

JOUSSARD SCHOOL 2024-25 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 Education Plan with you. This plan 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, Faust 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.

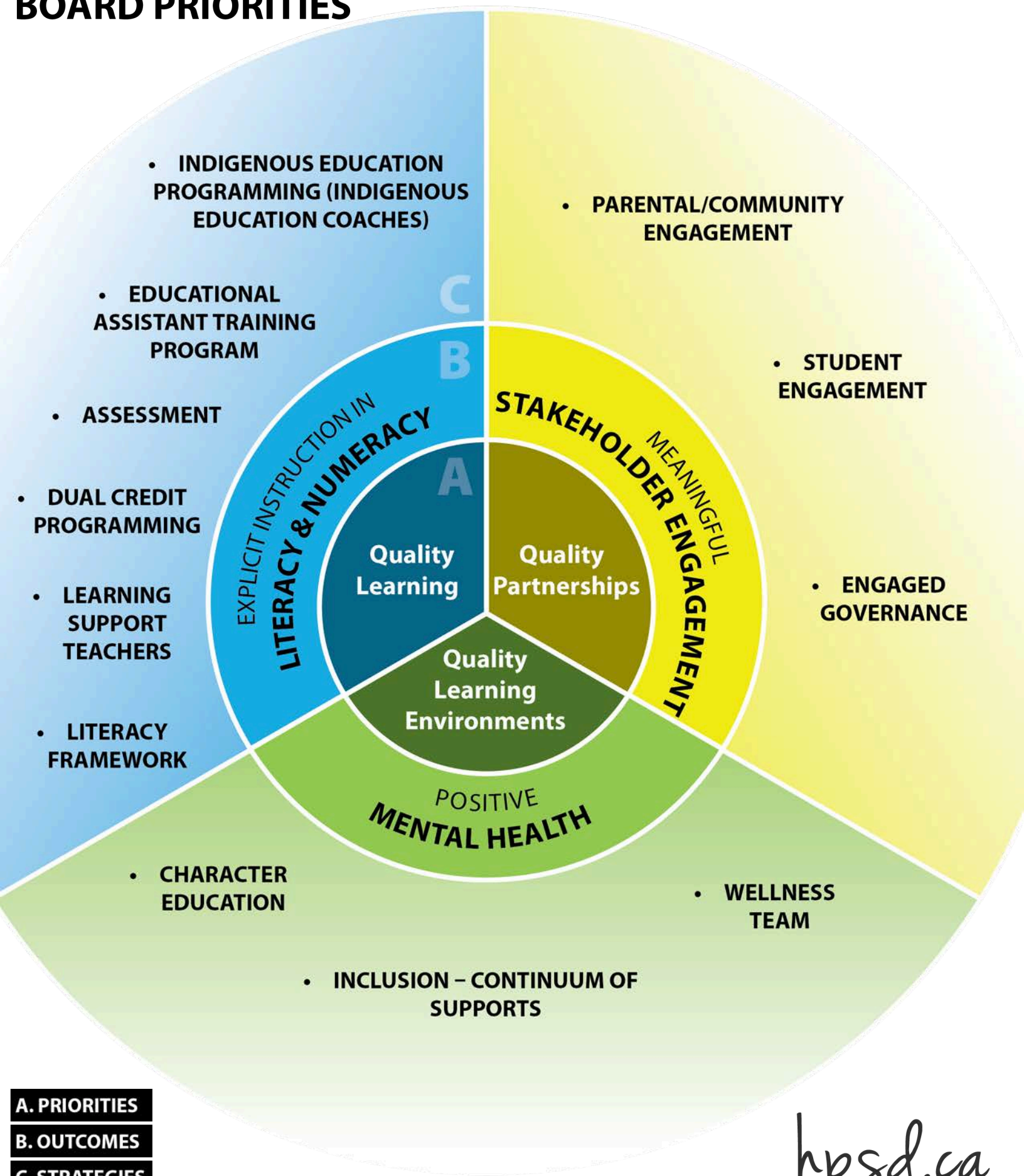
We remain committed to fostering measurable growth in student literacy and numeracy. We are fortunate to have a Divisional Literacy Framework that will help guide our staff to better support your students in addition to being part of a pilot program that will target growth in literacy. We will continue 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 mamawinitowin luncheon, as your ongoing support is paramount as we support our wonderful students.

