



**École Routhier School**

**Annual Education Results Report  
2020-21**



### **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 170 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 Albert 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 providing professional development in areas of 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 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 for their students' achievement. Administration, parents, and students alike are fortunate to have staff, which collectively strives 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 be included in the majority of 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 ideal that to teach, we must constantly learn. We look forward to each opportunity to continue to learn and grow.

School Council reviewed the results and provided input into areas of concern. The first area discussed was the low rating by parents regarding the Citizenship questions. More specifically, parents scored the question, "Do the majority of students follow the rules?" Whereas parents scored this question at 69%, students rated the same question at 83% and teachers at 100%.

To ensure that parents, staff and students develop a partnership in developing good citizens in our school. School Council has suggested having citizenship awards and ensuring our core values (Respect, Responsibility, Honesty, Caring and Cooperation, Doing your Best and Safety) are used within each available context to help teach students and bring awareness to characteristics of an active citizen. 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 partnership, parents would feel supported and develop an understanding of what is occurring in our school during this time where COVID restricts their presence for in school events and activities.

Parental involvement was another identified area where parent results were low. Thirteen of sixty-nine parents responded to the Alberta Education Assurance survey. Discussion regarding opportunities, in which increased parental involvement could be attained, resulted in the following suggestions. A 'Parade of Programs' would inform and possibly engage parents in areas that would be of interest to each individual. By personally reaching out or sending information directly to parents, rather than posting on the website or social media would reach more parent. There are opportunity for parents to help out from home during this time. Working with the School Council and utilizing the Alberta School Council Association information emphasising parental involvement and parent-school connections, may support us in increasing parental engagement and involvement.

**Staff List**

Diane Benoit	Principal
Monique Dubrule	Vice Principal
Aimee Andersen	Educational Assistant
Meagan Aubin	Teacher
Rae-Ann Bolster	Teacher
Lindsay Brown	Teacher
Patsy Cloutier	Teacher
Joshua Cormier	Teacher
Suzanne Desaulniers	Educational Assistant
Vivian Eldridge	Educational Assistant
Miranda Gagnon	Teacher
Jacqui Laliberte	Educational Assistant
Rita Lapensee	Secretary
Trudy Leger	Secretary
Katherine Marchildon	Educational Assistant
Michelle Morin	Library Tech
Jacklyn Nate	Teacher
Heather O'Neill	Teacher
Julie Pele	Teacher
Alyssa Pollard	Educational Assistant
Cheryl Reed	Educational Assistant
Donna Seier	Teacher
Jenny St. Jean	Teacher
Devon Tracey	Learning Support Teacher
Elise Turcotte	Teacher
Henry Valiquette	Wellness Coach
Jennifer Veraart	Educational Assistant
Laura Wuth	Teacher

## Spring 2021 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	87.6	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.2	85.7	82.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	83.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.4	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.9	89.4	89.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	90.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.5	89.4	81.9	79.5	81.8	81.4	n/a	n/a	n/a

## Spring 2021 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	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	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	57.6	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.1	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

## DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	149	89.0	140	85.3	124	76.2	137	85.7	100	89.2	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	22	91.7	17	77.4	11	78.2	36	79.4	13	85.5	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	114	75.2	107	87.1	97	64.2	87	80.5	71	88.3	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	13	100.0	16	91.3	16	86.3	14	97.1	16	93.8	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

### Comments on Results

The last three years results have continued to increase and are above provincial average. Parents, teachers and students continue to be satisfied with the attitudes and behaviours that are being taught at Routhier. Efforts to continue utilizing our core values and implementing a variety of opportunities for students to take part and display characteristics of active citizenship have shown positive results and will continue to occur. A variety of teaching has occurred in this area throughout the past year. Zone of Regulations, Grandfather Teachings, and classroom discussions regarding Routhier's core values are integrated into classroom discussions throughout the day to ensure students have not only an understanding of these characteristics, but have opportunities to discuss and develop strategies to support students. The Wellness Coach has worked with classes on "The Size of the Problem" to support managing emotions and developing strategies. Anti-bullying week and Pink Shirt Day allow us another opportunity to focus on developing skills and strategies to support students. On a daily basis, we use those teachable moments to re-visit our core values and apply to the situation at hand. Teachers have actively recognized these great characteristics by sending home the 'Routhier Star Cards' for students to share with their parents the active contributions they are making in our school.

