



**Georges P. Vanier School**

**Annual Education Results Report  
2020-21**



### **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 240 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. In the midst of the COVID-19 pandemic, we are keenly aware of the importance of teaching the whole child. Not only are we striving to meet academic needs, now more than ever before we are focusing on the mental health, physical wellness, connection, kindness, community, volunteer work, self-actualization, and personal development needs of our students. 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, mandatory volunteering, and recreational sport. We are committed to career and technology opportunities and post-secondary exploration through industrial arts, foods studies, coding, robotics, and job site safety 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 locally and globally.

In response to our survey results and through consultation with our school council, the faculty and staff at Georges P. Vanier are committed to working with our parents and greater community to share responsibility for instilling a sense of citizenship within our children. Citizenship involves developing healthy relationships between students and parents, community members, staff, peers, and self. Not only do healthy relationships aid in facilitating the daily logistics of schooling, they serve to help students actualize their potential through:

- creating opportunities for experiences in a variety of different fields,
- understanding how a healthy community functions to benefit all,
- seeing how everyone can have a role in decision making and educational choices,
- collaborating to achieve meaningful goals,
- treating each other with respect and dignity in an inclusive environment.

To understand the vision for citizenship, we must work together to derive a common understanding and language, and actively engage more parents in decision-making and events within our school community through:

- committing to consistent communication with parents and students regarding committees, events, and programming;
- personal invitations to community members and parents to share their time and expertise in school activities/initiatives;
- newsletters, texts, and emails consistently pushed to parents and community with information encouraging them to generate or participate in school events/initiatives;
- consistent communication between teachers and parents regarding student progress. (academic and social)

We also discussed with school council members developmental differences between students in elementary school and junior/senior high school. Although many responsibilities both academically and socially must transfer from the parent to the student during these years, we must be cognizant that the COVID-19 pandemic has hindered this process dramatically. It is crucial that parents, schools, and community work together closely to ensure we are attending to individual student needs, and our community stays healthy and resilient. Communication is paramount to this process.

**Staff List**

Pamela Heckbert	Principal
Carolyn Giroux	Vice Principal
Jessie Benoit	Teacher
Denise Blanchette	Secretary
Parker Bonnah	Teacher
Diane Boucher	Secretary
Cory Cardinal	Educational Assistant
Karey Chabot	Educational Assistant
Judith Colter	Educational Assistant
Lorraine Gagnon	Secretary
Wendy Garant	Teacher
Chelsea Hausler	Wellness Coach
Chase John	Teacher
Tyrel Kobsar	Teacher
Myrna Lancot	Educational Assistant
Lindsay Lehman	Teacher
Jacqueline Maisonneuve	Library Technician
Diane Martel	Educational Assistant
Melissa Meunier	Educational Assistant
Justin Miller	Teacher
Michelle Pitre	Teacher
Melissa Portelance	Teacher
Melodie Schaefer	Teacher
Darcy Servant	Teacher
Heather Servant	Teacher
Kaitlin Sibbet	Teacher
Melanie Simard	Teacher
Shelby Thierstein	Teacher

## Spring 2021 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	89.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.6	84.5	84.5	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	79.5	76.2	79.2	83.4	80.3	79.6	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.1	83.7	85.2	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	69.8	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	12.2	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	93.8	93.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.5	83.6	77.6	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	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	50.0	44.7	48.6	62.0	55.9	55.6	Very Low	Maintained	Concern
	5-year High School Completion	73.6	27.0	42.7	68.1	65.0	63.4	Low	Improved	Acceptable
	PAT: Acceptable	n/a	n/a	56.8	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	0.0	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	69.7	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	3.1	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.