Sincerely,

Melissa Isaac, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



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2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT

A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.

NEW DIGITAL TOOL

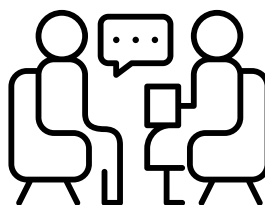
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS

Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.



364
SURVEY
RESPONSES



23
ENGAGEMENT
SESSIONS

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 environment in keeping with the school's access to landbased learning in the immediate surrounding area.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare Assurance Measures - Overall Summary

Assurance Domain	Measure	Joussard School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.0	79.8	81.7	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	82.0	93.0	92.7	79.8	79.4	80.4	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
	Education Quality	87.7	96.4	95.2	87.7	87.6	88.2	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	94.3	93.9	84.4	84.0	84.9	Intermediate	Declined	Issue
	Access to Supports and Services	89.9	96.2	96.5	80.1	79.9	80.7	Very High	Declined	Good
Governance	Parental Involvement	75.5	88.6	88.4	80.0	79.5	79.1	Intermediate	Maintained	Acceptable

Fall 2025 Required Alberta Education and Childcare Assurance Measures - First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Joussard School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
	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

Fall 2025 Required Alberta Education and Childcare Assurance Measures - EAL Summary

Assurance Domain	Measure	Joussard School (EAL)			Alberta (EAL)			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	73.5	72.0	74.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.3	88.1	87.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	51.2	52.7	54.0	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.0	10.1	10.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.4	66.3	66.7	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	n/a	n/a	n/a
	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. 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.
3. 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	81.5	35	83.3	31	82.0	28	79.8	45	83.0	Intermediate	Maintained	Acceptable	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	84.8	Intermediate	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	31	74.2	29	72.4	25	64.0	21	64.3	28	64.3	Very Low	Maintained	Concern	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.6
Teacher	6	88.9	6	94.1	6	100.0	7	95.2	6	100.0	n/a	Maintained	n/a	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

COMMENTS

Joussard's number of survey participants went up significantly considering our student population. In 2024 it was 79.8% participation and in 2025 it was 83% participation. This moved the measure evaluation from the overall representation for student learning engagement from maintained to acceptable. However our student results are below both the school and provincial authority.

To address Student Learning Engagement we need to have students in the building. Which means we are working on improving school-wide attendance. We have reinstituted attendance awards and “gotcha tickets”. Students with perfect attendance are entered into a monthly draw for prizes and given a certificate of accomplishment at the monthly assembly. “Gotcha Tickets” where students who are in attendance can receive a ticket for being caught exemplifying one of the seven grandfather teachings. Their names can be entered as many times as the staff recognize their great behavior are entered for one of three prizes presented at the assembly. Phone call and text messages from the teachers, secretary and myself often help with breaking an absence cycle. Lastly we sent attendance letters.

Consistent school wide literacy and numeracy initiatives, such as Plaid Phonics, Writing Power and Math up are having a great impact on student engagement. Through these programs students can pick up where they left off before an absence or extended break.

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										
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	37	87.4	35	90.3	31	95.0	28	93.0	45	82.0	Very High	Declined	Good	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	74.1	High	n/a	n/a	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	37.6	34,441	78.6
Student	31	78.2	29	90.5	25	90.0	21	91.7	28	78.6	Very High	Declined	Good	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	
Teacher	6	96.6	6	90.0	6	100.0	7	94.3	6	93.3	High	Maintained	Good	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	

COMMENTS

Citizenship is represented as an overall good measure of evaluation. The student surveyed expressed a significant decline, of 13.1%. This is a concerning.

To address this we have reinstituted Restorative Practices. Through our the months of September and November teachers have co-created Classroom Norms with their students and started sharing circles. Teachers and EAs have practiced and have been using Restorative chats with student when a classroom conflict arises to co-regulate with students and bring them back into the classroom. We have had three Restorative meetings to solve conflicts between students.

