students catch up, which exacerbates learning gaps and increases the need for differentiated instruction to address diverse ability levels. Reduced enrollment also necessitated split-grade classes (K, 1/2, 3/4, 5/6), presenting engagement challenges as teachers managed the complexities of planning, delivering, and assessing curricular objectives for multiple grade levels simultaneously. Behavioural issues further impacted the overall learning environment, contributing to lower engagement perceptions.

School-wide literacy and numeracy initiatives, such as Plaid Phonics and the Math Up programs, are anticipated to positively impact student learning engagement by addressing gaps in foundational skills and fostering greater confidence and success in the classroom.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020			2021			2022		2023			2024		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	78	96.0	37	87.4	35	90.3	31	95.0	28	93.0	Very High	Maintained	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	20	95.0	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	50	93.0	31	78.2	29	90.5	25	90.0	21	91.7	Very High	Maintained	Excellent	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	8	100.0	6	96.6	6	90.0	6	100.0	7	94.3	High	Maintained	Good	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

COMMENTS

In 2023, our percentage of teachers, parents, and students who were satisfied that students model the characteristics of active citizenship increased significantly to 95.0%, surpassing both the School Authority and Provincial averages by a wide margin. In 2024, this percentage slightly decreased to 93.0%. However, it continues to remain well above the School Authority average of 76.3% and the Provincial average of 79.4%, showcasing our commitment to fostering active citizenship within our school community.

The Jossard School staff remains dedicated to fostering an inclusive environment where students understand and embrace diverse learning and social/emotional needs, recognizing that equity sometimes requires different rules to support individual needs. Students continue to develop a strong sense of community and mutual respect through participation in various clubs and in-person assemblies, which celebrate the 7 Sacred Grandfather Teachings and leadership qualities. These events, well-attended by students, families, and staff, play a vital role in promoting active citizenship and building a connected school community.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2020		2021		2022		2023		2024		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Science 6	School	n/a	n/a	n/a	n/a	13.3	0.0	n/a	n/a	*	*	60.4	3.0	*	*
	Authority	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8	69.6	20.6				
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8				
Social Studies 6	School	n/a	n/a	n/a	n/a	6.7	0.0	n/a	n/a	*	*	60.0	7.2	*	*
	Authority	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2	65.5	17.5				
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Joussard School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

COMMENTS

The number of participating students was limited to five, resulting in data suppression for privacy and accuracy. Data values are suppressed when fewer than six respondents or students are involved. Additionally, an Achievement Evaluation is not calculated for courses with insufficient data due to low participation or changes in test administration. Trends over time should be interpreted with caution, as participation in Provincial Achievement Tests was significantly impacted by the COVID-19 pandemic from 2019/20 to 2021/22, excluding those years from the rolling three-year average. Furthermore, the wildfires in 2022/23 and 2023/24 also affected participation rates, introducing additional variability into the data for the province and affected school authorities.

