



Kinuso School

**Annual Education Results Report
2020-21**



About Us

Kinuso School, a part of High Prairie School Division, is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. We are proud to be a hub in a region that is home to a varied and diverse population with rich cultures and backgrounds. The school serves students from kindergarten to Grade 12, offers programming in the arts, education, and extracurricular activities and houses the community library. Our public functions (annual Remembrance Day Ceremony, Italian Knights Supper and celebratory ceremonies), fundraisers and athletic events are well attended and supported by our families and community stakeholders. Our students continue to develop and demonstrate strong leadership through Student Leadership Council and Youth Truth and Reconciliation Council. We are honoured and grateful for our partnership with the Swan River Knowledge Keepers, and the land-based learning experiences they are generously sharing with us.

Principal's Message

Our 'small school' status is one of our strengths as well as one of our greatest challenges. We are staffed by a dedicated group of teachers and support staff who work hard to provide a safe, caring, and engaging environment for students. These people work together with parents, divisional staff and administrators to meet the diverse needs of the students, providing access to a variety of core and complementary courses, including, Industrial Arts, Music, Foods, Digital Technologies, and Art. The school offers diverse programming in the humanities, disciplines, arts, and extracurricular and athletic activities.

Being the only K-12 school within High Prairie School Division, Kinuso experiences a number of unique challenges that other divisional sites may not encounter. It is worth mentioning that our staff are expected to meet divisional expectations placed on elementary and secondary schools, including:

- administering, assessing, debriefing and planning from Fontas and Pinnell, OCA, EYE, Right to Read, and MIPI assessments,
- planning PD that meets the needs of Division I, II and III teachers – who all work in isolation (being the only teacher of their grade or subject),
- meshing an elementary, middle and secondary school schedule,
- sharing teachers across the grade levels, all while ensuring equitable prep and break times; and

- Scheduling school-based staff and PLC meetings and meeting divisional PLC requirements.

Kinuso School is honored and grateful to be participating in the sixth year of Land Based Learning facilitated by the Swan River Knowledge Keepers. The learning opportunities afforded support the continuation of traditional knowledge, in addition to supporting reconciliation, by developing and understanding and appreciation of the culture and perspective of the local First Nations. We are continuing to explore how we can further develop relationships with our local First Nations, learning from them as we continue our conversations. This will take creativity this year as we continue to operate within the constraints of COVID, but we are committed.

Finding ways to be fiscally responsible while still offering students a rewarding curricular and extracurricular experience (one that would be comparable to their same age/grade peers in another HPSD school) is another challenge. It is difficult to provide as wide a range/variety of core and option courses to students with the limited number of staff. We have participated in divisional initiatives during COVID, to leverage staffing, and, while some of these changes have not necessarily provided the rewards we were hoping for, we have learned from them. Retaining staff is another challenge. While our administration has become more stable, and our elementary staffing generally stays the same year to year, teacher turnover in our junior/senior high, and addition of new students from feeder schools, strains the relationships between staff and students. As in September of 2020, August 2021 brought new staff members in the 7-12 side of the building. Turnover like this impacts the social capacity of our community and strains the resilience of our students.

A strength that we rely on is the stability of our support staff in the school. Many of our EAs and other support staff are long time employees at the school. Kinuso is also proud of its long history with a strong and vibrant athletics program, as students continue to represent us well at home and abroad, in volleyball, basketball, archery and track and field. The Italian Knights Supper, is the school's biggest fundraiser, and the financial pool we use to subsidize student participation in, and travel to, athletic events throughout the year. With continued impacts of COVID, the viability of this event is yet to be determined, but we are hopeful that we will find a way forward.

School council, while a small group, is dedicated to supporting student success with a commitment to increasing parent engagement in the school.

