



École Routhier School

**Annual Education Results Report
2021-22**



About Us

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region, which is comprised of approximately 5,000 residents and is predominantly driven by the agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 165 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.

Principal's Message

École Routhier School's three-year educational plan was prepared by utilizing principles of the Alberta Education Assurance survey results. Staff and stakeholders worked diligently to provide strategies to best meet the 'concerning issues' of our school improvement plan over the year.

Strategies developed are to improve and better meet the learner outcomes that are set out by Alberta Education, and fulfill the school's goals. The strategies undertaken by our school in this improvement plan have been designed, first, with our elementary students as the priority. We will focus on our students to build a culture and climate that will allow for a quality education for all at École Routhier School.

The actions undertaken during the next three years of this plan are to build inclusive environments rich in numeracy, literacy, and technology for all our students. A second goal is to enhance teachers' efficacy by providing professional development in areas of new curriculum, assessment, differentiation, and best practices to increase teachers' capacity for quality instruction. The third goal of quality relationships will involve building partnerships with parents and the community to enrich student learning and experiences in school. Infused within these goals, we will continue to develop strategies to close the achievement gap and build an understanding and appreciation of the FNMI culture.

The administration at École Routhier are proud of the results indicated on the Alberta Education Assurance survey, and as always we look positively at addressing the issues and concerns that have been identified through the results. We are truly grateful to the entire staff's devotion, holding of high expectations, their continuous professional development, and their display of genuine interest in their student's achievement and well being. Administration, parents, and students alike are fortunate to have staff, which collectively strive to provide a quality education each and every day to our students. The entire school staff plays a large role in the provision of a positive learning environment. For that reason, budgets and logistics have been arranged to include the entire staff, professional, and support, to have opportunities to enhance their skills during the PD days and/or activities this year. The administrative team at École Routhier fully realizes that school improvement plans are only as good as the actions of the people that work together to achieve these high expectations. Routhier is a school that understands the idea that to teach, we must constantly learn. We look forward to each opportunity to continue to learn and grow.

Due to various factors, administration invited a cross section of parents from all grade levels to have a better sample of our diverse cultural population, and grade levels to gain a broader understanding of parent perspectives. As we were under a Respiratory Illness Outbreak, the meeting was held via zoom and the number of parents were decreased to twenty-two participants.

Upon review of the AERR, the Parent Group commented on the following:

- Low number parent participants in the survey (9 parents responded out of 70). Possible solutions could include:
 - Providing parents with an opportunity to complete the Alberta Education Assurance (AEA) survey at school attached to a Fun Night with their child's grade level.
 - Additionally, request codes for parents if the survey is forgotten or lost.
 - Access to technology, if needed.
- Parental involvement and a feeling of being disconnected from school.
 - The Parent Group discussed the effects of the pandemic and the restrictions in place limiting the normal "open door" policy for parents to visit the school and thought this definitely had an effect on results.
 - Although social media will continue to be a way of sharing the activities and the wonderful things taking place in our school, in-person is a priority.
 - The variety of opportunities available to parents to participate and support in decision making was also reviewed.
- Disaffection for broad programming: Art, Music, and Drama
 - Parents discussed how, because of the pandemic, they were unable to witness and have evidence of the above subjects where there was a decrease in results
 - Increasing visibility of student work in these areas would support parent awareness.
- At Risk students
 - Parents discussed how unless their child needed support, they may not be aware of the interventions, or services provided by the school. Increased communication and information shared via social media and staff will provide information to our school community
 - Promotion of the service providers, our students have access to, would be beneficial.
- School Improvement
 - As the government restrictions were unpredictable, parents felt uncertain as to whether classes would be cancelled and online classes resumed throughout the year.
 - Parents commented on the social media and influx of information from a variety of sources. Much information was shared about the new curriculum along with a variety of

feedback from various sources. This created an image of education being unstable with the many drafts and uncertainty with the release of the new curriculum. There was a rollercoaster of releases and drafts regarding the release of the new curriculum, along with viewpoints of a variety shared by numerous stakeholders groups. Along with this was the uncertainty of restrictions and when or if they would be lifted and how students would be learning (online, at home). The general consensus was this was not an accurate reflection of the school or teachers, but rather a reflection of the pandemic, society, and government decisions.



