

C.J. SCHURTER SCHOOL 2024-25 AERR



Mission

Our mission is to create a safe, welcoming environment where everyone is inspired and nurtured to develop skills to become confident, independent life-long learners who are respectful and kind.

Vision

- Be a learning environment where students want to learn, staff love to work, and parents want to send their children.
- Honour and nurture students' individual strengths and passions, and support all students to develop their understanding of themselves and the world.
- Embrace inclusion and celebrate diversity so everyone feels comfortable, safe and valued in our caring environment.
- Have recognizable foundational goals that encourage community support and a staff that are adaptable and open to change.

hpsd.ca

MESSAGE FROM THE PRINCIPAL

As I look over all that C.J. Schurter has accomplished over the 2024-2025 school year, I am filled with pride and gratitude. Being my first year with High Prairie School Division, it was amazing to see all the support and resources that the school has access to.

The staff at C.J. Schurter pull together everyday to ensure that all learning needs are met for every child. There is an amazing amount of support from our wonderful parents and community to ensure that our students are at school. They support their accomplishments by attending our assemblies, Christmas Concerts, community BBQ, Family Nights, Dance Nights and Year end Celebrations.

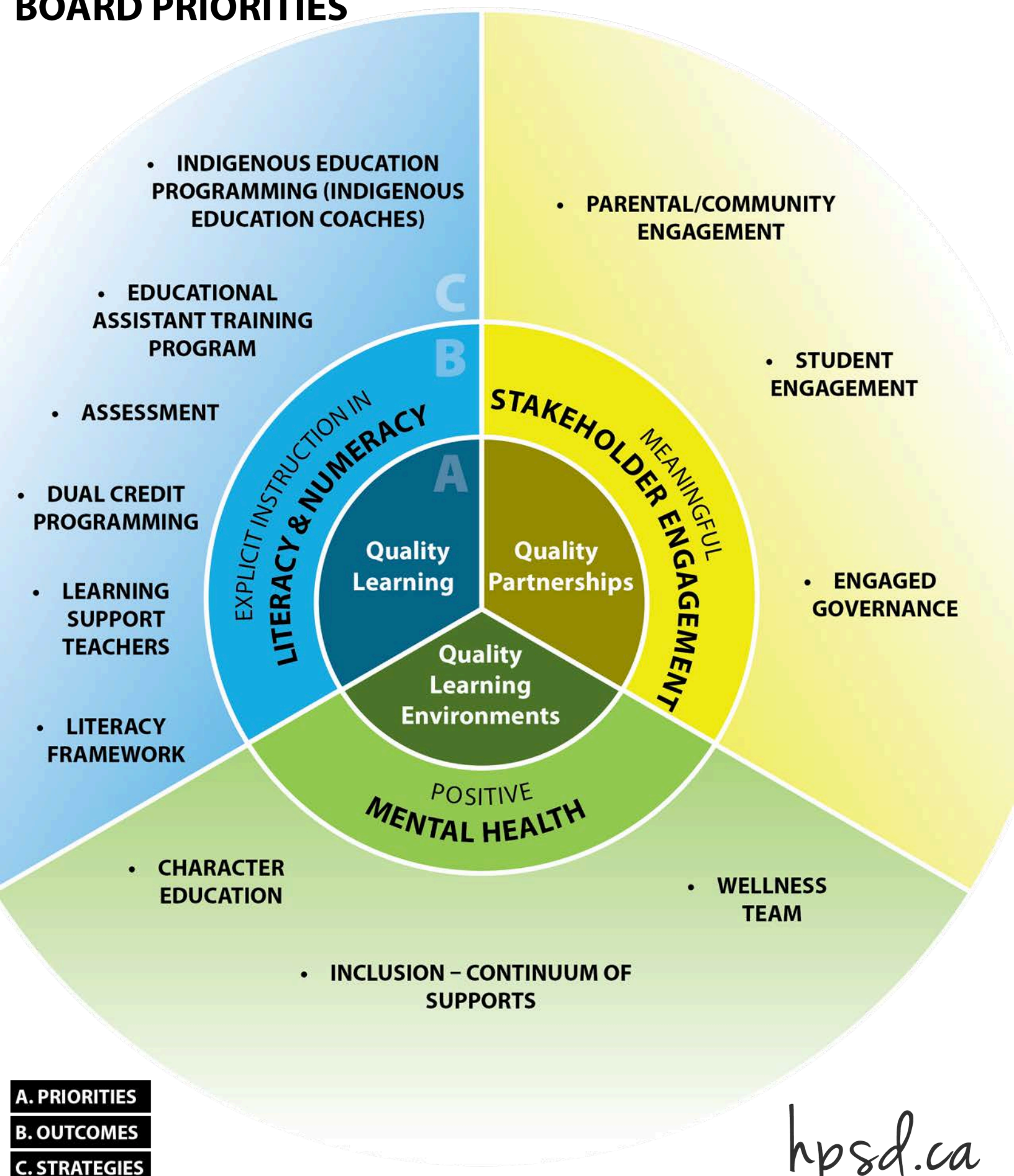
As I look at our results, it is great to see how safe, and secure our students feel and that they want to come and learn at school. C.J. Schurter school is committed to ensuring all students have the chance to achieve academic excellence. We do this through the support of our dedicated teachers, our skilled educational assistants, parent involvement, and our dedicated students who want to succeed. Not only are we dedicated to academic achievement, everyday we thrive to show our values - joy, kindness, courage and relationships - you can see this throughout our school community everyday.

