

ÉCOLE ROUTHIER SCHOOL 2024-25 AERR



Mission

At École Routhier School, all staff and students will achieve success.
A l'École Routhier, la réussite est pour tous.

Vision

Together our ERS team inspires lifelong learning through respect and support in a positive environment.

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MESSAGE FROM THE PRINCIPAL

The École Routhier School team's vision is to inspire lifelong learning through respect and support in a positive environment. The staff and stakeholders work very hard to provide strategies to meet the needs of all students with a primary focus on building a culture and climate that will ensure quality education for all at École Routhier School.

Our mission is that all staff and student will achieve success. This mission prioritizes building an inclusive environment rich in numeracy and literacy for all students. In addition, enhancing teacher's efficacy by providing professional development in areas of new curriculum, assessment, differentiation, and best practices to increase teachers' capacity for quality instruction. Establishing quality relationships will involve building partnerships with parents and the community to enrich student's learning and experiences in school. Incorporated in this mission is building an understanding and appreciation of the FNMI culture and continuing to strive towards reconciliation.

The administration at École Routhier School are committed to using all data collected to address any issues or concerns that have been identified through results. We are thankful to the entire staff's dedication, setting high standards, their commitment to professional development, and their vested interest in our students' achievement. The staff continues to work collaboratively to provide a quality education to our students as well as contributing to a positive learning environment. The Routhier team recognizes that to teach, we must constantly learn. We eagerly anticipate every opportunity to further our knowledge and development.

Our parents who form the School Council have been actively working with the school community to understand the needs of students and parents. The council continues to seek new opportunities for the participation of parents in the education of their children and plans to offer workshops, informational sessions and stimulate interest through social events over the course of the school year.



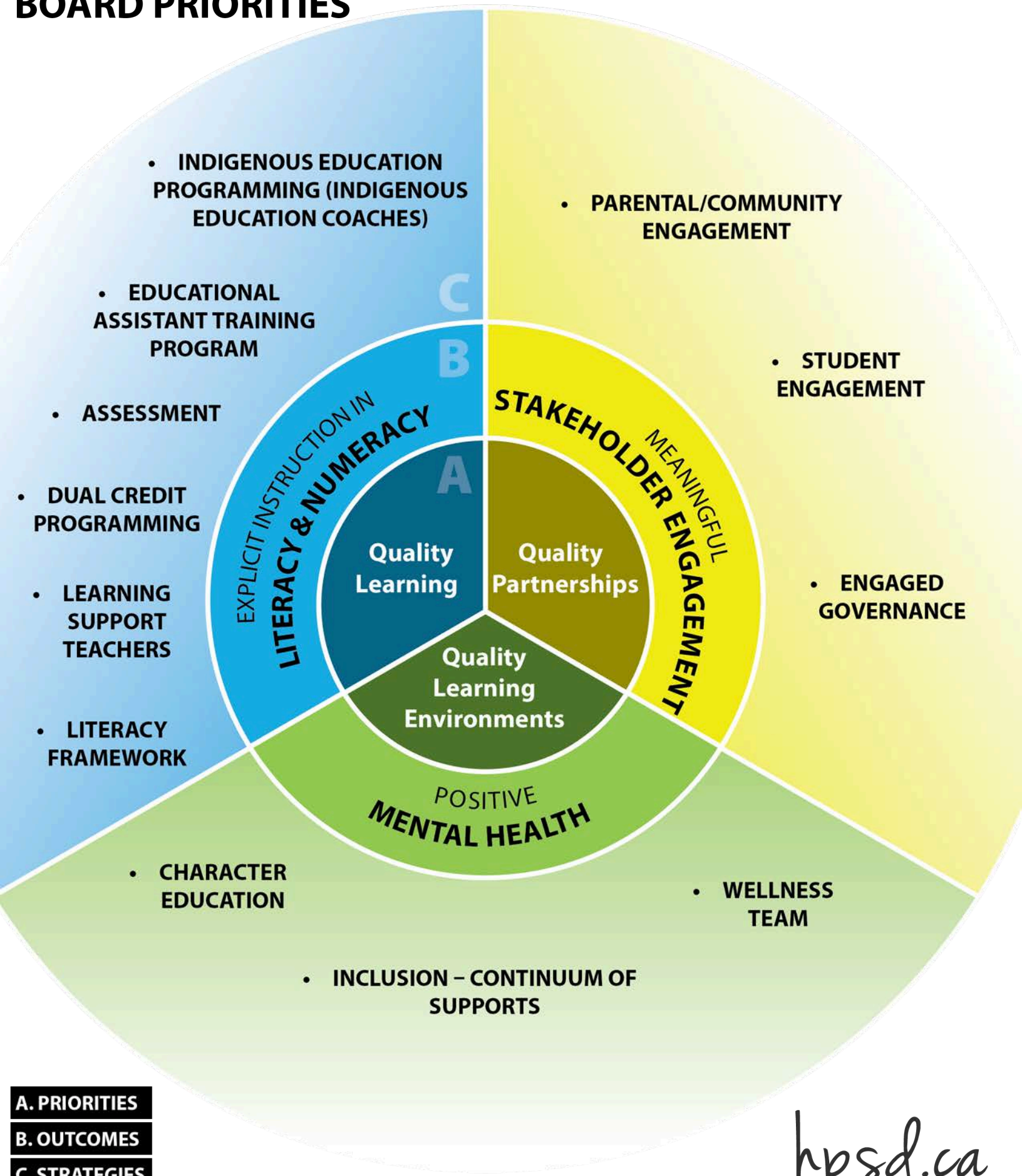
Monique Dubrule, Principal



Alyssa Pollard, School Council Chair



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

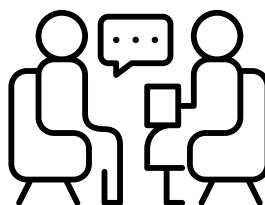
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

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

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 an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 200 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.



REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare 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	87.1	85.5	88.1	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	90.5	91.3	88.4	79.8	79.4	80.4	Very High	Maintained	Excellent
	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
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.6	90.7	90.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	92.7	89.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	91.0	87.9	84.1	80.1	79.9	80.7	Very High	Improved	Excellent
Governance	Parental Involvement	82.1	83.5	74.1	80.0	79.5	79.1	High	Maintained	Good

Fall 2025 Required Alberta Education and Childcare Assurance Measures - 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	59.8	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
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	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

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

Assurance Domain	Measure	Routhier 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
	Diploma: Excellence	n/a	n/a	n/a	14.8	14.0	13.9	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. 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										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	100	87.6	102	91.5	97	87.1	130	85.5	149	87.1	High	Maintained	Good	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	13	89.7	9	96.3	11	87.9	33	84.7	55	90.2	High	Maintained	Good	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	71	73.0	78	78.2	73	76.0	82	72.0	81	71.0	Intermediate	Maintained	Acceptable	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	69.3	
Teacher	16	100.0	15	100.0	13	97.4	15	100.0	13	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

École Routhier results overall exceed the provincial average with a 6% increase in parent results from the previous year. Student results were maintained and continue to be higher than the provincial average. Teachers continue to provide students with various learning engagements to encourage different perspectives and create opportunities to grow and learn. Working along side our Indigenous Success Coach, teachers have provided students with multiple land based learning opportunities; birch tree tapping, trapline practices, spruce tree bud honey making, beaver processing, fish preservation, story telling and drumming. Students are also exposed to the French culture and provided experiences to learn through activities; Carvanal, DELF examinations, Cinémagine, Circo Balanzo, Dictée PGL and Lever du Drapeau. Students are guided to incorporate local perspectives into their learning and connect to our community. Teacher use school directed programs to engage students and move learning forward. Provincial screens and divisional benchmarks are used to guide instruction and provide teachers with data to support student needs.

Citizenship – Measure Details

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

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:																																	
	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	100	89.2	102	88.7	97	85.2	130	91.3	149	90.5	Very High	Maintained	Excellent	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	13	85.5	9	80.0	11	67.3	33	81.2	55	81.6	High	Maintained	Good	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	34,441	78.6
Student	71	88.3	78	94.2	73	95.9	82	93.9	81	92.9	Very High	Maintained	Excellent	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	16	93.8	15	92.0	13	92.3	15	98.7	13	96.9	Very High	Maintained	Excellent	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

Results continue to exceed the provincial average for students, parents and teachers. We have maintained a high level of satisfaction with attitudes and behaviors taught at École Routhier School. Core values are intentionally infused and students are provided endless opportunities to participate and display characteristics of active citizenship. We will continue to encourage leadership opportunities for all students. Staff continue to recognize students for positive behaviors through Shout-Out Cards. Last year 176 cards were presented to students. Each card focuses on the ERS values and was shared with students and parents. Every month two students were chosen as Students of the Month, this recognition was given to students who positively reflected ERS values. Leadership opportunities encourage students to positively contribute to the school community. Students lead school assemblies, read to younger students, take part in Friendly Helpers, Garbage Busters, the recycling program, Roots of Empathy, Anti-Bullying campaigns, Gr. 6 Leadership Project and other school service roles. Students have been active participants in raising awareness for the Terry Fox Foundation, Dictée PGL, Jump Rope for Heart, Diabetes Awareness, the local food bank, Hats on for Mental Health and National Child's Day. A connection is made to incorporate a larger context and a link to associate school needs to community needs. ERS is dedicated to making sure that students are exposed to modeling of active citizenship and have welcomed students from Georges P. Vanier to interact with students and build a stronger community.

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	50	7.7	n/a	n/a	60	10
	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	61.5	19.2	n/a	n/a	70	20
	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	76	4	54.2	12.5	54.5	0	34.6	11.5	59	10	50	12
	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: 1635 Routhier School

Course		Measure		Routhier School						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	26	34.6	29	54.4	50,053	64.1	59,230	67.4		
	Standard of Excellence	Low	Maintained	Issue	26	11.5	29	6.3	50,053	18.5	59,230	18.9		

School: 1635 Routhier School (FNMI)

		Routhier School (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	2	*	7	57.1	3,434	43.7	4,444	47.0
	Standard of Excellence	*	*	*	2	*	7	0.0	3,434	7.9	4,444	6.9

School: 1635 Routhier School (EAL)

		Routhier School (EAL)							Alberta (EAL)			
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	*	*	*	3	*	n/a	n/a	9,834	60.7	10,688	65.0
	Standard of Excellence	*	*	*	3	*	n/a	n/a	9,834	15.2	10,688	16.1

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

Social Studies results have shown a decline in the acceptable standard, but an increase in the standard of excellence from the previous year. Building teacher capacity that has been a focus when considering teacher turnover. Moving forward, we will continue to monitor these results closely and emphasize the interventions and strategies established to support student progress.



