ANNUAL EDUCATION RESULTS REPORT

2022-2023

MRS. MELISSA HIGHFIELD

I am humbled to have the opportunity to lead the staff and students of St. Anthony School. I arrived in Drayton Valley in 2019 to take on the role as vice principal. I immediately was able to see what made this school special. There is a feeling in the building of a loving community. The breadth and depth that the staff at St. Anthony School love the children that attend our school is lead by witnessing the love God has for his children. Staff and students alike are encouraged to love as Jesus loves, without judgement. It is through this that the school has built a strong sense of community where all are welcomed, staff, students, parents, parish and visitors. With this in our hearts and minds, I am pleased to present the 2022-2023 Annual Education Results Report for St. Anthony School.

Our goal here at St. Anthony School is to fulfill the words in our Mission Statement, *"With Christ as our foundation, St. Anthony is dedicated to sharing our faith through learning and service"*. Our mission statement is visible in our centre hallway, and is put into action in our hallways, classrooms, and offices. We have high expectations of the students entrusted to us, and believe that ALL students are capable of learning at high levels. It is our goal that all of our students achieve to the best of their individual abilities. We are extremely proud of the accomplishments of each one of our students.

Throughout the pages of this document, you will see how our school community measure up in a variety of areas. It is through the dedication of exceptional staff and the relationships that we have with our students, parents and faith community that we are able to find success. We look forward to continuing to serve our students with love, compassion and dedication while we address our areas needing improvement.

All Done In His Name,

Melissa Highfield

Principal

Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplins in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.

Melissa Highfield
Principal

Janelle Molzan
Vice Principal

St. Anthony Catholic School

Phone: 780-542-4396
Fax: 780-542-4429

Student Population: 430
Number of Teachers: 22
Number of Support Staff: 15

Email: melissa.highfield@starcatholic.ab.ca
             janelle.molzan@starcatholic.ab.ca

Webpage: http://stan.starcatholic.ab.ca   Grades Served: PreK-Grade 8

Demographic:

St. Anthony School is located in the town of Drayton Valley. Our regular attendance area includes students from within the town as well as Lodgepole, Tomahawk, Moon Lake, Buck Creek and Lindale. St. Anthony School was established in 1964 as a grade one through twelve school, and through the years has transitioned to the unique preschool to grade eight school it is today. St. Anthony became a separate entity in 2009 with the formation of Holy Trinity Academy in Drayton Valley, where students transitioned to complete their grade 9-12 years.

Drayton Valley is a rural community rooted in the oil and gas industry, where many of our families are working in the trades or businesses connected to the petroleum industry. We are hopeful in seeing more people coming to the community that we in an upswing for the economy in our area. A previous significant downturn in the economic conditions in our community, combined with the global pandemic and our recent wildfire evacuation has resulted in a profound impact on the family unit and mental and emotional health of our students. St. Anthony School's student population includes both Catholic and non-Catholic students as well as people from diverse ethnic backgrounds.

St. Anthony School has experienced consistent increase in enrolment over the past couple of years. We currently offer preschool program for 3 and 4 year old children, as well as both part-time and full-time kindergarten programs. Core programs are offered for grades one to eight which align with the curricular expectations of Alberta Education. Our programs are enhanced by faith permeation in all subject areas. Throughout the school year junior high students are able to participate in elective courses, which allow them to explore a variety of topics. School life for our children is also enriched with swimming in their physical education programs, extra curricular sports activities and clubs, experiential field trips and retreats, as well as exposure to many high quality performances and experiences. Presentations to enhance personal character development and virtues, arts and culture, as well as science and nature are all part of the high quality learning experience at St. Anthony School.
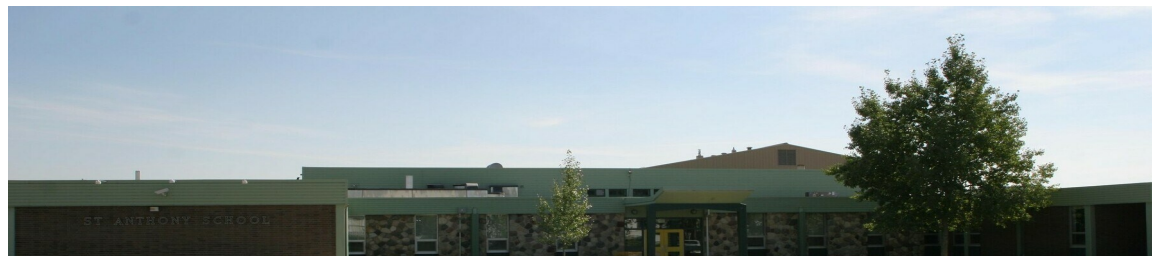
Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	98|100	99|94	97|95	97|89	96|89	97|89
The adults in my school treat me with respect	88|93	New	New	90|75	91|75	91|76

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

- Staff Morning Prayer in the school chapel
- Empowering staff through faith professional development sessions throughout the school year
- Staff faith retreat
- District Reflection Day
- District Administrator's Retreat
- Staff PD for the new religious education resource
- Staff Religious Education Committee (REC) representative
- REC representative provides imbedded Professional Development to teachers developing liturgies

Our faith strategies:

- All staff and students gather as a school community each morning for morning prayer in the gymnasium
  - Students lead/read prayer
  - Students share personal prayers
  - Students share class prayers
  - Older students breakdown and teach parts of common prayers
- Staff Morning Prayer in the school chapel
- Empowering staff through faith professional development sessions throughout the school year
- Staff faith retreat
- All students will participate in grade level faith retreats
  - Grade 5 and 8 will have an opportunity for an overnight retreat
- District Reflection Day
- District Administrator's Retreat
- Staff PD for the new religious education resource (Kindergarten)
- Staff Religious Education Committee (REC) representative
- Each class will take turns leading one liturgy in the school year
- School evangelization project to develop student faith leaders
  - Development of Youth Music Ministry
- REC to provide short (10-15 minute) learning sessions at staff meetings throughout the school year
- Recognize students living the virtues in monthly recognition awards.
- Collaborate with staff on ideas of how to incorporate more prayers throughout the school day (snack, lunch, end of day) within classrooms

Board Priority/Local Goal: Students understand what it means to live in a relationship with Jesus Christ.
Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	85	100	98	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	Current Result *	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12

STRATEGIES

- Share parish events for training youth in ministries (e.g. Alter Serving, Readers, etc.)
- Each class to attend regularly scheduled daily Masses (fall & spring) at St. Anthony Parish
- School-Wide monthly liturgies, either at school or parish
- All students participate in grade-level retreats
- Daily Morning Prayer (All students in the gymnasium)
- School Year theme focusing on faith
- Encourage student involvement in youth and family events with the parish (e.g. Youth Night, Family Games Night, etc.)
- Staff to share faith stories with students
- Opportunity to participate in reconciliation, led by Father Felix, twice in the school year.