Students have been active participants in raising money for the Terry Fox Foundation and Jump Rope for Heart, as well as participating in the physical component of each of the events. Each class has worked hard to keep our playground and school clean during the year during the monthly garbage pick-ups. As well, students have prepared artwork for the hospital and Villa to lift the spirits and bring a smile to the faces of the people who reside in these buildings during this difficult time.



Due to COVID restrictions, there has been little opportunity for parents to be present in our school to witness these characteristics in our students. We will continue to use social media, newsletters and 'Routhier Star Cards' to demonstrate the positive characteristics displayed by students in their journey to becoming active citizens in our school and community.

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.



## Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6			
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0			
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71	73.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8			
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0			

## Comments on Results

Results are comparable to the provincial average. HPSP Student Survey show students have listed ‘using fun and creative learning techniques’ as one of the most important qualities of a teacher. With one-to-one devices being implemented last year, student’s knowledge of computer skills have increased dramatically. Technology use has increased exponentially from pre-COVID times, as did the ways to engage students. Divisional Grade Level meetings have improved teacher’s expertise regarding new ways to increase engagement through the shared conversations, programs/app and best practises encountered during monthly meetings.



Literacy engagement was paramount last year and incorporated through a variety of methods. École Routhier School and E.G. Wahlstrom joined together for a one book, two schools with “The Wild Robot”. Every class was actively involved in reading, answering questions and meeting virtually with their partner class at E. G. Wahlstrom to discuss the book or work collaboratively on a project. Our bus drivers were invited to be our Guest Readers and did fantastic recordings of select chapters for our students. A replica of the Wild Robot, Roz, circulated through the school, visiting classrooms where adaptations to her appearance were made according to the chapters read. Kindergarten students made a story map and all could retell the story from beginning to end. This opportunity alone focused on oral language, comprehension, vocabulary, sequencing and sharing the love of reading with all students. In partnership with Smoky River Adult Learning for Family Literacy Day, students were gifted a book to read with their family and clay to sculpt an image from the book. Photos were shared with Smoky River Adult Learning committee. Grade five students also took part in a virtual divisional book study, “Luci and Loa” & “When We Play Our Drums They Sing” with the author joining in for a few visits. French students met virtually with an author to ask questions and learn. Virtual ‘reading buddies’ were prevalent throughout the grades last year. Even with the restrictions regarding cohorts in place, we were able to find opportunities to meet virtually and maintain a few of our normal routines.





Telus World of Science visited École Routhier School (ERS), virtually, to share grade level presentations with classes, sharing a new perspective on the outcomes in Science.

Teachers have supported students by working with individuals and small groups to focus on areas where further instruction was required. The transition from in-class learning to online learning required throughout the year, was difficult for students to be engaged in the varied environments. However, teachers provided opportunities for students to gain extra support in either in-class and online environments.





## Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	35	90.8	33	91.6	27	81.9	50	89.8	29	88.0	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	22	88.5	17	91.0	11	71.6	36	81.4	13	84.2	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	13	93.1	16	92.1	16	92.2	14	98.2	16	91.9	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

## Comments on Results

We are pleased with the results in this category. Results indicate that parent satisfaction in regards to drama was rated significantly lower than teachers. Fine Arts is a broad category. Music and Art are usually more visible to parents. However, drama has a wide variety of forms. Throughout the year, students took part 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 practise their language skills and put it into context. As well, student had the opportunity to join the Christmas Carol virtually at the Citadel Theater last year.

With the COVID restrictions in place last year, singing was a difficult task. For many of the teachers, the singing of songs was another way to engage students in the learning, especially in the younger grades. The 2 meter distance required between students to sing was near to impossible in most of our classrooms. Copyright laws prevented the virtual showcase of many of the presentations. However, a variety of new strategies were employed to meet outcomes. Technology and one-to-one devices supported students to learn and make music. Playing instruments, learning about rhythm and beats, researching composers and online song creations were other opportunities in which the outcomes were met with the restrictions in place. French students had the opportunity to watch "Manie Musicale" where the goal was to increase student engagement in the French language, cultural knowledge and to improve French skills using popular French songs.



We will continue to showcase the variety of Fine Arts opportunities to participate in a broad range of programming occurring in our school on a daily basis.



### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	149	92.5	140	86.1	124	80.7	137	86.4	100	92.0	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	22	94.5	17	80.0	11	78.2	36	88.1	13	90.5	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	114	84.5	107	84.5	97	67.7	87	73.8	71	87.9	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	13	98.5	16	93.8	16	96.3	14	97.1	16	97.5	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

### Comments on Results

ERS results are comparable to the provincial average. Parents, teachers and students all strongly agree 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. HPSP 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, COVID restrictions removed 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. ERS Staff continually look for new ways to build relationships between all students of our school in a variety of new ways during the restrictions in place.

