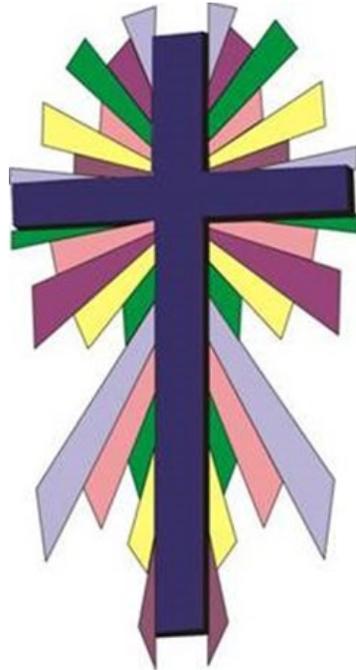
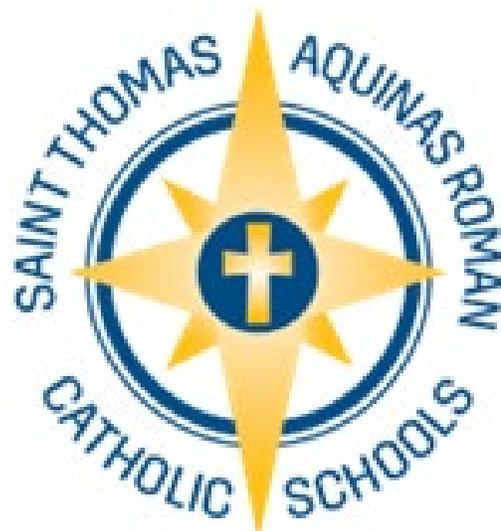


ST. AUGUSTINE SCHOOL



ANNUAL EDUCATION RESULTS REPORT 2022-2023



PRINCIPAL'S MESSAGE

KARI DAVIDSON

St. Augustine is a community of blessings. A pre—kindergarten to grade 12 community offers well rounded experiences embedded within educational endeavors. Committed, passionate and community minded teaching staff provide stability to our learning community. Parish, community and parent relationships afford St. Augustine diverse and wide-ranging resources as well as a family base to offer a Christ – centered, well-rounded, high-quality education for students and families of Ponoka and surrounding area. Our school includes many students from the Four Nations of Maskwacis as well as a diverse immigrant population.

We remain grounded in our mission as a STAR Catholic School: “Let your light shine, today, tomorrow, forever.” Our mission is built on three pillars of faith:

Guided by the Gospel, we provide an enriched, diverse, educational program in academics, arts, career technologies, mental health, and athletics in which all students may explore God given talents and potential within a safe, caring and socially just environment. It is our hope that our students utilize these gifts for the greater good, giving praise and gratitude with humble and pious hearts.

“You are the light of the world. A city set on a mountain cannot be hidden. And they do not light a lamp and put it under a basket, but on a lampstand, so that it may shine to all who are in the house. So then, let your light shine in the sight of men, so that they may see your good works, and may glorify your Father, who is in heaven.”

Matthew 5:14-16

MEET YOUR LOCAL TRUSTEE



Marilyn Burke

Ponoka Electoral Trustee Subdivision 1

Marilyn Burke is a member of St. Augustine Parish, an active volunteer with the church fundraising activities, and a member of the Catholic Women's League. She has children and grandchildren that know and have experienced the value and gift of Catholic education. As a lifelong learner, Marilyn is a well-known and present trustee in academic, athletic, and social activities at St. Augustine School.

SCHOOL PROFILE

Principal: Ms. Kari Davidson
Vice Principal: Mr. Luc Gratton
Vice Principal: Mrs. Leah Bowie
Phone: 403.704.1155
Fax: 403.704.1195
Webpage: <http://staug.star catholic.ab.ca>
Email: kari.davidson@star catholic.ab.ca
Student Population: 676
Pre-K: 18
Kindergarten: 41
FNMI: 46
First Nations: 48
ELL: 148
Grades: Preschool – Grade 12
Number of Teachers: 40
Support Staff: 23



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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.	99 82	100 87	99 84	97 89	96 89	97 89
The adults in my school treat me with respect	100 96	98 89	98 90	90 75	91 75	91 76

*Grades 4-6 | 7-12

2022-2023 SCHOOL YEAR STRATEGIES

Whole School

- Prayer First Direction and Resources Shared in google Drive (Meetings / Extracurricular / Discipline)
- School and division retreats
- Sacramental Preparation / Recognition, creation and distribution for “Congratulations” cards for reception of sacraments
- Social Media Communication of Events and Activities / Boost Parish Social Media Postings
- Class Conversations with Father
- Weekly Masses and Rosary with classroom connections and follow up
- Invitation and communications to families to attend school and parish events
- Invitation to Parish Ministry participation
- Virtual event sharing
- SPICE / Blueprint support
- GRACE initiation, sharing and support
- Chapel open all day every day
- Liturgical Year information / history sent to all staff
- ‘How to Pray’ Prayer in Action throughout the school year to include staff

Division 2

- Grade 4 Blessing and Bible Presentation
- Grade 6 Rosary Making and Blessing
- Administration to create space to focus on staff development and sharing of their faith journey



FAITH PD OPPORTUNITIES

PROFESSIONAL LEARNING

Reflection Day: focus on experiencing and recognizing God’s goodness in daily life, as well as within the Holy Mass.

- Administrator professional learning sessions focused on identified staff areas of need and faith theme (virtues, permeation, prayer).
- School Based Staff Retreats (focus on virtues, recognizing God’s goodness in self and others).
- Support attendance at SPICE (Sharing Purpose in Catholic Education) and Blueprints.
- Continue and expand the subject area permeation project with high school teachers.
- Refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources.
- Sharing of best practices regarding assessment in Religious Education.
- Division supported book study: “Educating for Eternity: A Teacher’s Companion for Making Every Class Catholic”, Brett Salkeld, Ph.D.
- Grade level and subject specific presentations regarding human growth and development, physical education, and wellness outcomes through a Catholic lens.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
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)						
Teachers help students understand how faith can guide the way they live their lives.	92	88	90	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						
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



2022-2023 SCHOOL YEAR STRATEGIES

- Deepen staff understanding of Catholic virtues and how to incorporate them into daily living.
 - Sharing of information (professional development sessions with administrators and religious education committee, newsletters, etc.) with all staff on the development of virtues
 - Sharing of best practices regarding how schools identify and recognize staff and student virtuous behaviors (e.g., “Gospel” awards, “Caught Being Good” celebrations etc.)
 - Development of staff and student retreats centered on virtues and gospel values.
 - Enhance staff capacity in regard to curricular and non-curricular permeation of faith
 - Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith. (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents)
 - Study Canadian text, “Educating for Eternity: A Teacher’s Companion for Making Every Class Catholic”, Brett Salkeld, Ph.D.
 - Continue staff collaboration in the STAR Catholic permeation project resources.
 - Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass
 - Implement effective assessment practices related to Religion outcomes.
 - Continue to deepen staff understanding of Christian anthropology and how our Catholic understanding of the human person impacts our schools.
 - Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
 - Uphold inherent Christian dignity in discipline practices, classroom management and behavior support.
- Invitation to families for faith-based events in four ways: agenda stickers, teacher email, PS banner and social media
- Rewrite Extracurricular Handbook with faith-based guidelines and prayers
 - Prayer First (Meetings / Extracurricular / Discipline)
 - Intentionally planned social justice and charity projects throughout the year
 - Staff, school, and division retreats
 - Continued support, encouragement, information, and access of Sacramental Preparation
 - Social Media Communication of Events and Activities
 - Invite parish priests to all special events and daily classroom.
 - Share parish and ministry information to staff monthly.
 - Weekly Masses and Rosary
 - Recognition, creation and distribution for “Congratulations” cards for reception of sacraments
 - Invitation and communications to families to attend school and parish events.
 - GRACE initiation, sharing and support.
 - Grade 4 Blessing and Bible Presentation
 - Grade 6 Rosary Making and Blessing
 - God’s Garden (K—4)
 - Parish for Mass, Reconciliation, Stations of the Cross
 - Prayer in Action with Community members