PROFESSIONAL LEARNING

- Staff Morning Prayer in the school chapel
- Empowering staff through faith professional development sessions throughout the school year
- Staff faith retreat
- District Reflection Day
- District Administrator's Retreat
- Staff PD for the new religious education resource
- Staff Religious Education Committee (REC) representative
- REC representative provides imbedded Professional Development to teachers developing liturgies
- Teachers' Convention Faith Sessions
- District Book Study

Board Priority/Local Goal: Staff and students witness the gospel.
Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	78	84	82	86	85	86
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	95	91	95	99	97	98
Student Survey	Current Result*	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	100|99	98|91	98|94	97 |94	96 | 95	96 | 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

- Food bank drives
- Giving Tree - collect sock, mitts, and hats for those in need in winter
- Christmas hampers of families in need
- Sponsored two students to cover their tuition for school in Africa - Awaso
- Toonies for Terry Fox
- Breakfast Program
- Pantry Cupboard
- Support Warming Hearts in Drayton Valley

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	91	93	100	99	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	86	100	96	95	95	95
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12

- Whole school Mass at St. Anthony Parish
- Monthly liturgies with Father Felix as the presider
- Invitation to parishioners to school liturgies
- Reconciliation at School led by Father Felix, joined by visiting priests
- Shrove Tuesday with the Catholic Women's League and Knights of Columbus members cooking for students
- Principal attends parish council meetings
- Grade 4 Bible celebration
- Various grade level retreats using the parish
- St. Anthony Feast Day celebration
- Recognize students who receive sacraments with a card and cross
- Invite Father Felix to school events
- Share parish events with school families
- Invite Father Felix to contribute to Peek at the Week
- Encourage communication between staff and parish
- Opening Mass
- Staff participation in Catholic Education Sunday
- Encourage Mass attendance through staff socials

PROFESSIONAL LEARNING
- Monthly meetings for school REC representative
- Staff Retreat
- School-based Faith Development Sessions
- Reflection Day
- Daily Staff Prayer

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS
- Our students are recognizing our daily prayer
- We have a decrease in teachers feeling they help students understand how faith can guide the way they live their lives
- There was a decrease with parents feeling that we help those less fortunate
- There was a decrease with support staff feeling they have an opportunity to participate in religious celebrations, activities or functions at the school or parish

CONCLUSIONS
- Overall, our results in this area are something to be proud of. There are areas that we want to learn more about to determine better strategies moving forward

IMPLICATIONS

and Peace, etc)

- Opening liturgy in September
- Thanksgiving liturgy
- Remembrance Day liturgy
- Advent Wreath Blessing
- Ash Wednesday liturgy
- St. Patrick's Day liturgy
- Alleluia liturgy
- St. Anthony Day Mass
- Grade 8 Farewell Mass
- School's Out prayer service
- Reconciliation (Advent & Lent)

Summary of involvements between home, school, parish, and parish priests.

- Father Felix joined for many of our liturgies

- Collaboration to have the Sisters of Merciful Jesus visit our school

- School changes bulletin board at the parish monthly

- All students attended Mass for St. Anthony's Feast Day in June

- Father Felix joined us to bless our food bank donations

- A special mass was held at the parish for our grade 8 farewell

- Father Felix and two guest priests joined us for reconciliation for our grade 3 to 8 students

- Several classes used the parish hall for their grade-level retreats

- Father Felix led our grade 4 bible celebration & joined in the fellowship

- Principal attends monthly parish council meetings

ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.
Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	85	91	89	91	91	92
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	86	86	91	92	93	94
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question

ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.
Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	78	New Question	New Question	85	New Question	New Question
I have a friend at school.	97	New Question	New Question	95	New Question	New Question
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	80	New Question	New Question	81	New Question	New Question
I have a friend at school.	94	New Question	New Question	96	New Question	New Question

- Collaborate with staff to create an implementation plan using The Third Path to support student safety, regulation, connections, engagement, and sense of self.
- Continue providing opportunities for staff to take part in mental health training
- Collaborate with School Council to host speakers focused on supporting parents
- Continued communication with parents
- Referrals to School Intervention Team
- Referrals to Family School Liaison Worker by staff, students or parents
- Whole staff Supporting Individuals through Valued Attachments training
- Continue to train Violent Threat Risk Assessment Team for Level 1 and 2
- Traumatic Events System training for admin
- Provide students with specific accommodations to provide a sense of inclusion and belonging.
- Determine which students are not connecting with positive adults in their lives, then work on connections.
- Support parents through learning opportunities about student mental health
- Family and School Liaison Worker (FSLW) deliver programs which encourage positive mental health to classes, small groups and individual students (Mind Up, Zones of Regulation, Worry Woos, Boys Group, Friendship Groups)
- Staff intentionally meet and greet students in the morning.
- Joining as a community in the morning
- Students attend faith retreats

PROFESSIONAL LEARNING

- Third Path
- ASIST Training
- VTRA
- Mental Health First Aid

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS & CONCLUSIONS
- Teachers that feel they are able to support social and emotional well-being of students has declined by 6%, falling below STAR Catholic's results
- The amount of elementary students who do not feel safe at school is noticeably below the division average, 78% compared to 85% for STAR overall
- The secondary student results are close to the division average, but the safety is still lower than we would like to see, sitting at 80%

IMPLICATIONS
- Share strategies to support teachers in their endeavor to support students with their social and emotional well-being. Work with teachers to determine what they feel they are missing in this area to support students.

ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

Due to the evacuation orders of Drayton Valley and Brazeau County, the possibility of trauma, and the disruption to learning at a critical point in the school year, St. Anthony School students did not write Provincial Achievement Tests.
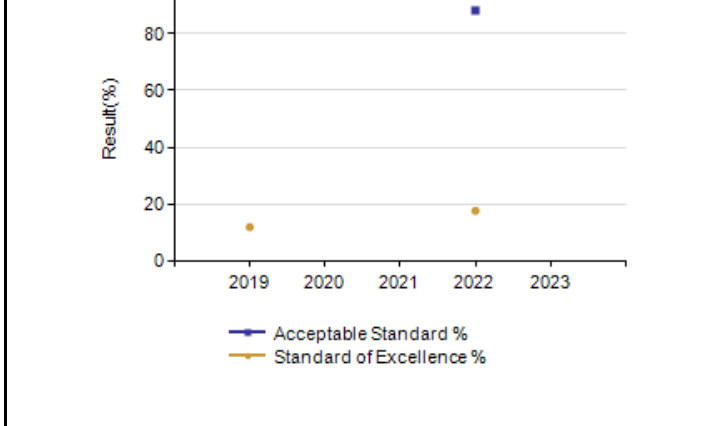
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

|		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	97.6	11.9	n/a	n/a	n/a	n/a	88.2	17.6	n/a	n/a		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
Mathematics 6	School	88.1	23.8	n/a	n/a	n/a	n/a	74.5	19.6	n/a	n/a		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	95.2	38.1	n/a	n/a	n/a	n/a	88.2	33.3	n/a	n/a		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	90.5	28.6	n/a	n/a	n/a	n/a	84.3	35.3	n/a	n/a		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