The “Gotcha Tickets” have been a big success and kids are beginning to recognizing behaviors to earn these tickets. Any staff can give a ticket to any student, which creates stronger relationships through out the school.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30.8	0	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.8	4.9				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7				
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	0	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	7				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1				
Social Studies 6	School	n/a	n/a	6.7	0	n/a	n/a	*	*	7.7	0	*	*		
	Authority	n/a	n/a	64	11.5	49.2	7.2	65.5	17.5	55.7	14.6				
	Province	n/a	n/a	67.8	20.1	66.2	18	68.5	19.8	64.1	18.5				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1610 Joussard School

		Joussard School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	13	7.7	n/a	n/a	50,053	64.1	59,230	67.4
	Standard of Excellence	Very Low	n/a	n/a	13	0.0	n/a	n/a	50,053	18.5	59,230	18.9

School: 1610 Joussard School (FNMI)

		Joussard School (FNMI)							Alberta (FNMI)			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	12	8.3	n/a	n/a	3,434	43.7	4,444	47.0
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	3,434	7.9	4,444	6.9

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 2020/21 to 2021/22. School years 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 wildfires 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. 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.
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 is increased to 13 students participating in PATs in 2025 which is an increase from previous years which were interrupted by forest fires.

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 Math Up, Plaid Phonics, Writing Power, 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. Collaborative response meetings, CRMs, bi weekly help us identify students who are struggling and plan proactive responses.

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

Numeracy Data			2020-21			2021-22					2022-23					2023-24					2024-25				
			Fall			Fall			Spring		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	9	ND	ND	33.3	3
		May Require Attention	ND	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	66.7	6
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	12	10.0	1	0.0	0	7	33.3	2	50.0	3	13	16.7	2	91.7	11	13	50.0	4	54.5	6
		May Require Attention	ND	ND	ND		30.0	3	25.0	3		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		60.0	6	75.0	9		66.7	4	50.0	3		83.3	10	8.3	1		50.0	4	45.5	5
MIPI PNSA	Grade 2	Requires Attention	11	30.0	3	5	20.0	1	ND	ND	11	100.0	10	45.5	5	7	71.4	5	42.9	3	14	73.3	11	44.4	4
		May Require Attention		40.0	4		20.0	1	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		30.0	3		60.0	3	ND	ND		0.0	0	54.5	6		28.6	2	57.1	4		26.7	4	55.6	5
	Grade 3	Requires Attention	4	33.3	1	17	25.0	3	ND	ND	10	87.5	7	70.0	7	13	66.7	6	40.0	4	8	37.5	3	0.0	0
		May Require Attention		0.0	0		58.3	7	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		66.7	2		16.7	2	ND	ND		12.5	1	30.0	3		33.3	3	60.0	6		62.5	5	100.0	6
MIPI EICS	Grade 4	Requires Attention	14	50.0	7	4	50.0	2	ND	ND	13	77.8	7	ND	ND	10	75.0	6	33.3	3	15	70.0	7	ND	ND
		May Require Attention		21.4	3		50.0	2	ND	ND		22.2	2	ND	ND		ND	ND	ND	ND		20.0	2	ND	ND
		Does Not Require Attention		28.6	4		0.0	0	ND	ND		0.0	0	ND	ND		25.0	2	66.7	6		10.0	1	ND	ND
	Grade 5	Requires Attention	13	45.5	5	15	85.7	12	ND	ND	4	100.0	4	ND	ND	14	72.7	8	55.6	5	8	50.0	1	ND	ND
		May Require Attention		36.4	4		7.1	1	ND	ND		0.0	0	ND	ND		27.3	3	33.3	3		0.0	0	ND	ND
		Does Not Require Attention		18.2	2		7.1	1	ND	ND		0.0	0	ND	ND		0.0	0	11.1	1		50.0	1	ND	ND
	Grade 6	Requires Attention	10	50.0	4	14	63.6	7	ND	ND	12	83.3	10	ND	ND	5	100.0	5	33.3	1	15	50.0	3	ND	ND
		May Require Attention		50.0	4		36.4	4	ND	ND		8.3	1	ND	ND		0.0	0	66.7	2		0.0	0	ND	ND
		Does Not Require Attention		0.0	0		0.0	0	ND	ND		8.3	1	ND	ND		0.0	0	0.0	0		50.0	3	ND	ND

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

COMMENTS

Where data was collected consistently, the number of students who “require attention” decreases by the spring in each grade for the past few years. This demonstrates that numeracy data is moving in the right direction within each school year. Our goal is to have less students coming into each grade reported as “requires attention”. At the school level, we continue to utilize a common math program for all grades, MathUp. To support our teacher’s capacity in numeracy, we are ensuring they have access to Hillary Hinds - Numeracy Lead. Also, we have a potential opportunity to participate in specialized PD with math expert Pam Harris. To support a full team approach in increasing numeracy data in our school, EAs will be part of PD and conversations when appropriate. We will continue to use the numeracy framework to guide our efforts.