This report was written in collaboration with our staff.

Crystal Colville

Crystal Colville, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



- A. PRIORITIES**
- B. OUTCOMES**
- C. STRATEGIES**

hpsd.ca

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

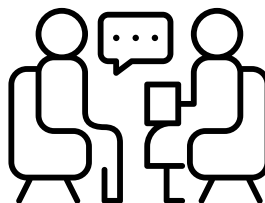
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

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

C.J. Schurter Elementary School is located in the town of 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.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach in instruction. Staff members focus on enhancing literacy and math instructional practice to address the literacy and numeracy goals of the school.

We believe that "Kindness Counts" and are very proud that our programming centers around supporting the development of behaviours and mindsets which have positive effects on self-confidence, problem-solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

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

Assurance Domain	Measure	C J Schurter Elementary 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	97.5	97.4	97.7	83.9	83.7	84.4	Very High	Maintained	Excellent
	Citizenship	95.5	99.2	96.3	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	96.3	96.8	96.4	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.1	98.4	97.4	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	94.0	84.6	89.6	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	93.3	94.6	96.5	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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	%									
Overall	25	98.7	25	100.0	23	95.7	26	97.4	27	97.5	Very High	Maintained	Excellent	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9							
Parent	n/a	n/a	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	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	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	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	25	98.7	25	100.0	23	95.7	26	97.4	27	97.5	High	Maintained	Good	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

For students to have the best optimal learning environments, teachers create effective engaging lessons that allow the students to learn through hands-on, real life learning. We saw a small increase in our student learning engagement. Our students had the opportunities to take part in:

- Using SeeSaw - this allows teachers to create activities that students engage with through their iPads. This allows students to participate in independently learning, which allows for small group instruction/learning with the teacher.
- Classroom Champion Mentorship program with Mrs. Samuelson's and Miss. Trueman's class.
- Using technology to create interactive learning opportunities - Kahoot, Matific, Boodle.
- Resource room for teachers to access a variety of books and resources.
- Read the room - teachers place math or word problems on the walls in the classroom and hallways. Students have to find the questions and work them out. This gives them a chance to get up and move around as they are learning.
- Physical education classes with multiple classes to help allow more interaction among students.
- Scavenger learning activities in the halls.

Citizenship – Measure Details

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	%									
Overall	25	98.4	25	96.8	23	93.0	26	99.2	27	95.5	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	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	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	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	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	25	98.4	25	96.8	23	93.0	26	99.2	27	95.5	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

At C.J. Schurter School, we work with our students on a daily basis to help them develop their sense of citizenship. There are many opportunities for students to work on building their sense of citizenship everyday. We did see a small decrease in our overall score, however we are still about 95%. Our students have the chance to be involved in:

- Monthly assemblies - each month a different class signs up to host and perform at the monthly assembly. Each assembly is focused on one of our core values - joy, kindness, courage and relationships. At these monthly assemblies students are acknowledged for demonstrating these values. When they win the award, they receive a ribbon and they get to choose a book to take home.
- Student jobs - every week 3 students from a different class are picked to do the morning announcements. We have stage crews, students that take the leadership role at the monthly assembly to do introductions, Land Acknowledgment and speak during the assembly.
- Students participated in Truth and Reconciliation day activities.
- Students collected money and participated in the Terry Fox Run
- The students participated in the Jump Rope for Heart
- Students volunteer to recycle paper and drink containers with weekly pickups from the classrooms
- Students love to make things for seniors and they love visiting residents at the Extended Care -Vanderwell Heritage Place - Halloween, Christmas and other occasions to play BINGO and games with the seniors
- Different classes volunteered to make Christmas and Easter Cards for the Seniors of Slave Lake
- Multiple classrooms enjoy working together - reading buddies, art projects, writing projects
- Our school had a massive food bank drive in October. We line the hallways with all of the food donated.

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

Numeracy Data			2020-21			2021-22					2022-23					2023-24					2024-25				
			Fall			Fall			Spring		Fall			Spring		Fall			Spring		Fall			Spring	
			Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	98	ND	ND	38.8	33
		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	61.2	52
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	117	10.4	11	0.0	0	88	42.9	36	31.3	26	90	26.1	23	30.4	17	102	30.2	29	34.0	33
		May Require Attention	ND	ND	ND		24.5	26	13.2	14		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		65.1	69	86.8	92		57.1	48	68.7	57		73.9	65	69.6	39		69.8	67	66.0	64
MIPI PNSA	Grade 2	Requires Attention	8.3	7	115	5.2	5	ND	ND	112	46.8	51	27.5	30	92	16.5	18	26.6	29	97	26.6	25	18.4	14	
		May Require Attention	42.9	36		36.5	35	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention	48.8	41		58.3	56	ND	ND		53.2	58	72.5	79		62.4	68	57.8	63		73.4	69	81.6	62	
	Grade 3	Requires Attention	16.0	15	101	17.0	15	ND	ND	106	28.2	29	29.1	30	106	19.4	20	30.1	31	99	18.1	17	15.1	14	
		May Require Attention	36.2	34		34.1	30	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
		Does Not Require Attention	47.9	45		48.9	43	ND	ND		71.8	74	70.9	73		76.7	79	72.8	75		81.9	77	84.9	79	

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

COMMENTS

The 2024-2025 school year was the third year of the new curriculum being in place. Last year, teachers began implementing the new Science curriculum. They are still working on full implementation of the new curriculum, creating resources and working on developing the programming required to teach. Teachers had dedicated time during their PLC meetings to collaborate and discuss their literacy and numeracy data once they had access to it.

All of our K-3 students took part in the Government PNSA (Provincial Numeracy Screening Assessment). Looking at the data you can see that in grade 2-3, there was an increase in students by year end that no longer required additional support to be at grade level. Teachers will continue to use government assessments to collect data to guide their instruction and to help them see where they need to increase supports for students to help get them to grade level.

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

Literacy Data			2020-21 ¹				2021-22 ²				2022-23				2023-24				2024-25								
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
%	#	%		#	%	#	%		#	%	#	%		#	%	#	%		#	%	#						
EYE LeNS	Kindergarten	Experiencing significant difficulty	102	11.1	10	0.0	0	103	13.3	11	30.0	9	91	17.9	14	7.7	3	99	11.8	11	2.1	2	98	ND	ND	41.9	36
		Experiencing some difficulty		31.1	28	18.0	9		21.7	18	13.3	4		29.5	23	15.4	6		30.1	28	4.3	4		ND	ND	ND	ND
		Appropriate development		57.8	52	82.0	41		65.1	54	56.7	17		52.6	41	76.9	30		58.1	54	93.6	88		ND	ND	58.1	50
RTR LeNS	Grade 1	None-Minimal Development	101	8.7	6	100.0	1	117	13.6	15	18.8	16	88	17.0	15	4.9	4	90	27.3	24	14.9	13	102	36.6	37	26.7	27
		Developing Skills		58.0	40	0.0	0		35.5	39	68.2	58		58.0	51	89.0	73		ND	ND	ND	ND		ND	ND	ND	ND
		Developing Well-Mastered		33.3	23	0.0	0		50.9	56	12.9	11		25.0	22	6.1	5		72.7	64	85.1	74		63.4	64	73.3	74
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	86	50.0	3	47.8	11	115	15.5	17	13.6	15	112	25.0	27	27.7	31	94	25.3	22	23.5	16	97	25.3	24	31.3	30
		Approaching Expectations		0.0	0	17.4	4		29.1	32	25.5	28		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		50.0	3	34.8	8		55.5	61	60.9	67		75.0	81	72.3	81		74.7	65	76.5	52		74.7	71	68.8	66
	Grade 3	Not Yet Meeting Grade Expectations	99	100.0	1.0	ND	ND	101	12.6	12	26.5	26	106	27.9	24	30.1	25	106	27.2	28	24.2	24	99	21.9	21	17.4	16
		Approaching Expectations		0.0	0.0	ND	ND		20.0	19	18.4	18		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		0.0	0.0	ND	ND		67.4	64	55.1	54		72.1	62	69.9	58		72.8	75	75.8	75		78.1	75	82.6	76

