

C.J. SCHURTER SCHOOL 2023-24 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.

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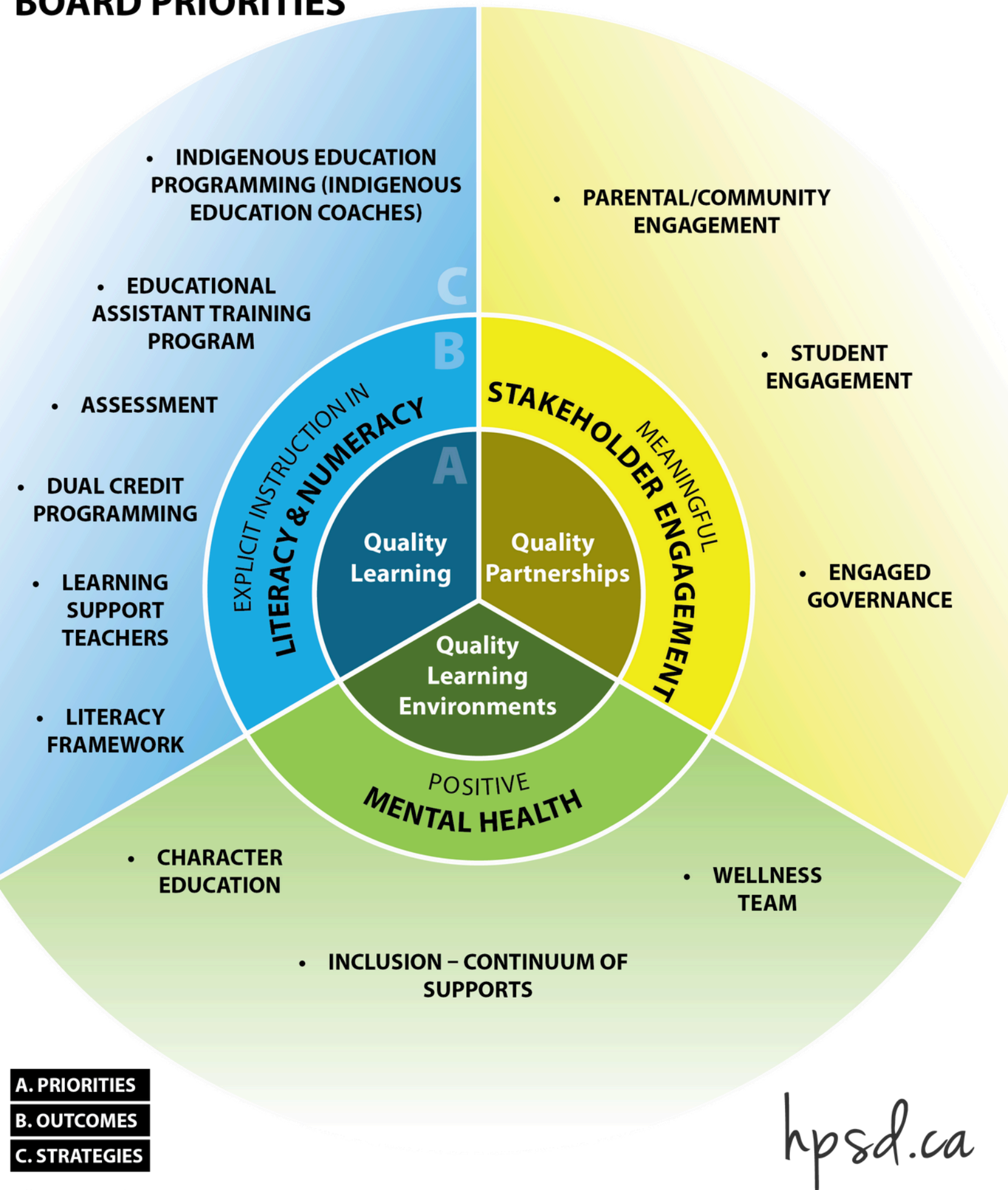
MESSAGE FROM THE PRINCIPAL

As I look over the results from the 2023-2024 results I can see how the staff have worked together to ensure the needs of every child are being met. These could be academic, social, or emotional needs. The staff works very hard as a team to ensure students understand the core values are learned and understood but also practiced everyday. These core values include - joy, kindness, courage and relationships. I look forward to the great things our students and staff will accomplish in the upcoming year.