Staff List

Linda Green	Principal
Karen Duffy	Vice Principal
Susan Badger	Teacher
Taryn Beaupre	Teacher
Sharon Campiou	Educational Assistant
Andrea Chambers	Educational Assistant
Jennifer Churchill	Teacher
Stacey Churchill	Teacher
Wendy Dang	Teacher
Amanda Davis	Educational Assistant
Grant Ferguson	Educational Assistant
Stephanie Forgie	Wellness Coach
John Friesen	Teacher
Denelle Gale-Rowe	Teacher
Vickie Gladue	Educational Assistant
Suzanne Greenwood	Teacher
Trevor Heal	Teacher
Barbara Hunt	Educational Assistant
Colin Jones	Teacher
Ashley Klyne	Educational Assistant
Mikela Kwan	Teacher
Delaine Labby	Educational Assistant
Lacey McPherson	PUF Educational Assistant
Carmen Lizee	Wellness Coach
Holly Malanowich	Educational Assistant
Susan Moody	Library Technician
Ione Robinson	Secretary
Megan Schmidt	Teacher
Meagan Schnitzler	Educational Assistant
Cassie Seghers	Secretary/ Spare Bus Driver
Chantelle Simon	Teacher
Nathan Smith	Teacher
Daniel Snodgrass	Teacher
Trudi Wild	Educational Assistant
Margaret Willier	Educational Assistant
Marla Young	Teacher
Doudou Zhang	Teacher

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Kinuso 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	80.8	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	66.3	57.7	51.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	57.7	59.4	66.5	83.4	80.3	79.6	Very Low	Maintained	Concern
	5-year High School Completion	82.3	74.7	60.6	86.2	85.3	84.8	Intermediate	Improved	Good
	PAT: Acceptable	n/a	n/a	40.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	65.5	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.6	82.7	74.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.5	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.0	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	64.4	75.8	67.8	79.5	81.8	81.4	n/a	n/a	n/a

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

Assurance Domain	Measure	Kinuso School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	53.5	55.5	62.4	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	83.9	62.4	56.8	68.1	65.0	63.4	Intermediate	Improved	Good
	PAT: Acceptable	n/a	n/a	35.7	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.8	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	70.6	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	6.1	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School													Authority										Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	68.8	24	67.0	22	73.0	29	59.4	21	57.7	Very Low	Maintained	Concern	289	62.9	248	63.0	260	64.4	252	60.1	246	60.8	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	13	31.9	28	76.1	23	74.8	22	77.6	28	64.9	Very Low	Maintained	Concern	250	70.1	284	68.5	249	69.3	261	70.8	250	69.1	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	19	53.4	13	31.3	28	75.9	23	74.7	22	82.3	Intermediate	Improved	Good	239	72.2	249	73.9	283	71.5	249	71.1	265	73.0	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

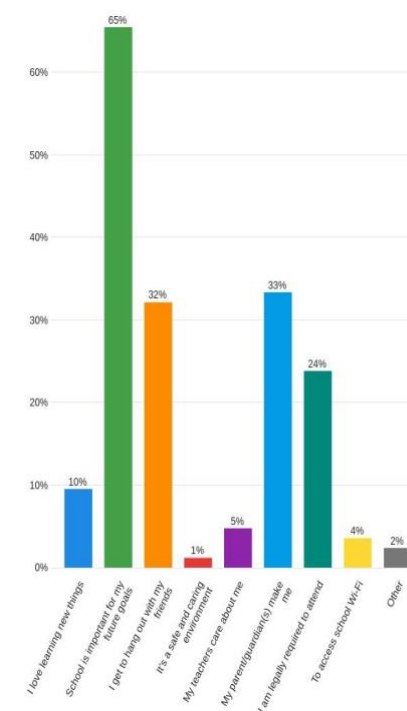
First Nation, Métis, and Inuit High School Completion Rate – Measure Details

	Kinuso School (FNMI)										Alberta (FNMI)												
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	14	64.7	15	53.7	18	78.1	20	55.5	17	53.5	Very Low	Maintained	Concern	3,484	54.1	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0
4 Year Completion	10	41.0	12	67.6	13	62.4	18	83.7	19	69.3	Very Low	Maintained	Concern	3,247	56.4	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6
5 Year Completion	3	*	10	40.7	12	67.5	13	62.4	18	83.9	Intermediate	Improved	Good	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1

