



**Georges P. Vanier School**

**Annual Education Results Report  
2021-22**



### **About Us**

Georges P. Vanier School is centrally located in the village of Donnelly within the Municipal District of Smoky River No. 130. It is located near the intersection of Highway 2 and Highway 49, located approximately 65 km south of Peace River and 427 km northwest of Edmonton.

We offer dual-track programming in French Immersion and English for students in grades 7 to 9 with a full array of courses for our senior high students. Our school has a student population of approximately 230 students and is situated in the heart of northwestern Alberta's Smoky River region. This is an area comprised of approximately 5,000 residents and is predominantly driven by the agriculture sector as well as the oil and gas industry.

### **Principal's Message**

The staff at Georges P. Vanier is dedicated and collaborative. Our team works hard each day to deliver quality instruction to students in an inclusive environment. At Vanier, we continue to prioritize a vast array of programming to engage our learners and prepare them for their post-secondary studies and life after high school. We are committed to the arts with opportunities in band, drama, visual arts, design, and photography. We are committed to health and wellness with athletics programs both in school and extra-curricular through personal life skills courses, mentorship, legacy hours volunteer program, and recreational sport. We are committed to career and technology opportunities and post-secondary exploration through industrial arts, foods studies, coding, robotics, job site safety courses, and dual credit courses.

At Vanier, we strive to create opportunities through strong connections within the school and community so students achieve independence, gain confidence, and acquire the skills and knowledge necessary to be successful both locally and globally.

**Staff List**

Jessie Benoit	Teacher
Lovena Bhantooa	Educational Assistant
Steve Bhantooa	Teacher
Denise Blanchette	Secretary
Parker Bonnah	Teacher
Diane Boucher	Secretary
Angela Carley	Teacher
Karey Chabot	Educational Assistant
Monique Cloutier	Teacher
Judith Colter	Educational Assistant
Lorraine Gagnon	Secretary
Wendy Garant	Teacher
Carolyn Giroux	Vice Principal
Terry Hogan	Principal
Tyrel Kobsar	Teacher
Lindsay Lehman	Teacher
Jacqueline Maisonneuve	Learning Commons Technician
Diane Martel	Educational Assistant
Melissa Meunier	Educational Assistant
Justin Miller	Teacher
Michelle Pitre	Teacher
Melissa Portelance	Teacher
Darcy Servant	Teacher
Heather Servant	Teacher
Kaitlin Sibbet	Teacher
Shelby Thierstein	Teacher
Melodie Valiquette	Teacher

## Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Georges P Vanier 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	85.6	89.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	81.4	87.6	82.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	79.4	79.5	78.8	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	80.4	87.1	84.6	87.1	86.2	85.6	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	61.9	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	80.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	7.4	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.5	92.3	91.8	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	88.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.6	92.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.2	87.5	69.5	78.8	79.5	81.5	Very High	Improved	Excellent

## Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Georges P Vanier 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	45.5	50.0	55.4	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	51.9	73.6	50.3	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	62.5	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	6.3	n/a	n/a	11.4	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. Participation in the 2019/20 and 2020/21 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.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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

	High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																
	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	%		
3 Year Completion	51	80.6	43	80.7	42	76.2	39	79.5	51	79.4	Intermediate	Maintained	Acceptable	248	63.0	260	64.4	252	60.1	246	60.8	263	61.3	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	52	80.9	51	83.7	42	82.3	42	78.0	38	87.5	Intermediate	Maintained	Acceptable	284	68.5	249	69.3	261	70.8	250	69.1	246	66.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	55	89.1	52	82.9	51	83.7	42	87.1	42	80.4	Low	Maintained	Issue	249	73.9	283	71.5	249	71.1	265	73.0	250	70.8	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

### First Nation, Métis, and Inuit High School Completion Rate

	Georges P Vanier School (FNMI)										Alberta (FNMI)																		
	2017					2018			2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021			
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	Improvement	Overall	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	8	29.8	7	71.4	7	44.7	6	50.0	10	45.5	Very Low	Maintained	Concern	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5						
4 Year Completion	3	*	8	27.9	7	73.1	6	34.8	8	71.2	Very Low	Improved	Issue	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6						
5 Year Completion	9	58.4	5	*	8	27.0	7	73.6	6	51.9	Very Low	Maintained	Concern	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0						

### Comments on Results

We continue to focus on providing a welcoming, caring, respectful and safe learning environment for all students. Our students have access to a career coach, and we continue to provide opportunities for dual credit courses, upgrading, and work experience credits, in addition to designing special projects to meet the needs of all learners. We know that many students struggled to meet requirements due to pandemic-related issues, and are continuing to find unique ways to offer students the resources they need through our flexible programming options. For our First Nation, Métis, and Inuit students in particular, we have provided opportunities for students to learn about and participate in the Bold Eagle program with the Canadian Armed Forces, as well as providing a Youth Reconciliation Council, and many different cultural learning opportunities.