A handwritten signature in black ink, appearing to read 'Crystal Colville', written in a cursive style.

Crystal Colville, Principal
C.J. Schurter School

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

VISION

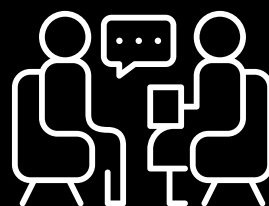
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



301
SURVEY
RESPONSES



13
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 2024 Required Alberta Education 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	97.4	95.7	97.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	99.2	93.0	94.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.8	94.9	96.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.4	95.5	96.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.6	92.2	92.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	94.6	98.2	97.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

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										Measure Evaluation			Authority										Province											
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	25	98.7	25	100.0	23	95.7	26	97.4	n/a	Maintained	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	1,196	81.8	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	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	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	187	83.3	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7		
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	n/a	n/a	605	74.1	720	71.0	736	69.3	820	67.0	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3		
Teacher	n/a	n/a	25	98.7	25	100.0	23	95.7	26	97.4	n/a	Maintained	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	189	95.2	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1		

Comments on Results -

In order for students to have the best possible learning, they need to be engaged in active lessons that they can link to real-life experiences. We showed an increase from last year in student learning engagement. Our students took part in:

- Using Seesaw as an extension to instruction. It keeps students engaged in learning about topics during small group instruction.
- Classroom Champion mentorship program with Mrs. Samuelson's class
- Playing online games and interactive tools, like Kahoot, Matific, Boddle, etc. as a way to engage, reinforce and practice learning.
- Resource room, filled with a variety of books and resources for teachers and students.
- Read the room - going outside the classroom to work on math problems.

ASSURANCE DOMAIN: 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	99.3	25	98.4	25	96.8	23	93.0	26	99.2	Very High	Maintained	Excellent	1,084	78.3	876	80.3	993	77.8	994	74.6	1,196	76.3	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
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	177	73.0	89	71.0	95	73.6	98	68.7	187	69.5	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
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	714	72.0	605	76.3	721	69.6	736	66.8	820	68.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	27	99.3	25	98.4	25	96.8	23	93.0	26	99.2	Very High	Maintained	Excellent	193	90.0	182	93.4	177	90.3	160	88.4	189	91.3	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

COMMENTS ON RESULTS:

At C.J. Schurter School, we work with our students regularly to help them develop a sense of Citizenship. This takes place through activities in the classroom, school and the community. It is important for students to have real-life learning experiences to help them develop a sense of social responsibility. We saw an increase in Citizenship in the school last year.

Students were involved in:

- Visiting residents at Extendicare / the lodge in the community (played bingo, showed them our Halloween costumes, sang Christmas carols)
- Working together in a variety of cross-curricular activities and learning opportunities (older grades helping and reading with others)
- Practice kindness at school and on the playground - during morning announcements, we share examples of how to be kind, as well as morning shout-outs to share the kind things students have done. The Wellness worker offers universal programming around friendships and how to be kind. During each assembly, we celebrate students who have shown kindness to others.
- Food bank drives
- Gift Giving Extravaganza (Repurposing items from home and giving them away to their family members for Christmas)
- Students recycling drink containers and paper
- Terry Fox Run
- Participating in Truth and Reconciliation Day activities
- Student jobs, such as speaking and performing at Leadership Assemblies, bus supervision, stage crew, assembly leader, library assistant, and playground supervisor.
- Month Assemblies focus on on Kindness, Joy, Relationships and Courage. Students are recognized for kind behaviours and receive a ribbon.
- In each month, one of the four values are focused on. Lessons, shout-outs and morning announcements are focused on the chosen value.