## 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									
	DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT 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	%
3 Year Completion	52	76.5	51	80.6	43	80.7	42	76.2	39	79.5	Intermediate	Maintained	Acceptable	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	55	88.7	52	80.9	51	83.7	42	82.3	42	78.0	Low	Maintained	Issue	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	59	87.9	55	89.1	52	82.9	51	83.7	42	87.1	Intermediate	Maintained	Acceptable	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

	Georges P Vanier School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2016		2017		2018		2019		2020					2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	57.7	8	29.8	7	71.4	7	44.7	6	50.0	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	11	65.1	3	*	8	27.9	7	73.1	6	34.8	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	6	68.5	9	58.4	5	*	8	27.0	7	73.6	Low	Improved	Acceptable	3,027	59.2	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1

## Comments on Results

Although it remains our goal that every opportunity is available to students to complete high school within 3 years, we recognize that we have a responsibility to address individual student needs. Therefore, we are committed to providing opportunities to students through dual credit, RAP, upgrading, and work experience over a span of 4 years. We are also committed to providing counselling services (personal and academic/career) to students who have challenging lives and situations. Most students are able to complete the requirements for high school in 3 years. However, for some students, 3 years is not enough. We remain dedicated to all students and acknowledge that often due to circumstances out of their control, or fear of the uncertainty of life after high school, completion in 3 years is not realistic. We are proud of our completion rates, our extremely low drop-out rates, and our commitment to maintaining the relationships with students, even after 3 years, that allows them to attain their high school completion goals.

## Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	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	254	92.8	98	89.1	13	80.0	109	84.5	94	87.6	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	14	91.4	15	81.3	13	80.0	12	71.7	16	76.9	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	223	87.1	66	86.1	n/a	n/a	79	84.0	61	85.8	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	17	100.0	17	100.0	n/a	n/a	18	97.8	17	100.0	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

Although we are pleased with our data in this category, we acknowledge the discrepancy between the responses of students and staff verses parents. There were certainly opportunities and partnerships halted due to the COVID-19 Pandemic restrictions. However, the qualifiers regarding citizenship are various. We are committed to active communication to parents and community members regarding

- Opportunities for students to volunteer in their community,
- Opportunities for students to volunteer and mentor in the school environment,
- How students and parents can foster an inclusive environment to enhance learning opportunities for everyone,
- How parents can get involved in school council, extra-curricular activities, school committees, and school/community partnerships,
- Vanier's vision for citizenship and how parents and community can share/contribute to that shared vision.

School council, 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, Metis Week, Heritage Day, and Indigenous People's Day are some of the committees and initiatives we currently run. We also require that each grade 12 student fulfill 25 hours of community volunteer time in order to participate in our graduation ceremonies. Although students, staff, and some parents are heavily involved in these activities, actively recruiting and personally inviting parents to contribute may enhance parental involvement and awareness of citizenship.

### Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	89.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	87.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61	80.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

### Comments on Results

Although the 2021 school year was exceptionally challenging with a blend of in class and online learning, our students remained engaged in their classes. Through use of Google Classroom to communicate assignments, teaching videos, and tutorials to students both in and out of the classroom, we were able to achieve consistent student progress regardless of some sporadic attendance issues. The Schoology program that accompanies Google Classroom reported high levels of student engagement during periods of online learning and student or staff isolation (over 90%). We contribute this consistency to strong relationships with students and parents, communication with families through emails and phone calls, and a collaborative effort from staff to check in with the families of students of concern. We have increased our digital literacy and technological skills in parents, students, and staff. Through creating and maintaining technologically savvy students and teachers we were able to use engaging educational programs such as Gizmos, Quizlet, EdPuzzle, Notebook, Gimkit, Peardeck and others. In addition, we ensure we have a variety of hands-on experiences for students through science activities such as



labs and our school garden, and collaborative games in physical education classes including Gaga Ball, Tchouk Ball, Pickle Ball, Omni-Kin Ball, Table Tennis, Eclipse Ball, and others. Other hands-on experiences for students include visual art, band, drama, photography, food studies, and industrial arts. Other engaging opportunities for our students include participating in the Vanier Olympics, which consisted of fun challenges between cohorts, theme days, and holiday celebrations like Halloween Dress Up day.

We also strive to engage individual learners in a variety of ways. Infusing Indigenous content into curriculum, offering French Immersion and French as a Second Language courses, Wellness classes, Coding, maintaining a robust library, and focusing on relationships between staff and students help to engage students in all aspects of their learning.











## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	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	%
Drop Out Rate	213	2.3	185	2.3	195	2.3	182	4.3	177	2.1	Very High	Maintained	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	9	0.0	6	39.1	6	24.2	6	0.0	9	0.0	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 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 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.

## Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	254	93.0	100	92.3	13	91.3	109	90.0	94	92.8	n/a	n/a	n/a	1,596	82.9	858	84.1	647	78.5	825	82.1	594	80.5	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	14	87.4	16	87.2	13	91.3	12	78.1	16	87.1	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	223	91.6	67	89.8	n/a	n/a	79	93.3	61	91.4	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	17	100.0	17	100.0	n/a	n/a	18	98.6	17	100.0	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

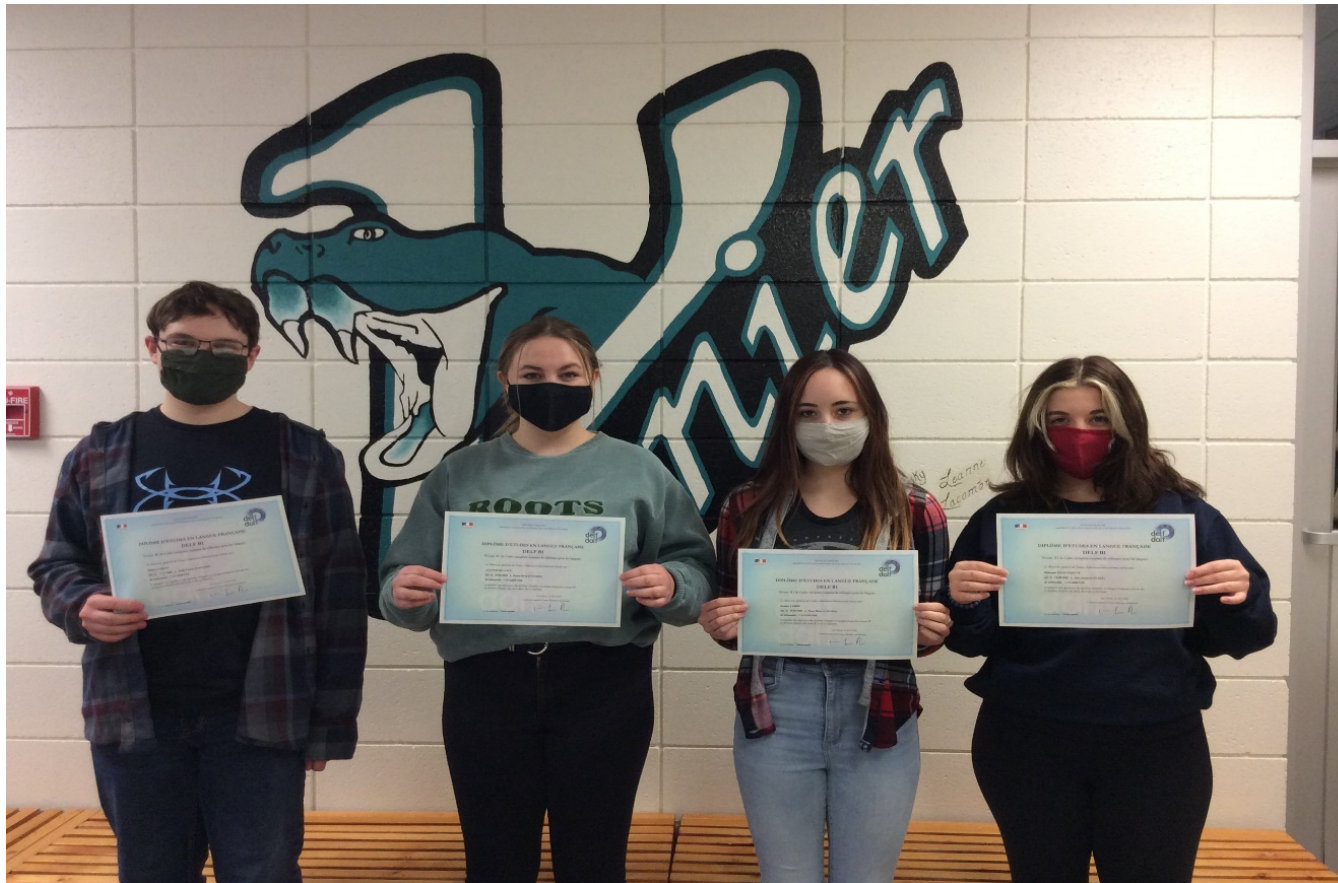
## Comments on Results

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. Even amid the strictest COVID-19 protocols, 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.

The loss of access to the Alberta Distance Learning Centre will negatively affect most rural schools and ours is no exception. Divisionally and internally, we will collaboratively work to fill the programming void.







## 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	74	68.9	81	75.3	69	58.0	70	72.9	40	57.5	Intermediate	Declined	Issue	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 last quarter of the 2020 school year was exceptionally difficult for our close-knit rural graduating class. The learning curve for both students and teachers in a semester system demanded they take almost an entire course in an on-line environment. The stress of not having access to family outside the area, economic downturn, absence of diploma exams, anxiety surrounding post-secondary admissions and delivery, and future job market uncertainty were all factors in students' struggle to perform academically. The absence of traditional in person end of the year school celebrations, awards, and graduation ceremonies may have also hindered a strong finish.

However, since then, we have improved our technological literacy for remote delivery of programming, continued to promote the benefits of excellence in academics, and post-secondary institution tuition rates have increased, so incentives to receive a Rutherford scholarship should also.

## 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	254	95.2	99	92.6	13	92.3	109	91.8	94	90.5	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	14	94.3	16	85.0	13	92.3	12	86.7	16	83.5	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	90.4
Student	223	91.4	66	92.9	n/a	n/a	79	88.7	61	87.9	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	17	100.0	17	100.0	n/a	n/a	18	100.0	17	100.0	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