Comments on Results

We were very pleased to see our results for the 5 year completion rate to have improved consistently over the past 5 years. We have found many of our graduates take 4-5 years to complete their High School career, which shows that students at Kinuso School still value the quality education they are receiving. This is evidenced in their response to the annual school survey in which students overwhelmingly responded positively to the question “I attend school because: School is important for my future goals”

We were also very pleased to see that the results for our Indigenous students exceed the provincial average for both the 4 and 5 year completion rates, with the 3 year completion rate nearing the provincial average. Again, students at Kinuso school value the education they receive and are willing to take the time needed to successfully complete their High School career. For both sets of results, as well as the data collected from our school survey, we would note that our team of educators have been intentional about being focused on instruction for success.



Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	232	62.8	61	38.8	51	58.6	70	57.7	52	66.3	n/a	n/a	n/a	2,291	77.9	1,178	77.4	944	73.2	1,084	78.3	876	80.3	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	16	60.0	12	28.3	10	52.0	4	*	4	*	n/a	n/a	n/a	158	77.0	251	73.1	157	69.1	177	73.0	89	71.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	194	54.4	33	37.4	26	47.7	51	55.3	40	64.8	n/a	n/a	n/a	1,959	64.2	741	71.5	620	64.4	714	72.0	605	76.3	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	22	74.1	16	50.6	15	76.0	19	60.0	12	67.8	n/a	n/a	n/a	174	92.5	186	87.6	167	86.0	193	90.0	182	93.4	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comments on Results

While the results in this measure are lower than the provincial averages, we would like to acknowledge the measure is continually improving year after year. The ongoing global pandemic negatively impacted this measure across many schools, specifically the question regarding involvement in the community. Due to the health and safety measures in place, the ability for our school to model our student's engaged citizenship qualities in the community were not able to materialize. This is realized in lower than previously achieved results in that specific measure.

Again, while results in many of the specific questions asked of our students, especially our Grade 4-6 and 7-9 students, were lower than we would have hoped, those results have grown significantly, in some cases nearly tripling in positive responses. We were proud to see these types of trends in key areas like students respecting and helping each other, and students following the rules. This is one of the performance measures from our Education Plan school goal "Building Resilience and Wellness". We are very pleased to note that the significant improvement in this measure met the targeted threshold from our plan.

One point of concern that impacts our results across all measures is our low parental response rate. Unfortunately, the low number of parental responses has suppressed all of their data for the entirety of this report. While the Alberta government has made efforts to assist parents and guardians to complete this survey using electronic methods, the reality for many in our communities is that reliable, affordable internet is not accessible for many of our student's families. This was coupled with a large number of students across High Prairie School Division learning from home as part of the At-Home Learning program provided by the Division to address continuity of learning during the global pandemic. Most families in the region who do have access to the internet also have data caps on their internet services which were being utilized by students learning remotely as part of the HPSD At-Home Learning program or due to Government of Alberta mandated quarantine. Another goal from our Education Plan is to increase family and community involvement, including increasing parental responses to this annual survey.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	80.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	70.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	91.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0		

Comments on Results

Our results in this measure were near the provincial average in all demographics where the data was not suppressed. When looking at the key questions influencing this measure, we noted that while our Grade 7-12 students have noted that they understand how various subject areas are useful for them, they sometimes do not find them interesting. In some subject areas 100% of Grade 10-12 students responded that the subject areas were useful to them with the remaining subject areas scoring nearly 90%.

100% of teachers in this measure responded that they agree students are learning useful literacy skills at their school with 92% of teachers saying the same for the numeracy skills. The strong result in this measure is being supported by the strong focus our school has on reading comprehension and emphasis on literacy in our school.

As this measure has been recently adapted, we do not have trend data to support further analysis but intend to use the data from this measure to inform future decisions at our school. We can say that the majority of our students have reported in our annual school survey that they understand the classes they miss are important.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School									Measure Evaluation			Authority										Province										
	2016		2017		2018		2019		2020				2016		2017		2018		2019		2020		2016		2017		2018		2019		2020		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	73	0.7	102	5.7	81	5.4	84	5.3	84	2.2	Very High	Improved	Excellent	1,042	5.0	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	1	*	3	*	6	17.1	5	*	5	*	n/a	n/a	n/a	36	6.3	58	25.0	67	25.0	66	13.5	69	15.8	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1

Comments on Results

The results in this measure were very impressive and something Kinuso School is very proud to showcase. The percentage of students at our school who are dropping out is lower than both the provincial average and the school average over the past 4 years. This measure, influenced by the many facets of our school, including the resources and supports in place for learners, is evidence of the value Kinuso School students place on their education.