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

Literacy Data			2020-21¹				2021-22²				2022-23				2023-24				2024-25								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#					
EYE LeNS	Kindergarten	Experiencing significant difficulty	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	9	ND	ND	44.4	4
		Experiencing some difficulty		42.9	3	11.1	1		42.9	3	33.3	2		55.6	5	44.4	4		37.5	3	0.0	0		ND	ND	ND	ND
		Appropriate development		0.0	0	88.9	8		28.6	2	66.7	4		33.3	3	44.4	4		25.0	2	62.5	5		ND	ND	55.6	5
RTR LeNS	Grade 1	None-Minimal Development	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	13	100.0	11	100.0	13
		Developing Skills		66.7	2	100.0	2		50.0	6	57.1	4		50.0	2	ND	ND		ND	ND	ND	ND		ND	ND		
		Developing Well-Mastered		0.0	0	0.0	0		8.3	1	28.6	2		0.0	0	ND	ND		69.2	9	ND	0		0.0	0	0.0	0
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	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	14	50.0	7	54.5	6
		Approaching Expectations		ND	ND	11.1	1		20.0	1	0.0	0		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		ND	ND	0.0	0		20.0	1	50.0	1		50.0	3	22.2	2		66.7	2	50.0	3		50.0	7	45.5	5
	Grade 3	Not Yet Meeting Grade Expectations	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	8	37.5	3	16.7	1
		Approaching Expectations		ND	ND	33.3	1		6.3	1	25.0	3		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		ND	ND	0.0	0		50.0	8	33.3	4		37.5	3	20.0	2		55.6	5	50.0	4		62.5	5	83.3	5
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	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	15	90.9	10	70.0	7
		Approaching Expectations		50.0	1	16.7	1		ND	ND	ND	ND		10.0	1	30.0	3		44.4	4	14.3	1		9.1	1	20.0	2
		Meeting Expectations		50.0	1	33.3	2		ND	ND	ND	ND		0.0	0	0.0	0		0.0	0	14.3	1		0.0	0	10.0	1
	Grade 5	Not Yet Meeting Grade Expectations	13	ND	ND	84.6	11		ND	ND	ND	ND	4	100.0	4	66.7	2	14	91.7	11	63.6	7	8	60.0	3	100.0	3
		Approaching Expectations		ND	ND	0.0	0		ND	ND	ND	ND		0.0	0	33.3	1		8.3	1	36.4	4		40.0	2	0.0	0
		Meeting Expectations		ND	ND	15.4	2		ND	ND	ND	ND		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
	Grade 6	Not Yet Meeting Grade Expectations	10	ND	ND	90.0	9		ND	ND	ND	ND	12	83.3	10	57.1	4	5	50.0	2	20.0	1	15	45.5	5	80.0	8
		Approaching Expectations		ND	ND	0.0	0		ND	ND	ND	ND		8.3	1	42.9	3		50.0	2	60.0	3		36.4	4	20.0	2
		Meeting Expectations		ND	ND	10.0	1		ND	ND	ND	ND		8.3	1	0.0	0		0.0	0	20.0	1		18.2	2	0.0	0
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																								

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

Joussard School's 2024-25 literacy data shows some positive foundations, particularly in early learning where EYE results reflect readiness and developing skills. As students progress through the grades, however, the fall-to-spring pattern suggests that some cohorts are experiencing difficulty sustaining their initial performance across the full school year. In several grades, there are fewer students meeting expectations in the spring than in the fall baseline, indicating the need for strengthened support as the year progresses.