We continue to be proud of our results regarding safe and caring learning environments. The Vanier core values are posted on our walls and modelled in our halls. We developed our student code of conduct with school council and our students to ensure understanding and compliance. We celebrate our students through shout-outs, 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 Give Back Club to promote diversity, acceptance, and the importance of kindness to others.

Throughout the pandemic, restrictions have made the promotion of a safe and caring environment extremely difficult. Gathering the whole student body together in an assembly to create solidarity and community is 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. We are actively trying to recreate this experience virtually through our school Facebook posts, live-streams, and pictures on our website. 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 but are no longer permitted. Smaller or virtual presentations are an acceptable substitute but can be expensive and often lack efficacy. We will continue to search for creative ways to promote and foster a kind and caring educational experience for all.



## 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	252	89.4	98	91.3	12	75.0	109	87.6	91	91.8	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	13	84.6	16	81.3	12	75.0	12	66.7	14	85.7	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	223	89.9	66	92.6	n/a	n/a	79	96.1	60	89.7	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	16	93.8	16	100.0	n/a	n/a	18	100.0	17	100.0	n/a	n/a	n/a	170	88.8	185	79.5	167	85.6	193	85.5	171	81.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

## Comments on Results

We are very proud of our results in this category. We were able to maintain positive results and trust in our ability to educate our community's youth amid a global pandemic. We attribute this positive result to the resiliency, flexibility, and perseverance demonstrated by our staff and students. 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 discussed creative ways to maintain a positive school culture and implemented as many as we could. We rearranged schedules so music classes could be held in the gym, divided supervision to ensure students had cohorted intramurals, ran online challenges and clubs like "Survivor" and Mine Craft club, performed online radio plays and concerts. Our students participated in a virtual regional youth council, and created and participated in the first annual Vanier Olympics. We also continued to implement our lunch and breakfast program while adhering to COVID-19 protocols.

Our staff adapted to new technologies and new ways of teaching quickly and effectively. Through supporting each other, we were better able to support our students and ensure a high quality of teaching.

