E.G. Wahlstrom School

Annual Education Results Report
2020-21

About Us

E.G. Wahlstrom School is located in the town Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

E.G. Wahlstrom is a Grade 4 to 6 school with an enrollment of approximately 335 students and 34 staff. We are committed to ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. We are dedicated to building relationships, spreading kindness, promoting passion and enjoyment of learning. Within our school we provide support services to all students through learning supports in the areas of literacy and numeracy in addition to transitioning and counseling services.

Principal's Message

Every day I am inspired by the level of dedication and care the staff bring to their jobs; from our wonderful janitor, our fantastic front office, our amazing support staff, our superstar teachers and our terrific bus drivers----- your children, our students, are in great hands. At EG Wahlstrom School, we work hard to help each child experience academic, social and emotional growth.

EG Wahlstrom School continues to weave a "Kindness Counts" philosophy throughout our school community. Improving learning for all students is also a top priority; staff is achieving this goal by working together in Professional Learning Communities focusing on Literacy, Numeracy and Assessments. Our collective goal is to make a positive difference in the lives of our students every day.

School Council

EG Wahlstrom school council's concerns within the survey data was the impact of COVID on the results. They suggested highlighting a support or possible link to a support monthly through social media, in an effort to raise awareness and direction for families to support students at risk. The school council praised the use of My Blueprint at the grade 5 and 6 levels as a means of supporting the work preparation and life long learning measures.

Staff List

Lisa Palko	Principal
Audrey Ghostkeeper	Vice Principal
Heather Bablitz	Educational Assistant
Lynn Bain	Educational Assistant
David Barr	Teacher
Morgan Bassett	Educational Assistant
Eriana Bura	Educational Assistant
Andy Cahill	Teacher
Cristabel Encinas-Rodriguez	Wellness Coach
Brian Gillis	Educational Assistant
Jamie Green	Teacher
Taylor Halbert	Teacher
Christina Holosney	Teacher
Wendy Hook	Secretary
Amanda Keats	Counselling Consultant
Yolande Klyne	Teacher
Brenda Laboucan	Teacher
Nicole LaCroix	Educational Assistant
Jean Litz	Secretary
Colleen Malcolm	Teacher
Marni Morgan	Teacher
Amanda Norman	Teacher
Leonard Oliver	Teacher
Jade Ost	Educational Assistant
Courtenay Pederson	Teacher
Joanna Placido	Educational Assistant
Teresa Rea	Teacher
Desiree Remillard	Teacher
Janice Shihinski	Library Technician
Jessie Sloan	Teacher
Jennifer Taylor	Teacher
Jessica Vargas	Teacher
Keira Wirstiuk	Educational Assistant
Jane Zimmer	Teacher
Carrie McGillvary	Indigenous Education Coach

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	E G Wahlstrom 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	84.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.2	74.8	74.6	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	66.6	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.0	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	91.4	87.8	89.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.1	88.3	78.0	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	E G Wahlstrom 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	61.2	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.1	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	%	N	%
Overall	347	71.4	194	76.6	172	72.3	146	74.8	127	86.2	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	15	70.7	72	78.4	25	70.4	19	63.4	15	80.3	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	321	59.8	106	68.9	127	64.7	107	67.0	93	83.6	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	11	83.6	16	82.5	20	81.8	20	94.0	19	94.6	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

This measure increased significantly from the 2020-2021 school year. We feel that the reason for this increase is a direct relation to the character education program of kindness modelled after the kindness project of do kindness, notice kindness, and share kindness. By explicitly teaching to the kindness theme and recognizing kind acts through the monthly kindness challenges, increased opportunities for students to be actively involved in a positive constructive manner within their environment and peers.