At the school level, targeted programming such as the Plaid Phonics program remains in place to ensure systematic and explicit phonics instruction, addressing foundational gaps and supporting reading fluency. Additionally, we are committed to deepening our understanding of how to use RCAT to the fullest potential by receiving professional development on what the next steps are for effectively using the RCAT data to refine instruction.

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

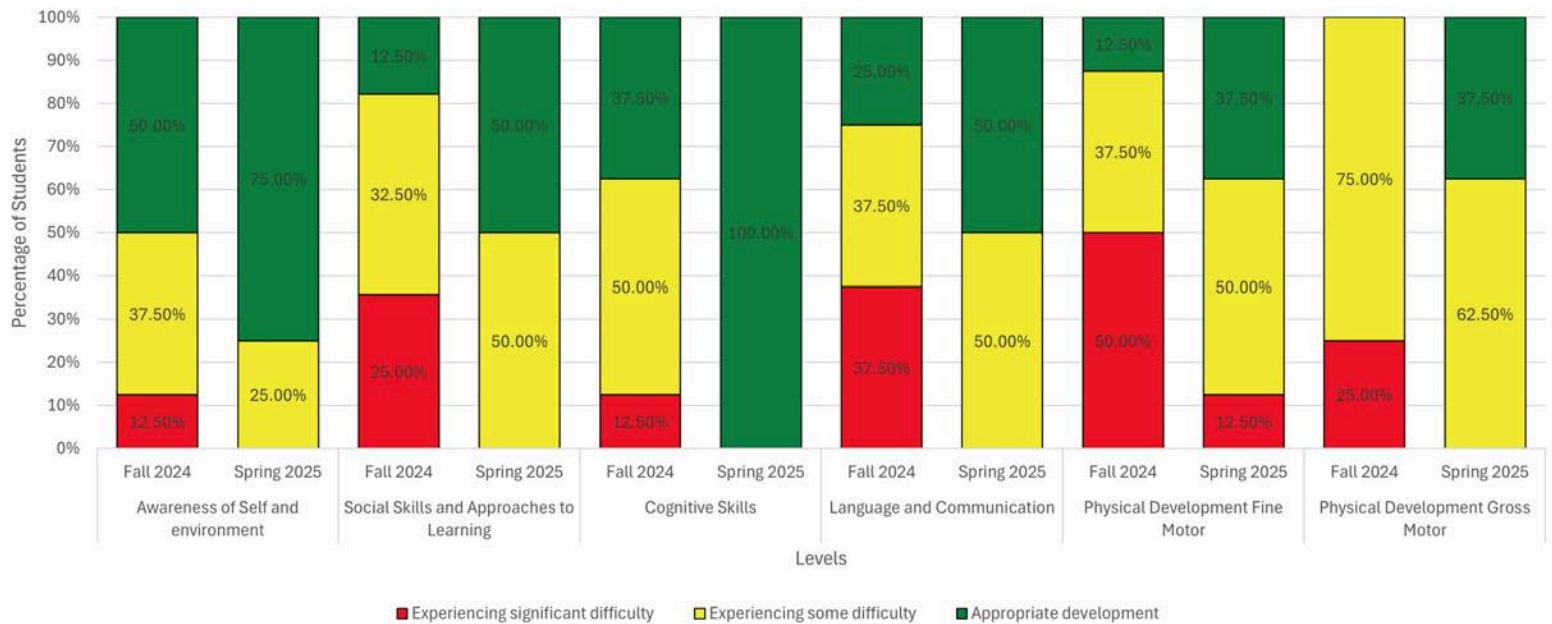
Literacy Data			2023-24				2024-25					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	8	37.5	3	37.5	3	9	ND	ND	ND	ND
		Experiencing some difficulty		37.5	3	0.0	0		ND	ND	ND	ND
		Appropriate development		25.0	2	62.5	5		ND	ND	ND	ND
HLAT	Grade 1	Poor	13	ND	ND	76.9	10	13	100.0	7	42.9	3
		Limited		ND	ND	0.0	0		0.0	0	0.0	0
		Adequate		ND	ND	23.1	3		0.0	0	42.9	3
		Proficient		ND	ND	0.0	0		0.0	0	14.3	1
		Exemplary		ND	ND	0.0	0		0.0	0	0.0	0
	Grade 2	Poor	8	83.3	5	25.0	2	14	61.5	8	30.0	3
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		16.7	1	62.5	5		38.5	5	50.0	5
		Proficient		0.0	0	12.5	1		0.0	0	20.0	2
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0
	Grade 3	Poor	13	58.3	7	40.0	4	8	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		33.3	4	40.0	4		87.5	7	40.0	2
		Proficient		8.3	1	20.0	2		12.5	1	40.0	2
		Exemplary		0.0	0	0.0	0		0.0	0	20.0	1
	Grade 4	Poor	10	100.0	1	62.5	5	15	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		0.0	0	37.5	3		92.9	13	40.0	4
		Proficient		0.0	0	0.0	0		7.1	1	50.0	5
		Exemplary		0.0	0	0.0	0		0.0	0	10.0	1
	Grade 5	Poor	14	0.0	0	0.0	0	8	0.0	0	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		91.7	11	0.0	0		75.0	6	100.0	4
		Proficient		8.3	1	100.0	11		25.0	2	0.0	0
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0
	Grade 6	Poor	5	0.0	0	0.0	0	15	13.3	2	0.0	0
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		50.0	2	40.0	2		40.0	6	11.1	1
		Proficient		50.0	2	60.0	3		46.7	7	77.8	7
		Exemplary		0.0	0	0.0	0		0.0	0	11.1	1
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June												