To address the ongoing challenges caused by the pandemic and wildfires, we have continued to implement measures in the 2023-2024 school year to support our students and achieve our target results. These efforts include "boost groups" designed to build student capacity and address learning gaps, along with targeted intervention programming to support our most vulnerable students through tailored strategies. Professional development opportunities for teachers have been carefully aligned with our Literacy and Numeracy plans, with staff engaging in training on programs such as MathUp, Empowering Writers, and Heggerty Phonemic Awareness. Weekly Professional Learning Communities (PLCs) provide a platform for teachers to analyze student data, refine instructional practices, and collaboratively identify effective approaches to meet diverse student needs. These sustained initiatives aim to improve student outcomes and foster resilience in the face of recent disruptions.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2019-20			2020-21			2021-22					2022-23					2023-24				
			Fall			Fall			Fall		Spring			Fall		Spring			Fall		Spring		
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	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	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	ND	ND	ND	ND	ND	ND	ND	ND
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	12	10.0	1	0.0	0	7	33.3	2	50.0	3	13	16.7	2	91.7	11
		May Require Attention	ND	ND	ND	ND	ND	ND		30.0	3	25.0	3		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND		60.0	6	75.0	9		66.7	4	50.0	3		83.3	10	8.3	1
MIPI PNSA	Grade 2	Requires Attention	9	0.0	0	11	30.0	3	5	20.0	1	ND	ND	11	100.0	10	45.5	5	7	71.4	5	42.9	3
		May Require Attention		33.3	1		40.0	4		20.0	1	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		66.7	2		30.0	3		60.0	3	ND	ND		0.0	0	54.5	6		28.6	2	57.1	4
	Grade 3	Requires Attention	18	38.5	5	4	33.3	1	17	25.0	3	ND	ND	10	87.5	7	70.0	7	13	66.7	6	40.0	4
		May Require Attention		53.8	7		0.0	0		58.3	7	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		7.7	1		66.7	2		16.7	2	ND	ND		12.5	1	30.0	3		33.3	3	60.0	6
MIPI	Grade 4	Requires Attention	16	88.9	8	14	50.0	7	4	50.0	2	ND	ND	13	77.8	7	ND	ND	10	75.0	6	33.3	3
		May Require Attention		11.1	1		21.4	3		50.0	2	ND	ND		22.2	2	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		0.0	0		28.6	4		0.0	0	ND	ND		0.0	0	ND	ND		25.0	2	66.7	6
	Grade 5	Requires Attention	20	88.9	8	13	45.5	5	15	85.7	12	ND	ND	4	100.0	4	ND	ND	14	72.7	8	55.6	5
		May Require Attention		11.1	1		36.4	4		7.1	1	ND	ND		0.0	0	ND	ND		27.3	3	33.3	3
		Does Not Require Attention		0.0	0		18.2	2		7.1	1	ND	ND		0.0	0	ND	ND		0.0	0	11.1	1
	Grade 6	Requires Attention	ND	ND	ND	10	50.0	4	14	63.6	7	ND	ND	12	83.3	10	ND	ND	5	100.0	5	33.3	1
		May Require Attention		ND	ND		50.0	4		36.4	4	ND	ND		8.3	1	ND	ND		0.0	0	66.7	2
		Does Not Require Attention		ND	ND		0.0	0		0.0	0	ND	ND		8.3	1	ND	ND		0.0	0	0.0	0

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

COMMENTS

2023-2024 results for Grades 1-6 show a significant reduction, from fall to spring, in students requiring attention, with the exception of Grade 1, where the percentage remains high. Poor numeracy results on the Nelson Pre-Assessment (PNSA) could stem from various factors, including misalignment between the assessment and the curriculum, gaps in foundational skills, or the timing of the assessment before certain topics are covered. Test anxiety, unfamiliarity with the assessment format, or lack of motivation may also affect performance. Additionally, inconsistencies in instruction, language barriers, cultural relevance of questions, and external factors such as attendance or socio-emotional stress could play a role. Addressing these factors can help identify targeted interventions to support student success.