[No Data for Français 6]
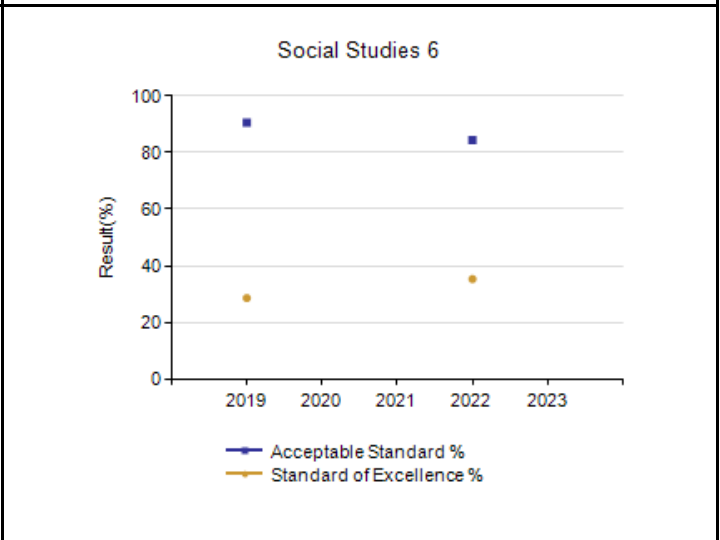
Mathematics 6

Science 6

Social Studies 6

Notes:
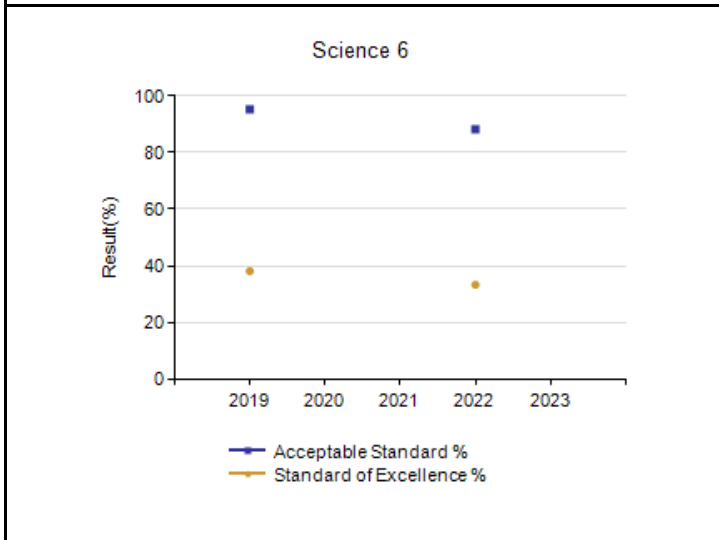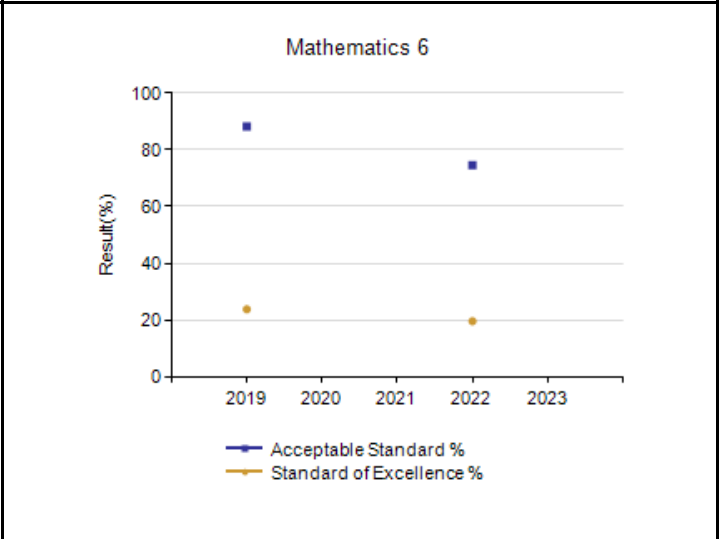Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the

Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
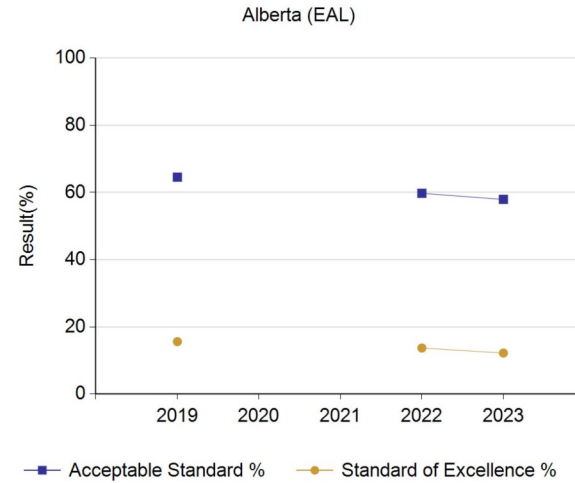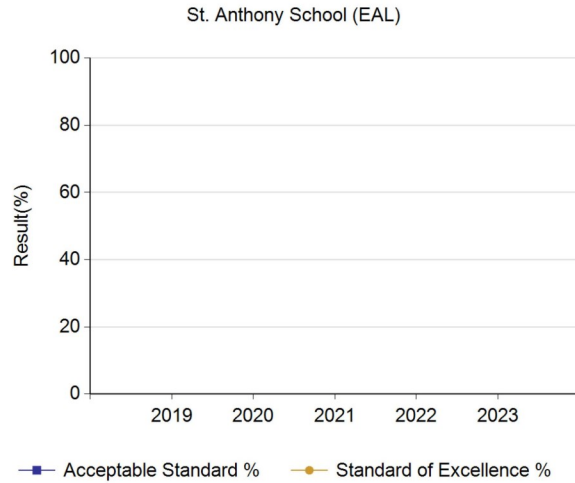Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

PAT Results By Number Enrolled Measure History

School: 2270 St. Anthony School (EAL)

Province: Alberta (EAL)

	St. Anthony School (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	4	n/a	n/a	1	n/a	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	*	n/a	n/a	*	n/a	n/a	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	*	n/a	n/a	*	n/a	n/a	n/a	n/a	15.6	n/a	n/a	13.7	12.2

St. Anthony School (EAL)

Alberta (EAL)

- Acceptable Standard %   - Standard of Excellence %

- Acceptable Standard %   - Standard of Excellence %

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2270 St. Anthony School (EAL)

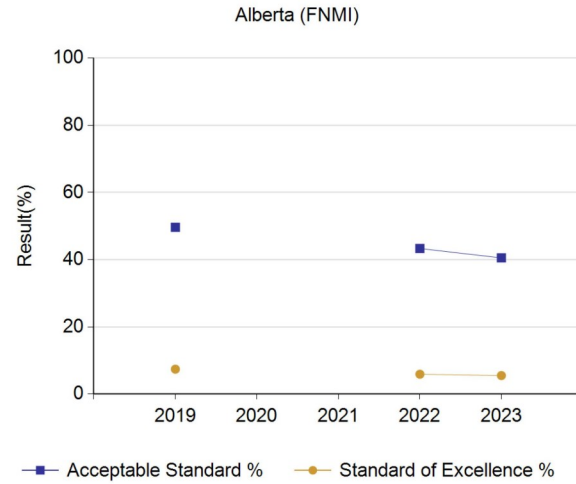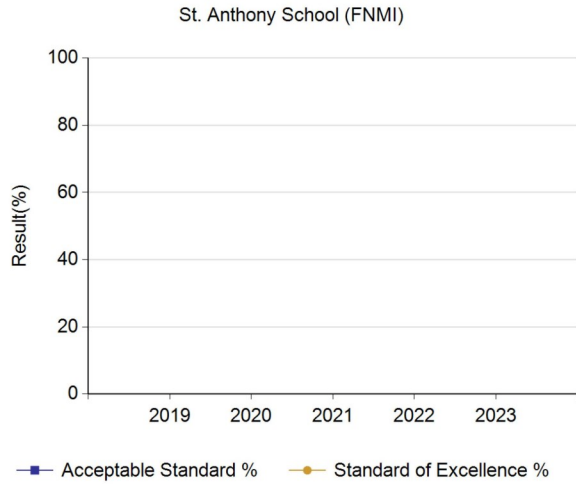| | | St. Anthony School (EAL) | | | | | | | Alberta (EAL) | | | |
| | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	6.6	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	12.0	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	15.0	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	11.0	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.