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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.	82	82	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.	100	100	100	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	97 95	98 82	97 84	97 94	96 95	96 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

- Terry Fox Run
- Truth and Reconciliation Days
- Legion Remembrance Awareness Posters
- MADD Bags
- Christmas Cards for Seniors
- LinkAges
- Pack the Bus / Ponoka Food Bank
- Share Lent
- School Family
- Good Samaritan
- Mustard Seed
- International Child Sponsorship
- Ttoonies for Tuition
- Kinder Visits to Long Term Care
- Snow Angels



Whole School

- Strategic plan / calendar of social justice activities and events shared with Staff, School Council and communicated with families on regular communication
 - Grade specific study and leadership of directed 'days'
 - Continued class base projects with intentional whole school social justice projects tied to our community (e.g. Pack the Bus for the Ponoka Food Bank).
 - Social Media publication of Catholic social thoughts behind our activities and events scheduled throughout the year
 - Continued education on social justice versus charity
 - Share school social justice projects in church bulletin
 - GRACE initiation, sharing and support
 - Junior and Senior High volunteers at the Mustard Seed
 - Student vote and research on Share Lent Project
 - Intentional planning within the liturgical year (avoiding meat and parties during Lent) / Pretzel Days
- Class projects to follow division planning guidelines on Social Justice

PROFESSIONAL LEARNING

- Catholic Social Justice 101 (Division Created Learning)
- Staff identification of charity and social justice topics and opportunities in Religious Education curriculum.
- Continued support and in servicing on STAR Catholic Charity and Social Justice Project Planning Guide and Forms.
- Connecting and collaborating with Catholic service agencies
- Share resources regarding Catholic Social Teaching.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

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	96	98	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	92	100	95	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



2022-2023 SCHOOL YEAR STRATEGIES

Whole School

- Strategic plan / calendar of social justice activities and events shared with Staff, School Council and communicated with families on regular communication.
- Grade specific study and leadership of directed 'days'
- Social Media publication of Catholic social thoughts behind our activities and events scheduled throughout the year
- Continued education on social justice versus charity
- Share school religious celebrations in church bulletin
- Division retreats
- Stations of the Cross at the Parish and in school
- Embedded Catholic teaching in core and elective courses
- Promotion of Catholic Community / Diocese / Parish Events
- Share school social justice projects in church bulletin

Division 1

- Growing in Faith Growing in Christ Resources
- Welcome Package for Kindergarten Families, "My Catholic School"
- Special Guests from Parish

Division 2

- Prayer in Action
- Growing in Faith Growing in Christ Resources
- Grade 4 Blessing and Bible Presentation
- Grade 6 Rosary Making and Blessing
- Reconciliation at Advent

Division 3 /4

- Prayer in Action
- Staff share Sacramental Preparation with students and families
- Think Fast Grades 7—12
- LINKages Grade 8
- Invitations to parent participation in weekly Masses and Rosary
- Invitation and communications to families to attend school and parish events
- Reconciliation at Advent

PROFESSIONAL LEARNING

Reflection Day: focus on experiencing and recognizing God's goodness in daily life, as well as within the Holy Mass.

- Administrator professional learning sessions focused on identified staff areas of need and faith theme (virtues, permeation, prayer).
- School Based Staff Retreats (focus on virtues, recognizing God's goodness in self and others).
- Support attendance at SPICE (Sharing Purpose in Catholic Education) and Blueprints.
- Continue and expand the subject area permeation project with high school teachers.
- Refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as



other grade level approved Religious Education resources.

- Sharing of best practices regarding assessment in Religious Education.
- Division supported book study: "Educating for Eternity: A Teacher's Companion for Making Every Class Catholic", Brett Salkeld, Ph.D.
- Grade level and subject specific presentations regarding human growth and development, physical education, and wellness outcomes through a Catholic lens.

SPICE / Blueprints

45 Minute Faith Retreats

Individual Professional Growth Plans

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

With a student population ranging from age 3 to age 19, St. Augustine experiences the depth and breadth of Catholic education of each of its members. There are many new questions on the survey for which data is yet to be available. Data reveals impressive results and improvements in already strong categories. Praying as a class each day is at 99% versus 82% a year ago. 100% of students feel respected. An increase in teachers, 92% from 88%, feel they share their faith life with students. The number of parents that feel the school helps the less fortunate has held steady at 82%, while staff and students represent 100% and 97% respectively. 100% of teachers feel they have the opportunity to participate in religious celebrations while 92% of support staff feel they do.

CONCLUSIONS

St. Augustine is proud of our Catholic identity and how we express this to our students, their families and all our staff as well as the community at large. Consistent emphasis on daily prayer is necessary and working as data reveals. Grounding interactions in the Third Path likely has influenced our results as students feel respected. We continue to encourage teachers to share their faith life with students and their families. The administration believes that all staff have the full opportunity to participate in religious celebrations. Through ongoing and recurring professional development, cultural norms and routines, activities and events, strategic structures of learning in each division founded by whole school vision, we feel the journey of healing from disconnection felt and brought on by the epidemic is shifting in a positive way.

IMPLICATIONS

Through stakeholder engagements and personal relationships, we will continually review our practices adjusting as required to meet the needs of our dynamic Catholic community. We will continue to rely on the Third Path and division faith themes to guide our relationships and interactions. Support staff will once again be consulted on their feelings regarding their opportunities to participate in religious celebrations. It is not necessarily the activities or the events in which we hold onto, but the intention of learning, service, and development to which they result. Growing leadership from within is an important element that allows our faith to flow throughout the school grounded in common vision.

We will continue to present opportunities for consistent and embedded Catholic worldview and culture each day in hallways, classrooms and extracurricular off campus opportunities that include intentional formation from retreats, curriculum and prayer to daily interactions based upon dignity of the human person. Communicating with families is vital. As staff we understand our immense role in the formation and development of spirituality of each of us and how that is intertwined within our school community. We create scaffolded structures with the 12 years of child development in mind, ensuring that deep understanding is taught and practiced intentionally. These include the 5 Marks of a Catholic School: we are created in the image of God; we center ourselves within a Catholic worldview through activities and events; we permeate faith in all learning; we witness the Gospel; we thrive in a spirit of community.

School Masses/Celebrations and Connections to Catholic Organizations

September Opening Mass
Class Rosary 4 times per year with CWL
October Thanksgiving Mass
RCIA Classes at school
RTI Prayer in Action
November Remembrance Liturgy
Sacramental Prep: Reconciliation and First Communion
Sacramental Prep: Confirmation
December Advent Mass
February Ash Wednesday Liturgy
Share Lent / Development and Peace
Stations of the Cross (School and Parish)
Reconciliation (grade 4 / 6 / 10)
April Easter Mass
May Living Rosary
June Graduation Year End Mass
June Graduation Retreat
July Church Food Booth Volunteering at the Ponoka Stampede



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

Sacramental Preparation
Parish Ministry Participation
Father Gary LaBoucane (Maskwacis)
July Church Food Booth Volunteering at the Ponoka Stampede
Retreats
Prayer In Action



DOMAIN 2: STUDENT GROWTH & 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					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
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	96	95	95	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)						
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	100	100	96	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