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	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	84.8	n/a	n/a	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	15	86.7	n/a	n/a	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	93	73.0	n/a	n/a	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	19	94.7	n/a	n/a	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

Overall, the parents' and teachers' results are similar; student responses were lower. We believe that this is a direct reflection of the requirements for physical distancing during COVID, as students no longer were able to work as collaboratively as in the past. As a school we engaged our students in learning through Robotics, One Book, One School, Funday Friday Trivia, a mobile library, a virtual visit with author Marty Chan, and outdoor field trips with the Boreal Forest Center. Students also engaged in learning activities with the Technology Support coach as well as the Indigenous Education coach.

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	%	N	%
Overall	26	76.3	88	86.7	45	80.1	39	83.5	34	83.8	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	15	76.7	72	88.3	25	83.2	19	77.6	15	82.7	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	11	75.9	16	85.2	20	76.9	20	89.3	19	84.9	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

Overall, there was a minimal change in the data from 2020-2021. In the past few years we have had a full time Physical Education teacher as well as an identified music teacher. Each teacher provided 3 periods of learning to each class. We increased access to Chromebooks and became 1:1 for the entire school. We used opportunities to engage with stakeholders to support community initiatives for art projects (ie: art work for seniors, Remembrance Day service).

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	%	N	%
Overall	345	83.0	194	83.8	172	84.3	144	83.5	127	91.0	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	15	88.0	72	87.9	25	86.3	19	79.8	15	90.3	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	319	74.1	106	76.1	127	78.5	105	72.7	93	84.9	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	11	86.8	16	87.3	20	88.0	20	98.0	19	97.8	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

There was a significant increase in the student and parent satisfaction. We attribute this to the character education of Kindness. We established core values/beliefs within the school and the classrooms. We utilized this language in our communication, staff meetings and professional development to guide decisions and direction in an effort to build an awareness of the school core/beliefs values between school/home/community. Utilizing the School Facebook Page, Classroom Webpages, and Classroom Newsletters, we shared our celebrations and successes of what is happening in the school to our entire community. We promote and use the Zones of Regulation at the school, classroom, small group and individual levels to support social and emotional needs. We use a school Code of Conduct to maintain clear and consistent expectations of students, while seeking opportunities for positive behavior supports and interventions through the use of the established continuums to support relationships, behaviour and social emotional learning.
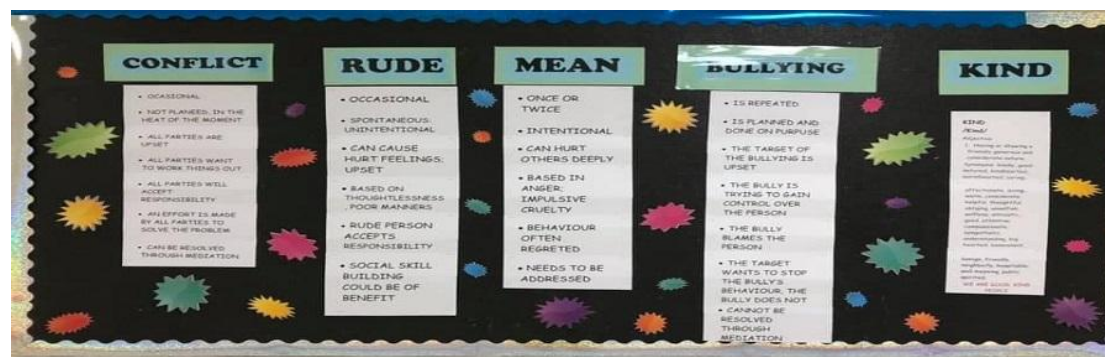
School Improvement – Measure Details

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	343	69.0	190	74.0	171	75.6	146	82.8	125	79.0	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	14	64.3	68	76.5	24	79.2	19	68.4	14	64.3	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	318	78.9	106	83.0	127	82.7	107	85.0	93	89.2	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	11	63.6	16	62.5	20	65.0	20	95.0	18	83.3	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

We have had a decrease in the parent satisfaction rate over the past two years. We attribute this decrease to COVID and the multiple switches from in-person to online learning. The learning curve for teachers was significant and took time to establish home learning routines. Parents were put in a position to have to become pseudo teachers in the interim until students were able to return to school. We had to remove many extra curricular activities that made our school unique (ie: drama program, student clubs, intramurals, and archery program).