PAT Results By Number Enrolled Measure History

School: 2270 St. Anthony School (FNMI)
Province: Alberta (FNMI)

	St. Anthony School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	2	n/a	n/a	2	n/a	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	*	n/a	n/a	*	n/a	n/a	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	*	n/a	n/a	*	n/a	n/a	n/a	n/a	7.4	n/a	n/a	5.9	5.5

St. Anthony School (FNMI)

Alberta (FNMI)

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2270 St. Anthony School (FNMI)

| Course | Measure | St. Anthony School (FNMI) | | | | | | | Alberta (FNMI) | | | |
| | | Achievement | Improvement | Overall | 2023 | | Prev 3 Year Average | | 2023 | | Prev 3 Year Average | |
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,891	60.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,891	7.1	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	42.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	5.6	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	46.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	9.0	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	45.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	6.5	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a
	Standard By Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. 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.

- Track student progress from data to identify areas of strength and areas of growth. Develop interventions to address these areas
- School Intervention Team - providing additional, individualized and small group support for students in need
- Attendance Monitoring - supporting families to ensure students are maximizing learning opportunities
- ELL Strategies
- School Leadership Team/Professional Learning Communities - analyzing previous data to find strengths and areas of growth
- Targeted intervention (common literacy block for grades 1-4)
- Common Math Vocabulary Bank
- Continue to utilize curricular and instructional resources to support differentiation, learning, and engagement (e.g. Mathology, Empowering Writers, Leveled Literacy Intervention, Fountas and Pinnell, Reading A to Z, Guided Reading)
- Collect data on student growth using assessment tools (e.g. Acadience, Alberta Ed Numeracy Screen, Fountas and Pinnell)
- Explicitly teach test taking strategies
- School Intervention Team (SIT) to explore additional supports for students in need.
- Learning Support Facilitator to support teachers in providing strategies which support students with learning.

PROFESSIONAL LEARNING

- Mathology
- Professional Learning Communities Goals
- Leveled Literacy Intervention
- Learning Day
- Institute Day
- New Curriculum PD for Teachers
- EA Conference

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Grade 6

Our grade 6 students did not write PAT exams in 2023. We will continue to monitor this area for supporting students with our previous strategies.

English as a Second Language (ESL)

Our grade 6 students did not write PAT exams in 2023. We will continue to monitor this area for supporting students with our previous strategies.

First Nation, Métis, and Inuit Students

Our grade 6 students did not write PAT exams in 2023. We will continue to monitor this area for supporting students with our previous strategies.

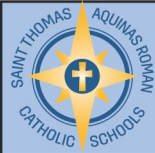## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

MEASURE DETAILS

Literacy and numeracy results for students in grades one to three:
- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level

AS THIS IS A NEW MEASURE, WE ARE UNSURE OF WHAT THE INFORMATION FROM ALBERTA EDUCATION IS GOING TO LOOK LIKE AND ARE STILL WAITING FOR THE AEAM REPORTS TO BE RELEASED.

Early Years Literacy & Numeracy Assessments (Gr. 1-3)
2022-2023
School: St Anthony School

List of Alberta Education Screening Assessments

Literacy- Acadience
Numeracy- Provincial Numeracy Screening

Grade Level	Total # of students assessed at beginning of schools year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
			Number of students identified as a risk in...			
1	80	42	22	11	20	
2	95	50	21	21	29	
3	108	30	21	21	9	

Average months:

	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	20	10 months	3	10 on average		
2	21	10	18	10 on average		
3	21	10	9	10 on average		

Summary of Support Strategies- Literacy

Small groups, scaffolding, guided reading, teaching reading comprehension strategies and use of decoding skills.

Summary of Support Strategies- Numeracy

Use of visuals and manipulatives, Scaffolding, Use of questioning, Hands on activities, Copy cover compare, Modeling, Peer guidance, Fast draw.

- Analyze data from universal literacy and numeracy assessments (Alberta Education Numeracy Screen, Acadience)
- Collaborate with staff on how to build interventions for early learnings identified as needing tier 2 and tier 3 supports
- Collaborate with the Specialized Learning Support Team to build programming for early learners
- Access Provincial Unit Funding (PUF) for 3 and 4 year olds in Preschool to support early learning and growth.
- EYE Assessment in Kindergarten
- Continue to provide support for English Language Learners
- School Intervention Team (SIT) meet regularly to discuss and choose specific supports for students in need. SIT will also hold a monthly meeting after school to incorporate teaching staff.
- Incorporating guided reading and small groups to create a targeted approach to instruction and learning.
- Encourage the use of guided math to support student learning through differentiation and using Mathology
- Cross grade reading intervention for grades 1 to 4

PROFESSIONAL LEARNING
- Leveled Literacy Intervention
- Mathology
- Teachers' Convention
- Institute Day
- EA Conference
- Learning Day

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

We see on average that students are advancing approximately 10 months. This is a great average for students who are working at grade level, however, if we want our students who are behind to catch up, that growth needs to be higher.

CONCLUSIONS & IMPLICATIONS

Intervention for students in grades 1-4 is needed to support specific growth in numeracy and literacy.

We need to find more ways to engage parents to support in the academic growth of their children.