Staff List

Meagan Aubin	Teacher
Diane Benoit	Principal
Rae-Ann Boivin	Teacher
Lindsay Brown	Teacher
Monique Dubrule	Vice Principal
Vivian Eldridge	Educational Assistant
Miranda Gagnon	Teacher
Kristen Guthmiller	Educational Assistant
Jacqui Laliberte	Educational Assistant
Rita Lapensee	Secretary
Dawn Lawrence	Cook
Trudy Leger	Secretary
Rob Mathys	Wellness Coach
Michelle Morin	Educational Assistant
Jacklyn Nate	Teacher
Heather O'Neill	Teacher
Madeline Obst	Teacher
Diane Osmond	Educational Assistant
Alyssa Pollard	Educational Assistant
Julie Roussin	Teacher
Donna Seier	Teacher
Jenny St. Jean	Teacher
Devon Tracey	Teacher
Elise Turcotte	Teacher
Heidi Wegner	Teacher
Laura Wuth	Teacher

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Routhier 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	91.5	87.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	88.7	89.2	80.9	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	83.7	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.4	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	93.9	89.1	89.0	89.6	90.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.3	90.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.4	90.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.4	86.5	83.4	78.8	79.5	81.5	Low	Declined	Issue

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

Assurance Domain	Measure	Routhier School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	140	85.3	124	76.2	137	85.7	100	89.2	102	88.7	Very High	Improved	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	17	77.4	11	78.2	36	79.4	13	85.5	9	80.0	High	Maintained	Good	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	107	87.1	97	64.2	87	80.5	71	88.3	78	94.2	Very High	Improved Significantly	Excellent	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	16	91.3	16	86.3	14	97.1	16	93.8	15	92.0	Intermediate	Maintained	Acceptable	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

The last four years of results continued to be maintained or increased and are above the provincial average. Parents and teachers continue to be satisfied with the attitudes and behaviours taught at Routhier. Student results have increased and are significantly higher than the provincial average. Efforts to continue utilizing our core values and implementing various opportunities for students to participate and display characteristics of active citizenship continue to occur and have shown positive results. Without restrictions this year, we are able to provide more leadership opportunities, and we expect more positive results moving forward.

A variety of teaching has occurred in this area throughout the past year. Zones of Regulations, Grandfather Teachings, Dare to Care strategies, and classroom discussions regarding Routhier's core values are integrated into classroom discussions throughout the day to ensure students understand these characteristics and have opportunities to discuss and develop strategies. Leadership opportunities for Division II students also allowed students to apply the skills and strategies learned. The Wellness Coach worked with classes on "The Size of the Problem" to support students in managing emotions and developing strategies. As well, the supported individual and small groups through discussions and working on specific strategies with issues with which they were struggling. Anti-bullying week and Pink Shirt Day allowed us another opportunity to focus on developing skills and strategies to support students. Daily, we continue to use teachable moments to re-visit our core values and apply them to the situation. Teachers have actively recognized these great characteristics by sending home the 'Routhier Shoutout' cards for students to share with their parents their active contributions to our school. Increased communication with parents when issues arise helps support parents with the teaching of the core values and what active citizenship looks like in our school and community. Through these actions and partnerships, parents feel supported and are developing an understanding of what occurs daily in our school.



Students have been active participants in raising money for the Terry Fox Foundation, Dictée PGL, and Jump Rope for Heart, as well as participating in the physical component of each event. Each class has worked hard to keep our playground and school clean throughout the year. Friendly Helpers supported our school by delivering and picking up the fruit bins and recycling paper and bottles. Once

the cohorting restrictions were lifted, students were able to compete in a variety of activities together. Track & Field provided an opportunity to continue to develop partnerships with GP Vanier and provide opportunities for students at both schools to take on leadership roles. Students also maintained relationships with the residents of the Villa, once again bringing the spirit of hope and smiles as they took part in outside activities together.

COVID restrictions, once again, prevented opportunities for parents to be present in our school to witness these characteristics in our students. We brought our whole school into one room for assemblies for the first time in April, with parents lining the gym's perimeter. We will continue to provide opportunities for parents to visit our school and use social media, newsletters, and 'Routhier Shoutouts' to demonstrate the positive characteristics students display in their journey to becoming active citizens in our school and community. More opportunities will be given for parents to support the various activities at our school and witness the active citizenship journey students undertake as part of our school.

We continue to set higher targets and maintain high expectations in this category. As such, we will keep adding programming and opportunities for our students to model characteristics of active citizenship and find ways to promote positive actions in our school community.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	100	87.6	102	91.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	13	89.7	9	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	73.0	78	78.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	15	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comments on Results

Results have continued to increase and are above the provincial average. Teachers appreciated the acknowledgement from parents to the hard work and collaborative efforts that were made to engage students. With access to one-to-one devices being implemented over the last couple of years, student's knowledge of computer skills has increased dramatically. Technology use has increased from pre-COVID times, as did the ways to engage students. Divisional Curriculum Grade Level meetings and school-based Grade Level Meetings continue to support teachers' expertise regarding new ways to increase engagement through the shared conversations, programs/app, and best practices encountered during monthly meetings.