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

Numeracy Data			2020-21			2021-22					2022-23					2023-24					2024-2025				
			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	41	ND	ND	45.9	17
		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	54.1	20
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	28	3.8	1	7.1	2	15	35.7	5	6.7	1	20	50.0	9	57.9	11	19	35.3	6	36.8	7
		May Require Attention	ND	ND	ND		7.7	2	10.7	3		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		88.5	23	82.1	23		64.3	9	93.3	14		50.0	9	42.1	8		64.7	11	63.2	12
MIPI PNSA	Grade 2	Requires Attention	21	20.0	4	27	4.0	1	ND	ND	28	33.3	9	7.7	2	19	18.8	3	11.1	2	24	43.5	10	16.7	4
		May Require Attention		20.0	4		16.0	4	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		60.0	12		80.0	20	ND	ND		66.7	18	92.3	24		81.3	13	88.9	16		56.5	13	83.3	20
	Grade 3	Requires Attention	31	29.6	8	18	18.8	3	ND	ND	27	11.5	3	0.0	0	30	16.7	5	23.3	7	24	21.7	5	18.2	4
		May Require Attention		48.1	13		37.5	6	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		22.2	6		43.8	7	ND	ND		88.5	23	100.0	12		83.3	25	76.7	23		78.3	18	81.8	18
MIPI EICS	Grade 4	Requires Attention	20	57.1	8	33	40.0	12	ND	ND	23	17.4	4	ND	ND	27	21.7	5	11.5	3	32	24.1	7	3.6	1
		May Require Attention		35.7	5		36.7	11	ND	ND		56.5	13	ND	ND		ND	ND	ND	ND		34.5	10	21.4	6
		Does Not Require Attention		7.1	1		23.3	7	ND	ND		26.1	6	ND	ND		78.3	18	88.5	23		41.4	12	75.0	21
	Grade 5	Requires Attention	23	56.5	13	26	44.0	11	ND	ND	32	33.3	10	ND	ND	27	30.4	7	29.2	7	30	15.4	4	17.2	5
		May Require Attention		43.5	10		36.0	9	ND	ND		33.3	10	ND	ND		52.2	12	37.5	9		7.7	2	3.4	1
		Does Not Require Attention		0.0	0		20.0	5	ND	ND		33.3	10	ND	ND		17.4	4	33.3	8		76.9	20	79.3	23
	Grade 6	Requires Attention	33	57.1	16	27	70.8	17	ND	ND	25	20.0	4	ND	ND	31	32.1	9	11.1	3	23	45.0	9	0.0	0
		May Require Attention		35.7	10		29.2	7	ND	ND		45.0	9	ND	ND		46.4	13	33.3	9		5.0	1	0.0	0
		Does Not Require Attention		7.1	2		0.0	0	ND	ND		35.0	7	ND	ND		21.4	6	55.6	15		50.0	10	100.0	7

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

COMMENTS

Ecole Routhier teachers continue to utilized the Provincial Screening Assessments as well as the HPSD Divisional Assessments to guide instruction. The Provincial Numeracy Screening Assessment and the Math Intervention/Programming Instrument were administered with the understanding that moving forward numeracy data would not be analyzed with the same tool, therefore affecting trends. Data was analyzed during Grade Leveled and Collaborative Team meetings to identify common trends across grade levels. Teachers focused on new curriculum outcomes and created common rubrics to support instruction and assessments. Ecole Routhier teachers were dedicated to implementing a variety of new manipulatives and resources provided by the division to address the new curriculum and support student learning. Teachers participated in numerous PD opportunities to further their understanding of the new curriculum. Data collected from Numeracy Screens were used to identify student needs during Numeracy Interventions. All ERS students participated in Numeracy Boost, which focused on basic math facts tailored to student areas of need. Pre-assessment and post-assessments were administered to track student progress and guide next steps for each student.