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	99	11.8	11	2.1	2	98	ND	ND	ND	ND
		Experiencing some difficulty		30.1	28	4.3	4		ND	ND	ND	ND
		Appropriate development		58.1	54	93.6	88		ND	ND	ND	ND
HLAT	Grade 1	Poor	90	82.7	67	28.0	23	102	89.7	87	20.8	20
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		14.8	12	41.5	34		9.3	9	59.4	57
		Proficient		2.5	2	30.5	25		1.0	1	19.8	19
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0
HLAT	Grade 2	Poor	94	30.0	27	28.7	27	97	15.8	15	8.4	8
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		58.9	53	61.7	58		68.4	65	56.8	54
		Proficient		11.1	10	9.6	9		15.8	15	32.6	31
		Exemplary		0.0	0	0.0	0		0.0	0	2.1	2
HLAT	Grade 3	Poor	106	3.0	3	5.6	6	99	3.3	3	2.2	2
		Limited		0.0	0	0.0	0		0.0	0	0.0	0
		Adequate		67.3	68	61.7	66		62.6	57	52.7	48
		Proficient		29.7	30	31.8	34		30.8	28	41.8	38
		Exemplary		0.0	0	0.9	1		3.3	3	3.3	3

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

Footnotes:

COMMENTS

Kindergarten students participate in the EYE assessment. The majority of the kindergarten students made gains throughout the school year. They started the year with 60% of the kindergarten students being at an appropriate age development range. By the end of the year, 86% of students were at an appropriate development stage. The kindergarten teachers worked hard as a team, collaborating and developing lessons to ensure students had the chance to build and acquire the skills they needed. This demonstrates the importance of full day kindergarten programming to help students build the skills that they need to be ready for grade one.

Grade 1 students took part in the PAST (Phonological Awareness Screening), RAN (Rapid Automatized Naming) and the LeNS (Letter Names and Sounds) Screening tools. This was to help teachers identify where the students were at at the beginning of the year, to then help them see what support was required to get them closer to grade level. At the beginning of the year, 64 students were at the Developing Well - Mastered level. By the end of the year, there was 74 students that hit this benchmark. This shows a 9.9% increase in students being at grade level at the end of grade one.

Grade 2 took part in F&P benchmark reading testing, LeNS and CC3(Castle and Colehart) testing. Grade 3 took part in F&P Benchmark reading testing and the CC3. Grade 2 students had a decrease of 5 students meeting grade level expectations by end of the year. Grade 3 had an increase of 1 student meeting grade level expectations by the end of the year.

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

To what extent do you agree or disagree that:

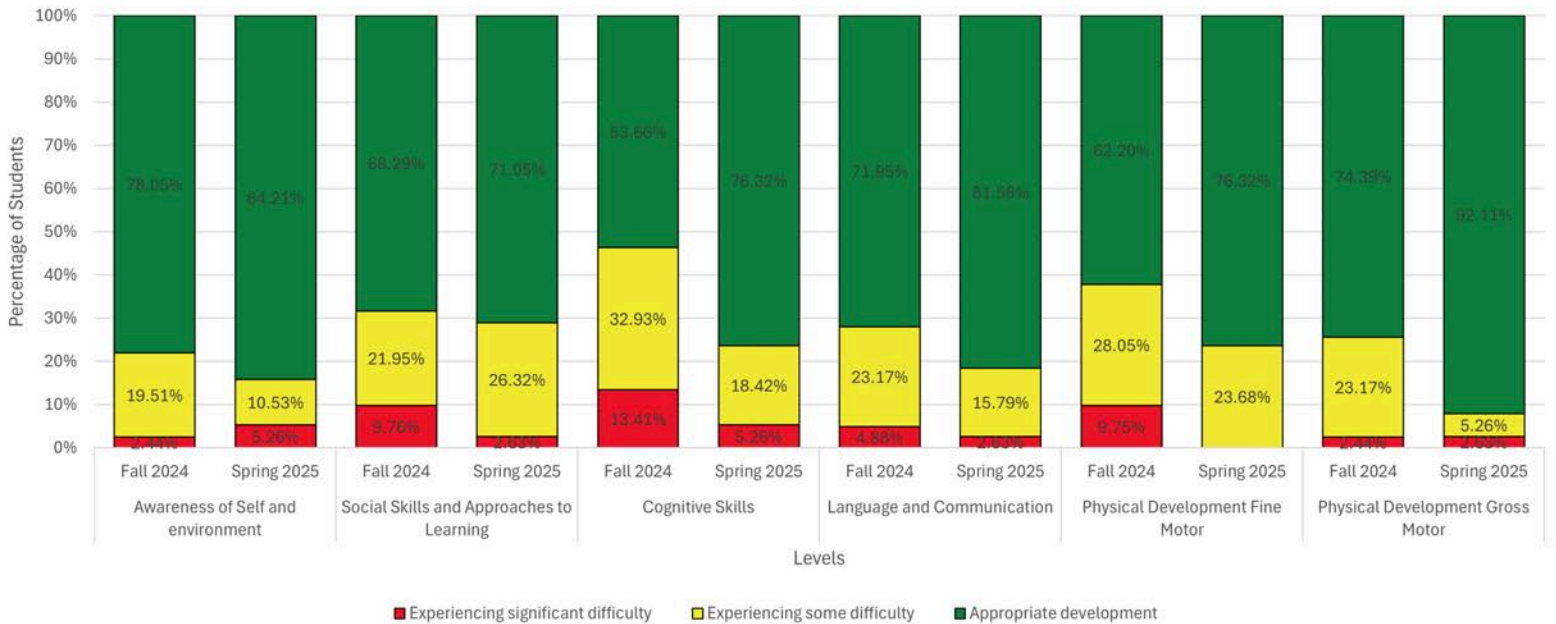
Field	130 Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
6. Your child is learning what they need to know.	26%	67%	5%	1%	2%
7. The literacy skills your child is learning at school are useful.	38%	59%	1%	0%	2%
8. The numeracy skills your child is learning at school are useful.	38%	59%	2%	1%	1%

COMMENT:

In March 2024 a survey was sent home to parents to gather some information to see how parents felt things were going at CJ Schurter school. 130 parents responded to our survey. Parents were surveyed to see if they felt their child was learning what they needed, especially when it comes to literacy and numeracy. 93% of parents believe their child is learning what they need to know. 97% of parents believe literacy and numeracy skills are useful. Our teachers spend a lot of time to ensure every lesson is based on the program of studies to ensure that every child gets the most out of each learning experience.

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

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



COMMENTS

The EYE Assessment evaluates 5 developmental domains:

- Awareness of Self and the Environment - a child’s understanding of the world and his/her ability to make connections with home and community experiences. There was a 6.16 % increase of students by year to show 84.21% of kindergarten students were at appropriate development.
- Social Skills and Approaches to Learning - a child’s attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules. There was a 2.76 % increase of students by year to show 71.05% of kindergarten students where at appropriate development.
- Cognitive Skills - a child’s basic mathematics and pre-reading skills and his/her ability to problem-solve. There was a 22.66 % increase of students by year to show 76.32% of kindergarten students where at appropriate development.
- Language and Communication - a child’s understanding of spoken language and his/her ability to express thoughts and feelings. There was a 9.63 % increase of students by year to show 81.58% of kindergarten students where at appropriate development.
- Physical Development
 - Fine Motor - a child’s ability to perform small movements that require eye-hand coordination. There was a 14.12 % increase of students by year to show 76.32% of kindergarten students where at appropriate development.
 - Gross Motor - a child’s ability to perform large movements that involve arms, legs and body. There was a 17.72 % increase of students by year to show 92.11% of kindergarten students where at appropriate development.