Centrally, the Indigenous Education Team has supported all the schools within the division. All schools received one hour of coach-led professional development each month, a program that will continue this year. Ongoing classroom presentations in all subject areas included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings. The Indigenous Education Team continued to support the use of a Google Classroom filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

Specifically at Vanier, we recognize that our First Nation, Métis, and Inuit students must feel comfortable and welcome in the school environment. All of us are treaty people, so we work hard to educate all our students about Indigenous ways of knowing and being. Staff relationships and infusion of culture into both curriculum and extra-curricular activities is paramount to achieving a positive environment. We have worked hard to have staff and students participate in such activities as Orange Shirt Day, Missing and Murdered Indigenous Women and Girls Awareness walks, and the Moosehide Campaign. We also hold a very well attended and much anticipated Indigenous People's Day activity at Vanier that consists of a tournament of Indigenous Games. During this tournament, students compete in Indigenous games and activities including physical challenges, hunting challenges, crafting challenges, grass rope building, fire building, long ball, and of course a big trophy for the winners! We also hold bannock baking challenges, and traditional stew lunches. We also managed to infuse many culturally significant ideas into curriculum such as tipi teachings, traditional game harvesting and preservation, medicine picking and native plant identification, wigwam design and construction, jigging, and parabolic sound reflection in moose antlers. Our Indigenous Education

Coach works with teachers and students to promote and teach the Cree language, stories of creation and legend, and reveal the truths of Indian Residential Schools in our path to reconciliation. All of these factors are positively influencing our school culture, and result in our First Nation, Métis, and Inuit students and families feeling positive about attending our school.

### Citizenship

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	98	89.1	13	80.0	109	84.5	94	87.6	97	81.4	Very High	Maintained	Excellent	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	15	81.3	13	80.0	12	71.7	16	76.9	9	71.1	Intermediate	Maintained	Acceptable	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	66	86.1	n/a	n/a	79	84.0	61	85.8	70	72.9	Very High	Declined	Good	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	17	100.0	n/a	n/a	18	97.8	17	100.0	18	100.0	Very High	Maintained	Excellent	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

### Comments on Results

While we are pleased with our teacher results, we will continue to work on improving our student and parent results. To enhance students' connection to the community as well as parent connection to the school we offer many opportunities such as: the Georges P. Vanier Educational Foundation, Band Parents' Association, Vanier Athletic Teams, Drama Club, Give Back Club, Vanier Mentorship, School Spirit Days, Annual Terry Fox Run, Orange Shirt Day, Anti-Bullying Week, Career Fairs, Remembrance Day, Jeux Francophone, Métis Week, Heritage Day, and Indigenous People's Day, we also have program of Legacy hours where each student must complete 25 hours of community service prior to graduation. This year we are continuing to address this by having mentorship students travel to visit the Villa in Falher, as well as working with younger students at Ecole Routhier. Our school council is also beginning to offer cultural and educational opportunities funded by a grant received jointly with Ecole Routhier. Our students are also involved in our provision of snacks and lunches for the entire school community. Trying to engage a larger number of parents in the survey may also give us a better picture of the parent sentiment.

### Student Learning Engagement

	The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	94	89.4	97	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1		
Parent	n/a	n/a	n/a	n/a	n/a	16	87.5	9	81.5	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	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7		
Student	n/a	n/a	n/a	n/a	n/a	61	80.6	70	75.2	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	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3		
Teacher	n/a	n/a	n/a	n/a	n/a	17	100.0	18	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5		

### Comments on Results

We are again pleased with the results reported by teachers, and encouraged by the results from the student responses, we will continue to work to support and strive for greater student learning engagement. We are concerned with the parent response and will explore some strategies to get a greater number of parent responses in order to better understand our parent population. Our teachers continue to employ novel methods of teaching in order to maintain student engagement. In addition, we look to a greater ability to provide outside opportunities for students to learn, such as our LA trip to see A Christmas Carol, that helps bring our literatures studies to life.

### Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	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	%		
Drop Out Rate	185	2.3	195	2.3	182	4.3	177	2.1	157	6.0	Intermediate	Declined	Issue	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	6	39.1	6	24.2	6	0.0	9	0.0	4	*	n/a	n/a	n/a	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

### Comments on Results

The staff at Georges P. Vanier maintain an extremely high priority on ensuring every opportunity available be offered to students to prevent them from dropping out. Our career coach, wellness coach, professional, and support staff work diligently to establish solid relationships with students. We collaborate weekly to discuss students of concern, and brainstorm ways to support struggling students. We collaborate with community to offer opportunities in the Registered Apprenticeship Program, Work Experience, Dual Credit, Green Certificate, and job shadowing. We tutor, offer extra help, and implement comprehensive individualized plans and universal supports to ensure academic success. We fundraise to allow students to participate in extra curricular sports and programs, and offer nutritious lunch programs to students whose families struggle financially. The Breakfast Club of Canada has adopted Vanier as one of their schools and we feed our students daily. When a student is contemplating dropping out, our staff strives to understand why, then collaboratively find solutions to prevent the drop out. While the continuing effects of the pandemic and online learning are likely contributors to our currently elevated drop out rate, we will continue to work with our career coaches and staff to reach out to struggling students and help them re-engage with the school system.

### Program of Studies

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												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	100	92.3	13	91.3	109	90.0	94	92.8	97	90.7	Very High	Maintained	Excellent	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	16	87.2	13	91.3	12	78.1	16	87.1	9	83.6	Very High	Maintained	Excellent	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	67	89.8	n/a	n/a	79	93.3	61	91.4	70	89.4	Very High	Maintained	Excellent	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	17	100.0	n/a	n/a	18	98.6	17	100.0	18	99.3	Very High	Maintained	Excellent	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

### Comments on Results

We are extremely excited and proud of our ability to prioritize and offer a variety of programs at Vanier. We strongly believe rural students deserve access to quality educational programming that matches or exceeds their urban peers. Recruiting and hiring specialists to remote areas is a challenge. However,

it is necessary to maintain a robust and diverse educational environment. Many graduating students from G.P. Vanier's French Immersion program have attained education degrees from the University of Alberta's Campus St. Jean and returned to Northern Alberta schools to teach French. Many of our staff members are native to the area and excel in athletics, fine arts, and academics because of the opportunities offered to them as students. Promoting the pros of pursuing a career in Northern Alberta is important to the longevity and diversity of our school and community.

Scheduling is also difficult in a dual track school with a focus on programming, but it remains our priority. We have been able to maintain programming in French Immersion and French as a Second Language, fine arts including band, drama, and visual art, daily physical education with specialized staff, Career and Technology Studies classes including food studies, industrial arts, cosmetology, fashion and photography, design, business/finance and entrepreneurship, coding, and robotics.

We also receive support from the division with many opportunities to offer courses that are not necessarily run by teachers from our building, allowing a broader course offering than a school our size would otherwise be able to provide.

### Rutherford Eligibility Rate

		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	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Rutherford Scholarship Eligibility Rate		81	75.3	69	58.0	70	72.9	40	57.5	45	75.6	Very High	Improved	Excellent	306	51.6	355	50.1	368	48.9	307	45.9	305	48.5	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2			

### Comments on Results

With a return to in-person learning and a large focus and push from our staff in conjunction with our career coach, our students have again achieved high levels of Rutherford scholarship eligibility, of which we are justifiably proud. This year our focus will continue with the addition of many more opportunities for campus tours and presentations from post-secondary institutions that will aid in motivating our students.

### Safe and Caring

		School										Measure Evaluation					Authority					Province														
		2018		2019		2020		2021		2022							2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	99	92.6	13	92.3	109	91.8	94	90.5	97	86.9	High	Declined	Acceptable	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8			
Parent	16	85.0	13	92.3	12	86.7	16	83.5	9	77.8	Intermediate	Maintained	Acceptable	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5			
Student	66	92.9	n/a	n/a	79	88.7	61	87.9	70	82.9	Very High	Declined	Good	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5			
Teacher	17	100.0	n/a	n/a	18	100.0	17	100.0	18	100.0	Very High	Maintained	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3			

### Comments on Results

While our staff results continue to be excellent, we are concerned with the level of the parent results, as well as the decline. Student results have also declined over the past 5 years. This year we will be addressing these concerns through greater parent engagement, with our cultural programming newly funded for parent council, our parent engagement nights, and a focus on increasing parent contact in discipline issues. Students will also receive dedicated instruction and discussion around the importance of the code of conduct and its roots in fairness, equity, and human rights.

The Vanier core values are posted on our walls and modelled in our halls. We celebrate our students through academic awards, honour roll recognition, Van-yays!, star athlete recognition, and band member of the month awards. We display student projects and promote talents in all disciplines, not just academic. We foster tolerance and acceptance through promoting an inclusive environment in disciplines such as physical education classes, options, and career and technology studies. Vanier has an active Gay-Straight Alliance, a mentorship class, and a Youth Reconciliation Council to promote acceptance, and the importance of kindness to others.