DOMAIN 2: STUDENT GROWTH & 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.	92	New Question	New Question	85	New Question	New Question
I have a friend at school.	89	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.	91	New Question	New Question	81	New Question	New Question
I have a friend at school.	93	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Mental Health Literacy course biweekly for all in Faculty Advisory Day
- Staff champion our high school students through relationships and grace
- Continue to embed mental health education in tier 1 classrooms via scheduling the FSLW and Administration
- Continue to encourage and model the use of mental health strategies prior to test taking through routines, self-checks, and self-regulation strategies.
- Continue to address Social Media via The Joe(s) for parent / student learning
- Continue "Go-To Educator" professional development and share with staff monthly
- Mental Health Literacy Implementation
- Go-To Educators train new school staff on all conditions and refresh current staff
- Focus on proactive mental health mindset and strategies for all students
- Share Exam Strategies to manage stress and anxiety
- Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on Mental Health /Anxiety strategies for at-risk students.
- Weekly SIT (Student Intervention) Meetings
- Work with School Intervention Teams to support at-risk students.
- Utilize Faculty Advisory time for mental health awareness and discussion sessions
- Connect with families and link with community based supports.
- Media campaign about mental health strategies.
- Connect with all students, especially those who are new to our community
- Celebrate and create joy together building and cementing relationships



PROFESSIONAL LEARNING

Reflection Day
ATA Institute Day
Learning Day
Educational Assistant Conference Day
COLT Team Access and Newsletter
FSLW Classroom Visits
Third Path Sessions
Go To Educator Refreshers



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Mental Health is an ongoing and key aspect of learner, teacher and community health influencing academic and social success. Recent tragedies and ongoing concerns highlight the significance of mental health. There are many new questions on the survey of which data is not yet available. Data reveals 92% and 89% of elementary students feel safe and have a friend at school. Secondary student data results represent 91% and 92% of the same questions. While the complexity and severity of needs often feels beyond our scope, impacting teaching and learning, 96% of teachers and 100% of support staff feel they can support social and emotional well-being of students. Community partnerships have been essential yet are limited and waitlisted in our rural setting. We work with what is in our control, walking beside students, ensuring a safe community in which students feel love and belonging.

CONCLUSIONS

Viewing our systems and process, our 'how' through the lens of mental health continues to be important for all staff. We will continually seek stakeholder feedback on this area, particularly from parents. Supportive structures, including tier 1 mental health training via the Third Path, Go to Educator sessions and Mental Health Literacy are consistently helpful and essential in our work with students and their families. Strong data shows that these strategies are working. Regularly scheduled student intervention meetings have allowed a tracking and understanding of our greatest needs, which are daunting at times. Mental Health education for staff and students in a variety of ways from direct teaching to sound and visual information bites, to embedded daily practices and structures. Accessing community partnerships will continue to play a key role in responding to mental health.

IMPLICATIONS

The context of a pre-K to 12 environment and mental health provides many nuances that are carefully reflected upon prior to implementation. We will continue to rely on structures, internally and externally, that are being successful as represented by the data. We know the teacher has the greatest influence on classroom learning and experiences. Supporting staff mental health is foundational to supporting student mental health. Proactive strategies of relationship building, regular student intervention meetings, and daily communication with our learning support facilitator, as responsive practices are required to be present in both interactions and structures. FSLW referrals will continue to support the structured approach to supporting students and families. Planning for scaffolded learning as well as responsive strategies and interventions continue to be an evolving process. Consulting with families beyond school council, particularly those that seek Tier 3 support as to their expectations of support as well as communicating the school mandate will a goal.



DOMAIN 2: STUDENT GROWTH & 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

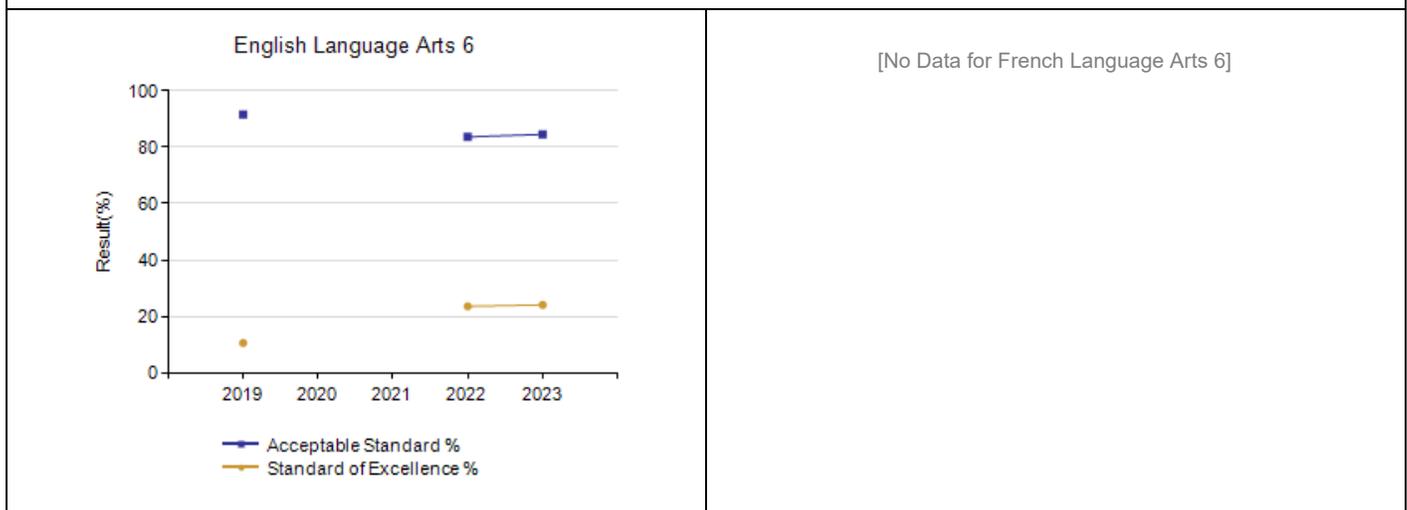
Provincial Achievement Test Results – Measure Details

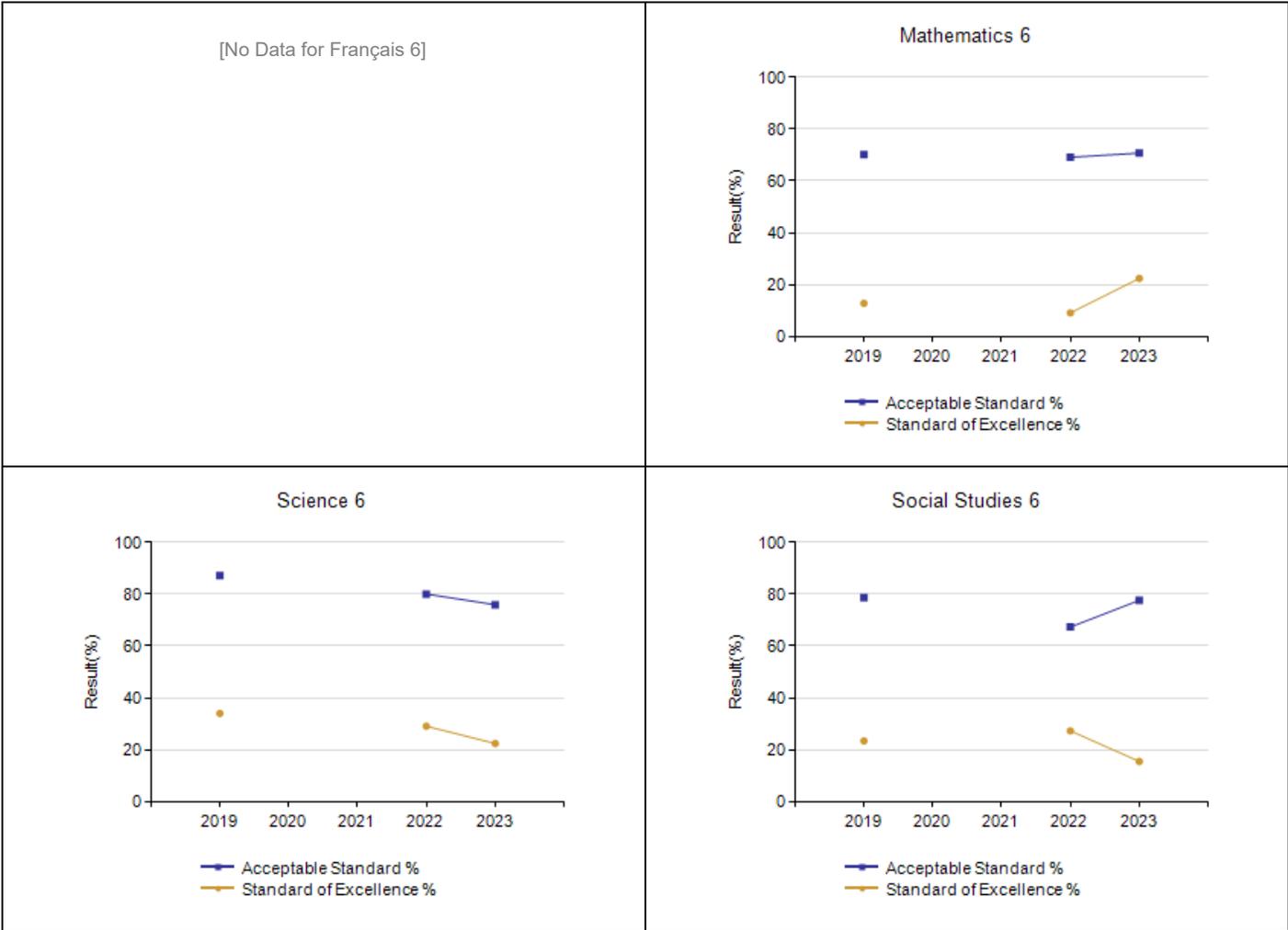
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.5	10.6	n/a	n/a	n/a	n/a	83.6	23.6	84.5	24.1		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	70.2	12.8	n/a	n/a	n/a	n/a	69.1	9.1	70.7	22.4		
	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	87.2	34.0	n/a	n/a	n/a	n/a	80.0	29.1	75.9	22.4		
	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	78.7	23.4	n/a	n/a	n/a	n/a	67.3	27.3	77.6	15.5		
	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		
English Language Arts 9	School	88.9	13.3	n/a	n/a	n/a	n/a	70.3	10.8	82.8	15.5		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		

Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	75.0	20.5	n/a	n/a	n/a	n/a	56.8	29.7	65.5	17.2		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	91.1	28.9	n/a	n/a	n/a	n/a	62.2	21.6	77.6	24.1		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	76.6	14.9	n/a	n/a	n/a	n/a	54.1	27.0	60.3	12.1		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. 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. 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.

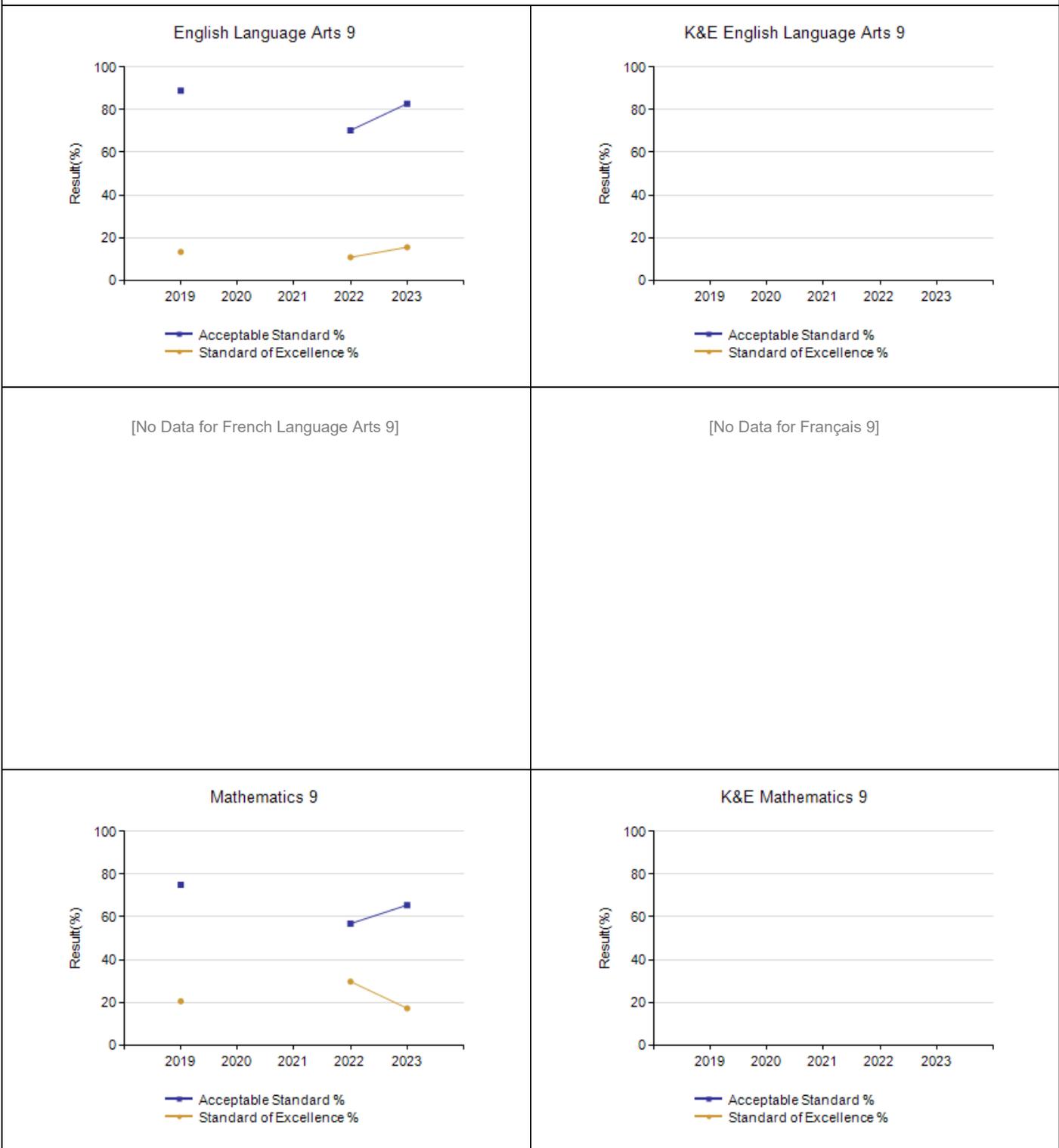
Graph of Provincial Achievement Test Results by Course