Kindergarten Students showed great improvement in:

- Physical Development - Gross Motor
- Awareness of Self and Environment
- Language and Communication

Kindergarten Students still struggled with:

- Social Skills and Approaches to Learning
- Physical Development - Fine
- 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		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025								
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	25	95.3	25	97.3	23	94.9	26	96.8	27	96.3	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	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	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	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	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	25	95.3	25	97.3	23	94.9	26	96.8	27	96.3	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

Twice a month, teachers had the opportunity to work in their grade-level groups. During this time they:

- Worked on creating common year plans
- Collaborated to create a variety of common rubrics and assessments within grade levels
- Visit each other's classes to see best practices, time to debrief and support one another
- Numeracy and Literacy Coaches from Central Office, made visits to the classrooms and offered 1-1 debriefs and support when needed
- Social Studies PD was offered from Central Office to support the implementation of the new curriculum
- The teachers found and created a variety of shared resources and activities
- During our staff meetings, best practices in numeracy were collected and shared to help finalize the CJS Numeracy Framework

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

During the 2024-2025 school year there was:

August 26 - Indigenous Education Day - Joussard

September 20 - Sandra Woitas - Team Building and Emotional Resilience

October 11 - Writting - Collaborative assessment of the HLAT and ESL
Benchmark 2.0

November 1 - Numeracy (Teachers) - Numeracy sessions and creating
numeracy framework

January 29 - Team Building/ Collaborative Wellness

March 31 - Inclusive Education

May 9 Writing - HLAT - looking at best practices

Supervision and Evaluation:

Principal and Vice Princpal - They spend time doing classroom observations and giving feedback. The vice principal mentored new teachers for additional support. The principal completed all teacher evaluations through pre-meeting, observations, debrief - post meeting and official evaluation write up.

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	%		
Overall	25	92.8	25	92.0	23	92.2	26	84.6	27	94.0	Very High	Maintained	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	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	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	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	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	25	92.8	25	92.0	23	92.2	26	84.6	27	94.0	Very High	Maintained	Excellent	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

There was a 10% increase in access to supports and services. C.J. Schurter offers many types of support:

- PUF (Program Unit Funding) Program for 3 and 4 year old children
- Speech and Occupational Therapy
- Wellness
- Psychological Assessments
- 1.5 Learning Support Teachers
- Home reading programs supported by parent volunteers
- Quiet Room Support - children may have scheduled time to work in small groups, or they may use this space for a reset when dysregulated
- Boost Reading program - for grade 1 children run by parent volunteer
- Level Literacy Intervention Reading program for grade 2 and 3 children

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	%		
Overall	25	98.9	25	98.3	23	95.5	26	98.4	27	94.1	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	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	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	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	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	25	98.9	25	98.3	23	95.5	26	98.4	27	94.1	Intermediate	Maintained	Acceptable	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

Teachers, support staff, Wellness coaches, Indigenous education coaches and administrators work very hard together to ensure that all children feel that the school is welcome, caring, respectful and safe learning environment. This happens when:

- Children are greeted as they come off the bus, as they enter any door to our building by a staff member and then again by their teacher as they enter the classroom. Every staff member strives to greet and welcome students each day.
- Students help when new students are added to a class to help them to get to know the expectations and routines
- Safety presentations - fire, ambulance
- Wellness coach - Plans and completes activities in the classroom as well as 1-1 and friendship group lunches
- Quiet Room - this is a space available for students who need a little extra help to catch up or a quiet space to reset
- Student jobs - stage crew, assembly leader, musician, morning announcers, ice-pack maker, O Canada singers, Grade 3 students helping with the kindergarten tours at open house.
- there is zero tolerance for any kind of bullying or aggression between children. Any type of fighting is dealt with right away and then brought to administrators to ensure parents are notified and to have things handled. Standard consequences for fighting or hurting others are in place.