COMMENTS

Within the 2024-25 year, we see improvements from each grade reducing the percentage of students who are reported at the “poor” writing level. The percentage of students who are not yet meeting grade expectations with regards to writing skills remains high within grades 1 and 2. To aid in improving our writing results, new this year is the implementation of a Canadian resource titled Writing Power (Gear), along with support from Heather Brownlee - Literacy Consultant. Our teachers are committed to using this resource and are receiving professional development to implement with fidelity. We are committed to using the data gained from the HLAT 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. The data collected from our Early Years Evaluation - Teacher Assessment (EYE-TA) demonstrates that within the areas of “awareness of self and environment”, “cognitive skills” the majority of this particular group of students were assess as developmentally appropriate by spring 2025. In the areas of “social skill and approaches to learning” and “language and communication”, although there was improvement noted, half of the class continued to experience difficulty in these areas. This data demonstrates that there is a need for targeted support for students in these 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, with a focus on our 7 Grandfather Teachings, guided peer interactions, and positive behaviour support plans. Awareness of self and environment is fostered through routine-building, experiential learning, and visual supports.

For the first time in years, our school offers PUF programming for 3 and 4 year olds who meet criteria for entry. With the addition of this program, we could see some students enter Kindergarten in the Fall who are experiencing less significant difficulty.

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	90.6	35	91.7	31	97.6	28	96.4	45	87.7	High	Declined	Acceptable	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	76.9	Intermediate	n/a	n/a	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	31	95.1	29	100.0	25	98.0	21	100.0	28	94.5	Very High	Maintained	Excellent	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	6	86.1	6	83.3	6	97.2	7	92.9	6	91.7	Low	Maintained	Issue	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

COMMENTS

The percentage of teacher, parents and students satisfied with the overall quality of basic education, although declined, is still reported within the acceptable range at 87.7%. This is above the School Authority's average of 86.6% and on par with the provincial average. It is worth noting that last year saw an increase in the number of parent participants. 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

The 2025-2026 Professional Development (PD) plan for Joussard 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., Heggerty, Plaid Phonics, & Writing Power) and numeracy (e.g., Math Up).
- Quality Teaching: Support through workshops, assessments, and strategies for differentiation.
- Quality Relationships: Enhancement of relationships and communication, with significant attention to FNMI (First Nations, Métis, and Inuit) education and restorative practices.