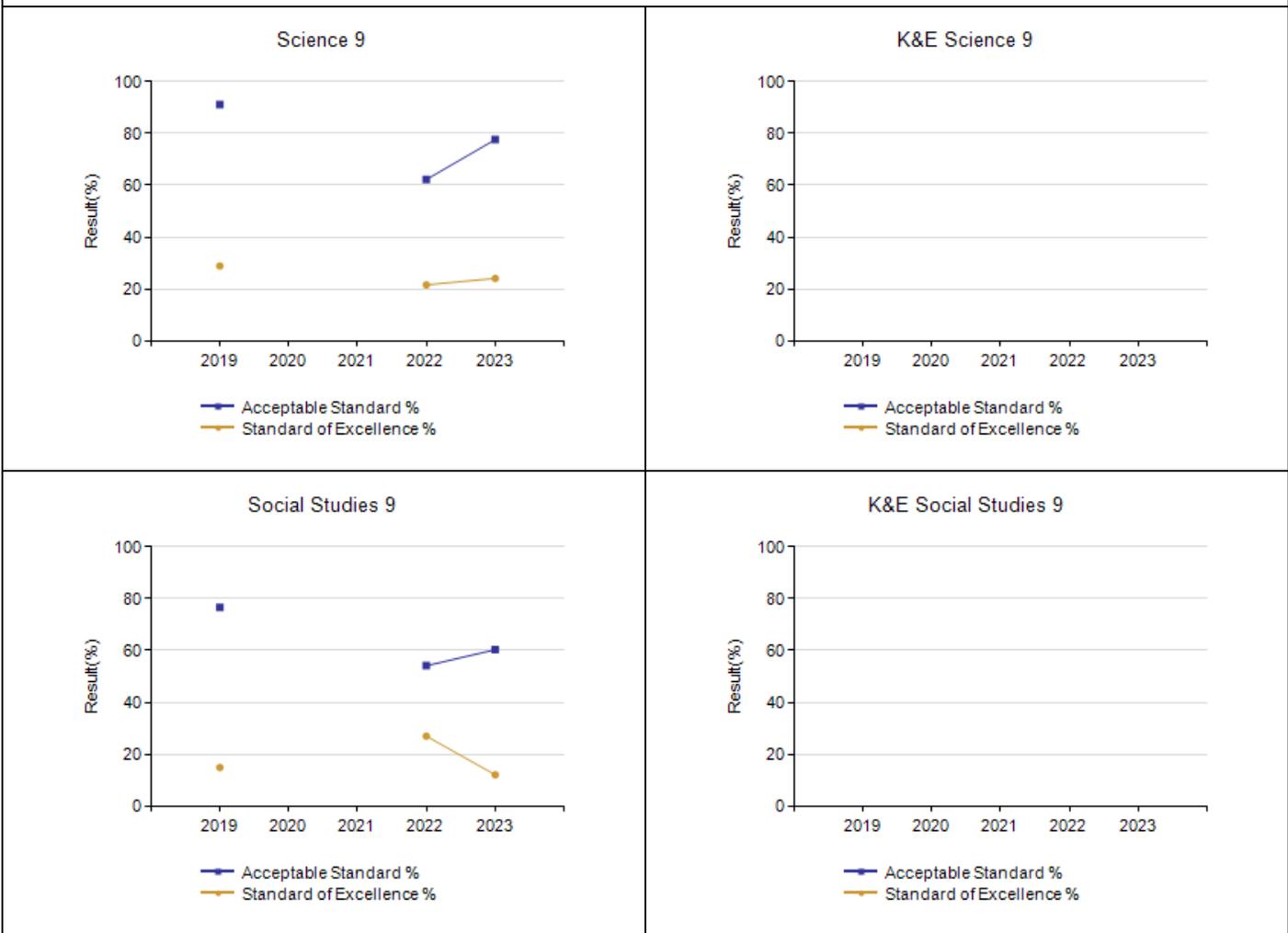
- Notes:
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 8. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 9. 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.
 10. 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.
 11. 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.

Graph of Provincial Achievement Test Results by Course



- 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 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.

Graph of Provincial Achievement Test Results by Course



- Notes:
17. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 18. 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.
 19. 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.
 20. 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.
 21. 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

Course		Measure		St. Augustine School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	58	84.5	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	58	24.1	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	Low	n/a	n/a	58	70.7	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	58	22.4	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	58	75.9	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	58	22.4	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	High	n/a	n/a	58	77.6	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	58	15.5	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	58	82.8	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	58	15.5	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	Intermediate	n/a	n/a	58	65.5	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	58	17.2	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	Very High	n/a	n/a	58	77.6	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	58	24.1	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	Low	n/a	n/a	58	60.3	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	58	12.1	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:
22. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 23. 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.
 24. 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.
 25. 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.
 26. 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.
 27. 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.

Student Growth and Achievement (Grades K-9)

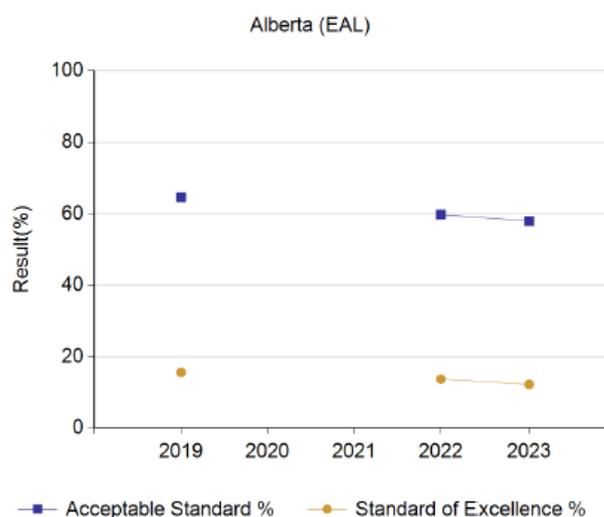
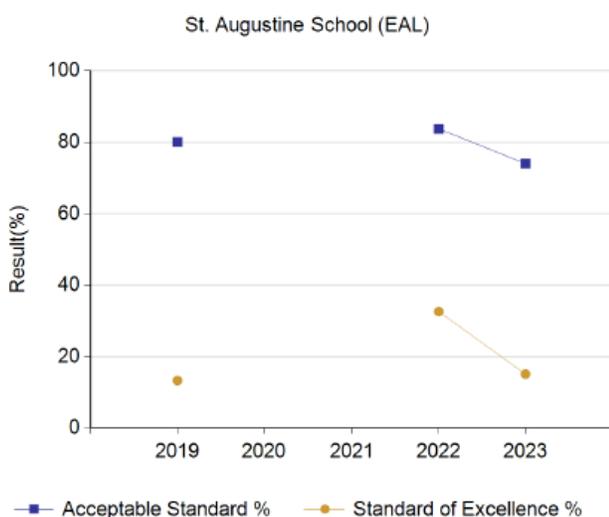


PAT Results By Number Enrolled Measure History

School: 4270 St. Augustine School (EAL)

Province: Alberta (EAL)

	St. Augustine School (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	18	n/a	n/a	16	31	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	80.0	n/a	n/a	83.7	74.0	Intermediate	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	13.3	n/a	n/a	32.6	15.1	Intermediate	n/a	n/a	15.6	n/a	n/a	13.7	12.2



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.

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 4270 St. Augustine School (EAL)

Course		Measure		St. Augustine School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	17	88.2	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	17	35.3	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	High	n/a	n/a	17	82.4	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	17	23.5	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	17	76.5	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	17	23.5	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	High	n/a	n/a	17	82.4	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	17	5.9	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 7	Acceptable Standard	Intermediate	n/a	n/a	14	76.6	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	14	21.4	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 7	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 7 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 7 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 7	Acceptable Standard	Intermediate	n/a	n/a	14	64.3	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	14	14.3	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 7	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 7	Acceptable Standard	Very High	n/a	n/a	14	76.6	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	14	26.6	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 7	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 7	Acceptable Standard	Intermediate	n/a	n/a	14	64.3	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	14	7.1	n/a	n/a	6,983	11.0	n/a	n/a		
K&E Social Studies 7	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 5. 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 fire in 2019/20 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/added curriculum and were assessed from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration wherein students most likely impacted by these security breaches have been excluded from the provincial school. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



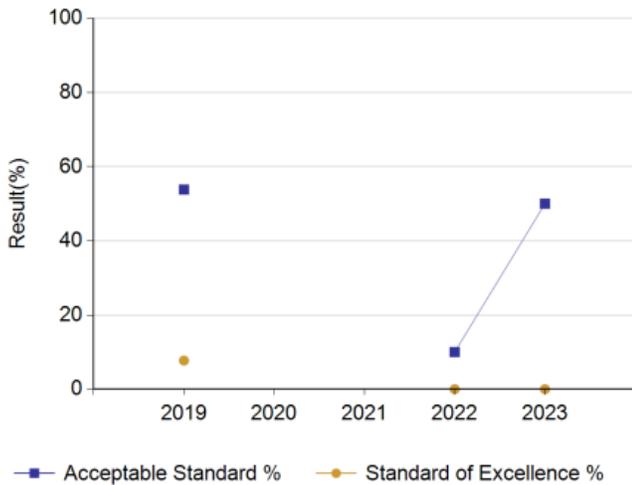
PAT Results By Number Enrolled Measure History

School: 4270 St. Augustine School (FNMI)