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

Numeracy Data			2019-20			2020-21			2021-22					2022-23					2023-24				
			Fall			Fall			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	ND	ND	
		May Require Attention	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	
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	117	10.4	11	0.0	0	88	42.9	36	31.3	26	90	26.1	23	30.4	17
		May Require Attention	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Does Not Require Attention	ND	ND	ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
MIPI PNSA	Grade 2	Requires Attention	121	1.0	1	86	8.3	7	115	5.2	5	ND	ND	112	46.8	51	27.5	30	92	16.5	18	26.6	29
		May Require Attention		27.1	26		42.9	36		36.5	35	ND	ND		ND	ND	ND	ND		ND			
		Does Not Require Attention		71.9	69		48.8	41		58.3	56	ND	ND		53.2	58	72.5	79		62.4	68	57.8	63
	Grade 3	Requires Attention	113	21.3	20	99	16.0	15	101	17.0	15	ND	ND	106	28.2	29	29.1	30	106	19.4	20	30.1	31
		May Require Attention		35.1	33		36.2	34		34.1	30	ND	ND		ND	ND	ND	ND		ND	ND		
		Does Not Require Attention		43.6	41		47.9	45		48.9	43	ND	ND		71.8	74	70.9	73		76.7	79	72.8	75
	Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																						

COMMENTS ON RESULTS:

The 2023-2024 was the second year of the new curriculum implementation. During Professional Learning Time, teachers would work together to collaborate about what was working, what wasn't, and share ideas and resources. This helped to increase their understanding of the new curriculum, resources and materials to use with their students.

When looking at the data for grades 1-3, you can see all grades have had a decrease in the amount of students by year-end that were meeting the expectations and more students requiring additional support and attention.

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

Literacy Data			2019-20 ¹					2020-21 ¹					2021-22 ²					2022-23					2023-24				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	106	13.7	13	ND	ND	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
		Experiencing some difficulty		47.4	45	ND	ND		31.1	28	18.0	9		21.7	18	13.3	4		29.5	23	15.4	6		30.1	28	4.3	4
		Appropriate development		38.9	37	ND	ND		57.8	52	82.0	41		65.1	54	56.7	17		52.6	41	76.9	30		58.1	54	93.6	88
RTR LeNS	Grade 1	None-Minimal Development	104	6.9	2	11.8	9	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
		Developing Skills		55.2	16	57.9	44		58.0	40	0.0	0		35.5	39	68.2	58		58.0	51	89.0	73		ND	ND	ND	ND
		Developing Well-Mastered		37.9	11	30.3	23		33.3	23	0.0	0		50.9	56	12.9	11		25.0	22	6.1	5		72.7	64	85.1	74
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	121	26.3	25	100.0	2	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
		Approaching Expectations		17.9	17	0.0	0		0.0	0	17.4	4		29.1	32	25.5	28		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		55.8	53	0.0	0		50.0	3	34.8	8		55.5	61	60.9	67		75.0	81	72.3	81		74.7	65	76.5	52
	Grade 3	Not Yet Meeting Grade Expectations	113	31.2	29	66.7	2	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
		Approaching Expectations		8.6	8	33.3	1		0.0	0.0	ND	ND		20.0	19	18.4	18		ND	ND	ND	ND		ND	ND	ND	ND
		Meeting Expectations		60.2	56	0.0	0		0.0	0.0	ND	ND		67.4	64	55.1	54		72.1	62	69.9	58		72.8	75	75.8	75
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																								

COMMENTS ON THE RESULTS:

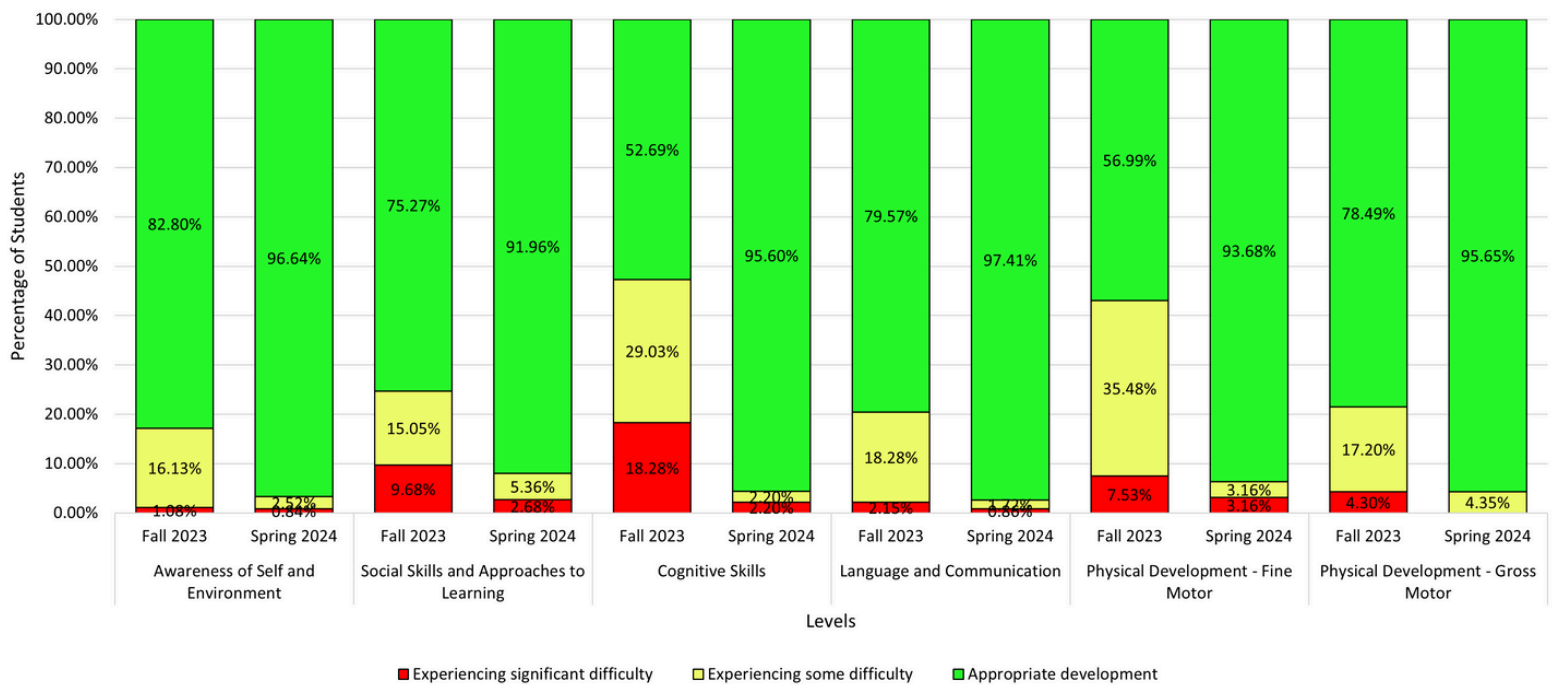
Kindergarten students participated in the EYE assessment. The majority of our Kindergarten students made significant gains throughout the school year. To start the year, 58% of students were at an appropriate developmental range. By end of year, 94% of students were at an appropriate developmental stage. This shows the hard work the kindergarten teacher put in working together. It shows the positive effects that a full-time kindergarten program can have on a student's readiness.

Grade 1 students took part in RTR (Right to Read) and LeNS testing. In the fall, 64 grade 1 students were at the Developing Well-Mastered skill by the end of the year, 74 students hit this benchmark. This shows a 12.4 % increase in students being at grade level needed to end grade 1.

Grades 2 and 3 took part in F & P benchmark reading testing, LeNS and CC3 government testing. Grade 2 students had a decrease of 13 students meeting grade level expectations at year-end. Grade 3 stayed the same showing 75 students were meeting expectations.