Pandemic restrictions at times made the promotion of a safe and caring environment challenging. Gathering the whole student body together in an assembly to create solidarity and community was for a time prohibited. Public celebrations with families, staff, and students all gathering physically in one space is an important piece in creating a supportive environment for everyone. With a return this year to large assemblies with guest speakers to promote leadership, acceptance, being your best self, and other motivational messages are great ways to foster a caring environment and positive school culture. We will continue to search for other creative ways to promote and foster a kind and caring educational experience for all. We will also be looking to engage a greater number of parents this year in order to ensure we have a representative sample of the true feelings of our parent community.

### School Improvement

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											
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	98	91.3	12	75.0	109	87.6	91	91.8	96	79.6	High	Maintained	Good	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2						
Parent	16	81.3	12	75.0	12	66.7	14	85.7	9	77.8	High	Maintained	Good	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0						
Student	66	92.6	n/a	n/a	79	96.1	60	89.7	70	60.9	Very Low	Declined Significantly	Concern	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3						
Teacher	16	100.0	n/a	n/a	18	100.0	17	100.0	17	100.0	Very High	Maintained	Excellent	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3						

### Comments on Results

We are very proud of our results in the teacher responses for this category as it compares very favourably with the province. Our staff are well aware of the resiliency, flexibility, and perseverance that was demonstrated over the very challenging previous 3 years. Our staff met faithfully each week to support each other professionally and personally. We focussed on effective teaching strategies, communication with parents and families, and personal wellness. We anticipate that a portion of the decline seen in parent and student responses was due to the challenges of the pandemic and a bit of online fatigue as it mirrors the decline seen provincially and divisionally. We are concerned however with the magnitude of the decline in student results. Some students did not fully appreciate the gaps in learning that arose during online instruction and the return to fully in-person learning was a difficult transition for some.

### Work Preparation

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											
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	33	90.6	13	61.5	29	77.3	32	90.0	27	94.4	Very High	Improved Significantly	Excellent	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9						
Parent	16	81.3	13	61.5	11	54.5	15	80.0	9	88.9	Very High	Improved	Excellent	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3						
Teacher	17	100.0	n/a	n/a	18	100.0	17	100.0	18	100.0	Very High	Maintained	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5						

### Comments on Results

We are very pleased with our improvement in this category. Our results are high relative to both the division and the province. We emphasize punctuality, attendance, work ethic, and respect. We maintain high expectations that students work both independently and collaboratively. We promote peer tutoring, metacognition, accountability and responsibility to complete assignments and understand academic material. Many of our students are involved in after school jobs, and/or extracurricular activities and must manage schedules that allow them time for many responsibilities. We have implemented courses in financial literacy such as business, finance and entrepreneurship, and do mock interviews and resumes in grades 9, and 10. We also focus on soft skills such as getting along with others, conflict resolution, and personal and physical health in wellness classes in junior high. Our students also take advantage of work experience offerings in the community.

The MyBlueprint program used in grade 9 through 12 promotes many aspects of the world of work and careers including aptitude testing, resume writing, goal setting, and academic tracking, this is facilitated by our career coach and helps students navigate through their many options.

### High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																											
	School										Authority										Province																						
	2017					2018					2019					2020					2021					2017			2018					2019					2020			2021	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%											
4 Year Rate	52	46.6	51	41.5	42	51.0	42	57.7	38	34.3	Intermediate	Declined	Issue	284	42.9	249	33.5	261	38.0	250	36.0	246	33.7	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2										
6 Year Rate	59	68.5	55	67.9	52	61.7	51	58.3	42	61.0	Intermediate	Maintained	Acceptable	238	54.6	249	52.6	282	53.5	250	48.2	265	47.7	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3										

### Comments on Results

While we continue to aim for improvement, we are not overly concerned with these results considering we are a remote, rural area. Our students must leave their homes and communities to attend postsecondary institutions, so to surpass the provincial average is a great achievement. We attribute this result largely to a dedicated and talented career coach who matches students with their interests, helps them set goals, meets with them regularly to keep them focused on attaining the goals, provides opportunities to apply for financial assistance and loans, and hosts several events per year to expose students to various post-secondary options. In addition to live and virtual campus tours, we also invite Vanier alumni who are currently in post-secondary to speak to current students about their experiences. We did note that in our lower than usual 4 year rate, some students declined to attend post-secondary due to concerns about vaccination status. We expect these temporary issues to be eventually resolved in the 6-year data.

### Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																								
	School										Authority										Province																			
	2018					2019					2020					2021					2022					2018			2019					2020			2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	33	87.1	13	61.5	30	79.2	32	88.3	27	82.4	High	Maintained	Good	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0							
Parent	16	74.2	13	61.5	12	58.3	15	76.7	9	64.7	Intermediate	Maintained	Acceptable	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6							
Teacher	17	100.0	n/a	n/a	18	100.0	17	100.0	18	100.0	Very High	Maintained	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4							

### Comments on Results

We are working to understand why parents do not share the optimism of our teachers and how we can better demonstrate the skills students are achieving in classrooms. We believe students have the skills in both literacy and numeracy to be able to learn new material in any field they choose as adults.

Our students must be able to adjust to different teaching styles, receive and interpret information in multiple ways, analyze sources and data, and work collaboratively. These are skills students will need to navigate unpredictable and ever-changing job markets. Our students are technologically savvy, and responsible. We actively promote safe and effective use of technology and study skills through websites like Khan Academy and Crash Course.

Many of our staff have or are currently taking courses and all participate in professional development opportunities. Modelling the importance of constantly learning, experimenting with new technologies and teaching strategies in the classroom, and taking on new extra-curricular programs shows students we all must keep learning in our careers.

Discussions with mentors and career coaches help students prepare for the reality of training and retraining several times throughout their careers.

Instilling that this is normal, along with practicing good work ethic and developing academic confidence through adequate preparation and good formative assessment practices ensure students have a healthy relationship with learning throughout all life stage.

Literacy Data			2018-19				2019-20 <sup>1</sup>				2020-21 <sup>1</sup>				2021-22 <sup>2</sup>										
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring				
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#			
OCA Edu-Best	Grade 7	Limited		ND	ND	ND	ND	48	64.9	24	ND	ND	29	53.8	14	60.0	15	42	34.1	14	ND	ND			
		Acceptable		ND	ND	ND	ND		35.1	13	ND	ND		42.3	11	32.0	8		61.0	25	ND	ND			
		Excellence		ND	ND	ND	ND		0.0	0	ND	ND		3.8	1	8.0	2		4.9	2	ND	ND			
	Grade 8	Limited		ND	ND	ND	ND	44	20.0	7	ND	ND	42	22.9	8	47.5	19	31	43.3	13	25.0	3			
		Acceptable		ND	ND	ND	ND		62.9	22	ND	ND		71.4	25	50.0	20		56.7	17	50.0	6			
		Excellence		ND	ND	ND	ND		17.1	6	ND	ND		5.7	2	2.5	1		0.0	0	25.0	3			
	Grade 9	Limited		ND	ND	ND	ND	41	44.1	15	ND	ND	36	32.3	10	36.7	11	53	52.0	26	35.6	16			
		Acceptable		ND	ND	ND	ND		44.1	15	ND	ND		64.5	20	56.7	17		48.0	24	64.4	29			
		Excellence		ND	ND	ND	ND		11.8	4	ND	ND		3.2	1	6.7	2		0.0	0	0.0	0			
	Grade 10	Limited		ND	ND	ND	ND		ND	ND	ND	ND	41	51.6	16	37.1	13	36	17.9	5	ND	ND			
		Acceptable		ND	ND	ND	ND		ND	ND	ND	ND		45.2	14	45.7	16		78.6	22	ND	ND			
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		3.2	1	17.1	6		3.6	1	ND	ND			
Edu-Best	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND			
Legend:			Footnotes:																						
Fall: September - January			<sup>1</sup> Schools only required to submit one assessment per student due to COVID complications																						
ND: No data collected for the corresponding grade/school year			<sup>2</sup> Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																						
Spring: February - June																									

### Comments on Results

All teachers at Vanier are teachers of literacy. Through collaboratively marking and discussing the student writing in this assessment, we are able to identify student strengths and challenges, and proceed accordingly. This year we moved away from use of the OCA and have instituted a Highest Level of Achievement Test (HLAT) as one of our formative writing tools.

Numeracy Data			2018-19			2019-20			2020-21			2021-22		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#
MIPi	Grade 7	Requires Attention	60.0	15		43.5	10		55.0	11		58.6	17	
		May Require Attention	40.0	10		56.5	13		45.0	9		41.4	12	
		Does Not Require Attention	12.0	3		43.5	10		10.0	2		37.9	11	
	Grade 8	Requires Attention	53.8	14		30.0	9		60.7	17		25.0	6	
		May Require Attention	34.6	9		36.7	11		32.1	9		29.2	7	
		Does Not Require Attention	38.5	10		43.3	13		25.0	7		50.0	12	
	Grade 9	Requires Attention	41.7	10		38.7	12		54.3	19		13.6	3	
		May Require Attention	16.7	4		19.4	6		25.7	9		31.8	7	
		Does Not Require Attention	33.3	8		38.7	12		2.9	1		50.0	11	
	Grade 10	Requires Attention	44.7	17		21.7	5		61.9	13		47.2	17	
		May Require Attention	34.2	13		26.1	6		33.3	7		22.2	8	
		Does Not Require Attention	0.0	0		26.1	6		4.8	1		11.1	4	
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND									
		Approaching Expectations	ND	ND	ND									
		Meeting Expectations	ND	ND	ND									
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND									
		Approaching Expectations	ND	ND	ND									
		Meeting Expectations	ND	ND	ND									
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June														