ERS teachers immerse students in various learning engagements that provide them with multiple perspectives and opportunities to grow and learn from these experiences. In conjunction with our Indigenous Education Coach's support, teachers have integrated the Indigenous perspective throughout the curriculum (Grandfather Teachings, First Nations storytelling, Jigging, Medicine Wheel, Land Based Learning - Tipi Teaching, Hunting and Trapping, Meat Smoking and preparing, Flora and Fauna of the area and the Blanket Exercise). Teachers also combine the use of art, music, and technology throughout the curriculum enabling students to connect to the curriculum skills and concepts.



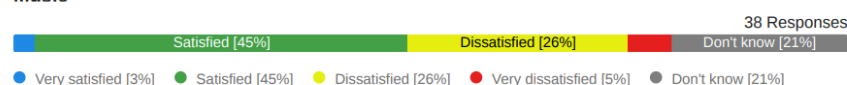
Literacy engagement was paramount last year and incorporated through a variety of methods. Routhier students worked to broadcast Radio Ads to promote the events happening in the school. Virtual buddy reading became the norm for the majority of the year, as cohort restrictions were in place for the majority of the year. In partnership with Smoky River Adult Learning for Family Literacy Day, students were gifted a book to read with their family. Photos were shared with the Smoky River Adult Learning committee. Grade five students also took part in a virtual divisional book study, "The Journey Forward" - Richard van Camp and "Lucy and Lola" & "When We Beat Our Drums They Sing" - Monique Gray, with the authors joining in for a few visits to join in discussions with students. French students had a few virtual culture performances to support building French vocabulary. Virtual 'reading buddies' were prevalent throughout the grades last year and supported to create relationships throughout our students. The "Les Alpha" program was implemented in Maternelle and 1ère année last year, which had a tremendous impact for our students. Grade one to three classes also were introduced to new programs to help close the gap, utilizing the various provincial screens and divisional benchmarks. Teachers supported students by working with individuals and small groups to focus on areas where further instruction was required. Students who were absent due to illness, were offered support throughout the day to keep the student engaged and working at the same pace as the other students and easily transition back into classroom learning.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	91.6	27	81.9	50	89.8	29	88.0	24	82.8	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	17	91.0	11	71.6	36	81.4	13	84.2	9	72.5	Intermediate	Maintained	Acceptable	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	16	92.1	16	92.2	14	98.2	16	91.9	15	93.1	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

HPSD Assurance Survey

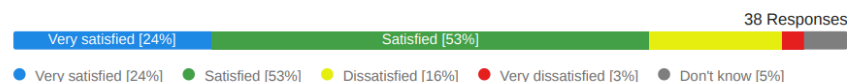
Music



Drama



Art



Comments on Results

Results in this category have been maintained and are consistent with the provincial average. Results indicate that parent satisfaction regarding drama, music and health was significantly lower than teachers. It is noted that there has also been a significant decrease in the number of parent responses from the parents of Grade four, five, and six students, with 12% of parents responding. In digging into the data, there were 67% of respondents satisfied with the opportunity to learn about Art and 33% that didn't know. Similarly, 67% of respondents were satisfied or very satisfied with the opportunity to learn about Health and 22% that didn't know, and 11% (equivalent to one respondent) were dissatisfied. The most dissatisfaction was indicated in the responses for Music and Drama. The HPSD Assurance Survey shared with parents of all grade levels, 33% of our school population responded. This broader perspective shared similar results for music and drama and indicated a large percentage of "Don't know" responses.

Typically in previous years, music and drama have been showcased throughout our assemblies and concerts. In the past years, parents and students have not had opportunities to partake in these activities. However, as we review the opportunities students have taken part in, within the restrictions during this time period, they are plentiful. Fine Arts is a broad category. Throughout the year, students participated in Reader's Theater, where a text is read together in unison or with specific parts in classes such as language arts or French as a Second Language (FSL). Short plays in FSL occurred often as they practised their language skills and put it into context. A variety of virtual opportunities brought music to students, albeit in a different way than what has typically been present in our school. Technology and one-to-one devices supported students in learning and making music using Garageband. Playing instruments, learning about rhythm and beats, researching composers, music appreciation (listening to music) and online song creations were other opportunities in which the outcomes were met with the restrictions in place. French students had the opportunity to join virtual cultural performances where the goal was to increase student engagement in the French language, cultural knowledge and to improve French skills through songs and plays.

Moving forward, we will continue to showcase the variety of Fine Arts opportunities to participate in a broad range of programming in our school in-person at assemblies or concerts as well as digitally, when in compliance with copyright laws. Creating a school-based survey for all parents will also give us a broader parental perspective to gather information from.