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

Literacy Data			2020-21 ¹						2021-22 ²						2022-23						2023-24						2024-2025					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#
EYE LeNS	Kindergarten	Experiencing significant difficulty	28		19.2	5	23.5	4	15		36.4	4	23.1	3	21		15.8	3	20.0	2	21		23.5	4	17.6	3	41		ND	ND	ND	19
		Experiencing some difficulty			38.5	10	23.5	4			45.5	5	15.4	2			36.8	7	10.0	1			41.2	7	17.6	3			ND	ND	ND	ND
		Appropriate development			42.3	11	52.9	9			18.2	2	61.5	8			47.4	9	70.0	7			35.3	6	64.7	11			ND	ND	47.2	17
RTR LeNS	Grade 1	None-Minimal Development	24		29.2	7	4.2	1	28		18.5	5	11.5	3	15		50.0	6	0.0	0	20		15.8	3	27.8	5	19		29.4	5	31.6	6
		Developing Skills			58.3	14	95.8	23			63.0	17	88.5	23			50.0	6	100.0	3			ND	ND	ND	ND			ND	ND	ND	ND
		Developing Well-Mastered			12.5	3	0.0	0			18.5	5	0.0	0			0.0	0	0.0	0			84.2	16	72.2	13			70.6	12	68.4	13
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	21		92.9	13	100.0	1	27		66.7	6	11.1	3	28		10.7	3	7.4	2	20		26.3	5	16.7	3	24		31.8	7	25.0	6
		Approaching Expectations			7.1	1	0.0	0			11.1	1	51.9	14			ND	ND	ND	ND			ND	ND	ND	ND			ND	ND	ND	ND
		Meeting Expectations			0.0	0	0.0	0			22.2	2	37.0	10			89.3	25	92.6	25			73.7	14	83.3	15			68.2	15	75.0	18
	Grade 3	Not Yet Meeting Grade Expectations	31		85.2	23	100.0	1	19		73.7	14	57.9	11	27		25.9	7	13.6	3	30		3.3	1	3.3	1	24		22.7	5	29.2	7
		Approaching Expectations			0.0	0	0.0	0			10.5	2	15.8	3			ND	ND	ND	ND			ND	ND	ND	ND			ND	ND	ND	ND
		Meeting Expectations			14.8	4	0.0	0			15.8	3	26.3	5			74.1	20	86.4	19			96.7	29	96.7	29			77.3	17	70.8	17
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	21		66.7	14	100.0	1	33		74.2	23	59.4	19	23		26.3	5	68.2	15	27		45.8	11	37.0	10	32		46.7	14	53.1	17
		Approaching Expectations			0.0	0	0.0	0			6.5	2	12.5	4			57.9	11	31.8	7			37.5	9	51.9	14			40.0	12	28.1	9
		Meeting Expectations			33.3	7	0.0	0			19.4	6	28.1	9			15.8	3	0.0	0			16.7	4	11.1	3			13.3	4	18.8	6
	Grade 5	Not Yet Meeting Grade Expectations	23		73.9	17	100.0	2	26		72.0	18	80.8	21	32		6.3	2	17.2	5	26		61.5	16	44.0	11	30		31.0	9	27.6	8
		Approaching Expectations			17.4	4	0.0	0			12.0	3	3.8	1			25.0	8	75.9	22			34.6	9	48.0	12			51.7	15	41.4	12
		Meeting Expectations			8.7	2	0.0	0			16.0	4	15.4	4			68.8	22	6.9	2			3.8	1	8.0	2			17.2	5	31.0	9
	Grade 6	Not Yet Meeting Grade Expectations	33		78.1	25	0.0	0	27		95.8	23	100.0	23	25		52.4	11	28.6	4	31		29.0	9	51.7	15	23		56.5	13	21.7	5
		Approaching Expectations			9.4	3	0.0	0			4.2	1	0.0	0			33.3	7	64.3	9			61.3	19	44.8	13			34.8	8	52.2	12
		Meeting Expectations			12.5	4	100.0	1			0.0	0	0.0	0			14.3	3	7.1	1			9.7	3	3.4	1			8.7	2	26.1	6

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

Literacy Data			2023-24						2024-2025					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	21		23.5	4	17.6	3	41		ND	ND	ND	ND
		Experiencing some difficulty			41.2	7	17.6	3			ND	ND	ND	ND
		Appropriate development			35.3	6	64.7	11			ND	ND	ND	ND
HLAT	Grade 1	Poor	20		94.1	16	30.0	6	19		88.2	15	17.6	3
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			5.9	1	40.0	8			11.8	2	70.6	12
		Proficient			0.0	0	25.0	5			0.0	0	11.8	2
		Exemplary			0.0	0	5.0	1			0.0	0	0.0	0
	Grade 2	Poor	20		35.0	7	0.0	0	24		63.6	14	9.1	2
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			55.0	11	55.6	10			13.6	3	72.7	16
		Proficient			5.0	1	27.8	5			4.5	1	13.6	3
		Exemplary			5.0	1	16.7	3			18.2	4	4.5	1
	Grade 3	Poor	30		17.9	5	0.0	0	24		34.3	3	0.0	0
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			57.1	16	53.6	15			57.1	12	66.7	14
		Proficient			25.0	7	39.3	11			23.8	5	28.6	6
		Exemplary			0.0	0	7.1	2			4.8	1	4.8	1
	Grade 4	Poor	27		0.0	0	0.0	0	32		0.0	0	0.0	0
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			60.0	15	63.0	17			51.7	15	56.7	17
		Proficient			28.0	7	33.3	9			41.4	12	43.3	13
		Exemplary			12.0	3	3.7	1			6.9	2	0.0	0
	Grade 5	Poor	27		0.0	0	0.0	0	30		0.0	0	0.0	0
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			38.5	10	57.7	15			58.6	17	62.1	18
		Proficient			53.8	14	34.6	9			31.0	9	31.0	9
		Exemplary			7.7	2	7.7	2			10.3	3	6.9	2
	Grade 6	Poor	31		0.0	0	0.0	0	23		0.0	0	0.0	0
		Limited			0.0	0	0.0	0			0.0	0	0.0	0
		Adequate			43.3	13	54.8	17			60.9	14	50.0	11
		Proficient			50.0	15	32.3	10			30.4	7	36.4	8
		Exemplary			6.7	2	12.9	4			8.7	2	13.6	3