## School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	148	92.3	139	83.1	121	83.0	137	79.3	99	88.6	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	21	85.7	16	81.3	10	90.0	36	83.3	12	83.3	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	114	91.2	107	86.9	95	71.6	87	75.9	71	88.7	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	13	100.0	16	81.3	16	87.5	14	78.6	16	93.8	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

## Comments on Results

ERS results have increased over the last year and are higher than provincial average. Both students and teachers have significantly increased. Even with the transitions back and forth to in-class to online learning throughout the year, both teachers and students were well prepared for the transitions. With much hard work, planning and scheduling, teachers were able to make the transition seamlessly. This preparation continued to engage the majority of students in the ongoing learning. Working with teachers from their Divisional Grade Level Groups, best practises were shared for online learning and a consistent long range plans were developed. By focusing on the 'big rocks' of the curriculum, staff could work together to ensure success for students. One-to-one devices provided an opportunity for equitable education for all students. ERS staff continue to incorporate these best practises moving forward into this year.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	93.7	32	81.3	27	87.8	50	82.5	27	90.9	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	20	95.0	16	68.8	11	81.8	36	72.2	11	81.8	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	13	92.3	16	93.8	16	93.8	14	92.9	16	100.0	n/a	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

## Comments on Results

ERS results have increased over the last three years and are above provincial average. Teachers and parents strongly agree that students are being well prepared for the world of work, and that students will be successful in their careers.

We continue to set higher targets, and maintain high expectations in this category. At the elementary level, discussions, projects and activities are focused around careers, skills required as well as, attitudes and behaviours to be successful when they enter the world of work. ERS staff will continue to seek out further activities and ways to implement the 'My Blueprint' to support students in learning about the careers available to them. As well, we work to ensure characteristics, behaviours and attitudes are encouraged in all activities and tasks undertaken daily. As such, we will keep adding programming and opportunities for our students to model characteristics of active citizenship. With more opportunities to practice and model these characteristics, we ensure that our students will continue to be successful at work.



## Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	33	81.4	32	63.9	27	72.2	50	76.8	28	83.9	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	20	66.7	16	53.6	11	60.0	36	64.3	12	71.4	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	13	96.2	16	74.2	16	84.4	14	89.3	16	96.4	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

## Comments on Results

Results for our school are similar to the provincial average. An increase was noted in results from both parents and teachers in the satisfaction that students demonstrate the knowledge skills and attitudes for lifelong learning. Routhier is committed to support students in becoming proficient in literacy and numeracy skills, which are foundational skills and the keys to lifelong learning. High expectations for all students in building perseverance in tasks, being able to problem solve to find solutions to their questions and asking questions to clarify understanding are key tools for success in this area. During this pandemic there have been setbacks. However all ER staff are working hard to address and continue to build the necessary knowledge, skills and attitudes in partnership with parents to ensure lifelong learners.



### Fountas & Pinnell (F&P)

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

	2018-19	2019-20	2020-21
Approaching Grade Expectations	115	70	118
Meeting Grade Expectations	4	5	7
Exceeding Grade Expectations	10	6	11

### Comments on Results

During the 2019-2020 school year, the numbers are significantly less as Grades 1 and 2 were unable to complete the yearend Fountas & Pinnell testing due to the move to online learning in March. ERS staff work collaboratively to minimize the achievement gap created during this time. 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 taught to build 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 student requiring further support with literacy.

### Math Intervention/Programming Instrument (MIPI)

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

	2018-19	2019-20	2020-21
May Require Attention	33	38	42
Requires Attention	17	31	49
Does not Require Attention	16	29	21