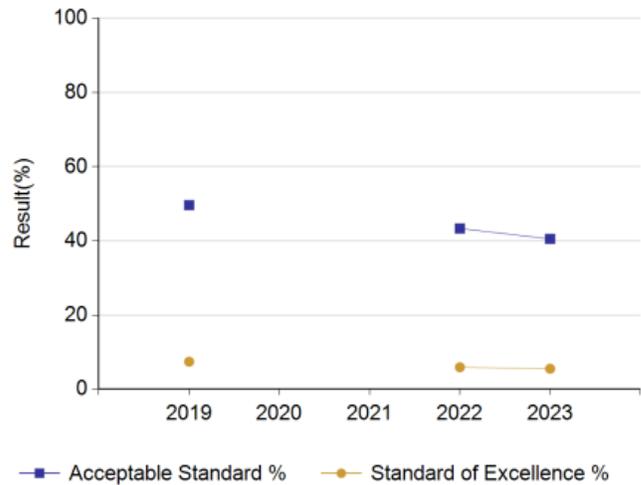
Province: Alberta (FNMI)

	St. Augustine School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	7	n/a	n/a	12	13	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	53.8	n/a	n/a	10.0	50.0	Very Low	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	7.7	n/a	n/a	0.0	0.0	Very Low	n/a	n/a	7.4	n/a	n/a	5.9	5.5

St. Augustine 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

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 4270 St. Augustine School (FNMI)

Course		Measure		St. Augustine 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	Very Low	n/a	n/a	8	62.5	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	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	Very Low	n/a	n/a	8	50.0	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	8	62.5	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	8	75.0	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	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 of 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	*	*	*	5	*	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	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:

- Data values have been suppressed where the number of respondents/students is fewer than 5. 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. 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 was impacted by the fires in 2018/19 and 2021/22. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2023/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/delisted curriculum and were assessed from writing in these 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 school. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

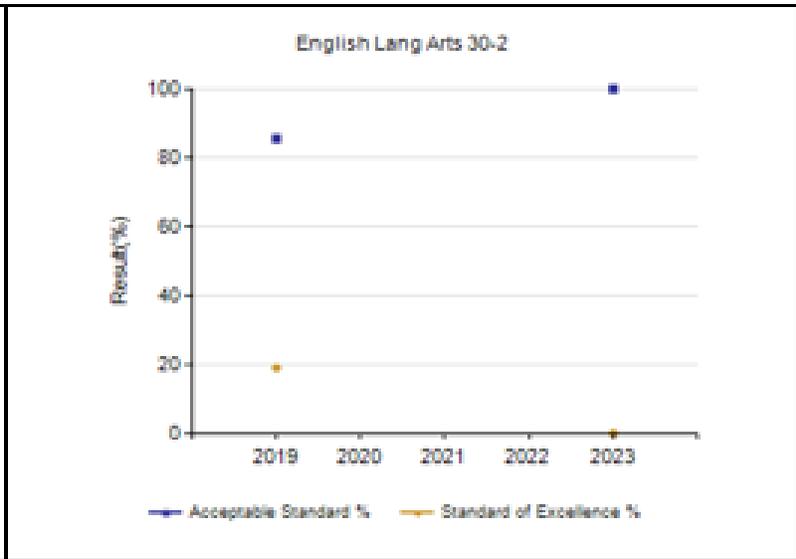
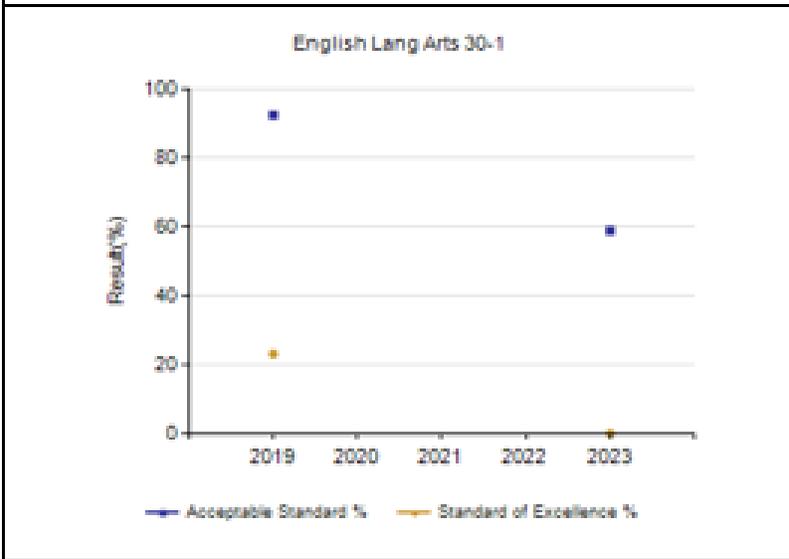
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (In percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.3	23.1	n/a	n/a	n/a	n/a	n/a	n/a	58.8	0.0		
	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	63.7	10.5		
English Lang Arts 30-2	School	85.7	19.0	n/a	n/a	n/a	n/a	n/a	n/a	100.0	0.0		
	Authority	80.4	11.8	n/a	n/a	n/a	n/a	88.8	6.3	98.2	9.4		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	66.2	12.7		
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Español 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	School	71.4	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	63.0	14.8	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3		
	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	81.8	16.2	n/a	n/a	n/a	n/a	90.0	16.7	85.7	0.0		
	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	66.7	23.8	n/a	n/a	n/a	n/a	83.3	11.1	80.0	6.7		
	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	52.0	16.0	n/a	n/a	n/a	n/a	73.7	5.3	88.6	25.7		
	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	65.0	10.0	n/a	n/a		
	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	62.5	6.3	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	83.3	26.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	84.2	31.6	n/a	n/a		
	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.8	20.0	74.1	11.1		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

Notes:

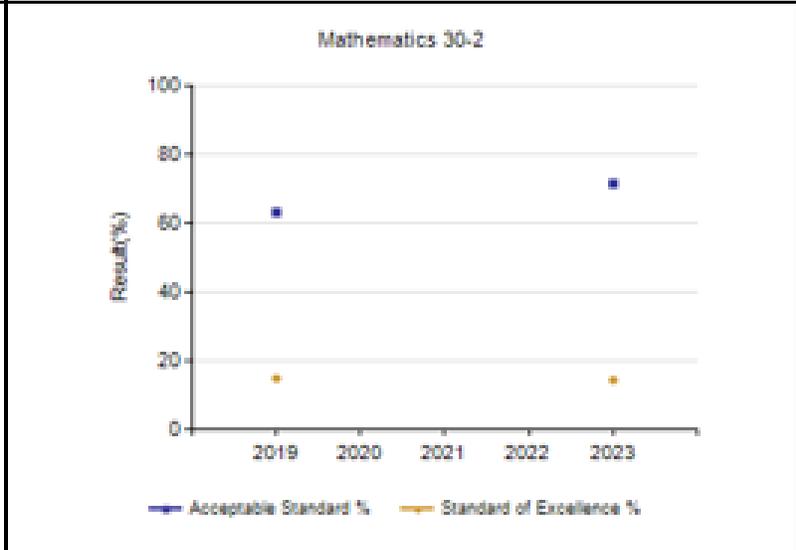
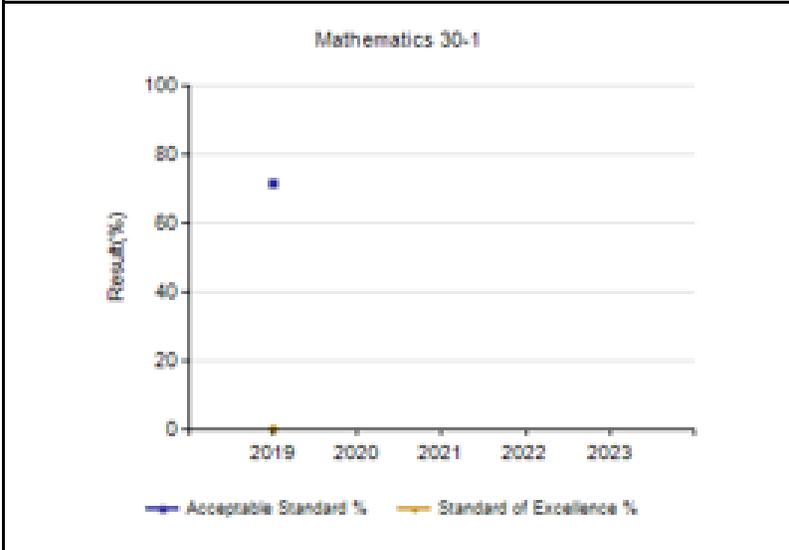
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation 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 examinations.
- Participation in the 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 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.
- A written-response component worth 25% of the total exam mark was added to the [Mathematics](#) 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