to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School											Measure Evaluation			Authority											Province										
	2019		2020		2021		2022		2023			Achievement	Improvement	Overall	2019		2020		2021		2022		2023			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%					N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%
Overall	269	83.8	127	85.2	104	87.5	123	84.9	121	75.3		Intermediate	Declined	Issue	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4		265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	22	82.2	10	82.0	15	81.3	16	86.1	12	70.0		Intermediate	Maintained	Acceptable	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5		35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	223	72.6	95	76.4	69	82.2	85	73.3	94	73.5		Very High	Maintained	Excellent	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6		197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	24	96.6	22	97.3	20	99.0	22	95.4	15	82.4		Low	Declined	Issue	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2		33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3
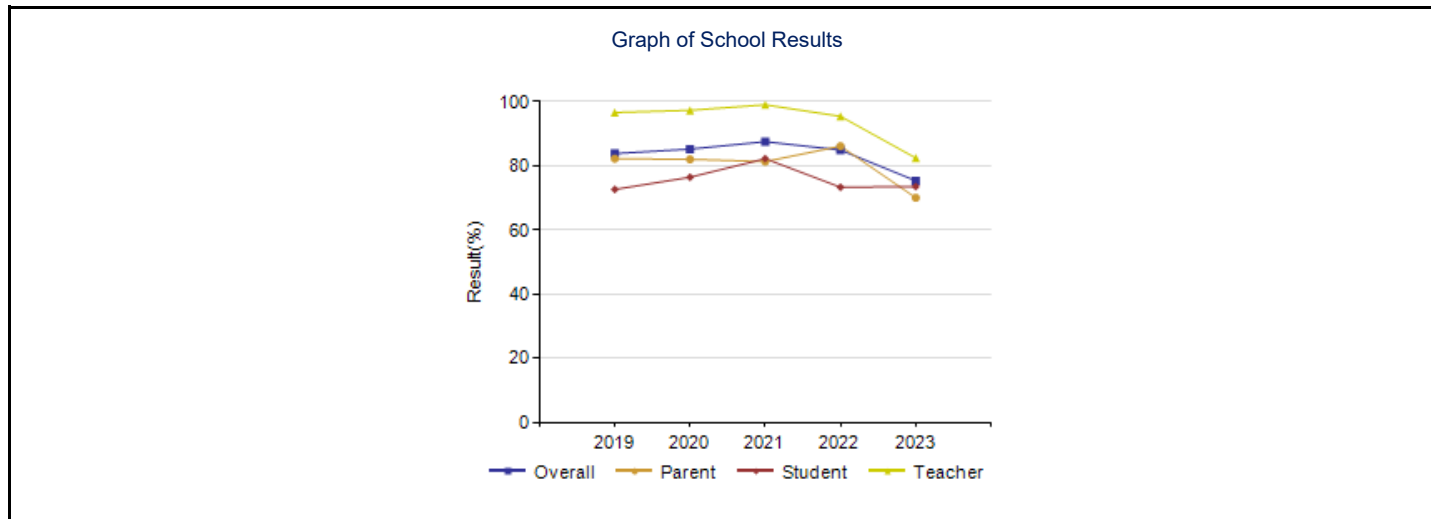
Graph of School Results

Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

- Donating to organizations and charities (Food Bank, Mitten Tree, Warming Hearts Cupboard, AWASO)
- Focus on virtue of the month & recognizing those who display that virtue
- Grade 5 & 6 Lunch Helpers in younger classrooms
- Book Buddies - Older students reading with younger students
- Technology Buddies - Older students helping younger students while using Chromebooks
- Student Leadership Elective
- Participate in Student Vote
- Collaborate with staff on incorporating the foundational conditions of The Third Path (safety, belonging, regulation, and positivity)
- Monthly recognition awards
- Opportunities for students to be leaders in active citizenship

Professional Learning
- Staff Service for Community
- Faith PD on Social Justice vs. Charity
- Third Path
- Opportunities for New Curriculum feedback

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- We had a 13% decline in our results from our teachers, as well as lower than expected results from parents, at 70%.

CONCLUSIONS & IMPLICATIONS

- It will be important to explore the aspects of citizenship where teachers and parents feel are not being met and develop a plan focused on that.

- Review specific questions for citizenship to determine specific areas for growth

- We had 12 parents complete the survey. Develop an action plan to encourage parental participation.

This is a provincial measure of student engagement in their learning at school.
Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Province 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%
Overall	n/a	n/a	n/a	n/a	104	92.0	123	89.6	121	85.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	15	95.6	16	100.0	12	88.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	69	82.1	85	71.9	94	75.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	20	98.3	22	97.0	15	93.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Graph of School Results
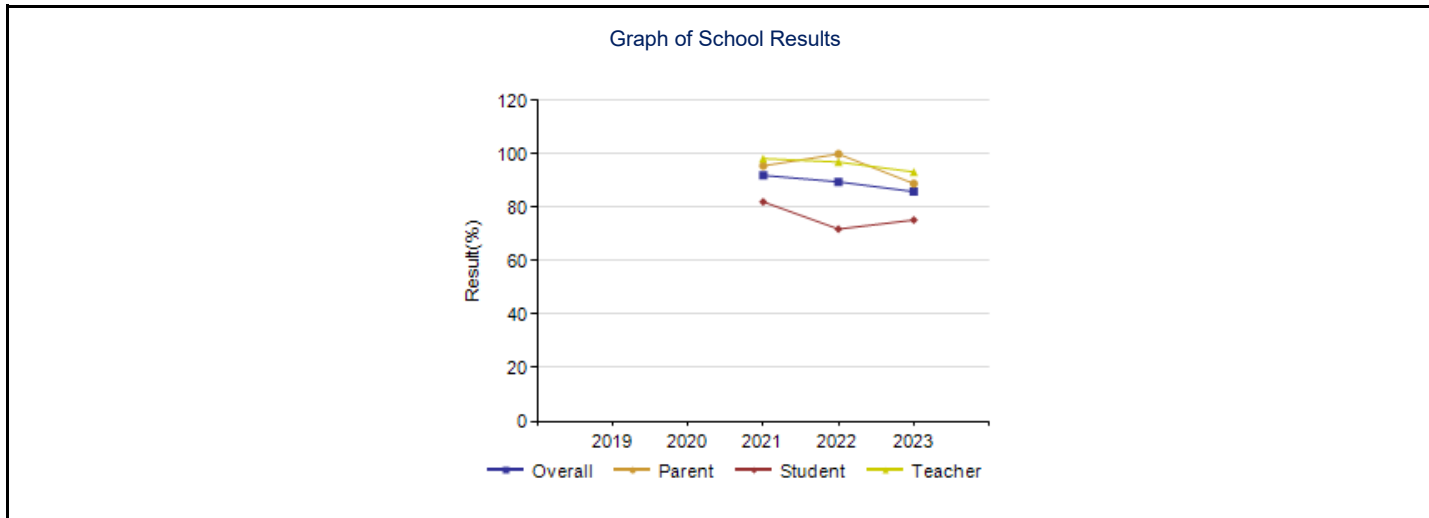
Notes:

- Create a house-system to support student to student and staff to student connections.
- Increased access to technology
- Focus on strong pedagogical practices for staff that engage students by sharing best practices.
- Support new curriculum implementation sessions
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Opportunity for junior high students choice in CTF courses
- Experiential learning on field trips
- Invite Guest Speakers to present on various topics throughout the school year
- Differentiate learning to support a variety of students
- Utilize professional learning communities to plan for student engagement.

Professional Learning
- Mathology
- Third Path
- Teachers' Convention
- Institute Day
- EA Conference
- Learning Day

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS
- Our parents felt that students were not as engaged in their learning at school as they had been previously. The results declined by 11%.

- School Council representatives noted the low rate at which parents responded to the survey and wondered if this is what affected the results. We had 12 parents complete the survey.