### Comments on Results

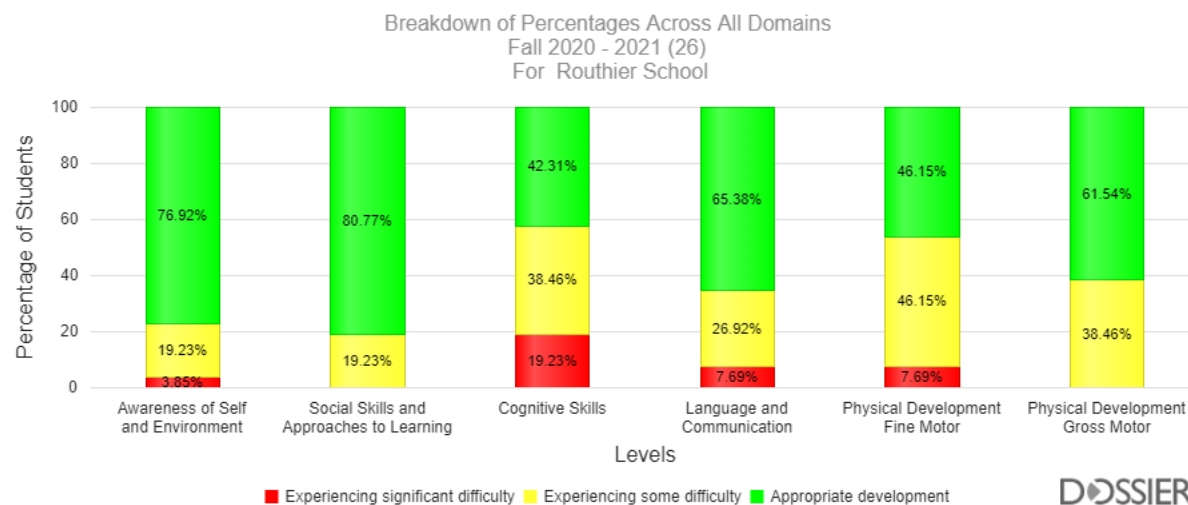
Results indicate a significant number of students who are requiring extra support with numeracy. Numeracy BOOST was implemented into the schedule last year for all students to strengthen speed and accuracy with grade level skills. As well, students worked in small flexible groups in the classroom to increase understanding and skills in numeracy. Teachers used a variety of learning supports in the classrooms that could be easily transferred to an at home learning environment. For example, math prodigy, IXL and mathletics, which allowed to teachers to level for student needs and target specific outcomes for an individualized program. ERS staff continue to work on delivering interventions to support student 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

Increases in results from the beginning of the year to the end of the year show significant improvement in appropriate development for the majority of the students. Full-time kindergarten is a major factor for the positive results as students have many opportunities to practise through play to develop all skills listed above. Year end results indicated a great deal of success for all students.

## DOMAIN 2: 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									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	149	95.7	140	91.2	125	88.9	137	89.4	100	93.9	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	22	93.1	17	87.3	11	87.9	36	87.3	13	88.3	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	114	96.5	107	91.6	98	82.0	87	86.8	71	94.4	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	13	97.4	16	94.7	16	96.9	14	94.0	16	99.0	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

### Comments on Results

Parents, teachers and students all strongly agree with the overall quality of education. We are pleased with the results and the continued increase over the last year. Online learning over the past year has resulted in jumping from in-class to online learning at a moments notice. Staff were well prepared for these transitions as we began planning for these changes at the beginning of the year – ensuring students were comfortable with and able to use the technology for learning. When online learning occurred students were prepared, and made a successful transition. Learning continued at home for the majority of students. Learning at home imitated the same routines as at school – gym classes, BOOST interventions, speech and wellness were all maintained as part of the daily schedule. Students utilized the one-to-one technology to submit and showcase learning. Assessments occurred virtually and one-to-one learning meetings to support students were also included. Learning continued in whichever scenario we were in at the time. Students were in control with their learning as they could utilize the technology to take part in activities. Teachers masterfully created activities using technology to create similarities to what occurred daily in the classroom. When the government gave notice that learning would switch to an online platform, materials were prepared and sent with children before leaving the school. Materials made available for all students allowed for each student to be an actively engaged learner.

We will continue to build upon the current strategies, as well as implement new strategies to ensure success for all students.



**In-service Jurisdiction Needs– Measure Details**

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School									Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	13	94.7	16	85.4	16	93.8	15	91.1	16	95.8	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	13	94.7	16	85.4	16	93.8	15	91.1	16	95.8	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

**Comments on Results**

Results have increased from the past year and are above the provincial average. Teachers appreciated the focused professional development opportunities. As well, the divisional grade level meetings for teachers built relationships and increased grade level consistency across the division. Teachers shared expertise and learned from one another, while taking best practises and implementing them into their classrooms. This opportunity supported teachers in a common area and allowed the collective expertise to bring forth best practise in delivering the curriculum during both in-class and online platform.

HPSD Professional Development Funds have allowed teachers to access a variety of on online professional development throughout the year. These learning experiences were in turn, shared with colleagues. Many opportunities were available during this pandemic, virtually and at a reasonable cost, increasing the number of teachers accessing a variety of professional development.