Highlights by Date

- August: Orientation and foundational sessions for staff, including Indigenous education, restorative practices, survey results and response planning to the Inequities in Schools Survey, whole staff review of the literacy and numeracy frameworks, self-directed time, and Writing power with Heather Brownlee.
- September: Divisional Indigenous Day Presentation, FASD Presentation, CRM and Staff Wellness.
- December: Writing Power with Heather Brownlee.
- January: Restorative Practices, Supervision and Evaluation, CRM and Staff Wellness.
- February: Self-Directed PD and individual PD at Teachers' Convention.
- April: Self-Directed PD, Restorative Practices and CRM
- June: Restorative Practices, CRM, & Staff Wellness

Additional Notes

- Integration of elder/knowledge-keeper-led sessions fosters Indigenous perspectives throughout the year.
- Integration of a collaborative consultant to help new teachers with planning, assessing, reporting and management strategies.
- A planned monthly community engagement mamawinitowin luncheons and Family Nights where meals are provided and staff involved in community events or hosting at our school.
- 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											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	86.3	35	93.2	31	100.0	28	96.2	45	89.9	Very High	Declined	Good	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	83.6	High	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	31	86.0	29	93.1	25	100.0	21	95.2	28	89.3	Very High	Maintained	Excellent	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	6	86.7	6	93.3	6	100.0	7	97.1	6	96.7	Very High	Maintained	Excellent	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

Even though there has been a slight decline in the overall measures evaluation there Jousard School is still considered to be excellent in the measure evaluation students and staff who agree that students have access to the appropriate supports and services at the school.

Jousard 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 part-time learning support teacher who collaborates with staff to implement a continuum of supports,
- 7 Educational Assistants for in-class learner support,
- a Wellness Coach offering counselling and universal programming.
- Indigenous Education Coach facilitating cultural and land-based learning opportunities,
- a Divisional Occupational Therapist addressing gross and fine motor challenges,
- 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											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	88.0	35	91.4	31	96.0	28	94.3	45	86.4	Intermediate	Declined	Issue	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	81.8	Intermediate	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	31	83.1	29	90.0	25	92.0	21	94.7	28	77.3	Intermediate	Declined	Issue	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	6	92.9	6	92.9	6	100.0	7	93.9	6	100.0	n/a	Maintained	n/a	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

2025 saw an overall decline in the percentage of teachers, parents and students who agree that their learning environments were welcoming, caring and respectful. This demonstrates there may have been a breakdown in relationships and conflict resolution. This is a concerning issue that need our full attention. This was also highlighted in our Equity in Schools Survey and in conjunction with their support we are:

- Restorative Practice in each classroom by use of sharing circles, restorative chats, and restorative meetings.
- implementing “gotcha” tickets which recognize positive student behaviours which a corollate with the 7 Grandfather Teachings of our character education program.
- offering meals at all of our community functions, mamawinitowin luncheon, Open House, Parent Teacher Interviews, and Family Fun Nights.
- Joining in Community Events such as round dances and powwows.
- Teacher sent home a welcome to school letter and a Christmas Card.

By enhancing community engagement and consistently prioritizing the needs of our learners, we will 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										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	6	66.7	6	83.3	6	93.3	7	88.6	17	75.5	Intermediate	Maintained	Acceptable	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	70.9	High	n/a	n/a	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	6	66.7	6	83.3	6	93.3	7	88.6	6	80.0	Low	Maintained	Issue	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3

COMMENTS

2025 saw an overall score of 75.5%, down from 2024, but just below the School Authority (79.4%) and the Provincial (80%) averages for an overall Measure Evaluation of “Acceptable”.

- mamawinitowin luncheon where parents are able to voice celebrations and concerns to admin, indigenous leads, and select teachers.
- Parent Teacher Interviews where this year we had a combination of schedule meetings and family activities.
- Joining in Community Events such as round dances and powwows.
- Teacher sent home a welcome to school letters and a Christmas Card.
- Agendas are used daily for communications of celebrations and concerns.

We believe that we can increase these results of actively welcoming families into our school and fostering their involvement as integral members of our school community. Jousard School places a high value on parental involvement in decisions about their child's education.

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													Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	6	100.0	6	83.3	6	88.9	7	85.7	6	88.9	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	6	100.0	6	83.3	6	88.9	7	85.7	6	88.9	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

2025 saw an overall score of 88.9%, increase from 2024, but well above the School Authority (79.6%) and the Provincial (81.7%) 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. To meet this need we have been collaborating with a consultant. Brenda Coulombe has met with our new teachers three times and has an afternoon to observe our veteran teachers and give valuable feedback.

Providing staff with deeper, evidence-based training opportunities will ensure they have the tools and strategies needed to address evolving challenges, increase classroom rigor and further enhance student outcomes. By investing in more this 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.