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

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



COMMENTS ON THE RESULTS:

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.
- 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
- Cognitive Skills - a child's basic mathematics and pre-reading skills and his/her ability to problem-solve
- Language and Communication - a child's understanding of spoken language and his/her ability to express thoughts and feelings
- Physical Development
 - Fine Motor - a child's ability to perform small movements that require eye-hand coordination
 - Gross Motor - a child's ability to perform large movements that involve arms, legs and body

Kindergarten Students showed great improvement in:

- Awareness of Self and the Environment
- Cognitive Skills
- Language and Communication

Kindergarten Students still struggled with:

- Social Skills and Approaches to Learning
- Physical Development - Fine and Gross Motor Skills

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA

To what extent do you agree or disagree that your child is achieving growth in the following skills they are learning at school:

Field	56 Responses				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Literacy	46%	46%	4%	2%	2%
Numeracy	48%	46%	2%	2%	2%

COMMENTS ON THE RESULTS:

In June, parents received a school satisfaction survey. 96% of parents feel their child is getting the skills they require in Literacy and Numeracy and are showing growth. Teachers ensure that Literacy and Numeracy are top priorities in their teaching every day. Most teachers arrange for parent volunteers to come in the morning to do home reading with the children. This gives every child an opportunity to read 1-1 with an adult. In their classes, they make sure that Literacy and Numeracy are infused within the other subjects they are teaching. The teachers worked hard to create many hands-on learning experiences that allowed the students to develop and practice their reading, writing and numeracy 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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	99.4	25	95.3	25	97.3	23	94.9	26	96.8	Very High	Maintained	Excellent	1,086	88.1	876	86.7	994	87.8	995	84.8	1,197	85.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
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	n/a	177	83.3	90	80.4	96	86.9	98	79.1	187	79.8	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
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	716	87.0	604	86.0	721	84.8	737	83.7	822	83.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	27	99.4	25	95.3	25	97.3	23	94.9	26	96.8	High	Maintained	Good	193	93.9	182	93.7	177	91.7	160	91.6	188	92.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

COMMENTS ON THE RESULTS:

Teachers had the opportunity to work together in grade-level groups throughout the school year, multiple times a month. During this time they:

- Worked on and use common rubrics and assessments within grade levels
- Created and shared grade-level writing goals
- Collaborated together on best practices in instruction
- Shared resources and activities
- Supported one another in an effort to create meaningful and impactful activities for their students

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

During the 2023-2024 school year there were 10 PD days.

Aug 28 - Land-Based Learning Day

Aug 30 - PD - Routines and Procedures AM, PM PLC

Aug 31 - PD Continuum of Support

Oct 20 - HLAT Marking

Dec 1 - Literacy PD

Jan 31 - Continuum Supports - Literacy Center

Feb 7 - Continuum of Supports: Literacy, Accountability Pillar Survey

March 15 - Education Plan, Continuum of Supports: Literacy

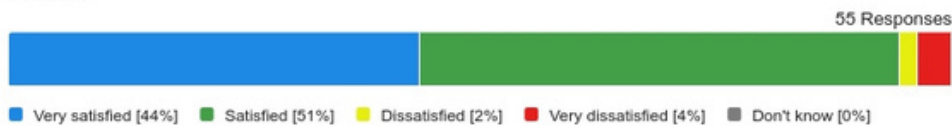
May 10 - HLAT Marking, Collaborative Team Meeting

June 7 - Guest Speaker - Autism, Behavior supports, transition planning

Supervision and Evaluation:

Principal and Vice Principal - observed classroom lessons on writing and guided reading. They spent time doing classroom observations and debriefs with all teachers. Principal completed all teacher evaluations, pre-meeting, observations, debriefs and write-ups.

How satisfied or dissatisfied are you with the quality of education your child is receiving at school?



To what extent do you agree or disagree that:

56 Responses

Field	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Your child finds school work interesting.	39%	54%	5%	2%	0%
Your child is learning what they need to know.	41%	54%	2%	4%	0%
Your child is encouraged at school to be involved in activities that help the community.	45%	35%	5%	2%	13%
Your child is encouraged at school to try their best.	59%	38%	2%	2%	0%

COMMENTS ON RESULTS:

The results from the survey show 95% of parents are satisfied with the quality of education their child is receiving.