Safe and Caring

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	140	86.1	124	80.7	137	86.4	100	92.0	102	92.3	Very High	Improved Significantly	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	17	80.0	11	78.2	36	88.1	13	90.5	9	86.7	High	Maintained	Good	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	107	84.5	97	67.7	87	73.8	71	87.9	78	90.2	Very High	Improved Significantly	Excellent	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	16	93.8	16	96.3	14	97.1	16	97.5	15	100.0	Very High	Maintained	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

ERS results are above the provincial average and have been maintained or increased. Teachers have continued to increase over the past five years and students have continued to increase over the past 3 years. Parents, teachers and students are in agreement that students are safe at school. Stakeholders also agree that students are learning the importance of caring for and having respect for others. Students are treated fairly, and in return, they treat others fairly. We will continue to build upon the current strategies, as well as implement new strategies to ensure success for all.

ERS staff will continue to integrate core values, which focus on caring for one another and building a respectful environment where all students feel they are treated fairly through a variety of activities throughout the year. HPSD Student Survey results indicated similar results for the questions, which comprise this category. Student Focus Groups will continue to provide input into these areas to ensure we gain a broader perspective.

Over the past year, restrictions removed the opportunity for the majority of activities we normally invite students to partake in and build leadership skills. Friendly Helpers, and Student Led Lunch groups provided opportunities for older students to build strong relationships with the younger students, whereby they had opportunities to support and help them when the need arose. Creating two recesses, supported students being safer on the playground with more room to play while not cohorting, but this again took away opportunities for older students. Opportunities to resume activities to promote leadership skills, build relationships with students across the school and recess occurring for all students at the same time are in place for this current year. ERS Staff continually look for new ways to build relationships between all students and staff in our school in a variety of new ways.



School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	139	83.1	121	83.0	137	79.3	99	88.6	102	74.4	Intermediate	Declined	Issue	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	16	81.3	10	90.0	36	83.3	12	83.3	9	44.4	Very Low	Declined Significantly	Concern	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	107	86.9	95	71.6	87	75.9	71	88.7	78	98.7	Very High	Improved Significantly	Excellent	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	16	81.3	16	87.5	14	78.6	16	93.8	15	80.0	High	Maintained	Good	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

Results across the province have decreased by 10% in this area. ERS overall results have decreased by 14% over the last year, however our overall results are comparable to the provincial average. Both Parent and Teacher satisfaction in school improvement have decreased, with teachers being comparable to the provincial average and parents being considerably lower. Interestingly, student responses have increased by 10% over the last year. Through discussions with both teachers and parents, both groups commented on the social media and influx of information from a variety of sources. There was a rollercoaster of releases and drafts regarding the release of the new curriculum, along with viewpoints of a variety shared by numerous stakeholders groups. Along with this was the uncertainty of restrictions and when or if they would be lifted. The general consensus was this was not an accurate reflection of the school or teachers, but rather a reflection of the pandemic, society, and government decisions.

With numerous provincial screenings, more data was provided for teachers. Teachers implemented a variety of new resources, strategies and best practices to support in closing the achievement gap created by the pandemic. Working diligently with administrators, support staff and colleagues, teachers received training for new resources, and implemented these, to ensure we were offering the best possible instruction. Teachers worked diligently to use both the provincial data and divisional data to support each individual student in the areas they were deficient.

ERS continues to incorporate these best practices, resources and student interventions to support all of the students in our school.



Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	81.3	27	87.8	50	82.5	27	90.9	21	92.9	Very High	Maintained	Excellent	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	16	68.8	11	81.8	36	72.2	11	81.8	7	85.7	Very High	Maintained	Excellent	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	16	93.8	16	93.8	14	92.9	16	100.0	14	100.0	Very High	Maintained	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

ERS results have continued to increase over the last year and are higher than provincial average in all categories.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	63.9	27	72.2	50	76.8	28	83.9	22	89.7	Very High	Improved	Excellent	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	16	53.6	11	60.0	36	64.3	12	71.4	8	83.3	Very High	Improved	Excellent	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	16	74.2	16	84.4	14	89.3	16	96.4	14	96.2	Very High	Maintained	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

ERS results have increased over the last year and are higher than provincial average. Both parents and students have continued to increase over the past five years. Each category is significantly higher than the provincial average. Strong supports have been put into place over the last years to support students. We will continue to review strategies and monitor results.



Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
				Results (in percentages)								Target	
				2018		2019		2020		2021		2022	
				A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School			86.8	15.8	90.5	2.4	n/a	n/a	n/a	n/a	84.0	4.0
	Authority			70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0
	Province			83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9
French Language Arts 6 année	School			92.9	21.4	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6
	Authority			92.9	21.4	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6
	Province			85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6
Mathematics 6	School			78.9	10.5	69.0	2.4	n/a	n/a	n/a	n/a	52.0	0.0
	Authority			52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5
	Province			72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6
Science 6	School			81.6	18.4	81.0	14.3	n/a	n/a	n/a	n/a	64.0	0.0
	Authority			70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5
	Province			78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7
Social Studies 6	School			81.6	10.5	90.5	16.7	n/a	n/a	n/a	n/a	76.0	4.0
	Authority			64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5
	Province			75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Routhier School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	25	84.0	42	90.5	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	25	4.0	42	2.4	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	18	61.1	10	100.0	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	18	5.6	10	0.0	3,496	10.6	3,559	15.7
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	25	52.0	42	69.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	25	0.0	42	2.4	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	25	64.0	42	81.0	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	25	0.0	42	14.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	25	76.0	42	90.5	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	25	4.0	42	16.7	56,483	20.1	54,802	24.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Results

It is observed that the provincial results and HPSD divisional results have decreased consistently from the previous year's data in all subject areas as did ERS data during the global pandemic. Absences due to illness is a major factor in these results. We will continue to monitor the results moving forward and focus on the interventions and strategies in place to support students.