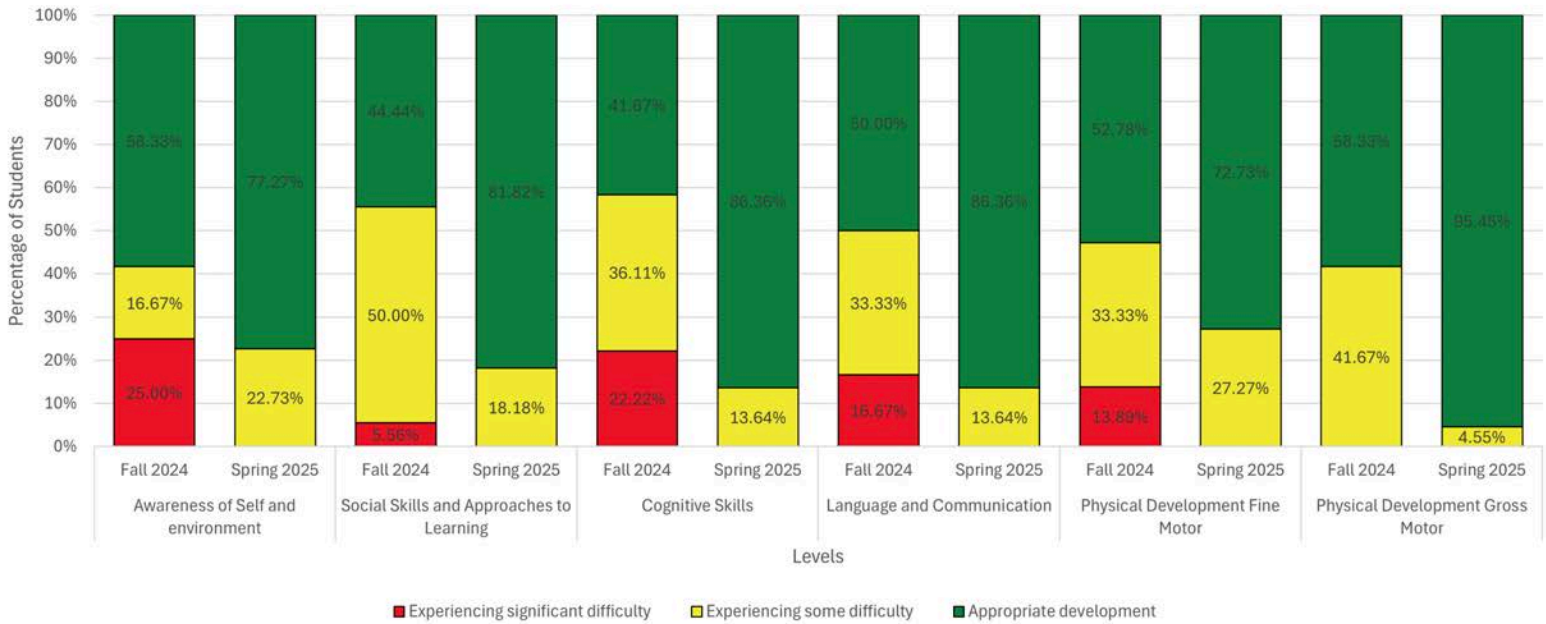
Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

COMMENTS

At Ecole Routhier School, the results from Fountas and Pinnell (F&P) testing, LeNS, RAN, PAST, CC3, HLAT, RCAT, GB+ testing, EYE are analyzed during Grade Level Meetings with teachers. These assessments are used to provide teachers with understanding the needs of their students and insight into challenges and strengths in literacy skills in the classroom. Instruction, interventions and supports are strategically developed and put in place to capitalize student growth and improvement. Guid

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

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



COMMENTS

The Early Years Evaluation Assessment provides us with a thorough insight into each child’s developmental stage. This data helps ERS staff plan and place necessary supports for our learners’ needs. Interventions include, Educational Assistants, Speech and Language interventions, Occupational Therapy, Literacy and Numeracy Boosts. Teachers, admin and LST work collaboratively to ensure proper supports are in place for all learners.

The above data indicates improvement made by most students through the year. An important observation to know is that EAL students require additional time to meet the desired expectation for language and communication as well as cognitive skills.



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	100	93.9	102	95.3	97	86.0	130	90.7	149	92.6	Very High	Maintained	Excellent	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	13	88.3	9	92.6	11	66.7	33	78.7	55	85.3	Very High	Maintained	Excellent	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	71	94.4	78	98.7	73	96.6	82	95.7	81	95.1	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	16	99.0	15	94.4	13	94.9	15	97.8	13	97.4	High	Maintained	Good	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

École Routhier School overall results increased and are above the provincial average. ERS parent responses have increased from last year and now have surpassed the provincial average. Given that the number of parent participants has almost doubled from the previous year with approximately 60% of eligible parent responding, it is reasonable to infer that parents are satisfied with the overall quality of basic education.