To enhance numeracy results, school and divisional strategies focus on implementing a newly revised numeracy framework that emphasizes foundational skills, conceptual understanding, and problem-solving abilities. At the school level, targeted interventions such as Math Up Pro provide data-driven instruction tailored to individual student needs, while professional development equips teachers with effective strategies for differentiated instruction. Division-wide tools and assessments ensure alignment with curriculum outcomes and allow for consistent monitoring of student progress. The framework promotes collaborative practices, real-world applications, and the integration of technology to build numeracy confidence and proficiency across all grade levels.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2019-20¹				2020-21¹				2021-22¹				2022-23				2023-24								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
EYE	Kindergarten	Experiencing significant difficulty	7	50.0	2	ND	ND	9	57.1	4	0.0	0	7	28.6	2	0.0	0	14	11.1	1	11.1	1	8	37.5	3	37.5	3
		Experiencing some difficulty		50.0	2	ND	ND		42.9	3	11.1	1		42.9	3	33.3	2		55.6	5	44.4	4		37.5	3	0.0	0
		Appropriate development		0.0	0	ND	ND		0.0	0	88.9	8		28.6	2	66.7	4		33.3	3	44.4	4		25.0	2	62.5	5
RTR	Grade 1	None-Minimal Development		ND	ND	ND	ND	6	33.3	1	0.0	0	12	41.7	5	14.3	1	7	50.0	2	ND	ND	13	30.8	4	ND	12
		Developing Skills		ND	ND	ND	ND		66.7	2	100.0	2		50.0	6	57.1	4		50.0	2	ND	ND		ND	ND		
		Developing Well-Mastered		ND	ND	ND	ND		0.0	0	0.0	0		8.3	1	28.6	2		0.0	0	ND	ND		69.2	9	ND	0
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	9	ND	ND	ND	3	11	ND	ND	88.9	8	5	60.0	3	50.0	1	11	50.0	3	77.8	7	7	33.3	1	50.0	3
		Approaching Expectations		ND	ND	ND	1		ND	ND	11.1	1		20.0	1	0.0	0		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		ND	ND	ND	0		ND	ND	0.0	0		20.0	1	50.0	1		50.0	3	22.2	2		66.7	2	50.0	3
	Grade 3	Not Yet Meeting Grade Expectations	18	0.0	0	69.2	9	4	ND	ND	66.7	2	17	43.8	7	41.7	5	10	62.5	5	80.0	8	13	44.4	4	50.0	4
		Approaching Expectations		0.0	0	0.0	0		ND	ND	33.3	1		6.3	1	25.0	3		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		100.0	1	30.8	4		ND	ND	0.0	0		50.0	8	33.3	4		37.5	3	20.0	2		55.6	5	50.0	4
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	16	90.0	9	100.0	2	14	0.0	0	50.0	3		ND	ND	ND	ND	13	90.0	9	70.0	7	10	55.6	5	71.4	5
		Approaching Expectations		10.0	1	0.0	0		50.0	1	16.7	1		ND	ND	ND	ND		10.0	1	30.0	3		44.4	4	14.3	1
		Meeting Expectations		0.0	0	0.0	0		50.0	1	33.3	2		ND	ND	ND	ND		0.0	0	0.0	0		0.0	0	14.3	1
	Grade 5	Not Yet Meeting Grade Expectations	20	100.0	11	ND	ND	13	ND	ND	84.6	11		ND	ND	ND	ND	4	100.0	4	66.7	2	14	91.7	11	63.6	7
		Approaching Expectations		0.0	0	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND		0.0	0	33.3	1		8.3	1	36.4	4
		Meeting Expectations		0.0	0	ND	ND		ND	ND	15.4	2		ND	ND	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0
	Grade 6	Not Yet Meeting Grade Expectations		ND	ND	ND	ND	10	ND	ND	90.0	9		ND	ND	ND	ND	12	83.3	10	57.1	4	5	50.0	2	20.0	1
		Approaching Expectations		ND	ND	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND		8.3	1	42.9	3		50.0	2	60.0	3
		Meeting Expectations		ND	ND	ND	ND		ND	ND	10.0	1		ND	ND	ND	ND		8.3	1	0.0	0		0.0	0	20.0	1
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLiAT assessment for all grades																								