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School													Authority										Province									
	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	31	89.3	33	90.6	13	61.5	29	77.3	32	90.0	n/a	n/a	n/a	322	77.8	419	78.4	317	73.2	359	80.3	261	80.7	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	14	78.6	16	81.3	13	61.5	11	54.5	15	80.0	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	17	100.0	17	100.0	n/a	n/a	18	100.0	17	100.0	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

We are satisfied with our improvement in this category. 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.

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.

### 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	55	50.7	52	46.6	51	41.5	42	51.0	42	57.7	High	Improved	Good	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	64	67.4	59	68.5	55	67.9	52	61.7	51	58.3	Intermediate	Maintained	Acceptable	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 are extremely proud of these results considering we are a remote, rural area. Our students must leave their homes and communities to attend post-secondary institutions, so to surpass the provincial average is a great achievement. We contribute 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.

### 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	31	92.3	33	87.1	13	61.5	30	79.2	32	88.3	n/a	n/a	n/a	323	73.8	423	73.9	317	66.1	367	73.2	265	76.9	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	14	84.6	16	74.2	13	61.5	12	58.3	15	76.7	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	17	100.0	17	100.0	n/a	n/a	18	100.0	17	100.0	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

We are satisfied with our ability to exceed provincial results in this category. 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. 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

### Ontario Comprehension Assessment (OCA)

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

	2018-19	2019-20	2020-21
Limited	5	46	106
Acceptable	0	50	131
Excellence	0	10	16

### Comments on Results

We use the Ontario Comprehension Assessment tool as a formative assessment to generate discussion and construct our literacy plan. All teachers at Vanier are teachers of literacy. Through collaboratively marking and discussing the student responses in this assessment, we identify individual student strengths and challenges, group strengths and challenges, and select resources accordingly. From the OCA, we have planned full school literary events such as “The Kids of the North” writing challenge, a school newspaper, cross-curricular projects such as researches and science fair projects, and novel studies. Results in the OCA have also spurred the use of other formative writing and comprehension tools such as the Highest Level of Achievement Test (HLAT) writing assessment and the Edubest resources for comprehension.

### 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	61	51	42
Requires Attention	80	44	52
Does not Require Attention	27	42	11

### 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.

## 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	254	93.5	100	95.4	13	89.7	109	93.8	94	92.3	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	14	90.5	16	91.0	13	89.7	12	90.1	16	87.5	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	223	89.9	67	95.1	n/a	n/a	79	91.2	61	90.3	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	17	100.0	17	100.0	n/a	n/a	18	100.0	17	99.0	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

We are satisfied with our results in this category. Our staff has worked extremely hard to offer learning opportunities both in person and online. Through periods of isolation, students were provided with technology when necessary, virtual tutorial sessions, print material, and video lectures. In person, students were able to receive quality instruction through physical distancing, cohorting, and masking. We contribute these results to a resilient community and a healthy, collaborative, creative, and talented staff.

This year we are home to a divisional Edwin Parr nominee, and 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 welcome field placement students.

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– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School													Authority								Province											
	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	17	94.1	17	98.0	n/a	n/a	18	83.3	17	80.4	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	17	94.1	17	98.0	n/a	n/a	18	83.3	17	80.4	n/a	n/a	n/a	173	80.5	186	78.1	165	74.3	194	75.7	179	80.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

### Comments on Results

The ability to predict the professional development needs of teachers in a diverse and geographically immense division has been challenging. We are satisfied with our result in this category given the contextual differences between our students and the communities we serve. According to our staff, focus on professional wellness, technological support and training, and Indigenous content are a few examples of welcomed and effective professional development opportunities.

## 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													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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	94	88.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	61	83.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

### Comments on Results

Georges P. Vanier has a diverse group of students. Our student body includes representation from various groups such as the Filipino, Metis, Francophone, and Indigenous communities, as well as immigrant families from central and South Africa, Pakistan, and Ukraine. 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, Metis Week, Pride, and Indigenous Peoples' Day, to name a few.