Weekly newsletters from teachers, monthly newsletters from the principal and social media will continue to be utilized to share learning expectations with parents and strengthen the partnership between home and school. Teachers continue to work collaboratively to create a systemic approach to language programming that will support learning due to the new curriculum in all grade levels. The Learning Support Teacher continues to work with classroom teachers through visits, mentoring and connections in collaborative planning and team meetings as well as communicating with parents. Accommodations, supports and interventions for students are available and continually monitored to ensure that students are receiving the appropriate and required assistance to optimized learning in the classroom.



ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

At Ecole Routhier, teachers participate in Grade Level Partner (GLP) meetings twice a month. During these sessions, they analyze data, review assessment results and identify trends. The teachers collaborate to plan lessons, develop assessments and discuss strategies to enhance their instructional practices. Continuing this year, there has been a particular emphasis on the new curriculum, allowing teachers to explore new resources, build resources and work together to deepen their understanding of curricular outcomes. Additionally, they receive feedback and support during GLP time, giving them the opportunity to adjust their teaching and prepare the next steps for student success.

Collaborative Team Meetings are held twice a month, providing teachers with the opportunity to work together to address challenges in their classrooms. These meetings focus on literacy, numeracy, and behavioral issues, where teachers seek professional input from their colleagues. Through these discussions, teachers develop action plans and move forward with implementing solutions.

Teachers participated in various professional development opportunities. ERS staff received training on supporting English as an Additional Language (EAL) students, with a focus on practical strategies and best practices as well as completing EAL Benchmarking. French teachers had the opportunity to discuss the new French Language Arts curriculum and explore resources with a representative from the Alberta Regional Consortia. Additionally, during HLAT collaborative marking sessions, teachers engaged in discussions with colleagues to establish consistent grade-level expectations. This collaborative process helps teachers identify next steps and pinpoint areas for student growth. Teachers worked with divisional supports and received a workshop on Math Spiraling with new curricular outcomes. ERS staff had an opportunity to work with Sandra Woitas focusing on creating a cohesive and supportive workplace.

Teacher supervision and evaluation is a continuous process throughout the year. Administration works closely with staff, observing lessons and providing support for instructional practices. This collaborative approach helps ensure ongoing professional growth and enhances teaching effectiveness, creating a supportive environment for both educators and students.

Educational Assistants received SIVA training. SIVA (Supporting Individuals through Valued Attachments) is a relationship-centered approach that promotes safety and growth for individuals with complex needs and challenging behaviors. It focuses on collaboration, goal setting, self-regulation, and empowerment to build strong, healthy relationships. EAs also received training in EAL strategies and building a collaborative community.



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													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	%	N	%					
Overall	100	90.5		102	84.4		97	80.0		130	87.9		149	91.0		Very High	Improved	Excellent	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	13	87.3		9	80.0		11	64.8		33	76.1		55	82.5		High	Maintained	Good	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	71	92.0		78	94.4		73	98.2		82	98.4		81	96.8		Very High	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	78.4	200,841	78.5						
Teacher	16	92.3		15	78.7		13	76.9		15	89.3		13	93.7		Very High	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

École Routhier School is significantly above the provincial average and had a 6% increase in parent responses. ERS staff are committed and very focused on supporting students in areas of need. Educational Assistance support in the classroom and provide teachers with the ability to work with small groups. Teachers utilized mandatory provincial screens to guide instruction and interventions. Division 1 students participated in the following screens: LeNS (Letter Name and Sound), CC3 (Castles and Coltheart 3), RAN (Rapid Automatized Naming), PAST (Phonological Awareness Screening Test) and PNSA (Provincial Numeracy Screening Assessment). Division 2 students participated in the following division screens: RCAT (Reading Comprehension Assessment Tool) and EICS Math Screener Assessment Tool. All students participated in the HLAT (Highest Level of Achievement Test) writing assessment. The EYE (Early Years Evaluation) assessment supported Kindergarten and Maternelle students and teachers. These assessments guide teacher instruction and results are analyzed to identify trends and areas of need across all grade levels.

School leadership is committed to ensuring that students have access to speech, occupational therapy, literacy interventions, numeracy interventions and English as an additional language supports. Levelled Literacy was offered to students requiring extra support with reading in grades two to five. Bridge the Gap interventions was offered to students who required the boost in targeted literacy concepts. A numeracy intervention continued to be incorporated into the schedule for all students to increase speed and accuracy with mental math skills and basic facts. EAL interventions have continued to help support student needs and assist with classroom expectations.

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												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	%	N	%	N	%			
Overall	100	90.7	102	90.3	97	86.5	130	92.7	149	92.1	Very High	Maintained	Excellent	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	13	87.9	9	81.9	11	68.6	33	84.7	55	88.3	High	Improved	Good	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	71	87.8	78	90.9	73	94.4	82	94.3	81	90.3	Very High	Maintained	Excellent	605	79.3	727	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	75.6	200,020	75.2	201,268	75.7							
Teacher	16	96.4	15	98.1	13	96.7	15	99.0	13	97.8	Very High	Maintained	Excellent	182	95.7	171	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,768	93.6	32,350	92.0	32,069	91.6	33,562	92.3							

COMMENTS

École Routhier results continue to be above the provincial average with students exceeding the the provincial average by 14.6%. Efforts to increase parental participation in the AERR survey was achieved with approximately 60% of eligible parents taking part in the survey.