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	172	68.8	46	52.9	38	54.1	54	70.1	40	68.4	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	16	69.0	12	52.7	10	53.2	4	*	4	*	n/a	n/a	n/a	158	82.9	252	83.6	157	77.0	177	77.8	90	78.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	134	54.5	18	40.2	13	30.8	35	61.3	28	62.3	n/a	n/a	n/a	1,264	76.2	420	80.2	323	71.1	455	80.0	322	76.2	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	22	82.8	16	65.6	15	78.3	19	78.8	12	74.4	n/a	n/a	n/a	174	89.7	186	88.6	167	87.3	193	88.6	182	86.8	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Comments on Results

The results in this measure show our student and staff respondents concerned by the course offerings in both Drama and other languages. In the 2020-21 school year, we moved to a 4-block school day to accommodate division-wide remote teaching and the provision of teaching from other schools, due to the ongoing pandemic. This resulted in a limitation in the number of program opportunities available to students. As a school, we are committed to working with our students and their families, and our staff, to explore ways to improve these results. In the 2020-21 school year, we attempted to offer some courses virtually, which resulted in a limited final product. While not dismissing the opportunity to explore virtual course offerings, we will be addressing the course demand and ways in which to provide those to our students.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School													Authority										Province									
	2016		2017		2018		2019		2020		Measure Evaluation			2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	30	56.7	21	47.6	7	28.6	23	43.5	11	45.5	Very Low	Maintained	Concern	337	49.9	306	51.6	355	50.1	368	48.9	307	45.9	59,063	62.3	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0

Comments on Results

The results in this measure have been maintained over the past 5 years. Supports in place at our school for students to achieve Rutherford Scholarship eligibility have been diligently working with students to show how this can be leveraged in the pursuit of post-secondary education. As our results in other measures continue to trend upward, we will be monitoring Rutherford eligibility to see if this measure follows in that same direction.

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	229	77.8	61	66.8	51	74.0	70	78.0	52	79.3	n/a	n/a	n/a	2,284	86.6	1,178	86.8	944	84.1	1,083	86.5	877	87.3	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	16	73.8	12	62.1	10	70.0	4	*	4	*	n/a	n/a	n/a	158	85.4	252	85.1	157	82.1	177	83.6	90	81.6	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	191	73.3	33	63.2	26	65.4	51	76.1	40	75.9	n/a	n/a	n/a	1,952	78.4	740	81.4	620	77.3	713	80.7	605	83.5	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	22	86.4	16	75.0	15	86.5	19	80.0	12	82.8	n/a	n/a	n/a	174	95.9	186	93.9	167	92.9	193	95.1	182	96.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Comments on Results

The results in this measure are lower than the provincial average. Increasing our safe and caring results is one of the performance measures in our Education Plan goal “Building Resilience and Wellness”. The results in this measure have been increasing year after year, however they did not meet the planned threshold of 82% overall from our Education Plan.

We compared the data above to our annual school survey, which is offered to all students in Grades 4-12, and noted that those results do not reflect the same level of sentiment that are found in this data set. The results in that survey show a much higher number of students feeling safe at school. One additional highlight with the data as presented was that our Grade 7-9 students are responding more positively to the questions in this survey. It is excellent to see this measure continuing with an upward trend with our younger student population, especially as this is the grade level at which we see an increase in the number of new students transitioning into our school. As previously mentioned, this measure will continue to be closely monitored and addressed with strategies as laid out in our annual Education Plan.