### Comments on Results

In harmony with final assessments and other formative assessment practices, our teachers use the MIPi to plan numeracy supports for students. The MIPi results have helped us to construct mental math challenges, more scheduled math classes per week per class, targeted supports for students who struggle with math content, the use of manipulatives and stations to solidify math concepts, and cross curricular projects in science and coding classes.

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.												Results (in percentages)		Target		
				2018		2019		2020		2021		2022		2022		
				A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts 9				School	78.4	7.8	67.6	11.8	n/a	n/a	n/a	n/a	69.2	5.8	n/a	n/a
				Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2		

	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
French Language Arts 9 année	School	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0	n/a	n/a
	Authority	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Mathematics 9	School	74.5	7.8	52.9	8.8	n/a	n/a	n/a	n/a	38.5	5.8	n/a	n/a
	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
Science 9	School	80.4	13.7	67.6	29.4	n/a	n/a	n/a	n/a	65.4	19.2	n/a	n/a
	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
Social Studies 9	School	72.5	13.7	52.9	8.8	n/a	n/a	n/a	n/a	53.8	5.8	n/a	n/a
	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		

#### PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	52	69.2	34	67.6	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	52	5.8	34	11.8	35,521	12.9	47,465	14.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	10	100.0	11	81.8	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	10	10.0	11	0.0	3,228	9.9	2,811	12.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	52	38.5	34	52.9	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	52	5.8	34	8.8	32,890	16.7	46,764	19.0
Science 9	Acceptable Standard	n/a	n/a	n/a	52	65.4	34	67.6	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	52	19.2	34	29.4	31,215	22.6	47,489	26.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	52	53.8	34	52.9	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	52	5.8	34	8.8	30,108	17.2	47,496	20.6

##### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	84.0	12.0	94.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	77.5	6.3	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	81.8	0.0	90.9	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	88.9	6.1	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	School	100.0	0.0	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	100.0	0.0	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Mathematics 30-1	School	78.9	26.3	72.7	18.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	66.7	25.0	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	33.3	0.0	69.2	7.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	55.9	3.4	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	85.0	15.0	66.7	4.8	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	73.9	12.5	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	75.0	0.0	77.8	0.0	n/a	n/a	n/a	n/a	78.6	0.0	n/a	n/a
	Authority	73.0	2.6	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	90.9	27.3	88.2	17.6	n/a	n/a	n/a	n/a	75.0	25.0	n/a	n/a
	Authority	76.9	20.0	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	95.2	28.6	88.9	11.1	n/a	n/a	n/a	n/a	76.9	38.5	n/a	n/a
	Authority	68.3	17.1	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	*	*	66.7	16.7	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	88.5	30.8	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		

## Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Georges P Vanier School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	94.4	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	0.0	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	90.9	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	0.0	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	666	6.8	1,215	10.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	72.7	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	18.2	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	69.2	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	7.7	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	5	*	21	66.7	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	5	*	21	4.8	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	14	78.6	9	77.8	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	14	0.0	9	0.0	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	16	75.0	17	88.2	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	16	25.0	17	17.6	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	13	76.9	9	88.9	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	13	38.5	9	11.1	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	4	*	6	66.7	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	4	*	6	16.7	5,560	34.6	9,247	43.5

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

## Comments on Results

Students did not write diploma exams in courses offered during the first semester, as they were optional at that time. We are pleased with our results on the diploma exams that were written, as our results compare favourably with other similar schools in the area, and are very similar to provincial averages. We will continue to support student achievement in diploma exams through tutorial sessions, test-writing prep, and teacher professional development around diploma exams. Our grade 9 Provincial Achievement Tests do compare favorably with other similar schools in our area and our FLA results are excellent, but our math and social studies are lagging the provincial results. Use of MIPI results to better coordinate supports and identify areas of need is one way we are working to improve our mathematics results. Adoption of the HLAT is a tool that will allow us to identify areas of need in literacy to improve our social studies results.