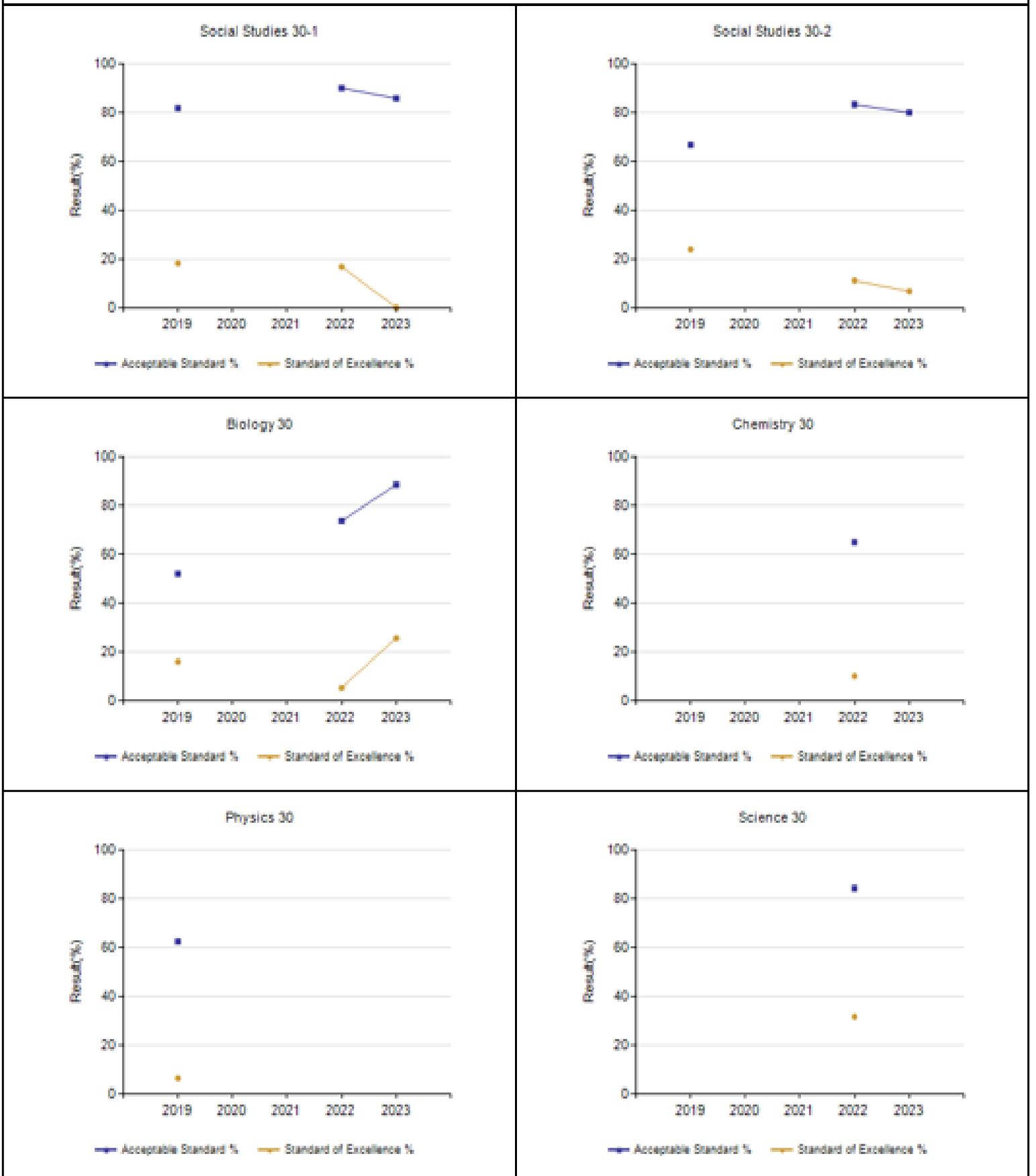
[No Data for Français 30]



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the 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.
4. A written-response component worth 25% of the total exam mark was added to the [Mathematics 30-1/30-2](#) diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 3. Participation in the 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.

Diploma Examination Results Course by Course Summary With Measure Evaluation

Course	Measure	St. Augustine School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	17	55.8	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	17	0.0	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Very High	n/a	n/a	14	100.0	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	14	0.0	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
English 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	14	71.4	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	14	14.3	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	14	85.7	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	14	0.0	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Intermediate	n/a	n/a	15	80.0	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	15	6.7	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	High	n/a	n/a	35	88.6	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	35	25.7	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	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 examinations.
3. Participation in the Diploma Exams 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 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.
5. A written response component worth 25% of the total exam mark was added to the [Mathematics 30-1/30-2](#) diploma exams in 2018/19.

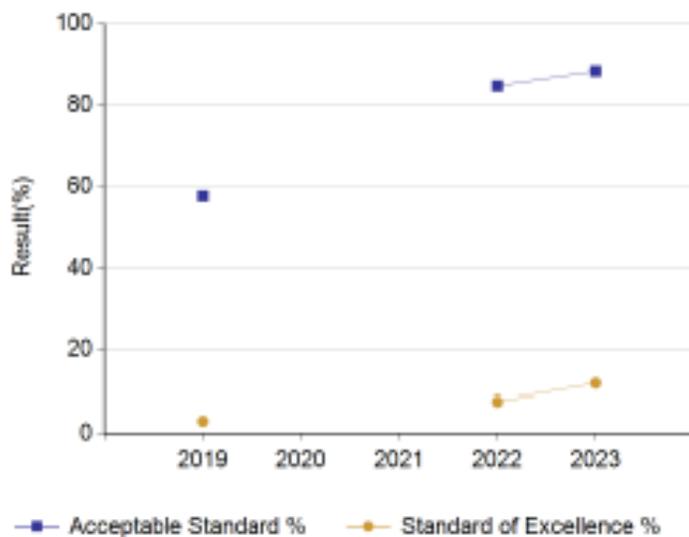
Diploma Exam Results By Students Writing Measure History

School: 4270 St. Augustine School (EAL)

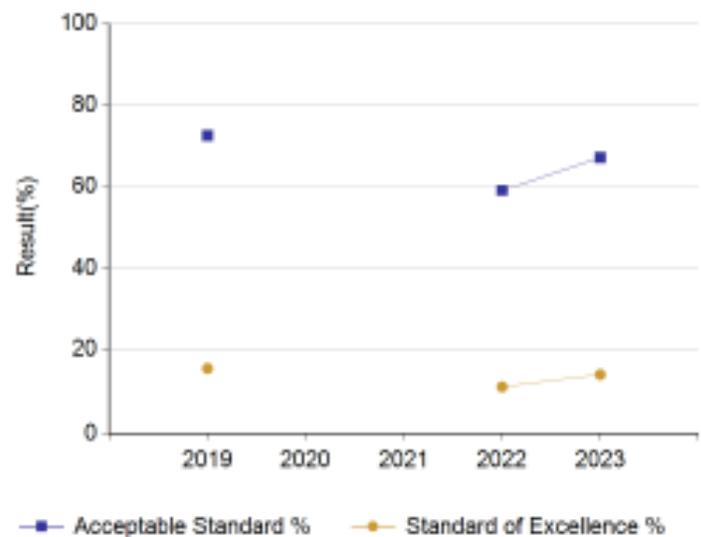
Province: Alberta (EAL)