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									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	229	59.0	61	39.9	51	79.2	70	72.9	50	59.8	n/a	n/a	n/a	2,272	79.6	1,166	79.3	934	77.4	1,083	81.1	850	76.7	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	16	37.5	12	50.0	10	80.0	4	*	4	*	n/a	n/a	n/a	152	77.6	240	78.8	150	73.3	176	76.7	79	68.4	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	191	57.7	33	38.6	26	57.7	51	61.5	39	74.1	n/a	n/a	n/a	1,950	72.3	741	79.8	617	73.1	714	81.0	600	79.8	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	22	81.8	16	31.3	15	100.0	19	84.2	11	45.5	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Comments on Results

The results in this measure were far lower than we had hoped in key demographics. Our teachers responded decidedly to the single question that determines this measure, “In your opinion, has the quality of education at your school improved, stayed the same, or declined in the past three years?”. 45% of teachers responded that it had improved, 27% responded that it declined, and the remaining 27% responded that they did not know. The global pandemic greatly impacted the provision of education services. Students were transitioning to and from in-person learning, being quarantined due to COVID-19, and feeling the impact of a global pandemic for over a year by the point at which the survey was administered.

In addition to the global pandemic, Kinuso School has also had staff in key roles in a state of change for a number of years, which also influenced the results.

All that being said, Kinuso School did see some very positive results from this measure in the student responses. 100% of students in Grade 4-6 said that they were proud of their school, which is the highest score we've received on the survey in the past 5 years. The positive responses from our Grade 7-9 students to the questions on school pride and whether they would recommend the school to a friend nearly doubled in one instance and more than doubled for the other instance. It was unfortunate, but understandable, that our Grade 10-12 students did not report as much of a positive response compared to their counterparts in the other grade levels. Uncertainty for 2 school years in a row due to the ongoing pandemic, including changing content delivery, diploma exam participation, dual credit and work experience placements, available courses, and general unknowns at every turn greatly contributed to our final results. We will be monitoring these results closely in the future to ensure that the results return to pre-COVID levels and are not attributed to other factors.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	74.9	28	52.1	25	65.0	18	66.7	12	83.3	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	16	68.8	12	41.7	10	50.0	4	*	4	*	n/a	n/a	n/a	150	70.7	236	69.9	151	59.6	169	71.6	82	65.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	21	81.0	16	62.5	15	80.0	18	66.7	12	83.3	n/a	n/a	n/a	172	84.9	183	86.9	166	86.7	190	88.9	179	95.5	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Comments on Results

The results in this measure improved dramatically over the previous years and are the highest they have been in the last 5 years to the point that they are within a few percentage points of meeting the provincial average. While the data from our families was suppressed due to the limited number of parental responses, our teachers responded very positively to the measure on whether students are being taught the attitudes and behaviours to be successful at work when they leave school. Our team at Kinuso School is intentional about incorporating social skills, people skills, and self-regulation into daily teaching and routines for students, all of which are related to preparation for the world of work.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	13	16.6	28	49.7	23	47.1	22	24.9	28	34.3	Intermediate	Maintained	Acceptable	250	39.4	284	42.9	249	33.5	261	38.0	250	36.0	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	16	59.0	19	44.8	13	16.4	28	53.4	23	56.2	Intermediate	Improved	Good	263	51.9	238	54.6	249	52.6	282	53.5	250	48.2	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0

Comments on Results

We were very pleased to see the results in this measure continue to improve, especially with our 6 year transition rate. As we had noted in a previous measure, students at our school are successfully completing high school in 4-5 years. This results in those same students transitioning to post-secondary following that extended timeline. Many of our students are taking advantage of the opportunities available to them in their local area, inclusive of additional courses, dual credit opportunities, and deciding what they want to pursue in their adulthood.

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												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	38	71.4	28	52.4	25	61.7	19	64.9	12	75.0	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	16	65.6	12	43.5	10	50.0	4	*	4	*	n/a	n/a	n/a	150	63.8	240	62.4	150	51.4	174	62.7	84	63.9	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	22	77.3	16	61.3	15	73.3	19	64.9	12	75.0	n/a	n/a	n/a	173	83.7	183	85.4	167	80.9	193	83.6	181	89.8	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Comments on Results

While these results have improved year after year, and are the highest they've been in the past 5 years, one key question impacted the overall results. Our teaching staff responding to this survey were dissatisfied with the statement that high school students demonstrate the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

As with all the other measures, parental responses were suppressed which resulted in the teacher responses solely influencing this measure.