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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	25	92.8	25	92.0	23	92.2	26	84.6	n/a	Maintained	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	1,197	81.6	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
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	n/a	n/a	90	74.7	96	78.4	98	76.5	187	74.5	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
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	n/a	n/a	604	84.1	719	81.6	735	81.0	821	81.1	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	25	92.8	25	92.0	23	92.2	26	84.6	n/a	Maintained	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	189	89.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

COMMENTS ON THE RESULTS:

The school offered many different types of supports for students:

- PUF (Program Unit Funding) Program for 3 and 4-year-old children
- SLP and OT
- Wellness
- Psychological Assessments
- LST supports within the building
- Home Reading Program with parent volunteers
- Quiet Room support

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																
	2020		2021		2022		2023		2024		Achievement			Improvement			Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	25	98.9	25	98.3	23	95.5	26	98.4	n/a	Maintained	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	1,197	81.3	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0				
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	n/a	n/a	90	79.0	96	81.3	98	77.5	187	77.8	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3				
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	n/a	n/a	605	79.3	721	74.3	736	72.5	821	73.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2				
Teacher	n/a	n/a	25	98.9	25	98.3	23	95.5	26	98.4	n/a	Maintained	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	189	92.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6				

COMMENTS ON THE RESULTS:

Staff worked hard together to create a Welcoming, Caring, Respectful, and Safe Learning environment. This was done through :

- Students helping with school tours
- Safety presentations (fire trucks, ambulance)
- Wellness coach activities in classrooms, as well as support groups (friendship) and one-on-one support
- Quiet Room availability for students who may require this space
- Student jobs: Stage Crew, Assembly Leader, Musician, Morning Announcer, Bus Supervisor, Ice Pack Maker, Library, O Canada singer

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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

Each HPSSD school annually reviews their response to intervention, inclusive of:

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

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

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

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

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

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

To what extent do you agree or disagree that:

Field	56 Responses				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Your child's school is a welcoming place to be.	73%	25%	2%	0%	0%
Students treat each other well at your child's school.	39%	45%	11%	4%	2%
Your child is safe at school.	50%	45%	2%	0%	4%
Your child is safe on the way to and from school.	46%	41%	5%	0%	7%

COMMENTS ON THE RESULTS:

Our goal is to create a welcoming, safe, caring, learning environment for all students and staff. The results show the overall parents feel that the school offers this. This year we are continuing to teach our students about our Kindness Counts program and the WITS program to help students feel safe and how to get the support they might need. We are also working hard to hold students accountable for behaviors that are not in line with these values. In the survey, it's clear that parents do not think that students are treating each other well at school. This is something that we will continue to focus on and improve.

To what extent do you agree or disagree that:

Field	56 Responses				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Teachers care about your child.	70%	27%	0%	2%	2%
Your child is treated fairly by adults at school.	59%	34%	2%	2%	4%
At school, there are appropriate supports and services available to your child to help with their learning.	41%	34%	11%	2%	13%
Your child can get help at school with problems that are not related to school work?	41%	38%	4%	0%	18%

COMMENTS ON THE RESULTS:

Parents show overall satisfaction in the way teachers care about and treat their child at school. The staff always make an effort to greet every child in the morning and ask questions to see how they are. They take the time to let students share what is going on in their world. This helps the staff to know where the child is coming from, what kind of day they may have and how they ensure students are supported and feel welcome and cared for each day.

The survey showed 75% of parents are overall satisfied that their child is getting the appropriate supports and services for their child. During the 2024-2025 school year, more supports and services will be offered to students. There has been an increase in student assessments which will help the teachers know where the child is at, how to help, and how to differentiate their lessons to ensure student learning and supports are put in place.

ASSURANCE DOMAIN: GOVERNANCE

Parental Involvement – Measure Details

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

	School								Measure Evaluation				Authority										Province										
	2020		2021		2022		2023						2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	97.0	25	96.0	25	96.8	23	98.2	26	94.6	Very High	Maintained	Excellent	370	83.7	272	77.6	272	75.8	256	77.8	376	78.5	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
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	177	77.4	90	68.5	95	69.5	98	68.4	187	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	27	97.0	25	96.0	25	96.8	23	98.2	26	94.6	Very High	Maintained	Excellent	193	90.0	182	86.7	177	82.2	158	87.3	189	84.4	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

COMMENTS ON THE RESULTS:

Monthly meetings were held with the school council; parents could choose to attend in person or virtually. Some meetings were also held at Wonderland so that parents could bring their children to the meeting. These changes provided flexibility for busy parents who may not have child care.