CONCLUSIONS & IMPLICATIONS
- We will be creating an action plan to engage parents in completing the survey

- More investigation is needed to determine expectations of parents in this area. We will explore the questions to

LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.
Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	65	100	98	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	70	45	80	92	85	89
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	36	43	67	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	71	57	73	78	76	81

PROFESSIONAL DEVELOPMENT

- Mental Health Team on staff and trained in Mental Health Literacy
- SIVA training for staff
- Third Path Training for staff
- Religious Education Committee Member supports teachers in putting together and leading a liturgy
- STAR mentorship program
- Teachers' Convention
- New curriculum PD
- Access to Staff Development Fund
- Mathology
- Response to Intervention Refresher
- PowerSchool & Assessment
- Indigenous Lead Meetings

- Establish a school professional development plan for required PD
- Support mentorship sessions for new teachers and those that are new to the district & the profession
- Access professional development for educational assistants to build their capacity
- Bring in external professionals to deliver their expertise in professional development opportunities
- Provide opportunities for teacher collaboration, both with grade partners and within divisions
- Encourage staff to access the Staff Development Fund
- Support staff in accessing the Central Office Learning Team. First, by sharing with staff what the role of each person on the team is and how they can support them.
- Support of New Curriculum Sessions
- Utilize staff meeting time to have school leaders present relevant information in an engaging way.
- Staff will attend Reflection Day, Learning Day, ATA Institute, EA Conference, Administrative Assistants Day, and Teachers' Convention

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- The was a substantial decline of 35% among teachers feeling that they have opportunities for meaningful Professional Development

- There was an increase in teachers (to 70%) and support staff (to 71%) who feel they have access to division and school supports, but the results are still below the average for the division, which is reported at 92% for teachers and 78% for support staff.

- There was a decline with support staff feeling that they have opportunities for meaningful professional development related to their role, from 43% to 36%. This is the second year in a row these results have dropped.

CONCLUSIONS & IMPLICATIONS

- Teachers are understanding "opportunities" to mean during the day or assigned hours, easily accessible, geographically, and without additional cost. These are not always the opportunities we receive based on where were are located, which can lead to comparisons with those in and around urban areas.

- Our geographical location greatly impacts these results. We will be exploring how sharing the roles of these supports impacts the results.

- Support staff indicated that the EA conference held in Spring 2023 would have changed their mind about how

LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	95	100	98	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	95	91	97	97	99	96
Teachers in our school value professional learning communities (PLC)	85	100	98	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

School Intervention Team

- Consists of principal, vice principal, learning support facilitator and family school liaison worker
- Focus on collaborating to find supports for students who receive tier 2 and tier 3 supports
- Keep track of updates for these students

School Leadership Team

- Consists of administration, learning support facilitator, teachers, and educational assistants
- Provides feedback to administration
- Brings forth ideas for discussion from staff or helps gather information from staff

Professional Learning Communities

- Each homeroom teacher takes part in a professional learning community. This time is designated for teachers to collaborate on supports, interventions, and SMART Goals

- Communicate how each of the roles support teachers, support staff and students.

> School Leadership Teams (SLT)
>
> Student Intervention Teams (SIT)
>
> Professional Learning Communities (PLCs)
>
> Religious Education Committee (School Lead) (REC)
>
> Indigenous Education Lead
>
> Learning Support Facilitator (LSF)
>
> PowerSchool Lead
>
> Family School Liaison Worker

- Utilize committees to provide additional, short-term, opportunities for leadership and involvement

- Provide REC School Lead and Indigenous Education Lead with 0.1FTE each for this role

- Learning sessions at Staff Meetings led by lead teachers/staff (REC, Indigenous Education, LSF, PowerSchool, FSLW)

- Encourage teachers to try taking the role of relief administrator when the principal and vice principal are away.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Results in the area of collaboration and leadership development continue to be high, reporting at 95%.

- The amount of teachers who value professional learning has declined by 15%.

CONCLUSIONS & IMPLICATIONS

- Focusing on the purpose and response to professional learning communities and the expectation teachers have for this time will help us better understand our results.

LEADING

Board Priority/Local Goal: Staff are supported in their wellness.

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

- Form a committee on staff wellness to support planning staff wellness events
- Provide learning opportunities for staff wellness within staff meetings and professional development days focusing on the dimensions of wellness
- Provide staff with SIVA training
- Promote wellness opportunities through benefits (ASEBP)
- Encourage sharing of personal best practices for wellness

INSIGHTS, CONCLUSIONS & IMPLICATIONS

We will revisit this next year once we have data from the 2023-2024 school year.

LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our Administrative Procedure on Teacher Growth, Supervision and Evaluation (AP 411) is available for download on our website.

Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	270	88.5	127	90.3	104	92.2	123	93.0	121	89.5	High	Maintained	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	22	81.7	10	83.1	15	90.0	16	96.9	12	81.9	High	Maintained	Good	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	224	88.0	95	89.3	69	89.1	85	86.1	94	90.1	Very High	Maintained	Excellent	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	24	95.8	22	98.5	20	97.5	22	96.2	15	96.6	High	Maintained	Good	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Graph of School Results

Notes:
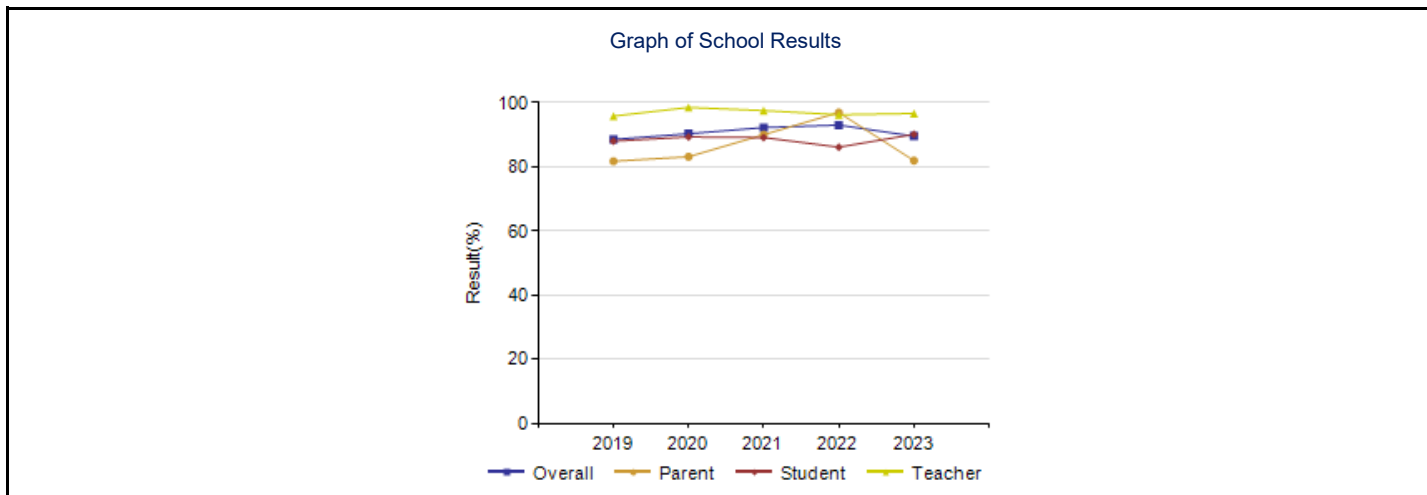
- Monthly School Leadership Team and Staff Meetings
- Bi-weekly School Intervention Team Meetings
- School Council advise school administration on strategies for school improvement
- Use of universal assessment tools (Acadience, Alberta Education Numeracy Screen, Fountas & Pinnell)
- Increased access to technology
- Focus on strong pedagogical practices for staff that engage students by sharing best practices.
- Support new curriculum implementation sessions
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Opportunity for junior high students choice in CTF courses
- Experiential learning on field trips
- Invite Guest Speakers to present on various topics throughout the school year
- Differentiate learning to support a variety of students
- Collaborate with staff to determine more best practices to student engagement
- Utilize professional learning communities each week to plan for student engagement.
- Supporting Individuals through Valued Attachments Training and Third Path Training for staff

Professional Learning
- Mathology
- New Curriculum PD
- Teachers' Convention
- Institute Day
- EA Conference
- Learning Day
- Third Path

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS
- Our results from our parents and teachers dropped from very high in 2022 to high in 2023. Parents decreased 15%, while teacher results increase 0.4%.
- Our student results increased from the previous year by 4%

CONCLUSIONS & IMPLICATIONS
- School council suggested that low turnout of 12 parents completing surveys could have affected these

SUPPORTS

Board Priority/Local Goal: First Nation, Métis, and Inuit students are successful.