Our student responses to the annual school survey noted that the majority of Grade 7-12 students responded that they attend school because it is important for their future goals. Students further reported that they attend school regularly because they have both a legal obligation and their parents insist on them attending, which speaks to the importance parents place on education.

Fountas & Pinnell (F&P)

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

	2018-19	2019-20	2020-21
Approaching Grade Expectations	210	112	39
Meeting Grade Expectations	12	5	0
Exceeding Grade Expectations	37	20	1

Comments on Results

Moving from in person to online learning, and COVID protocols in general, did not support the strong literacy interventions that have been historically applied.

Ontario Comprehension Assessment (OCA)

This literacy screening tool is used with students in Grades 7-10.

	2018-19	2019-20	2020-21
Limited	121	62	84
Acceptable	15	7	19
Excellence	0	0	1

Comments on Results

There has been an intentional focus on direct teaching of strategies across curriculum. Additionally, targeted interventions were trialled. In the 2020-2021 the data shows an improving ratio with an 8% reduction in the number of learners at the limited threshold.

Math Intervention/Programming Instrument (MIPI)

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

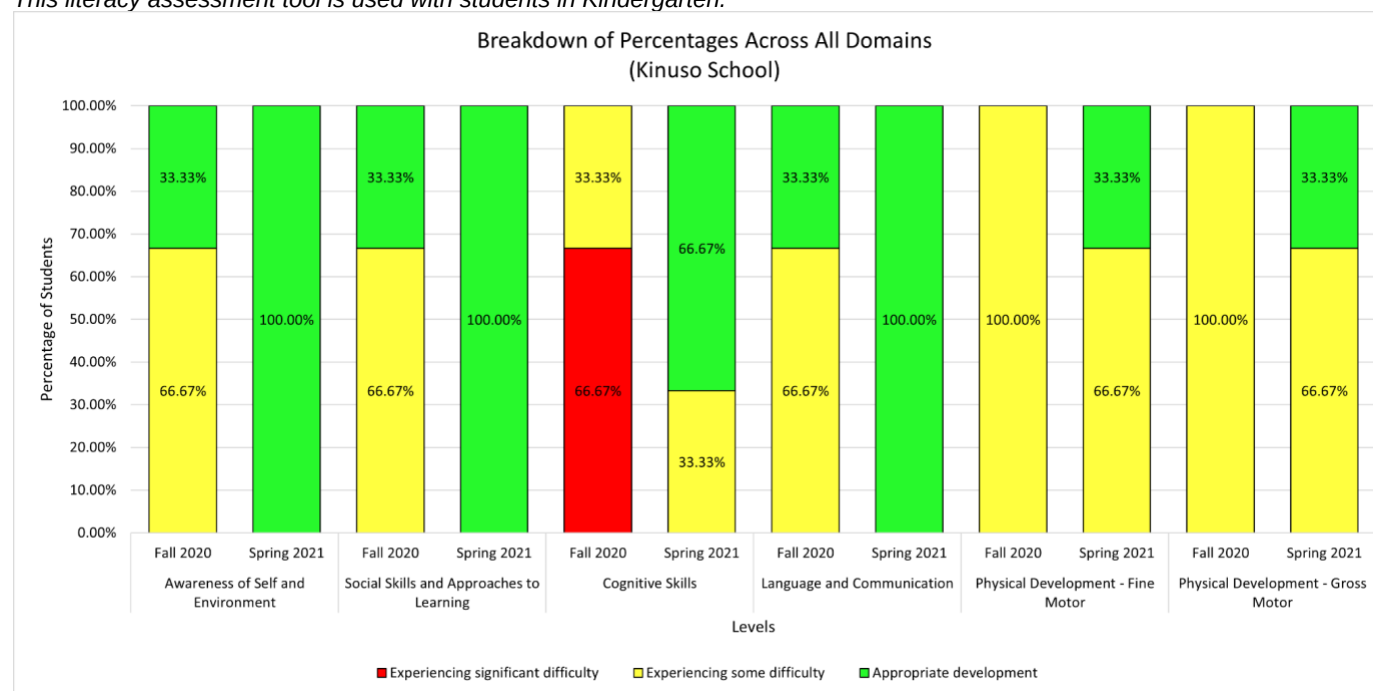
	2018-19	2019-20	2020-21
May Require Attention	30	31	15
Requires Attention	89	66	78
Does not Require Attention	17	22	15