ERS staff acknowledge the hard work, dedication and leadership of students each month by recognizing two students that best exemplify the core values of École Routhier School. Students are recognized for their caring acts toward others with Shout-Out cards. A total of 176 cards were presented last year to students. The Wellness Coach actively works with students in small groups or whole classroom activities, focusing on kindness and respect. A grade 6 leadership project was continued where students lead school activities and presented to classrooms. Students can explore areas of interest and work with others who share similar interests during noon hour clubs. Assemblies continue to be a platform to highlight student achievements. Every month parents and community members are invited to share student accomplishments and attend our assemblies.

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

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



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

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

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

This model allows Indigenous learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to Grade 12 will be respectful, authentic, and genuine and will include consultations with Elders and Knowledge Keepers within our local context.



ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School										Measure Evaluation			Authority										Province									
	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	29	86.5	24	72.4	24	66.3	48	83.5	68	82.1	High	Maintained	Good	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
Parent	13	75.4	9	55.6	11	40.4	33	68.4	55	67.3	Intermediate	Maintained	Acceptable	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	16	97.5	15	89.2	13	92.3	15	98.7	13	96.9	Very High	Maintained	Excellent	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

École Routhier has maintained an overall average in this area slightly higher than the provincial average. Parental responses are significantly lower than the provincial average. It is important to note that 67% of parents responded that they are involved with the decisions about their child's overall education, however 80% are satisfied with the opportunities to be involved in decisions about their child's overall education.

ERS provides parents with many opportunities to participate in school activities and parental engagement is a key focus. A survey was sent to all families, inviting them to indicate which events they would like to assist with or support. Parents were encouraged to take part in a variety of school experiences, including the Book Fair, Winter Fun Day, Carnaval, Track and Field, land-based learning trips, classroom field trips, assemblies, the Terry Fox Walk, RFES, School Council, skating, and skiing activities. These opportunities helped strengthen family involvement and build a strong sense of community within the school.

School staff remain committed to engaging with parents with intentional phone calls, interviews, monthly newsletters, weekly classroom newsletter and emails. A joint school council with Georges P. Vanier School allows families to easily support their children of all grade levels. The Routhier Facility Enhancement Society had an increase in parental involvement and were successful in acquiring the necessary funds for a new park. The RFES committee were successful in collaborating with other local committees and assisted in hosting a Spring Breakfast with all funds supporting the new park. Parents were provided two opportunities to take part in a Community Engagement Night with Trustees and Executive Council. École Routhier will continue to seek parent engagement and provide parents with the opportunity to express their thoughts.



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
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	95.8	15	88.6	12	91.7	15	93.3	13	100.0	Very High	Improved	Excellent	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	16	95.8	15	88.6	12	91.7	15	93.3	13	100.0	Very High	Improved	Excellent	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

Results in this area have improvement from the previous year. Opportunities for teachers to collaborate have been consistent throughout the year. Teachers are able to work with their grade level partner to analyze data and create more engaging activities for students.

The division provided teachers with access to Professional Development with a focus on new curriculum and supported teachers with resources and student manipulatives. Teachers were given the opportunity to work with experts and provided time to create and discuss strategies. HPSPD Professional Development Funds have allowed teachers to access a variety of professional development throughout the year. These learning experiences were in turn shared with colleagues. 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.

Educational Assistants had the opportunity to participate in a PD geared to supporting students in literacy, numeracy, complex behaviors and diverse learners through the lens of an educational assistant. This enabled them to collaborate, deepen their understanding of student needs and gather strategies to better support students.



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										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	28	83.9	22	89.7	23	82.8	46	89.2	64	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	12	71.4	8	83.3	11	70.6	32	78.4	51	68.4	High	Maintained	Good	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	16	96.4	14	96.2	12	95.0	14	100.0	13	95.8	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

École Routhier School results have maintained a high range with a slight decrease in all response categories. It is important to note that 29% of parental response indicated not knowing to the question asking if high school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime. ERS staff are committed to instilling the importance of critical thinking, application and processing necessary for lifelong learning.

Program of Studies – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	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	29	88.0	24	82.8	24	79.5	48	91.5	68	90.2	Very High	Maintained	Excellent	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	13	84.2	9	72.5	11	61.9	33	83.8	55	82.2	Very High	Maintained	Excellent	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	16	91.9	15	93.1	13	97.1	15	99.2	13	98.1	Very High	Maintained	Excellent	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

Results in this category remained consistent from the previous year and continues to exceed the provincial average by 13%. It is important to note that 90% of parents being satisfied with the opportunity for their child to learn another language. ERS continues to support a dual track program with offering a French Immersion program. All grade 4-6 students enrolled in the English program are provided 30 minutes of French daily. All ERS students are provided an opportunity to complete one level of DELF testing before they reach junior high.