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

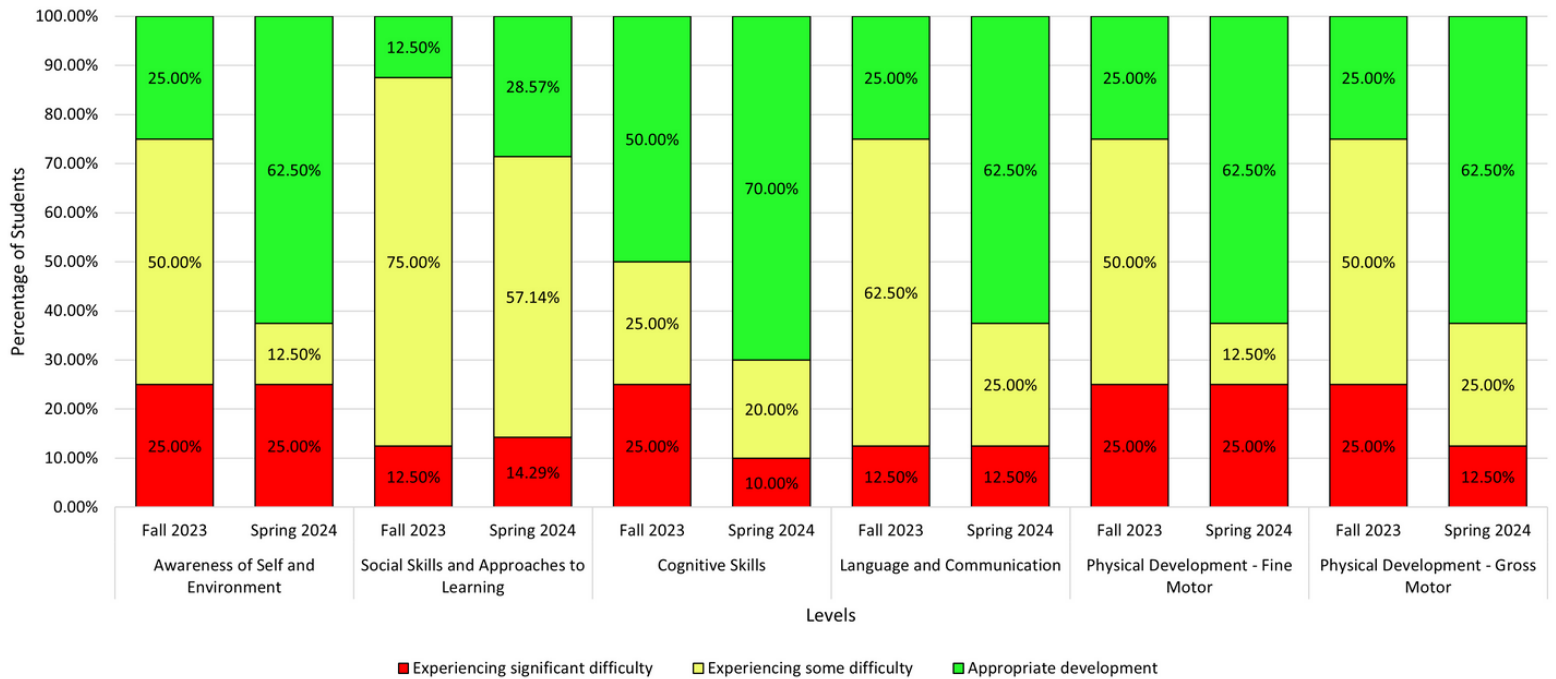
Footnotes:
¹ Schools only required to submit one assessment per student due to COVID complications
² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades

COMMENTS

The 2023-2024 year saw some improvement in the percentage of students, Kindergarten to Grade 6, showing appropriate development or meeting grade level expectations in literacy from the previous year. However, the percentage of students who are experiencing difficulty or not yet meeting grade expectations remains high. To improve literacy results, both school and divisional strategies emphasize the implementation of the Literacy Framework, which integrates evidence-based approaches to develop core skills in oral language, phonics, comprehension, and writing across all grade levels. At the school level, targeted programming such as the Plaid Phonics program ensures systematic and explicit phonics instruction, addressing foundational gaps and supporting reading fluency. Division-wide literacy tools, like the RCAT and HLAT, provide consistent assessment and data-driven interventions to monitor progress and refine instruction. These efforts align with the framework's goal of fostering lifelong literacy and critical thinking skills.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (EYE)

EYE Assessment - Breakdown of Percentages Across All Domains (JOU)



COMMENTS

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. From Fall 2023 to Spring 2024, students demonstrated significant growth in "appropriate development" across all categories, reflecting the success of targeted interventions and instructional strategies. However, a notable group of students continues to experience significant difficulties in all areas.

Students experiencing significant difficulties in EYE categories receive targeted interventions tailored to their needs, including individualized literacy and numeracy support, speech and language strategies, and activities to develop fine and gross motor skills. Social-emotional challenges are addressed through structured SEL programs, guided peer interactions, and behavioural support plans. Awareness of self and environment is fostered through routine-building, experiential learning, and visual supports. These efforts are reinforced through IEPs, one-on-one assistance, and collaboration with specialists such as speech-language pathologists and occupational therapists, alongside regular progress monitoring and parental engagement to ensure comprehensive support.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	79	97.0	37	90.6	35	91.7	31	97.6	28	96.4	Very High	Maintained	Excellent	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	20	95.0	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	51	98.0	31	95.1	29	100.0	25	98.0	21	100.0	Very High	Maintained	Excellent	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	8	97.9	6	86.1	6	83.3	6	97.2	7	92.9	Intermediate	Maintained	Acceptable	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS

The percentage of teachers, parents, and students satisfied with the overall quality of basic education at our school remains high at 96.4% in 2024, surpassing both the School Authority's average of 85.2% and the provincial average of 87.6%. With an overall Measure Evaluation rating of “Excellent”. We will continue to remain intentional and focused on professional development efforts. By narrowing our focus and achieving proficiency in programs such as Plaid Phonics and Math Up, we will uphold our commitment to literacy and numeracy excellence.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

Summary of the Jousard School Professional Development Plan (2023-2024)

The 2022-2023 Professional Development (PD) plan for Jousard School aligned with the High Prairie School Division's board priorities: "Quality Learning, Quality Teaching and Leadership, and Quality Relationships." It outlined activities for teachers and staff across the school year, focusing on literacy, numeracy, differentiated instruction, Indigenous education, and community engagement.

Key Focus Areas

- Quality Learning: Emphasis on literacy (e.g., Daily 5, Heggerty) and numeracy (e.g., Number Talks).
- Quality Teaching: Support through workshops, assessments, and strategies for differentiation and technology integration.
- Quality Relationships: Enhancement of relationships and communication, with significant attention to FNMI (First Nations, Métis, and Inuit) education and restitution practices.

Highlights by Date

- August: Orientation and foundational sessions for staff, including Indigenous education, handbook reviews, and classroom setup.
- September: Divisional PD focused on curriculum collaboration.
- October: Literacy programming discussions, data use for programming, and Daily 5 mock lessons.
- December: Differentiation strategies, autism support, regulation strategies, and Elder-led sessions.
- January: Exploring EdTech (e.g., Micro:bits, Spheros) and backward-design planning.
- February: Wellness-focused activities and individual PD at Teachers' Convention.
- March: AAC Assessment, SEL/wellness reviews, data utilization, and continuum of supports development.
- April: HLAT marking, action research introduction, and CRM (Collaborative Response Model) on literacy.
- June: Community partnership development, Elder-led sessions, and action research follow-ups.

Additional Notes

- Integration of elder/knowledge-keeper-led sessions fosters Indigenous perspectives throughout the year.
- A planned action research framework seeks partnerships with agencies to enhance Indigenous education and community engagement.
- Staff wellness and collaboration are recurrent themes, with specific wellness sessions for both teachers and students.

This structured plan ensures the development of staff expertise while addressing both student needs and community integration.

ASSURANCE DOMAIN: LEARNING SUPPORTS

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	37	86.3	35	93.2	31	100.0	28	96.2	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9		
Parent	n/a	n/a	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4		
Student	n/a	n/a	31	86.0	29	93.1	25	100.0	21	95.2	n/a	Maintained	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7		
Teacher	n/a	n/a	6	86.7	6	93.3	6	100.0	7	97.1	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6		

COMMENTS

2024 saw an overall score of 96.2%, down slightly from 2023 but well above the School Authority (81.6%) and the Provincial (79.9%) averages for a Measure Evaluation of “maintained improvement”. Joussard School, in collaboration with High Prairie School Division, provides a wide range of services and supports to meet the diverse needs of our students. These include a full-time learning support teacher who collaborates with staff to implement a continuum of supports, eight Educational Assistants for in-class learner support, a Wellness Coach offering counselling and universal programming, and access to a Divisional Counseling Consultant. Additionally, we have an Indigenous Education Coach facilitating cultural and land-based learning opportunities, an Occupational Therapist addressing gross and fine motor challenges, and a Complex Communication Specialist supporting students with communication needs, including those with Autism Spectrum Disorder (ASD).

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											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	37	88.0	35	91.4	31	96.0	28	94.3	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	31	83.1	29	90.0	25	92.0	21	94.7	n/a	Maintained	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	6	92.9	6	92.9	6	100.0	7	93.9	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

COMMENTS

2024 saw an overall score of 94.3%, down slightly from 2023, but well above the School Authority (81.3%) and the Provincial (84.0%) averages for a Measure Evaluation of “maintained improvement”. At Joussard School, fostering a welcoming, caring, respectful, and safe environment for all students, parents, and staff remains a top priority. By enhancing community engagement and consistently prioritizing the needs of our learners, we are confident in our ability to sustain and further improve in this area.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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 HPSSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	28	96.5	6	66.7	6	83.3	6	93.3	7	88.6	Very High	Maintained	Excellent	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	20	93.0	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	8	100.0	6	66.7	6	83.3	6	93.3	7	88.6	Intermediate	Maintained	Acceptable	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS

2024 saw an overall score of 88.6%, down slightly from 2023, but well above the School Authority (78.5%) and the Provincial (79.5%) averages for an overall Measure Evaluation of “Excellent”. We believe that maintaining this growth is a result of actively welcoming families into our school and fostering their involvement as integral members of our school community. Joussard School places a high value on parental involvement in decisions about their child’s education. Each year, our teachers begin by personally calling families to introduce themselves, building the foundation for strong partnerships between parents and educators. Additionally, we continue to explore opportunities to engage with the wider community by participating in local events as a staff, strengthening our connection with the community and reinforcing our commitment to student success.

SUPPLEMENTAL MEASURES

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								Measure Evaluation			Authority								Province													
	2020		2021		2022		2023					2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	8	100.0	6	100.0	6	83.3	6	88.9	7	85.7	Intermediate	Maintained	Acceptable	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	8	100.0	6	100.0	6	83.3	6	88.9	7	85.7	Intermediate	Maintained	Acceptable	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS

2024 saw an overall score of 85.7%, down slightly from 2023, but well above the School Authority (76.0%) and the Provincial (81.1%) averages. While our school continues to achieve above-average results, there is a clear need for more targeted and high-quality professional development and in-servicing to sustain and build on this success. Providing staff with deeper, evidence-based training opportunities will ensure they have the tools and strategies needed to address evolving challenges and further enhance student outcomes. By investing in more comprehensive and relevant professional development, we can better support our educators and maintain the momentum of excellence in our school community.

SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning																																			
	School												Authority												Province											
	2020		2021	2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	27	79.9	n/a	n/a	6	100.0	n/a	n/a	7	90.0	Very High	Maintained	Excellent	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9			
Parent	19	72.2	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3			
Teacher	8	87.5	5	*	6	100.0	5	*	7	90.0	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6			

COMMENTS

2024 saw an overall score of 90.0%, down slightly from 2023, but well above the School Authority (78.0%) and the Provincial (79.9%) averages for an overall measure evaluation of “excellent.” These results, reflect Jousard School's unwavering commitment to professional development and highlight the dedication of our staff to continuous learning and improvement, ensuring high-quality education and support 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.

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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	28	93.7	6	93.5	6	91.7	6	95.8	7	100.0	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	20	93.7	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
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	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	8	93.8	6	93.5	6	91.7	6	95.8	7	100.0	Very High	Maintained	Excellent	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

COMMENTS

2024 saw an overall score of 100.0%, an improvement on 2023, and well above the School Authority (84.3%) and the Provincial (82.8%) averages for an overall measure evaluation of “excellent.” At Jousard School, we are deeply committed to providing a diverse and enriching array of programming that reflects our dedication to 21st-century learning. Our offerings include Cree language instruction, land-based learning experiences that honour Indigenous knowledge and traditions, and a strong focus on literacy and numeracy foundations. By integrating these elements into our curriculum, we ensure that our students receive a holistic education that nurtures cultural understanding, fosters innovation, and equips them with the skills necessary to thrive in an ever-evolving world.

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												Authority												Province											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024				
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	78	95.4	37	87.5	35	93.8	31	100.0	28	97.6	Very High	Maintained	Excellent	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6			
Parent	20	88.3	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5			
Student	50	98.0	31	86.0	29	93.1	25	100.0	21	95.2	Very High	Maintained	Excellent	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7			
Teacher	8	100.0	6	88.9	6	94.4	6	100.0	7	100.0	Very High	Maintained	Excellent	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5			

COMMENTS

2024 saw an overall score of 97.6%, down slightly from 2023, but well above the School Authority (81.8%) and the Provincial (80.6%) averages for an overall measure evaluation of “excellent.” At Jousard, we are able to maintain relatively small class sizes, ensuring at least one teacher and one educational assistant per classroom, with many classes receiving support from additional full-time educational assistants. Students benefit from timely access to divisional specialists, including occupational therapists, complex communication specialists, wellness coaches, counselling consultants, and Indigenous education coaches. High Prairie School Division supports inclusive education through a continuum of supports at Universal, Targeted, and Specialized levels, ensuring student needs are met through collaborative processes, teacher coaching, professional development, and annual reviews of student progress.