Comments on Results

- Improving before COVID with ability to use EAs in cross graded supports, COVID protocols and staffing reductions/limitations reduced the frequency and amount of interventions possible.
- Clearly, we can impact these results with the time and human resources in place.

Early years Evaluation – Teacher Assessment (EYE-TA)

This literacy assessment tool is used with students in Kindergarten.

**Comments on Results**

The data above showcases the excellent work by our primary educators to prepare children for lifelong learning at an early age. These results show how students in Kindergarten are being supported to meet appropriate developmental benchmarks for their age through targeted supports. In many of the areas measured, 100% of students are reaching this benchmark in the spring as compared to when they were evaluated in the fall of the same school year.

DOMAIN 2: TEACHING AND LEADING

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	232	84.1	61	63.5	51	75.7	70	82.7	52	84.6	n/a	n/a	n/a	2,290	87.6	1,181	87.7	946	84.3	1,086	88.1	876	86.7	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	16	81.1	12	47.9	10	71.7	4	*	4	*	n/a	n/a	n/a	158	83.7	252	83.4	157	78.6	177	83.3	90	80.4	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	194	82.7	33	68.8	26	73.1	51	85.6	40	82.3	n/a	n/a	n/a	1,958	84.5	743	86.9	622	81.0	716	87.0	604	86.0	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	22	88.5	16	74.0	15	82.2	19	79.8	12	87.0	n/a	n/a	n/a	174	94.6	186	92.9	167	93.3	193	93.9	182	93.7	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comments on Results

The results in this measure are again nearing the provincial average and the highest they have been in the past 5 years. When looking into the student data, our high school students responded that they did not find their schoolwork interesting. As mentioned previously, these same students do understand that schoolwork is important for their future aspirations.

It was wonderful to see that 100% of Grade 4-6 students responded that their school and their teachers are either good or very good. In our junior and senior high student responses, both groups of students overwhelmingly responded that there are clear expectations of what they are expected to learn at school.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	22	84.8	16	47.9	15	75.6	19	61.4	12	70.6	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	22	84.8	16	47.9	15	75.6	19	61.4	12	70.6	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Comments on Results

Kinuso School staff are provided with professional development opportunities that are connected to their goals as well as to the goals of the school and the Division. Teacher responses to the questions in the survey have increased over the previous year, even with the ongoing pandemic and the lack of substitute teachers which interferes with the ability for teachers to attend or be actively involved in professional development. While this only reflects the sentiments of our professional teaching staff, our non-certified staff also participate in professional development, although not always for the same amount of time as certified staff.

DOMAIN 3: LEARNING SUPPORTS

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	72.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	68.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	76.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3		

Comments on Results

This measure was updated in the most recent survey and thus there is no trend data. The data in this survey shows that our students in Grade 4-6 have a higher reported level of comfort and safety at school than their counterparts in junior and senior high. While these results alone are ones that raise concern, they are not reflected in the other data collected from all Grade 4-12 students in the annual school survey. In the annual student survey 28% of students disagreed with similar statements on students respecting and caring about one another. Similar sentiments from all surveyed students continued to present the school as a place where students are safe, bullying is not a common experience, and adults in the school care about children.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	74.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	75.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7		

Comments on Results

The details in this measure reflect the supports available to students. While the overall response was positive, we note that there is still room for improvement. In the younger grade levels, students responded very positively to the questions asked on this measure. In the Grade 7-12 student responses, the level of sentiment was lower than their elementary counterparts. While the school provides a number of student supports, including wellness coaches, career coaches, Indigenous education coaches, and our team of certified and non-certified staff members. In the 2020-21 school year, the global pandemic limited the in-person availability of many people and supports 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				
	2017	2018	2019	2020	2021	Measure Evaluation	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021