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										Measure Evaluation			Authority											Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	56.8	84	75.2	42	67.3	37	77.8	32	82.0	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	14	50.0	68	69.1	22	54.5	17	70.6	13	69.2	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	11	63.6	16	81.3	20	80.0	20	85.0	19	94.7	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

There is a discrepancy between the parent satisfaction and teacher satisfaction. We believe this is due to varying perspectives of what preparation for work looks like for students at a grade 4 level. We prepare our students for a future by teaching them to work collaboratively, use problem solving, good communication and to be critical thinkers. We need to ensure our parents see the work we do.
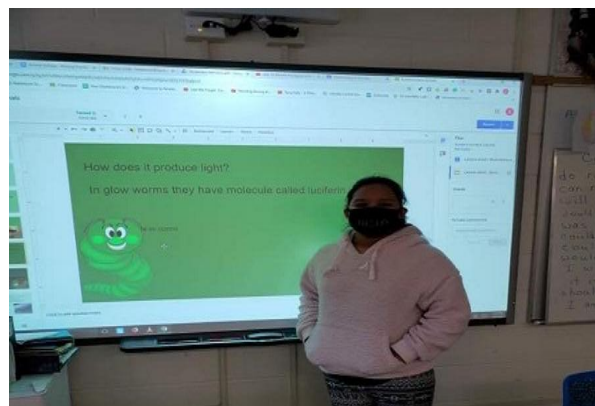
Lifelong Learning – Measure Details

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	44.5	84	56.5	41	44.7	38	62.1	32	59.4	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	14	46.2	68	53.1	21	34.1	18	54.3	13	50.0	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	11	42.9	16	60.0	20	55.3	20	70.0	19	68.8	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

This piece of data shows significantly lower satisfaction than the other measures. We believe that this is due to varying perspectives of what constitutes life long learning for a grade 4 student. We have provided students with STEM challenges, genius hour projects and access to technology to continue to foster critical thinking, collaboration and problem solving skills. We will continue to communicate these activities to parents.
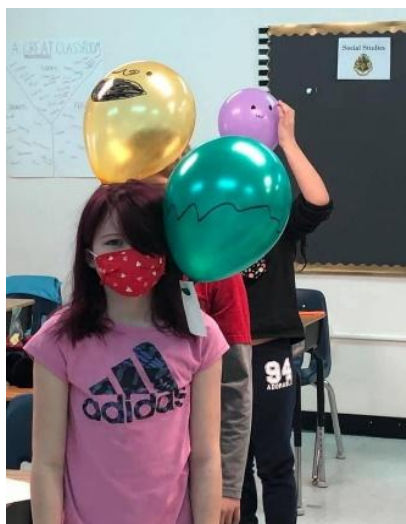
Fountas & Pinnell (F&P)
This literacy assessment tool is used with students in Grades 2-6.

	2018-19	2019-20	2020-21
Approaching Grade Expectations	332	181	209
Meeting Grade Expectations	84	32	28
Exceeding Grade Expectations	135	86	70

Comments on Results

Due to COVID we lacked consistency in offering Leveled Literacy Interventions and guided reading best practices to students in an effort to increase reading and comprehension. The testing structure and attendance impacted the assessment results.

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	101	115	127
Requires Attention	76	94	94
Does not Require Attention	84	70	46

Comments on Results

Due to COVID we lacked consistency in offering math boost to students identified as requiring attention. Had high absenteeism at the beginning if the year impacted student participation.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

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

	School 2017		School 2018		School 2019		School 2020		School 2021		Measure Evaluation Achievement	Improvement	Overall	Authority 2017		2018		2019		2020		2021		Province 2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	346	83.9	194	90.5	172	90.9	146	87.8	125	91.4	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	15	80.0	72	85.6	25	86.0	19	75.0	15	85.4	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	320	91.4	106	93.3	127	91.7	107	91.0	91	94.8	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	11	80.3	16	92.7	20	95.0	20	97.5	19	93.9	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

Overall, parents, teachers and students were more satisfied with this measure. We believe this is due to increased communication through classroom newsletters and social media. The use of Google classroom to support student learning and to share learning expectations with parents was better utilized, resulting in increased partnership between home and school.