Outcome: More First Nation, Métis, and Inuit students meet or exceed identified measures.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	85	36	64	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	85	82	90	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	95	100	97	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	99	100	98	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	93	86	88	92	93	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about Fist Nations, Métis, and Inuit history, culture, and traditions	98	96	94	96	97	95
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations,						

SUPPORTS

Board Priority/Local Goal: First Nation, Métis, and Inuit students are successful.

Outcome: More First Nation, Métis, and Inuit students meet or exceed identified measures.

MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	**Current Result***	**Current Result***
My school is a place where I feel I belong.	74 | 78	77 | 63
I feel safe at school.	58 | 89	81 | 79
I have a friend at school.	100 | 89	92 | 94
(Elementary) At my school there is at least one adult who listens and cares about me	89	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	100	85

*Grades 4-6 \| 7-12

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 2270 St. Anthony School (FNMI)

Assurance Domain	Measure	St. Anthony 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	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	*	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	*	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

3. Aggregated 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be

- Professional Development focusing on Foundational Knowledge to support Admin/Teacher knowledge
- Use the resource boxes developed by the Central Office for First Peoples' teachings
- Utilize the Under One Sun Resource
- Recognizing/Participating in special recognition days/events such as National Indigenous Peoples Day, Orange Shirt Day, Moose Hide Campaign, and Red Dress Day (MMIW Awareness Day)
- Utilizing Learning with our Tipi
- Allow opportunities for students and staff to participate in smudging throughout the school year
- O Canada presented in Cree in rotation with English and French
- Share daily land acknowledgement at morning assembly
- Create visual displays of First Nations, Metis and Inuit cultural representation within the school
- Indigenous Lead to provide support and learning opportunities to staff
- Connect with local Elders and Knowledge Keepers to build relationships and create learning opportunities for both staff and students.
- Connect with self-identified students and families to seek feedback and to build relationships.

Professional Learning
- Foundational Knowledge PD
- Indigenous Culture Summit
- Indigenous Education Conference
- Administration PD at Indigenous Peoples' Exhibit at Fort Edmonton Park
- Opening School Year Staff Smudge

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- We experienced increases in most areas of this goal, specifically with inviting guests into our school (49% increase) and enhancing learning opportunities of indigenous culture (17% increase)
- The amount of indigenous elementary students who feel safe at school is concerningly low at 58%.

CONCLUSIONS & IMPLICATIONS

- When looking at safety of students in school, special attention will need to be focused on indigenous students as well. We will need to get further information from students through additional questionnaires and focus groups for how we can improve.
- We are quite proud of our increasing standards in this area, as we take steps toward reconciliation.

LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use data to establish intervention targets for students who have not mastered core concepts.	New Question	New Question	New Question	New Question	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrich-	New Question	New Question	New Question	New Question	New Question	New Question
I am comfortable with utilizing available intervention strate-gies, tools and supports.	New Question	New Question	New Question	New Question	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).	New Question	New Question	New Question	New Question	New Question	New Question
At school, adults help me when I ask.	94	92	91	93	95	94
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, ru-	New Question	New Question	New Question	New Question	New Question	New Question

LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES *(Continued)*

Measure Category	School Name			STAR Catholic Schools		
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher.	83	62	71	77	77	78
Adults help me when I ask.	92	78	85	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	92	88	88	85	86	87

- Develop a strategic Response to Intervention plan to further support our school's goals
- Teachers will access resources, school supports and division supports to meet student needs
- Continue to develop RTI training with staff to help them to understand how to implement in all areas
- Use universal data (Acadience, F & P, Alberta Ed Numeracy Screen, PATs) to target and identify students needing intervention
- Staff will implement RTI Tier 1, Tier 2 and Tier 3 strategies for student support
- Utilize Specialize Learning Supports Team (SLP and OT) to support students with needs.
- Teachers will provide outlines, criteria, rubrics, etc. to set expectations for assignments
- Staff will support the use of agendas to assist students in organizational skills
- Teachers will provide timely feedback to students on learning tasks.
- Teachers will provide formative assessments to guide instruction
- Provide support to teachers, parents, and students on using PowerSchool to optimize feedback on learning
- Teachers will differentiate within the classroom to meet the needs of all learners
- Teachers will provide a variety of learning opportunities for students to determine how they learn best.

Professional Learning
- Response to Intervention, RTI at Work Summit for Administration
- Leveled Literacy Intervention
- Mathology
- Third Path
- RTI Refresher for Teachers

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Many of these are new questions, which we will report on next year.

- We have experienced increases in questions or which we currently have data, most significantly with our secondary students on communicating how they learn best with their teachers (21% increase)

CONCLUSIONS & IMPLICATIONS

- We are very proud of the current data we have in this area. We will continue to work towards supporting the needs of all learners.

- Our secondary students have explicitly been learning about learning styles. Teachers have also been actively seeking opportunities to engage multiple learning styles in instruction and assessment.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students 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.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS ((WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	89.0	123	88.7	121	83.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	15	86.3	16	90.6	12	85.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	69	82.1	85	78.8	94	78.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	20	98.6	22	96.7	15	85.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Graph of School Results
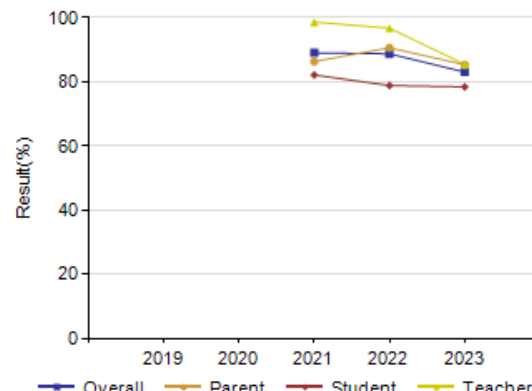
- Staff take part in district safety training modules to promote physical safety
- Advocate for school facility improvement initiatives with the district through IMR reporting
- Communicate with maintenance and district facilities director throughout the school year regarding upgrades to our facility, both maintenance and capital projects
- Work with the district facilities director and lead custodian to understand and develop procedures for standard cleaning protocols for the school
- Incorporate student work in decorative displays within the school
- Promote St. Anthony School identity, visually, within the school and through social media
- Develop house team model (mixed grades in one house team) for students to promote belonging and connection
- Share through social media ways our school promotes a positive, inclusive environment (orange shirt day, pink shirt day, staff vs students challenges, junior high dances, grade 8 wake-a-thon, BBQs, parent events, liturgies, field trips, retreats, etc.)
- Provide staff with Supporting Individuals through Valued Attachments (SIVA) training then use this model school-wide
- Collaborate with other schools on best practices for continued growth for The Third Path
- Connect with the Division Wellness Coordinator to explore ideas on supporting students, as needed.
- Continue to review standards and train (as needed) team members for Violent Threat Risk Assessment (VTRA), Applied Suicide Intervention Skills Training (ASIST), and Mental Health Literacy

Professional Learning
- Third Path
- Mental Health First Aid
- Supporting Individuals Through Valued Attachments Training
- Violent Threat Risk Assessment
- ASIST Training
- Faith PD
- Safety Modules

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- The results from our teachers in this area have declined by 11.3%.