Literacy Data			2018-19					2019-20 ¹					2020-21 ¹					2021-22 ²				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	18	33.3	5	7.1	1	26	28.6	6	ND	ND	28	19.2	5	23.5	4	15	36.4	4	23.1	3
		Experiencing some difficulty		53.3	8	7.1	1		33.3	7	ND	ND		38.5	10	23.5	4		45.5	5	15.4	2
		Appropriate development		13.3	2	85.7	12		38.1	8	ND	ND		42.3	11	52.9	9		18.2	2	61.5	8
RTR	Grade 1	None-Minimal Development	38	42.9	12	46.4	13		ND	ND	ND	ND	24	29.2	7	4.2	1	28	18.5	5	11.5	3
		Developing Skills		57.1	16	53.6	15		ND	ND	ND	ND		58.3	14	95.8	23		63.0	17	88.5	23
		Developing Well-Mastered		0.0	0	0.0	0		ND	ND	ND	ND		12.5	3	0.0	0		18.5	5	0.0	0
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	25	75.0	6	80.0	8	36	100.0	8	ND	ND	21	92.9	13	100.0	1	27	66.7	6	11.1	3
		Approaching Expectations		0.0	0	0.0	0		0.0	0	ND	ND		7.1	1	0.0	0		11.1	1	51.9	14
		Meeting Expectations		25.0	2	20.0	2		0.0	0	ND	ND		0.0	0	0.0	0		22.2	2	37.0	14
	Grade 3	Not Yet Meeting Grade Expectations	27	95.0	19	95.5	21	25	82.4	14	ND	ND	31	85.2	23	100.0	1	19	73.7	14	57.9	11
		Approaching Expectations		0.0	0	0.0	0		5.9	1	ND	ND		0.0	0	0.0	0		10.5	2	15.8	3
		Meeting Expectations		5.0	1	4.5	1		11.8	2	ND	ND		14.8	4	0.0	0		15.8	3	26.3	5
F&P	Grade 4	Not Yet Meeting Grade Expectations	37	75.9	22	79.3	23	26	72.7	16	ND	ND	21	66.7	14	100.0	1	33	74.2	23	59.4	19
		Approaching Expectations		6.9	2	10.3	3		9.1	2	ND	ND		0.0	0	0.0	0		6.5	2	12.5	4
		Meeting Expectations		17.2	5	10.3	3		18.2	4	ND	ND		33.3	7	0.0	0		19.4	6	28.1	9
	Grade 5	Not Yet Meeting Grade Expectations	32	68.0	17	84.0	21	33	60.0	18	100.0	1	23	73.9	17	100.0	2	26	72.0	18	80.8	21
		Approaching Expectations		12.0	3	8.0	2		13.3	4	0.0	0		17.4	4	0.0	0		12.0	3	3.8	1
		Meeting Expectations		20.0	5	8.0	2		26.7	8	0.0	0		8.7	2	0.0	0		16.0	4	15.4	4
	Grade 6	Not Yet Meeting Grade Expectations	42	68.0	17	70.8	17	34	72.0	18	100.0	2	33	78.1	25	0.0	0	27	95.8	23	100.0	23
		Approaching Expectations		8.0	2	4.2	1		16.0	4	0.0	0		9.4	3	0.0	0		4.2	1	0.0	0
		Meeting Expectations		24.0	6	25.0	6		12.0	3	0.0	0		12.5	4	100.0	1		0.0	0	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 HLT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																			

Comments on Results

The data results indicate the learning loss as a direct correlation to the global pandemic and the learning loss acquired during this time. In reviewing the literacy data, we needed to disaggregate data to have an accurate understanding of the results presented in this table. In each of the screenings and

benchmarks completed last year, the majority of the students made progress and we are beginning to see a decrease in the achievement gap. We will continue to provide interventions to support students with areas of need moving forward.

The French GB+ data was not included in the chart above. The data shows a similar trajectory, with the beginning readers who excelled.

ERS staff continue to work collaboratively to minimize the achievement gap created by the global pandemic. We continue to work with students on the foundational reading skills through small group and classroom instruction, as well as Literacy Interventions. Teachers focused on areas observed and/or assessed where gaps in learning and continue to support students in building understanding to link the previous year with the current. Educational Assistants worked to provide small groups interventions to increase skills in literacy. ERS staff continue to work on delivering interventions to support students requiring further support with literacy.