As well, working collaboratively with the Northern Regional Learning Consortium (NRLC) we were able to work collaboratively with other divisions in the north to discuss resources and interventions, as well as access professional development for new resources.

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

## DOMAIN 3: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	90.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	87.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71	87.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	96.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

### Comments on Results

Parents, teachers and students all strongly agree that learning environments are welcoming, caring, respectful and safe. 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. HPSPD Student Survey reflect 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 – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	87.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71	92.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	92.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

### Comments on Results

We were pleased with the results in this category. Several supports were put into place to support students with their learning. A literacy BOOST was utilized in Grades 1 to 3 to support students with foundational reading skills. 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.

ERS staff were pleased to have a Psychology Student located on the West End last year. Any testing required was promptly completed with results and recommendations shared with both parents and school. Thus, we were able to implement strategies in a timely manner. Our access for Kindergarten students for these services provided a great deal of support and recommendations for programming to ensure success.

Our Service Providers for Speech, Occupational Therapy, Behaviour Management and Deaf & Hard of Hearing had regularly scheduled visits either in-person or through Zoom to be in contact to ensure the success of students. Educational Assistants and teachers worked diligently to carry out the strategies set forth by the service providers. As well, Educational Assistants were cross-trained to ensure required support was available to students.

### Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	35	91.0	140	82.2	124	78.0	137	88.9	100	91.9	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	22	84.6	17	68.6	11	63.6	36	81.5	13	83.8	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	107	82.2	97	76.5	87	90.0	71	92.0	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	13	97.4	16	95.8	16	93.8	14	95.1	16	100.0	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

### Comments on Results

Results were comparable with the provincial average. Both students (93%) and teachers (100%) scored significantly higher, than our parents (67%) on the question: “Your child can get help at school with problems that are not related to school work.”

Staff were very focused and willing to support students in areas where needed. Educational Assistants were cross-trained to carry out instructions from service providers. Additional supports were put in place to shorten the learning gap over the last year through flexible learning groups and interventions.

All staff worked to support wellness for both student 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

École Routhier School 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.

École Routhier School annually reviews their pyramid of intervention to include:

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

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



### First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

École Routhier School received one hour of coach-led professional development each month.

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

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- 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.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.

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.

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

## DOMAIN 4: GOVERNANCE

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	35	91.9	32	78.8	27	77.4	50	89.4	29	86.5	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	22	85.3	16	62.5	11	58.5	36	80.3	13	75.4	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	13	98.4	16	95.0	16	96.3	14	98.6	16	97.5	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

### Comments on Results

Overall, results are above provincial average. However, there has been a slight dip from the previous year in both teachers and parents. We had a low number of parents (18%) who responded to the survey this year. We will continue to work to find ways to increase parental involvement through Community Engagement and a school-wide surveys 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 in to 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. 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 participated.

## Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	35	84.1	139	77.1	124	75.1	137	89.3	100	90.5	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	22	78.5	16	52.6	11	59.1	35	84.5	13	85.2	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	107	91.6	97	85.1	87	93.7	71	95.0	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	13	89.7	16	87.1	16	81.3	15	89.8	16	91.3	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

## Comments on Results

Results over the past years continue to increase and are significantly above the provincial average. As mentioned above, the Psychology student located on the West End last year was able to promptly complete testing, as well as discuss results and recommendations both parents and school. Thus, we were able to implement strategies in a timely manner and work collaboratively with parents to support the child. Our access for Kindergarten students for these services provided a great deal of support and recommendations for programming to ensure success for students at this level.

Our Service Providers for Speech, Occupational Therapy, Behaviour Management and Deaf & Hard of Hearing had regularly scheduled visits either in-person or through Zoom to be in contact to ensure the success of students. Educational Assistants and teachers worked diligently to carry out the strategies set forth by the service providers. Educational Assistants were cross-trained to carry out instructions from service providers.

Educational Assistants supported the majority of students in Grades One to Three with Literacy interventions to ensure students would be successful with all reading readiness skills. This support was provided to students in the French and English programs. Results indicate this was very successful. The Alberta Education Literacy Screening Pilot in May indicated similar results.

The Wellness Coach played a critical role in supporting students with problems beyond academics. He worked in a variety of settings: one-to-one, small group and classroom setting to ensure the wellness of our students. The Wellness Coach worked with classes on “The Size of the Problem” to provide a strategy regarding perspective to an incident and strategies to support students during conflict. Small groups also met with the Wellness Coach who offered them support to develop problem solving strategies to deal with conflict when encountered. Individual support was available to support students with other concerns brought forward.