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 (LST's) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD 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, genuine and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

To what extent do you agree or disagree that:

130 Responses

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. Your child's school is a welcoming place to be.	53%	42%	5%	0%	0%
12. Students treat each other well at your child's school.	22%	59%	10%	2%	7%
17. Your child is safe at school.	37%	60%	3%	0%	0%
18. Your child is safe on the way to and from school.	41%	56%	2%	1%	0%

COMMENT:

Parents were surveyed to see if they feel that the school is a safe, caring environment. 97% of parents feel their child is safe at school as well on their way to and from school. 95% of parents feel the school is a welcoming place to be. 81% of parents felt that students treat each other well at school. This is an area the school will be working on in the 2025-2026 school year through the kindness club and kindness assemblies. We are working hard to teach our students to show kindness, care and compassion for one another at all times.

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	25	96.0	25	96.8	23	98.2	26	94.6	27	93.3	Very High	Maintained	Excellent	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	25	96.0	25	96.8	23	98.2	26	94.6	27	93.3	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

There is a high level of parent involvement at our school:

- Home reading programs
- Hot lunch program (organized and run by parent volunteers)
- Assemblies (Our assemblies have so many people that it is standing room only)
- Twice a year family BBQ (September and June)
- Special person lunches are hosted by each class at twice a year
- volunteers for field trips
- Halloween - pumpkin carving
- Christmas gift giving extravaganza donations
- Boost reading program for grade 1

How satisfied or dissatisfied are you:

Field	128 Responses				
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
29. With the opportunities to be involved in decisions about your child's school?	21%	52%	10%	2%	16%
30. That your input into decisions about your child's school is considered?	20%	50%	5%	1%	23%

COMMENT:

Parents were surveyed to see if they were satisfied or dissatisfied with the opportunity to be involved in decisions about their child school. About 70 % of parents are satisfied with opportunities to be involved in the school. The data does show that there is about 20% of parents who are not aware of ways that they can be involved in opportunities to make decisions about their child's school. We are always inviting parents into our school. We do invite parents to monthly school meetings, assemblies and community engagement opportunities are offered to all parents. Every month in the newsletter, parents are invited to share any thoughts or concerns they may have. We share all of this information on Facebook and we also send information by email.

SUPPLEMENTAL MEASURES

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	25	86.5	25	89.3	23	89.9	25	96.0	27	91.4	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	25	86.5	25	89.3	23	89.9	25	96.0	27	91.4	High	Maintained	Good	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

The new Social Studies Curriculum will be in effect for K-3 as of September 2025. The district arranged and provided support and PD sessions at the school for all K-3 teachers in May. Funding was provided for the librarian to order Social Studies materials and resources to ensure they would be ready and in the school before the end of June 2025.

The district completed the Numeracy Framework which was shared out with all school. As a staff, we then worked together to create our own Numeracy Framework to support our students in alignment with the district priorities. Teachers were able to share best practices and support each other to meet the needs of our 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										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	25	97.8	25	93.9	23	92.7	26	90.2	26	93.0	Very High	Maintained	Excellent	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	25	97.8	25	93.9	23	92.7	26	90.2	26	93.0	Very High	Maintained	Excellent	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

Teachers work together in their grade level groupings to create active, engaging lessons to support and motivate student learning. They worked hard to create lessons that differentiate based on the specific learning needs of each child. This would allow students to have the accommodations they need to meet the learning outcomes.

Program of Studies – Measure Details

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

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	96.3	25	91.8	23	92.7	26	87.7	27	94.4	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	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	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	25	96.3	25	91.8	23	92.7	26	87.7	27	94.4	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

Each month, every teacher creates a monthly newsletter that is sent home. This is intended to keep parents informed of what curriculum outcomes are being taught each month. Teachers also use Facebook or SeeSaw to share with parents, pictures and descriptions of what students have been learning. An inservice at the school took place to ensure teachers are aware of the new Social Studies curriculum that will be in place September 2025. The school also posts regularly on Facebook to let parents know about the wonderful things happening in our school.