Numeracy Data			2018-19			2019-20			2020-21			2021-22				
			Fall			Fall			Fall			Fall				Spring
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		May Require Attention	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
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	28	3.8	1	7.1	2
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		7.7	2	10.7	3
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		88.5	23	82.1	23
MIPI	Grade 2	Requires Attention	25	5.6	1	36	10.7	3	21	20.0	4	27	4.0	1	ND	ND
		May Require Attention		50.0	9		46.4	13		20.0	4		16.0	4	ND	ND
		Does Not Require Attention		44.4	8		42.9	12		60.0	12		80.0	20	ND	ND
	Grade 3	Requires Attention	27	21.1	4	25	25.0	4	31	29.6	8	18	18.8	3	ND	ND
		May Require Attention		68.4	13		25.0	4		48.1	13		37.5	6	ND	ND
		Does Not Require Attention		10.5	2		50.0	8		22.2	6		43.8	7	ND	ND
	Grade 4	Requires Attention	37	39.3	11	26	31.8	7	20	57.1	8	33	40.0	12	ND	ND
		May Require Attention		39.3	11		36.4	8		35.7	5		36.7	11	ND	ND
		Does Not Require Attention		21.4	6		31.8	7		7.1	1		23.3	7	ND	ND
	Grade 5	Requires Attention	32	39.1	9	33	51.6	16	23	56.5	13	26	44.0	11	ND	ND
		May Require Attention		56.5	13		41.9	13		43.5	10		36.0	9	ND	ND
		Does Not Require Attention		4.3	1		6.5	2		0.0	0		20.0	5	ND	ND
	Grade 6	Requires Attention	42	46.9	15	34	33.3	8	33	57.1	16	27	70.8	17	ND	ND
		May Require Attention		37.5	12		62.5	15		35.7	10		29.2	7	ND	ND
		Does Not Require Attention		15.6	5		4.2	1		7.1	2		0.0	0	ND	ND
Legend:																
Fall: September - January																
ND: No data collected for the corresponding grade/school year																
Spring: February - June																

Comments on Results

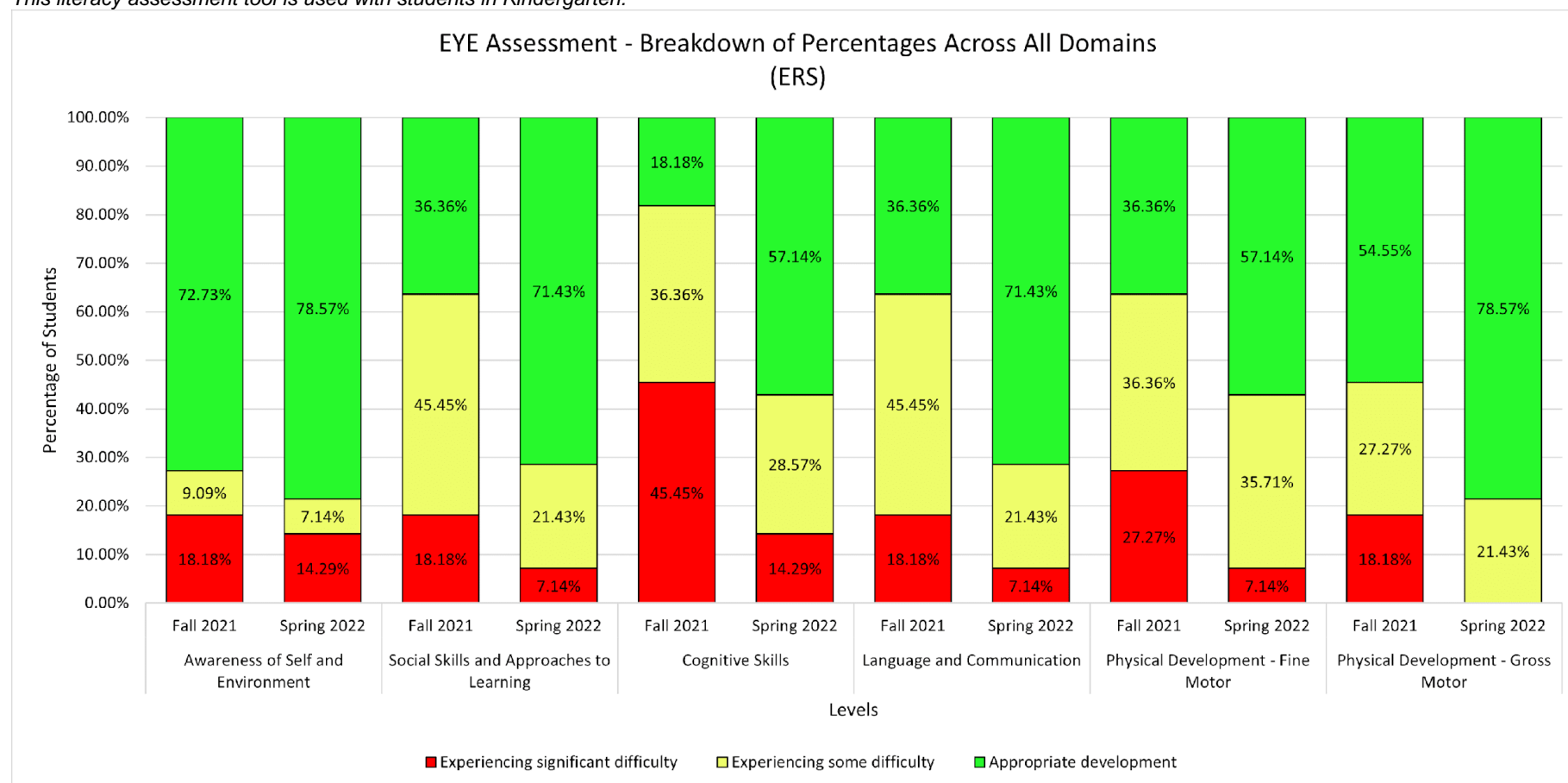
Results indicate a number of students, who are still requiring support with numeracy. Numeracy BOOST was implemented into the schedule last year for all students to strengthen speed and accuracy with grade level skills. As well, students worked in small flexible groups in the classroom to increase understanding and skills in numeracy. Teachers used a variety of learning supports in the classrooms.