## DOMAIN 2: TEACHING AND LEADING

### Education Quality

		Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
		School					Measure Evaluation					Authority					Province																		
		2018		2019		2020		2021		2022		Achievement		Improvement		Overall		2018		2019		2020		2021		2022		2018		2019		2020		2021	
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	100	95.4	13	89.7	109	93.8	94	92.3	97	88.5		High	Maintained	Good	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	
Parent	16	91.0	13	89.7	12	90.1	16	87.5	9	83.3		High	Maintained	Good	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	
Student	67	95.1	n/a	n/a	79	91.2	61	90.3	70	83.1		Low	Declined	Issue	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	
Teacher	17	100.0	n/a	n/a	18	100.0	17	99.0	18	99.1		Very High	Maintained	Excellent	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	

### Comments on Results

We are aiming to improve our results in this category. Our staff work extremely hard to provide quality educational opportunities for all students, and are always striving to improve. We have decided to implement new rules around cell phone usage during educational time, and have devoted time on professional development days to improving our core quality instruction. Teachers have implemented more meaningful bell work and collaborated on best practices for challenging classrooms within their Collaborative Response framework.

We prioritize coaching and mentoring new staff. The Campus St. Jean recognizes Vanier as an effective training ground for prospective French Immersion teachers as we often welcome field placement students. This year we are welcoming 2 student teachers from the Werklund school of Education at the U of Calgary.

Implementing a variety of reliable and triangulated assessment practices has become commonplace through teacher professional development and consistent coaching. We also strive to work collaboratively to create and implement cross-curricular projects, film studies, virtual conferences and field trips, and scientific labs and experiments.

Of our 17 professional staff, 3 have a master's degree, and 3 are working on attaining a master's degree. 50% of our staff have a combined degree with specialty in their field. Approximately 70% of our staff is bilingual. Quality education begins with quality teachers.

### In-service Jurisdiction Needs

		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																		
		2018		2019		2020		2021		2022		Achievement		Improvement		Overall		2018		2019		2020		2021		2022		2018		2019		2020		2021	
		N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	17	98.0	n/a	n/a	18	83.3	17	80.4	18	86.8		Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	
Teacher	17	98.0	n/a	n/a	18	83.3	17	80.4	18	86.8		Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	

### Comments on Results

The ability to predict the professional development needs of teachers in a diverse and geographically immense division is challenging. We are satisfied with our result in this category given the contextual differences between our students and the communities we serve. We think it is a testament to the effectiveness of our professional development programs that in a rural and somewhat isolated setting, we are able to exceed the provincial average on this measure. According to our staff, focus on professional wellness, technological support and training, and student mental health supports are a few

examples of welcomed and effective professional development opportunities. We anticipate that a return to in-person teachers convention this year will also result in improved scores in this area.

## DOMAIN 3: LEARNING SUPPORTS

### Welcoming, Caring, Respectful and Safe Learning Environments

	The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																		Authority								Province							
	School										Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	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	94	88.4	97	82.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1						
Parent	n/a	n/a	n/a	n/a	n/a	16	81.6	9	72.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9						
Student	n/a	n/a	n/a	n/a	n/a	61	83.6	70	76.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7						
Teacher	n/a	n/a	n/a	n/a	n/a	17	100.0	18	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6						

#### Comments on Results

Georges P. Vanier has a diverse group of students. Our student body includes representation from various groups such as the Filipino, Métis, Francophone, and Indigenous communities, as well as immigrant families from many different countries. We have representation from the LGBTQ community. We have faith diversity and our students celebrate many religious holidays. To educate and celebrate diversity, we acknowledge and create activities for Orange Shirt Day, Christmas Turkey Dinner, Heritage Day, Francophone Week, Métis Week, Pride, and National Indigenous Peoples Day, to name a few.

The safety of our students is always a priority. We practice drills, have regular safety meetings, consultations with the divisional safety officer, and fire inspection with the local fire chief.

Supervision is an important part of the role of staff and we use it as an opportunity to talk with our students and promote healthy relationships. We maintain a positive working relationship with our bus drivers and work together to ensure a clean and respectful environment for students on their commute to and from school.

Vanier has robust extra-curricular programming to ensure each student has the opportunity to be included in a group or club. We run daily intramurals where students are encouraged to play collaboratively in a non-competitive environment. Other noon-hour clubs include the Gay Straight Alliance, Art Club, Choir, and the Youth Reconciliation Council. After school, we promote involvement in MineCraft Club, volleyball, basketball, cross country running, golf, curling, badminton, rugby, and track and field. All students are encouraged and welcome to explore these opportunities and experience what it is to belong to a club. This year we are placing a greater emphasis on students understanding the rights of all learners to a welcoming, caring, respectful and safe environment through our in-class discussions around the code of conduct and the education act, as well as utilising our wellness coach for in-class presentations. We have also placed a renewed focus on discussing our rules, and expectations at our school council meetings with parents.