	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	38	82.7	61	56.9	51	64.5	70	80.6	52	78.4	n/a	n/a	n/a	332	87.8	1,179	86.4	944	81.3	1,084	86.3	876	83.4	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	16	72.9	12	36.1	10	43.3	4	*	4	*	n/a	n/a	n/a	158	81.1	252	79.1	157	72.0	177	78.5	90	72.1	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	33	53.5	26	61.5	51	73.4	40	74.0	n/a	n/a	n/a	n/a	n/a	741	84.7	620	80.0	714	85.5	604	84.1	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	22	92.4	16	81.3	15	88.6	19	87.7	12	82.9	n/a	n/a	n/a	174	94.4	186	95.3	167	91.8	193	95.0	182	93.9	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Comments on Results

Kinuso School accesses the targeted supports available for students from the Division. These supports include divisional psychologists, counselling consultants, behaviour management consultants, and speech-language pathologists. The results in this measure remained relatively consistent as compared to previous years.

Staff responded to the survey quite positively, however, they noted areas of concern around students accessing support and services about being successful in their learning in a timely manner. They similarly noted the same concerns about students accessing supports and services for help with schoolwork. In the school survey, students identified that there are adults in the school they can go to if they have a problem.

Inclusion – Pyramid of Intervention

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

Each HPSD school annually reviews their pyramid of intervention to include:

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

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

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

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

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

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

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

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

All schools received one hour of coach-led professional development each month.

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

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

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

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

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

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

DOMAIN 4: GOVERNANCE

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	64.8	28	55.8	25	71.7	19	75.8	12	64.4	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	16	48.8	12	51.7	10	70.0	4	*	4	*	n/a	n/a	n/a	156	76.0	247	75.5	156	67.1	177	77.4	90	68.5	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	22	80.9	16	60.0	15	73.3	19	75.8	12	64.4	n/a	n/a	n/a	174	90.5	185	89.0	167	87.7	193	90.0	182	86.7	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Comments on Results

It is very unfortunate that the low number of parental responses to this survey suppresses their data. As mentioned previously, our focus will be to increase parental response rates to this and other key surveys which are used to inform decisions at the school and the Division.

From the teacher responses to this measure, while staff believe there are opportunities for parents and guardians to be involved in decisions about their child's education, the level of involvement leaves room for growth. With the gathering restrictions last year due to COVID, the number of visitors in the school, inclusive of parents and guardians, was extremely limited. Many of the in-person activities and events shifted to online and virtual opportunities which provided some access to the school, but only for those with internet access.

With the pandemic and many of the gathering restrictions still in place, we may not see improvement in this measure, as it relates to opportunities for in-person gatherings and input, until after the health and safety restrictions have lessened. Until then, the school will continue to utilize as many of the alternate methods of involving parents and guardians with decisions about their child's education.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	38	81.1	59	61.1	51	66.9	70	77.4	52	70.4	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	16	68.3	12	51.0	10	35.7	4	*	4	*	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	31	69.7	26	80.8	51	72.6	40	64.3	n/a	n/a	n/a	n/a	n/a	737	85.7	618	78.2	714	84.6	601	85.2	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	22	93.8	16	62.5	15	84.3	19	82.1	12	76.4	n/a	n/a	n/a	174	88.4	185	88.0	167	85.0	194	90.8	182	86.7	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Comments on Results

The results from this measure are in line with the provincial average. We noted some areas of growth from the student responses, specifically in accessing help when using the school's library, course selection (for junior high students), and career planning (also for junior high students). Senior high students did not reflect the same levels of concern around career planning, which is likely due to the supports provided by our career coach beginning in Grade 9-10. There was a strong positive responses to the help available for students with reading and writing, which is excellent to see as reading comprehension is one of our school's Education Plan goals.

With the teacher responses, their noted area of growth was on the services available for students with special needs. Their results were positive regarding academic and career counselling services, library services, and assessment services for students with learning difficulties.