To determine the progress made through the year, students from grades 2 to 6 completed the MIPI a second time, at the end of the year to determine the progress made over the past year. The MIPI reflected the current grade level of the student, rather than knowledge from the previous year. Significant progress and student growth was observed in this data for the majority of the students in grades 2 to 6. ERS staff continue to work on delivering interventions to support students requiring further support with numeracy.



Early Years Evaluation – Teacher Assessment (EYE-TA)

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

The Early Years Evaluation Assessment provides us with a thorough insight into each child's developmental stage. This data helps us plan to set in place for supports necessary for our learners' needs: Educational Assistants, Speech/Language assistance, and literacy or numeracy boosts.

The above data indicates significant improvement made by the majority of the students through the year in each of the domains. Teachers noted an increase in the number of students struggling with social behaviours and readiness skills over the past two years in kindergarten age students. Full-time kindergarten is a major factor for the positive results displayed as students have many opportunities to practise through play to develop skills required.

DOMAIN 2: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	140	91.2	125	88.9	137	89.4	100	93.9	102	95.3	Very High	Improved	Excellent	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	17	87.3	11	87.9	36	87.3	13	88.3	9	92.6	Very High	Maintained	Excellent	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	107	91.6	98	82.0	87	86.8	71	94.4	78	98.7	Very High	Improved Significantly	Excellent	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	16	94.7	16	96.9	14	94.0	16	99.0	15	94.4	Intermediate	Maintained	Acceptable	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

Results have continued to increase and are above provincial average. Teacher responses have taken a slight dip, but are comparable to provincial average.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	16	85.4	16	93.8	15	91.1	16	95.8	15	88.6	High	Maintained	Good	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	16	85.4	16	93.8	15	91.1	16	95.8	15	88.6	High	Maintained	Good	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

Results have decreased slightly from the past year, but are above the provincial average. Teachers appreciated the focused professional development opportunities. Through this past year, the majority of the divisional PD was done via Zoom. Teachers felt meetings via Zoom were not as interactive, engaging or productive. Due to illness, there was not a consistent attendance of participants which made the collaboration less positive. Opportunities to work with grade level partners to plan, discuss strategies and next steps were more engaging and conducive to their needs.

HPSD Professional Development Funds have allowed teachers to access a variety of online professional development throughout the past year. These learning experiences were in turn, shared with colleagues. Many opportunities were available during the pandemic, virtually and at a reasonable cost, increasing the number of teachers accessing a variety of professional development. Many more online PD opportunities were accessed after school to support individual teachers' needs. Through the Northern Regional Learning Consortium (NRLC) and French Resource Language Center (FRLC), teachers accessed a variety of training opportunities on the new resources received.

ERS Staff will continue to work in school-based grade levels, along with divisional grade levels to continue to hone skills and implement best practices into our classroom to support success for all students.



DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	100	90.7	102	90.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	13	87.9	9	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	87.8	78	90.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	96.4	15	98.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

Comments on Results

Overall ERS is above provincial average. ERS students are significantly higher than the other students across the province. Parents, teachers and students all strongly agree that learning environments are welcoming, caring, respectful and safe. It is noted that parents have decreased, indicating one parent was dissatisfied. All categories agree that students are learning the importance of caring for and having respect for others. Students are treated fairly, and in return, they treat others fairly. HPSD Student Survey reflects a similar rating from students. We will continue to build upon the current strategies, as well as implement new strategies to ensure all students feel welcome, safe and respected.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	100	90.5	102	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	13	87.3	9	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	71	92.0	78	94.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	16	92.3	15	78.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	

Comments on Results

We were pleased with the results in this category. ERS students were significantly higher than the provincial average. Staff were very focused and willing to support students in areas where needed. Several supports were put into place to support students with their learning. Educational Assistants supported in classrooms while teachers worked with small groups. Educational Assistants were cross-trained to ensure students had access to speech, OT, Literacy and Numeracy Boost Interventions. Educational Assistants worked with both French and English students to strengthen skills. Levelled literacy was offered to students requiring extra support with reading in grades two to five. A Numeracy BOOST was incorporated into the schedule for all students to increase speed and accuracy with math skills. These additional supports were put in place to decrease the learning gap over the last year through flexible learning groups and interventions.

With the absences of staff, and lack of substitutes many interventions were sacrificed to keep our school running. Teachers worked to support students that were ill and at home for a block or two out of the day. Throughout the year, these interventions had to be postponed due to an increase in staff absences and a lack of substitutes.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	140	82.2	124	78.0	137	88.9	100	91.9	102	82.8	Low	Maintained	Issue	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	17	68.6	11	63.6	36	81.5	13	83.8	9	74.1	Low	Maintained	Issue	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	107	82.2	97	76.5	87	90.0	71	92.0	78	94.4	Very High	Improved Significantly	Excellent	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	16	95.8	16	93.8	14	95.1	16	100.0	15	80.0	Very Low	Declined	Concern	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

Overall results were comparable to the provincial average. However, decreases were observed in both parent and teacher results. Students were significantly higher than the provincial average.

ERS staff were pleased to have a new Speech Language Pathologist join our school mid way through the year. As with our school staff and students, our service providers were also affected by illness, and were absent at times or unable to see students as they were absent. Support was provided to students as needed. Staff missed the access to the psychology student located on the West End we had the previous year, and commented on the timeliness to receive student support was inadequate. Thus, we were unable to implement strategies in a timely manner. As well, the loss of the PUF Co-ordinator and early years psychologist was a great loss felt by our school. Creating less information and strategies for teachers to work with. We are hopeful that this trend will not continue as we move forward.

All staff worked to support wellness for both students and staff last year. Affirmations, meditation and a variety of other strategies were incorporated into the day to support the well-being of students. The Wellness Coach and staff proactively worked with classes to build relationships with all students to ensure each child had someone they could go to with any problem.



Inclusion – Pyramid of Intervention

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

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

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

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

First Nations, Metis and Inuit Programming (Indigenous Education Coaches)

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

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

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

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

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

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



DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Authority										Province												
											Measure Evaluation																						
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	78.8	27	77.4	50	89.4	29	86.5	24	72.4	Low	Declined	Issue	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	16	62.5	11	58.5	36	80.3	13	75.4	9	55.6	Very Low	Maintained	Concern	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	16	95.0	16	96.3	14	98.6	16	97.5	15	89.2	Intermediate	Maintained	Acceptable	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comments on Results

Significant decrease in parent satisfaction in parental involvement in decisions about their child's education. In discussions with parents, it was felt the pandemic played a large role in fewer opportunities for parents to take part in our school. We will strive to build more opportunities for parent input and involvement.

School Council and Routhier Facility Enhancement had few new members join or attend meetings over the last year. These are great opportunities to provide input and feedback, which very few parents participate in.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	139	77.1	124	75.1	137	89.3	100	90.5	101	88.6	Very High	Improved	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	16	52.6	11	59.1	35	84.5	13	85.2	8	84.2	Very High	Maintained	Excellent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	107	91.6	97	85.1	87	93.7	71	95.0	78	98.7	Very High	Improved Significantly	Excellent	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	16	87.1	16	81.3	15	89.8	16	91.3	15	82.9	Intermediate	Maintained	Acceptable	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Result

Overall, results are significantly above provincial average. However, there has been a dip from the previous year in both teachers and parents. However, students continued to increase. With the low number of parent respondents, (10%) who responded to the survey this year, it becomes difficult to interpret the data. We will continue to work to find ways to increase parental involvement through Community Engagement and increased opportunities to share input to gain a broader perspective.

Individual meetings were held with service providers, parents and staff throughout the year to discuss and make plans to discuss strategies and recommendations for students. However, due to the large gathering and COVID restrictions in place, parents were not able to come into our school. In

the past, parents had many opportunities to volunteer for a variety of activities to support students and the school. Under the restrictions in place last year, meetings and many activities, but with the restrictions these opportunities were unavailable.