Safety of our students is our priority. We practice drills, have regular safety meetings, consultations with the divisional safety officer, and implement all COVID protocols including masking in common areas, sanitizing, movement tracking, and physical distancing when possible. 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, Give Back Club, Art Club, Comic Book Club, Rock Band, Choir, and the Senior High Book Study. After school, we promote involvement in Mine Craft 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.

## 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	94	92.4	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	16	87.2	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	61	90.0	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	17	100.0	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

We have been extremely fortunate to have the mental wellness supports of our wellness coach and a masters of psychology practicum student at Vanier over the last year. Because these individuals were accessible to students daily, and we scheduled wellness classes several times per week, both individual and universal supports were consistently available to all our students.

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 were successful in securing appointments for students when necessary.



## Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021					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	31	92.9	99	94.4	13	66.7	109	91.8	94	92.4	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	14	85.7	16	87.5	13	66.7	12	83.3	16	87.2	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	66	95.8	n/a	n/a	79	92.2	61	90.0	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	17	100.0	17	100.0	n/a	n/a	18	100.0	17	100.0	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

### 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:

- 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.
- 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.

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.

Specifically at Vanier, we recognize that our First Nation, Metis, 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. Even though the COVID-19 Protocol was strict, 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 FNMI students and families feeling positive about being at school, or perhaps returning to our building for a "grade 13" should they require extra time to complete and attain a high school diploma.

















## 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	31	93.6	33	93.8	13	55.4	30	83.6	33	87.5	n/a	n/a	n/a	330	83.2	432	82.3	323	77.4	370	83.7	272	77.6	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	14	87.1	16	87.5	13	55.4	12	68.3	16	75.0	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	17	100.0	17	100.0	n/a	n/a	18	98.9	17	100.0	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

Although we are satisfied with the results in this category as they are on par with provincial results, we acknowledge that improvements must be made in communicating the opportunities available for parents to be involved. Our 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 has poor attendance. This would suggest that either parents are unaware of the role of these organizations, feel they are not welcome, feel they have little to contribute, or feel this is not the platform through which they would like to express their opinions or share their expertise. Through collaboration with our school council and discussions with staff, we are committed to the following actions:

- Survey parents with questions about how they would like to be involved in the school
- Communicate more consistently about student activities and initiatives through email and texts, and provide opportunities for parents to choose to be involved in some way
- Recruit new parents to the school in a "parade of programs" where parents can sign their children up for all the clubs and extra-curricular activities at the beginning of the year. An option to help organize, coach, fundraise, or advise in another capacity will be available at that time.
- Recruit members for school council and other organizations at a "meet the teacher" event.
- Host a community engagement event to ensure our community is involved in school decision making

### 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	31	88.1	99	92.1	13	75.5	109	91.9	94	89.3	n/a	n/a	n/a	327	80.3	1,165	80.8	937	75.6	1,081	83.2	870	81.0	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	14	76.3	16	84.3	13	75.5	12	81.5	16	73.8	n/a	n/a	n/a	153	72.2	243	68.6	152	63.5	173	74.1	87	71.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	66	93.1	n/a	n/a	79	95.2	61	94.0	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	17	100.0	17	99.0	n/a	n/a	18	99.1	17	100.0	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

Although we are satisfied with our results in this category, we acknowledge that through much of 2021, students had little access to extra-curricular activities due to the COVID-19 protocols. Popular and valuable programming such as competitive sports, band and choir festivals, concert and plays, and

other in person events were restricted. We did our best to provide opportunities for students to have music and sports within their cohorts within the confines of the protocols. However, with safety being a priority, we were extremely careful and many activities simply could not happen.

Virtual activities such as an online drama club, an “Among Us” tournament, online Mine Craft Club, art club, running club, and online counselling sessions with the wellness coach and career coach were substitutes for in person events.

We also acknowledge that attendance was an issue for many students, so access to supports within the school were difficult to access. For example, extra tutorial sessions, special needs programming, nutritious daily snacks and lunches, and consistent contact with adult role models was not as available for some students.

We are committed to a safe return to 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.