CONCLUSIONS & IMPLICATIONS

- A closer look and investigation into how we can focus on improving these results is important

- Teachers have identified that these results are likely due to the increase of extreme behaviours from students. Although we have started taking steps to empower staff in this area, we will continue to look into how teachers view the learning environment and how we can improve.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	104	84.0	123	77.2	121	66.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	15	85.3	16	83.3	12	61.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	69	83.9	85	81.0	94	87.9	n/a	Improved	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	20	82.8	22	67.3	15	48.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of School Results
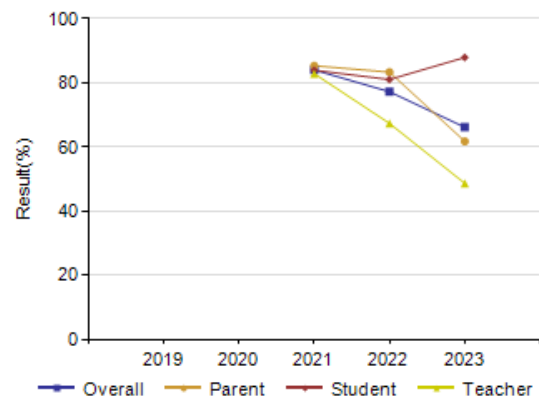
Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

- Collaboration with external service providers (Drayton Valley Youth Hub, Alberta Health Services, Family Resource Network, Drayton Valley Library, Brightwood Ranch, RCMP, etc.)

- Provide staff with Supporting Individuals through Valued Attachments (SIVA) training then use this model school-wide

- Collaborate with other schools on best practices for continued growth for The Third Path

- Connect with the Division Wellness Coordinator to explore ideas on supporting students, as needed.

- Connect with Director of Student Services, as needed, to better understand resources and the needs of our students

- Continue to review standards and train (as needed) team members for VTRA, ASIST, and Mental Health Literacy
- Access Jordan's Principle Grant Funding, where available

Professional Learning
- Supporting Individuals Through Valued Attachments Training
- ASIST Training
- Mental Health First Aid Training
- VTRA Training
- Leveled Literacy Intervention

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- It is interesting to see a decline among parents (21%) and teachers (18%), but an increase among students (6.9%)

- The decline with parent and teacher results is quite significant

CONCLUSIONS & IMPLICATIONS

- It is imperative that we create a plan for improvement in this area by finding the specific areas of growth and engaging stakeholders in learning the expectations for supports and services.

GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	46	84.8	31	84.8	35	79.0	38	80.5	27	65.9	Very Low	Declined	Concern	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	22	79.6	9	77.8	15	73.0	16	73.0	12	53.3	Very Low	Declined	Concern	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	24	90.0	22	91.8	20	85.0	22	88.0	15	78.4	Very Low	Maintained	Concern	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Graph of School Results
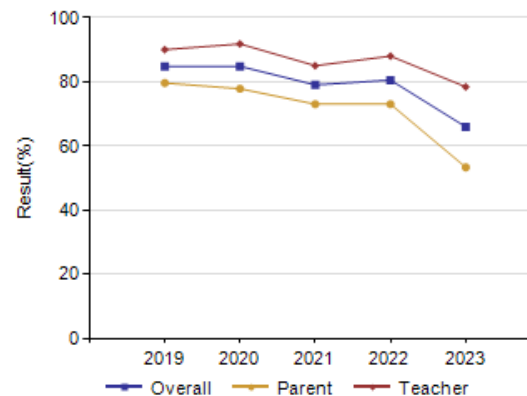
- School Council
- Volunteer opportunities inside and outside of the classroom
- Conferences regarding student learning with teachers
- Student-led conferences
- Open invitation to morning prayer
- Invitation to school masses, liturgies, and recognition awards
- School Social Media, specifically to share with parents what students are showcase student learning
- Hot lunch program
- School family events (barbeques, donuts for dads, etc)
- Meet the Staff night
- Surveys
- STAR Catholic Parent Information Sessions
- Parents coaching sports teams

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- These results were very low and concerning
- Parents decreased almost 20%
- Teachers decreased almost 10%

CONCLUSIONS & IMPLICATIONS

- As discussed with school council, parents concluded that some of the questions in this area reflect more upon parental voice in educational as a whole and not necessarily at the school level. It was challenging to determine. More investigation will need to be completed, along with increased engagement in future surveys
- Teachers also indicated that questions may have been interpreted as parents being involved in education at a provincial level, rather than a school level. In discussion regarding this area, teachers were surprised by this decrease, as they felt we had good parent involvement in our school community.

- School Budget 2023-2024

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2023-2024 Play Budget (Nov)

St. Anthony

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	$2,348,611	71.0%	$2,348,611	74.8%
Specialized Learning Support (SLS) Allocations	$330,216	10.0%	$330,216	10.5%
Pre-K PUF	$15,000	0.5%	$15,000	0.5%
Faith Development Allocations	$24,406	0.7%	$22,906	0.7%
ELL Allocations	$14,520	0.4%	$14,520	0.5%
FNMI Allocations	$59,716	1.8%	$59,716	1.9%
Federal Government	$73,300	2.2%	$0	0.0%
Other Program Allocations	$47,129	1.4%	$21,583	0.7%
One-Time Allocations	$60,290	1.8%	$0	0.0%
Facility Services Allocations	$184,586	5.6%	$184,586	5.9%
Local Revenues & Fees	$75,850	2.3%	$70,050	2.2%
Transfers between Schools, Departments & SGF	$0	0.0%	($5,840)	-0.2%
Previous Year Unspent and Surplus Allocations	$75,759	2.3%	$80,000	2.5%
Total Revenue and Allocations to Budget Center:	**$3,309,383**	**100%**	**$3,141,348**	**100%**

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	$0	0.0%	$0	0.0%
Certificated Staff	$2,378,756	71.9%	$2,351,668	74.9%
Uncertificated Staff	$744,708	22.5%	$628,663	20.0%
Services Contracts and Supplies	$185,920	5.6%	$161,018	5.1%
Amortization (Depreciation)	$0	0.0%	$0	0.0%
Held in Reserve	$0	0.0%	$0	0.0%
Total Expenditures:	**$3,309,384**	**100%**	**$3,141,349**	**100%**

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	$3,309,383	$3,141,348

Assurance Measures—Overall Summary

Assurance Domain	Measure	St. Anthony 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	85.9	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	75.3	84.9	85.1	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	84.3	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	35.3	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.5	93.0	91.7	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.0	88.7	88.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	66.1	77.2	77.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	65.9	80.5	82.6	79.1	78.8	80.3	Very Low	Declined	Concern

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Aggregated 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

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.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.