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 2017		School 2018		School 2019		School 2020		School 2021		Measure Evaluation Achievement	Improvement	Overall	Authority 2017		2018		2019		2020		2021		Province 2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	11	72.7	16	66.7	18	50.0	20	73.3	19	73.2	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	11	72.7	16	66.7	18	50.0	20	73.3	19	73.2	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

The measure on divisional professional development has remained the same. In an effort to support teachers during COVID we had to transition to an online platform. This platform created challenges for the facilitation of large groups.

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	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	127	89.3	n/a	n/a	n/a	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	15	87.9	n/a	n/a	n/a	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	93	82.4	n/a	n/a	n/a	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	19	97.6	n/a	n/a	n/a	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

There was a significant increase in the student and parent satisfaction rate. We attribute this to our character education program. We established core values within the school and the classrooms and then used this common language in all of our communication with parents. We utilized the school Facebook page, classroom webpages, and classroom newsletters to share celebrations and success of what is happening in the school. We continue to promote and use the Zones of Regulations in classrooms, small groups and with individuals, to support social and emotional needs. We continue to use a school Code of Conduct to maintain clear and consistent expectations of students. Through the use of staff created continuums, we support positive relationships, behaviours and social emotional learning.

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	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	127	82.5	n/a	n/a	n/a	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	15	76.7	n/a	n/a	n/a	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	93	83.7	n/a	n/a	n/a	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	19	87.2	n/a	n/a	n/a	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

Parents are less satisfied with this measure than the teachers and students. We believe that this is due to a lack of awareness about the supports and services we have available at our school. We offer services such as a learning support teacher, leveled literacy interventions, a nutrition program, a full time wellness coach, an Indigenous education coach, a wellness counsellor, a divisional psychologist, and an occupational therapist.

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	26	73.4	194	80.6	172	72.1	146	78.7	127	80.9	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	15	71.1	72	79.8	25	72.0	19	75.0	15	69.8	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	106	72.5	127	78.3	107	71.2	93	83.7	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	11	75.8	16	89.6	20	66.1	20	90.0	19	89.3	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

Parents are less satisfied with this measure than the teacher and students. We believe that this is also due to a lack of communication of what support and service are available for parents to access.

Inclusion – Pyramid of Intervention

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

Each HPSD 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]
- 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:

All schools 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:
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.

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

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

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	74.7	85	79.6	44	65.9	39	88.3	34	75.1	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	14	64.3	70	76.6	24	59.8	19	83.7	15	68.1	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	11	85.2	15	82.7	20	72.0	20	92.9	19	82.1	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

We have seen a decrease in all three data sections within this domain. We attribute this to having to be a closed campus over the past year, which significantly decreased parents' access to the physical building. Parent teacher interviews and monthly assemblies had to move to virtual platforms. We had to cancel our Winter Wonderland celebration. We had low parent attendance at our School Council meetings all year, despite efforts for increased engagement. We attributed this to the decrease in opportunities parents typically take part in (hot lunch, field trips, volunteering in classrooms).

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		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	56.4	188	68.8	167	62.1	145	79.4	126	77.3	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	12	47.6	67	57.6	22	50.6	19	71.7	14	77.8	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	105	74.3	125	84.7	106	80.9	93	71.9	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	11	65.2	16	74.5	20	50.9	20	85.7	19	82.4	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

There was a slight overall decrease in this measure due to student and teacher response. However, parent satisfaction improved and we attribute that to an increase in divisional, community and government resources to support mental health and wellness, nutrition and financial needs of families during the COVID pandemic.