SUPPLEMENTAL MEASURES

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										
	2020		2021		2022		2023		2024				2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	78	96.3	37	87.9	35	93.2	31	96.4	28	96.7	Very High	Maintained	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	20	93.0	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	50	96.0	31	85.7	29	93.1	25	92.8	21	96.2	Very High	Maintained	Excellent	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	8	100.0	6	90.0	6	93.3	6	100.0	7	97.1	Very High	Maintained	Excellent	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS

2024 saw an overall score of 96.7%, an improvement on 2023, and well above the School Authority (85.0%) and the Provincial (87.1%) averages for an overall measure evaluation of “excellent.” This sustained success reflects our ongoing commitment to a variety of initiatives, including community-building activities such as extracurricular programs, student clubs, and land-based learning opportunities, all of which promote trust and respect. Positive messaging during morning announcements, regular reviews of school and classroom expectations, and the active involvement of our Student Leadership group further reinforce Joussard School as a safe and caring environment for students and staff.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	76	95.5	37	88.0	35	94.6	31	96.4	28	100.0	Very High	Improved	Excellent	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	18	89.6	n/a	n/a	3	*	n/a	n/a	3	*	*	*	*	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	50	99.0	31	87.1	29	94.8	25	95.9	21	100.0	Very High	Maintained	Excellent	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	8	97.9	6	88.9	6	94.4	6	97.0	7	100.0	Very High	Maintained	Excellent	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS

2024 saw an overall score of 100.0%, an improvement on 2023, and well above the School Authority (82.2%) and the Provincial (71.9%) averages for an overall measure evaluation of “excellent.” These results reflect Joussard’s commitment to a diverse range of programs and services to support our students, including wellness supports, speech and language services, reading intervention, access to an occupational therapist, morning exercise classes, and a free daily hot lunch program for all students. These valuable services have been a cornerstone of our school for several years, enhancing student well-being and success.

SUPPLEMENTAL MEASURES

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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	78	92.2	31	90.3	35	75.0	31	98.0	28	100.0	Very High	Improved Significantly	Excellent	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	20	95.0	n/a	n/a	3	*	n/a	n/a	2	*	*	*	*	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	50	94.0	31	90.3	29	100.0	25	96.0	21	100.0	Very High	Maintained	Excellent	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	8	87.5	5	*	6	50.0	6	100.0	7	100.0	Very High	Improved	Excellent	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS

2024 saw an overall score of 100.0%, an improvement on 2023, and well above the School Authority (79.5%) and the Provincial (75.8%) averages for an overall measure evaluation of “excellent.” This result reflects Jouvssard School’s ongoing commitment to engage our community in our reconciliation journey as we intentionally incorporate Indigenous culture and knowledge into our programming and actively invite Elders and Knowledge Keepers to become integral members of our school community.

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										Authority													Province														
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020			2021			2022			2023			2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	27	97.4	n/a	n/a	6	83.3	n/a	n/a	6	100.0	Very High	Improved	Excellent	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8					
Parent	19	94.7	n/a	n/a	3	*	n/a	n/a	2	*	*	*	*	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8					
Teacher	8	100.0	5	*	6	83.3	5	*	6	100.0	Very High	Improved	Excellent	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7					

COMMENTS

2024 saw an overall score of 100.0%, a significant improvement on 2022, and well above the School Authority (81.4%) and the Provincial (82.8%) averages for an overall measure evaluation of “excellent.” While we cannot yet speak to the 2024 data specifically, in 2023, Jouvssard School implemented several programs designed to foster attitudes and behaviours that will contribute to our students' success in the workplace and beyond. These include our character education program, “The 7 Sacred Grandfather Teachings”, which are reinforced through classroom activities, morning announcements, and assemblies. In 2024, we also introduced the “Classroom Champions SEL Program”, where an athlete mentor guided our students in developing "The Athlete Mindset." This program focuses on essential skills such as goal setting, emotional regulation, community building, perseverance, teamwork, constructive feedback, leadership, and healthy living, further equipping our students for future success.