	School													Authority										Province									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025		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	6	100.0	n/a	n/a	7	90.0	15	82.1	High	Maintained	Good	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	n/a	n/a	3	*	n/a	n/a	3	*	9	64.3	Intermediate	n/a	n/a	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	5	*	6	100.0	5	*	7	90.0	6	100.0	Very High	Maintained	Excellent	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

2025 saw an overall score of 82.1%, down from 2024, but above the School Authority (79.7%) and the Provincial (80.8%) averages for an overall measure evaluation of “good.” These results reflect Joussard School’s parents improvement in participating in our survey for the first time in a long time. Our staff shows a commitment to professional development and dedication 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.

	School										Authority										Province													
	2021		2022		2023		2024		2025		Measure Evaluation				2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	6	93.5	6	91.7	6	95.8	7	100.0	17	79.0	High	Maintained	Good	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0	
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	84.7	Very High	n/a	n/a	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0	
Teacher	6	93.5	6	91.7	6	95.8	7	100.0	6	73.3	Low	Declined	Issue	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5	

COMMENTS

2025 saw an overall score of 79.0%, down from previous years, but still boasts for an overall measure evaluation of “good”. At Joussard 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											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	87.5	35	93.8	31	100.0	28	97.6	45	90.4	High	Declined	Acceptable	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5		
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	81.8	High	n/a	n/a	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5		
Student	31	86.0	29	93.1	25	100.0	21	95.2	28	89.3	High	Maintained	Good	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7		
Teacher	6	88.9	6	94.4	6	100.0	7	100.0	6	100.0	Very High	Maintained	Excellent	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4		

COMMENTS

2025 saw an overall score of 90.4%, down slightly from 2024, but well above the School Authority (83.4%) and the Provincial (80.5%) averages for an overall measure evaluation of “acceptable.” At Joussard, 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.
- 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										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	87.9	35	93.2	31	96.4	28	96.7	45	89.3	Very High	Maintained	Excellent	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	87.3	High	n/a	n/a	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	31	85.7	29	93.1	25	92.8	21	96.2	28	80.6	High	Declined	Acceptable	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	6	90.0	6	93.3	6	100.0	7	97.1	6	100.0	Very High	Maintained	Excellent	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

2025 saw an overall score of 89.3%, Students reported a decline in feeling safe at school. 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. We have begun using Restorative Practice in the classrooms and for conflict resolutions. Our Indigenous lead has been initiating a PD for Restorative Practices for our 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	88.0	35	94.6	31	96.4	28	100.0	45	86.8	Very High	Declined	Good	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	n/a	n/a	3	*	n/a	n/a	3	*	11	73.9	High	n/a	n/a	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	31	87.1	29	94.8	25	95.9	21	100.0	28	92.9	Very High	Maintained	Excellent	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	6	88.9	6	94.4	6	97.0	7	100.0	6	93.5	Very High	Maintained	Excellent	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

COMMENTS

2025 saw an overall score of 86.8%, an improvement on 2024, and well above the School Authority (82.3%) and the Provincial (72.1%) averages for an overall measure evaluation of “good”. This 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 norms and the use of sharing circle to make classroom decisions using Restorative Practices.

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																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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COMMENTS

2025 saw an overall score of 78.8%, a decline from 2024, for an overall measure evaluation of “acceptable”. This result reflects Jousard 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. A smudge is offered on Monday mornings and being incorporated into every event as consents are being signed.

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														
	2021		2022		2023		2024		2025		Measure Evaluation						2021		2022		2023		2024		2025		2021		2022		2023		2024		2025						
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Overall	n/a	n/a	6	83.3	n/a	n/a	6	100.0	14	75.0	Intermediate	Maintained	Acceptable	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7								
Parent	n/a	n/a	3	*	n/a	n/a	2	*	8	50.0	Very Low	n/a	n/a	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0								
Teacher	5	*	6	83.3	5	*	6	100.0	6	100.0	Very High	Maintained	Excellent	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4								

COMMENTS

2025 saw an overall score of 75.0%, a decrease from 2024 results, for an overall measure evaluation of “acceptable”. Jousard School implemented the following 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, “gotcha” tickets and Month Awards.
- Restorative Practice which promotes student accountability and conflict resolution.