Program of Studies - At Risk Students – Measure Details

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

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	25	97.3	25	96.0	23	94.2	26	89.7	27	95.0	Very High	Maintained	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	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	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	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	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	25	97.3	25	96.0	23	94.2	26	89.7	27	95.0	Intermediate	Maintained	Acceptable	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

The school has 1.5 FTE LST (Learning Support Teachers). These teachers are there to support the teachers and students when it comes to programming for our students with complex needs or those who might be at risk. They do class observations and provide feedback, support in the writing of ISP, Success Plans, Behavior Plans, and EAL Benchmarking. They also work with the Educational Assistants to ensure that they have the proper training to support the complex and diverse needs of every child. The school had access to a Speech Language Pathologist, two full-time Speech Assistants, part-time Divisional Psychologist, part time Occupational Therapist, full time Wellness Coach and a nutrition program.

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		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											Very High	Maintained	Excellent																				
Overall	25	98.4	25	97.6	23	96.4	26	97.7	27	94.7	High	Maintained	Excellent	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	25	98.4	25	97.6	23	96.4	26	97.7	27	94.7	High	Maintained	Good	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

Our schools uses Character Education to help create our safe and caring school environment. Our Wellness coach uses WITS (walk away, ignore, talk it out and seek help) to work with our classes to help them learn how to handle difficult situations. Staff are working on teaching students essential skills in the areas of kindness and emotional regulation. We want them to be able to set boundaries with others so they feel safe and cared for, each and every day. We want to empower our students to be able to help themselves and others when they are at home, school or in the community.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											High	Maintained	Good																				
Overall	25	86.4	25	88.1	23	93.5	26	78.6	27	81.8	High	Maintained	Good	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	25	86.4	25	88.1	23	93.5	26	78.6	27	81.8	Intermediate	Maintained	Acceptable	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

The teachers have created partnerships with the community to allow additional learning opportunities for our students that fit well with the curriculum. Partnerships with the Boreal Center for Bird Conservation, Lesser Slave Lake Education Society, Northern Lights Aquatic Center, Slave Lake Friendship Center and Kinosayo Museum.

Our Wellness coach plays an important part in building relationships with families. Our Wellness coach and LST work with families and will help them make connections in the community when they need to access additional resources - such as accessing doctors for assessments, support from the FASD clinics, or support from the Slave Lake Friendship center. They have helped with finding supports but also with filling out paper work. By doing this, we are helping parents to see we are here to help by creating a safe, caring relationship, which fosters and overall well-being within our school community.

To what extent do you agree or disagree that:

Field	130 Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
17. Your child is safe at school.	37%	60%	3%	0%	0%
18. Your child is safe on the way to and from school.	41%	56%	2%	1%	0%
19. Teachers care about your child.	48%	50%	2%	0%	1%
20. Your child is treated fairly by adults at school.	36%	57%	4%	1%	2%
21. At school, there are appropriate supports and services available to your child to help with their learning.	29%	57%	6%	2%	6%
22. You can get the support you need from the school to help your child be successful in their learning.	29%	57%	5%	2%	7%

COMMENTS:

Our staff work together to ensure that all children feel safe and secure at school and that they are treated fairly by adults. We try to make sure that they receive the support they need in all areas.

Teachers meet in grade groups twice a month to collaborate together on the needs of our students. If a teacher discovers that a student needs additional or differentiated support, they can work with the Learning Support Teachers to look at what services are needed. This is then brought to administration to ensure that the needs of children are being met.

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	25	80.0	25	80.0	22	86.4	25	76.0	26	92.3	Very High	Improved	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	25	80.0	25	80.0	22	86.4	25	76.0	26	92.3	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

There was a 16.3 % increase in school improvement. Staff worked very hard this year as a team to support one another with all the diverse needs and the complexity of the students. Teachers would have team meetings including support staff, so everyone had the chance to share ideas and strategies. Administrators took over discipline in regards to calling parents and dealing with playground concerns. This allowed teachers to focus on what was happening in the classroom and teaching. Overall as a staff you could feel the team work, which lead to school improvement.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School										Authority															Province														
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025								
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	24	100.0	25	96.0	23	87.0	26	92.3	25	96.0	Very High	Maintained	Excellent	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7							
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0								
Teacher	24	100.0	25	96.0	23	87.0	26	92.3	25	96.0	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

We had a 3.7% increase in work preparation. The staff - teachers, support staff and our Wellness coach work very closely together with our students to help them develop the skills that they need to be successful. Students have the chance to work together in large groups, small groups and 1-1 with different adults to develop their social, emotional and academic skills to help prepare them for their journey through school.