## Access to Supports & Services

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												
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	n/a	n/a	94	92.4	97	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	n/a											
Parent	n/a	n/a	n/a	n/a	n/a	n/a	16	87.2	9	79.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	n/a											
Student	n/a	n/a	n/a	n/a	n/a	n/a	61	90.0	70	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	n/a											
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	18	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	n/a											

## Comments on Results

We have been extremely fortunate to have the mental wellness supports of our wellness coach and our counselling consultant here at Vanier in addition to the supports of our divisional psychologist. We have noted frustrations expressed by parents in their ability to access outside mental health supports, and the lack of in-person appointments for mental health needs without driving to a larger center.

In partnership with the Smoky River Family and Community Support Services, Breakfast Club of Canada, and the High Prairie School Division, we were able to feed all of our students a healthy breakfast snack daily, and support many families with food security issues. We also provided winter clothing and athletic attire like shoes or equipment like racquets and water bottles to many students.

Access to supports from occupational therapists, behavioural specialists, provisional and divisional psychologists, speech therapists, and deaf and hard of hearing specialists were coordinated through administration or our Learning Support Teacher. We will continue to advocate and act as a liaison in securing appointments for students when necessary and where possible.

## Program of Studies - At Risk Students

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

	School										Measure Evaluation										Authority										Province														
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
	N	%	N	%	N	%	N	%	N	%	High	Improved	Good	High	Maintained	Good	Intermediate	Declined	Issue	Very High	Maintained	Excellent	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	99	94.4	13	66.7	109	91.8	94	92.4	97	88.2	High	Improved	Good	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	n/a											
Parent	16	87.5	13	66.7	12	83.3	16	87.2	9	81.5	High	Maintained	Good	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	n/a											
Student	66	95.8	n/a	n/a	79	92.2	61	90.0	70	83.1	Intermediate	Declined	Issue	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	n/a											
Teacher	17	100.0	n/a	n/a	18	100.0	17	100.0	18	100.0	Very High	Maintained	Excellent	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	n/a											

## Comments on Results

We are proud of our results and the work we are doing with parents and students to help those most at risk. We are aware that our results are not as high as we are accustomed to here at GP Vanier, even though they are still higher than provincial results. We will continue to strive for improvement in helping our most at-risk students access supports in conjunction with our wellness coach, our EA supports, our LSTs and all our divisional resources.

## 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

## DOMAIN 4: GOVERNANCE

### Parental Involvement

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																						
	School										Measure Evaluation										Authority																		
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	33	93.8	13	55.4	30	83.6	33	87.5	27	87.2	Very High	Improved	Excellent	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8						
Parent	16	87.5	13	55.4	12	68.3	16	75.0	9	77.8	Very High	Maintained	Excellent	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3						
Teacher	17	100.0	n/a	n/a	18	98.9	17	100.0	18	96.7	Very High	Maintained	Excellent	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2						

### Comments on Results

Although we are quite pleased with our results in this category exceeding both the provincial and authority averages, we see the room for improvement particularly when examining our past results. Some of our results are reflective of the necessary restrictions on parent involvement during COVID and are just beginning to recover as the school has now opened up more fully. Our joint school council, Georges P. Vanier Education Foundation, and the G.P. Vanier Band Parents' Association are all organizations that directly advise staff about their child's education. However, each of these committees still has poor attendance. This year we have created unique programming for our school council, as well as created new parent engagement nights, including our PIES night.

### Satisfaction with Program Access

	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																		
	2018		2019		2020		2021		2022		Achievement			Improvement			Overall			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
Overall	99	92.1	13	75.5	109	91.9	94	89.3	97	90.8	Very High	Improved	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6						
Parent	16	84.3	13	75.5	12	81.5	16	73.8	9	83.8	Very High	Maintained	Excellent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4						
Student	66	93.1	n/a	n/a	79	95.2	61	94.0	70	89.7	Very High	Declined	Good	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5						
Teacher	17	99.0	n/a	n/a	18	99.1	17	100.0	18	99.1	Very High	Maintained	Excellent	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0						

### Comments on Results

We are again quite pleased with our results in this category as it reflects the strong tradition of offering quality programming alongside access to extra-curricular activities and community-based learning. We will continue to work to enhance our program options and work to meet the needs of all learners through our participation in competitive sports and programs, band and music festivals, field trips, in person tutorials and extra academic help sessions, and consistent in person career and wellness coaching.