Teachers continue to enhance student learning opportunities and ensure that students can explore a variety of experiences. Students have access to daily physical activity in the gym every day and are supported by the Wellness Coach with whole group presentations and special projects. Students regularly preform for monthly school assemblies and the annual Christmas Concerts. Art pieces are displayed in the halls of the school and shared with parents. Students have access to one-to-one devices and are exposed to a Technology STEM instruction monthly.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Measure Evaluation			Authority										Province											
	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	100	91.9	102	82.8	97	79.7	130	86.5	149	91.3	Very High	Improved Significantly	Excellent	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	13	83.8	9	74.1	11	56.3	33	70.1	55	79.8	Intermediate	Improved	Good	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	71	92.0	78	94.4	73	98.2	82	98.4	81	96.7	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	16	100.0	15	80.0	13	84.6	15	91.1	13	97.4	Very High	Improved	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

Overall results increased from the previous year and greatly exceed the provincial average. École Routhier School staff understands the difficulties in having and finding qualified service providers to support students. Last year, HPSP was successful in finding and securing; a speech and language pathologist, an occupational therapist, an educational psychologist and a trauma informed therapist. These individuals significantly impacted ERS students and provided staff with the necessary tools to support students.

ERS staff continue to reference and implement continuums of support at Universal, Targeted and Specialized categories. Through collaborative processes, students needs are identified and appropriate responses to intervention are applied. ERS will continue to review and modify the collaborative response model annually.

SUPPLEMENTAL MEASURES

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School									Measure Evaluation			Authority								Province												
	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	100	92.0	102	92.3	97	89.2	130	93.4	149	93.0	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	13	90.5	9	86.7	11	74.1	33	85.3	55	90.5	Very High	Maintained	Excellent	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	71	87.9	78	90.2	73	95.1	82	94.3	81	90.1	Very High	Maintained	Excellent	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	16	97.5	15	100.0	13	98.5	15	100.0	13	98.4	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

École Routhier School results continue to be above the provincial average. Parent, teachers and students are in agreement that students are safe at school. ERS staff will continue to integrate core values, which focus on a caring for one another and building respectful environments where all students feel they are treated fairly. It is important to note that 81% of parents that responded to the survey agree that students treat each other well at the school. This is an increase of 8% from the previous year. ERS students have access to a broad range of programming highlighting kindness and respect. The Wellness Coach supports classroom discussions around conflict resolution and promoting healthy relationships. Grade 4 students take part in the yearly “Roots of Empathy” program offered by FCSS. Grade 6 students take part in a leadership project that promotes kindness with all other classrooms. Staff recognizes students acts of kindness with “Shout-Out” cards and choosing two students each month that exemplify ERS core values.

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													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	100	90.5	101	88.6	96	81.9	130	92.9	148	92.2	Very High	Improved	Excellent	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	13	85.2	8	84.2	10	66.7	33	86.4	55	86.0	Very High	Maintained	Excellent	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	71	95.0	78	98.7	73	100.0	82	98.8	81	99.4	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	16	91.3	15	82.9	13	79.2	15	93.6	12	91.3	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

Overall results continue to be significantly higher than the provincial average. ERS staff support students with Levelled Literacy Interventions and Bridge the Gap interventions for any students that are flagged after screens and assessments are complete. Parents receive letters informing them that their child will take part in these interventions. Transparency and communication will account for parental satisfaction with accessing services in a timely manner.

École Routhier is passionate about supporting students with a variety of literature in the library. With a wide range and bilingual stock of books, ERS students are able to enjoy reading and utilizing the library space several times during the week. ERS is fortunate to have a full time Library Tech who assists teachers in finding materials for their classroom as well as guiding students and promoting literacy at every grade level.

ERS continues to work with FCSS and Smoky River Adult Learning to assist families in accessing programs and address family needs.



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												
	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	99	88.6	102	74.4	97	78.4	125	88.5	143	93.3	Very High	Improved Significantly	Excellent	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	12	83.3	9	44.4	11	63.6	30	80.0	51	86.3	Very High	Improved Significantly	Excellent	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	71	88.7	78	98.7	73	94.5	81	92.6	80	93.8	Very High	Maintained	Excellent	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	16	93.8	15	80.0	13	76.9	14	92.9	12	100.0	Very High	Improved	Excellent	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

COMMENTS

École Routhier results continue to exceed provincial average with an increase of 6% in satisfaction from parent responses. Teachers continue to implement new curriculum and test a variety of new resources. Strategies and best practices continue to be a focus to address student needs and achieve curricular expectations. ERS staff continue to work with divisional supports and colleagues to create a solid foundational understanding, ability to effectively implement resources and quality instruction.

It is important to note that 94% of students continue to indicate that they are proud of their school.

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.

Percentage of teachers and parents who agree the students are taught attitudes and behaviors 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	27	90.9	21	92.9	20	78.8	47	84.4	61	85.4	High	Maintained	Good	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	11	81.8	7	85.7	9	66.7	32	68.8	48	70.8	High	Maintained	Good	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	16	100.0	14	100.0	11	90.9	15	100.0	13	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

École Routhier School has maintained a high range and has surpassed the provincial average with parents and teachers agreeing that students are taught attitudes and behaviors that will make them successful at work when they finish school. ERS staff continue to focus on core values with learning and responsibility as drivers in this area. Students continue to exercise their leadership skills by supporting younger students with Friendly Helpers, Reading-Buddies, distributing fruit bins, lunch delivery, recycling and leading assemblies. Teachers and students experienced the annual Grad Walk, where the graduating students from GPV come and walk the halls as elementary students show their cheer and support. This tradition paints a bigger picture for elementary students and instill a long term goal/