Parents were involved in:

- home reading program at the school
- volunteering for field trips
- hot lunch delivery
- special person lunches
- family BBQ
- assemblies

How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's:

56 Responses

Field	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Don't know
School?	43%	50%	4%	4%	0%
Overall education?	41%	38%	14%	5%	2%

COMMENTS ON THE RESULTS:

Each month, the C.J. Schurter School Council held meetings that all parents were invited to. They held some meetings at the school and others were held at Wonderland to give child care to the parents in the hope this would increase attendance at the meetings. All meetings were posted on the school website, Facebook page and the school council Facebook page with a virtual link so parents could attend if not in person. In June, a survey was sent to all parents to find out how they felt about their child's school experience. This was an opportunity for parents to share and be involved in their child's education.

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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020	2021		2022		2023		2024		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	85.2	25	86.5	25	89.3	23	89.9	25	96.0	Very High	Maintained	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	27	85.2	25	86.5	25	89.3	23	89.9	25	96.0	Very High	Maintained	Excellent	194	75.7	179	80.8	175	83.0	156	68.4	186	76.0	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

COMMENTS ON THE RESULTS:

In order to meet the needs of students in the area of Literacy, the division created a Literacy Framework. This literacy framework helped to guide and support the staff when it came to creating an effective literacy program for the students. Through Covid, there was a drop in literacy skills for many children. The new literacy framework helped to keep teachers focused on best practices to ensure students will get the skills they need to be successful readers, writers and speakers. Through the professional learning that was offered at the school level, teachers felt they were heard and able to share what their needs were, and those needs were being met. The teachers at the school worked together to create a CJ Schurter Literacy Framework.

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													
	2020		2021		2022		2023		2024		Measure Evaluation				2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	27	96.3	25	97.8	25	93.9	23	92.7	26	90.2	Very High	Maintained	Excellent	367	73.2	265	76.9	269	79.5	251	78.8	363	78.0	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	
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	174	62.7	84	63.9	94	69.3	95	69.1	177	67.2	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	
Teacher	27	96.3	25	97.8	25	93.9	23	92.7	26	90.2	High	Maintained	Good	193	83.6	181	89.8	175	89.7	156	88.5	186	88.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	

COMMENTS ON THE RESULTS:

Teachers work hard with their students to create fun, active and engaging lessons for students. Lessons that allow students to make connections to the real world. When teachers create engaging lessons, this helps students want to come to school. When they come to school, they have the chance to be successful, which helps them develop the love of being a lifelong learner.

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													
	2020		2021		2022		2023		2024		Measure Evaluation				2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	27	95.8	25	96.3	25	91.8	23	92.7	26	87.7	Very High	Maintained	Excellent	825	82.1	594	80.5	694	82.4	696	82.4	855	84.3	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	
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	177	77.8	90	78.6	95	81.5	98	78.5	187	84.0	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	
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	455	80.0	322	76.2	422	77.8	438	79.1	479	77.7	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	
Teacher	27	95.8	25	96.3	25	91.8	23	92.7	26	87.7	High	Maintained	Good	193	88.6	182	86.8	177	87.9	160	89.6	189	91.2	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	

COMMENTS ON THE RESULTS:

To make sure parents are aware of what important curriculum outcomes their child has learned, each teacher creates a monthly newsletter to send home that shares what students have been working on in class. As well teachers have been using Facebook to share out with parents what their child has been learning.

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									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	95.1	25	97.3	25	96.0	23	94.2	26	89.7	High	Maintained	Good	1,084	86.3	876	83.4	992	84.2	993	81.6	1,197	81.8	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
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	n/a	177	78.5	90	72.1	96	78.1	98	72.5	187	70.9	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	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	714	85.5	604	84.1	719	81.6	735	81.0	821	81.1	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	27	95.1	25	97.3	25	96.0	23	94.2	26	89.7	Very Low	Maintained	Concern	193	95.0	182	93.9	177	92.8	160	91.4	189	93.4	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

COMMENTS ON THE RESULTS:

The school had 1.5 FTE LST (Learning Support Teacher) support and 0.5 FTE Intervention supports. These 2 certified teachers worked with the admin, all teachers and EAs to ensure proper programming, supports, and reports were being created. 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										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	100.0	25	98.4	25	97.6	23	96.4	26	97.7	Very High	Maintained	Excellent	1,083	86.5	877	87.3	994	87.4	994	84.4	1,196	85.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
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	177	83.6	90	81.6	96	86.8	98	82.5	187	81.6	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
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	713	80.7	605	83.5	721	79.6	736	78.1	820	79.2	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	27	100.0	25	98.4	25	97.6	23	96.4	26	97.7	Very High	Maintained	Excellent	193	95.1	182	96.7	177	95.7	160	92.7	189	94.2	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

COMMENTS ON THE RESULTS:

Staff and students work together using the WITS program (Walk Away, Ignore, Talk it Out and Seek Help). Staff are teaching the students skills in the area of kindness and emotional regulation, so they can work together, set boundaries and be part of a safe and caring school. Students are also given many opportunities to demonstrate leadership, compassion and generosity in our school. We want our students to focus on how they can help others around them when they are at school, at home and 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.

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	95.7	25	86.4	25	88.1	23	93.5	26	78.6	High	Declined	Acceptable	1,081	83.2	870	81.0	986	83.7	991	78.8	1,193	82.2	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
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	173	74.1	87	71.1	93	79.6	96	73.8	185	76.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
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	714	84.6	601	85.2	716	84.1	736	83.2	819	86.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	27	95.7	25	86.4	25	88.1	23	93.5	26	78.6	Intermediate	Declined	Issue	194	90.8	182	86.7	177	87.5	159	79.3	189	84.4	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

COMMENTS ON THE RESULTS:

The school partnered with the Boreal Centre for Bird Conservation, Lesser Slave Education Society, Northern Lights Aquatic Centre, Slave Lake Native Friendship Center and Kinosayo Museum.

The Wellness coach played an important role in making connections with families, supporting families to help them connect to services they specifically needed. This provided essential support and created a safe, caring relationship, which fostered an overall well-being within our school community.

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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	85.2	25	80.0	25	80.0	22	86.4	25	76.0	Intermediate	Maintained	Acceptable	1,083	81.1	850	76.7	974	71.1	980	75.4	1,173	79.5	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
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	176	76.7	79	68.4	92	56.5	96	69.8	181	74.6	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
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	714	81.0	600	79.8	718	72.6	731	73.5	814	75.7	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	27	85.2	25	80.0	25	80.0	22	86.4	25	76.0	Intermediate	Maintained	Acceptable	193	85.5	171	81.9	164	84.1	153	83.0	178	88.2	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

COMMENTS ON THE RESULTS:

There was a decline in this area and this speaks to the complexity and challenges continually faced by our teachers. Today's classrooms have never been so diverse and challenging. Teachers work hard to meet the emotional, physical and academic needs of their students. That demand, exacerbated by teaching a new curriculum after COVID, where so many students lost valuable and crucial learning time, has made the demands and challenges of teaching more difficult. Teachers are working extremely hard, but are feeling like they can't always meet the needs of their students. This results in a lack of self-efficacy. Teachers are working very hard, but don't always feel like they are able to reach every student and meet the diverse needs of everyone in their class.

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														
	2020		2021		2022		2023		2024		Measure Evaluation					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	88.9	24	100.0	25	96.0	23	87.0	26	92.3	Very High	Maintained	Excellent	359	80.3	261	80.7	266	82.5	241	79.5	354	81.4	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8		
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	169	71.6	82	65.9	92	70.7	90	68.9	170	69.4	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8		
Teacher	27	88.9	24	100.0	25	96.0	23	87.0	26	92.3	High	Maintained	Good	190	88.9	179	95.5	174	94.3	151	90.1	184	93.5	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7		

COMMENTS ON THE RESULTS:

Teachers and staff work together to help instill attitudes and behaviours in our students that serve as the basic building blocks for student success. Our Wellness Coach works with whole grade grouping, small groups and one to one, to help students build the social and emotional skills they will need to be successful in the future.