	St. Augustine School (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	18	n/a	n/a	15	14	n/a	n/a	n/a	6,230	n/a	n/a	5,398	6,167
Acceptable Standard %	57.8	n/a	n/a	84.8	88.2	Very High	n/a	n/a	72.5	n/a	n/a	50.0	67.1
Standard of Excellence %	3.0	n/a	n/a	7.7	11.8	Low	n/a	n/a	15.3	n/a	n/a	10.8	13.8

St. Augustine School (EAL)



Alberta (EAL)



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

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 4270 St. Augustine School (EAL)

Course		Measure		St. Augustine School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	6	33.3	n/a	n/a	2,482	63.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	2,482	3.7	n/a	n/a		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	2,284	71.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	2,284	5.5	n/a	n/a		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,714	61.1	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,714	23.1	n/a	n/a		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	100.0	n/a	n/a	1,327	58.5	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	33.3	n/a	n/a	1,327	9.7	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	100.0	n/a	n/a	1,415	72.7	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	1,415	8.8	n/a	n/a		
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,749	62.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,749	7.8	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	10	100.0	n/a	n/a	1,790	72.8	n/a	n/a		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	10	20.0	n/a	n/a	1,790	24.7	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,479	73.5	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,479	29.9	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	715	75.7	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	715	32.3	n/a	n/a		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	714	67.4	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	714	16.1	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 examinations.
- Participation in the 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 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.
- A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Student Growth and Achievement (Grades 10-12)



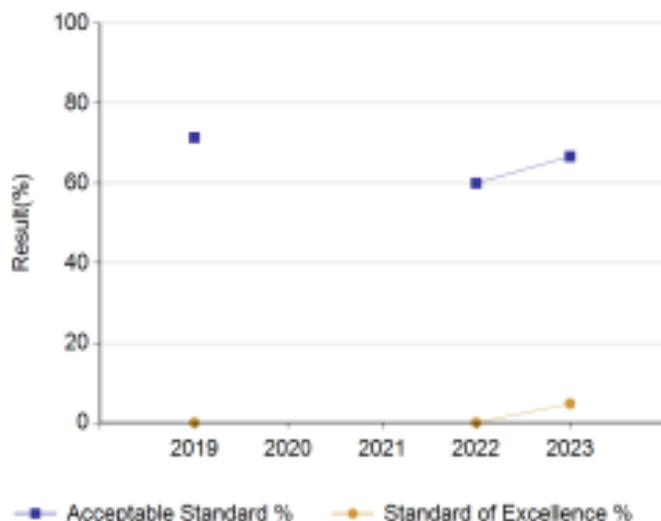
Diploma Exam Results By Students Writing Measure History

School: 4270 St. Augustine School (FNMI)

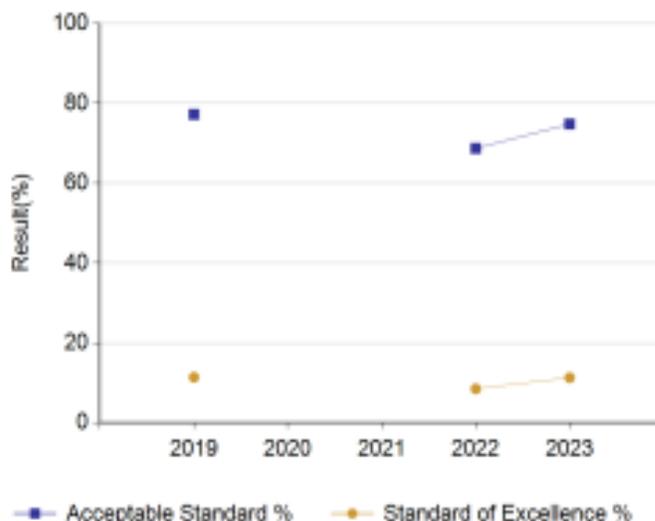
Province: Alberta (FNMI)

	St. Augustine School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	6	n/a	n/a	8	10	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,949
Acceptable Standard %	71.4	n/a	n/a	60.0	66.7	Very Low	n/a	n/a	77.2	n/a	n/a	68.7	74.8
Standard of Excellence %	0.0	n/a	n/a	0.0	4.8	Very Low	n/a	n/a	11.4	n/a	n/a	8.5	11.3

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

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 4270 St. Augustine School (FNMI)

Course		Measure		St. Augustine School (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,286	78.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,286	6.1	n/a	n/a		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,833	86.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,833	9.9	n/a	n/a		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	83.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	2.7	n/a	n/a		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	568	60.6	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	568	15.0	n/a	n/a		
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	742	65.8	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	742	12.1	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	988	73.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	988	8.6	n/a	n/a		
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,933	72.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,933	5.4	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	902	72.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	902	19.1	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	550	70.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	550	24.0	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	250	72.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	250	26.8	n/a	n/a		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	470	75.3	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	470	18.7	n/a	n/a		

Notes:

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4. Participation in the 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

2022-2023 SCHOOL YEAR STRATEGIES

Whole School

- Through the PLC , targets and expectations are set for K—12 classes.
- Collaborate on essential skills and content that flow through the curriculum in PLC time.
- Create common formative and summative assessments in core classes.
- Use Levels of Achievement and a common process rubric for CTF and CTS including grade 9
- Use grade based RTI and WYN (for most students) to optimize support and collaborative planning
- Support, model and encourage strong Tier I Instruction practices and our RTI structure of support.
- Emphasize and support engaged learning with hands on materials, projects and technology
- Seek and apply real world connections to core learning
- Timely feedback of student achievement
- Assessments are set to mirror the PAT's and DIP's both in structure but also with a range of difficulty (High/Medium/Low).
- Entrance and exit slips as well as pre-tests have been used to identify students requiring extra support.
- Develop resources that can be used to collect data.
- Plan small group instruction in daily practice.
- Intentionally request students for small group and individual support in intervention blocks.
- Work with students to set individual goals appropriate to age and grade level.
- Individually assist students in career planning, targeting what they need to follow their desired path after high
- Embed English Language Learner best practice into our interventions and teaching in all subjects.
- Use Smarter Marks software to improve our analysis of teacher made assessments.
- Support and encourage teacher PD through Alberta Education on field testing and question creation groups
- Continue common gradebook created via PLC's, add philosophy justification for gradebooks
- Utilize research on best practice in assessment.
- Train and support EA's with time and resources to understand and support learners at higher levels by adding time at the end of the day

Division 1

- K—2 targeted phonics skills
- Add another WYN (what you need) block for K—4

Division 2/3/4

- Continue to develop new CTS modules based on student interest
- 4—6 week wave groups based on need so all students receive intervention
- Use Common Lit to stream line student formative assessment, data tracking and skill learning in grades 5-12
- Reading and Math interventions place emphasis on pre-teaching skills, vocabulary, guided and close readings, key words, question comprehension and building background knowledge.
- Writing interventions target the content of writing, developing the pre-planning ideas, refining written organization and enhancing literary analysis.

PROFESSIONAL LEARNING

General Strategies

- a. A variety of professional development sessions related to the Teaching Quality Standards and the Division's Education Plan will be offered.
- b. Curriculum implementation collaboration days for Kindergarten to Grade 6, in alignment with the Alberta Education implementation plan.
- c. Utilize external learning consultants for subject specific areas.
- d. Provide professional development and/or resources to enhance and deepen staff use of universal tools
- e. Learning Day
- f. ATA Institute Day
- g. Reflection Day
- h. Educational Assistant Conference Day
- i. Administrative Assistant Day

Elementary Teachers:

- St. Augustine Co Created Professional Learning Plan
- Deepen understanding of universal screeners and intervention supports for literacy and numeracy.
- Scaffolded implementation of new curriculum:
 - Deepen understanding of and embed identified essential outcomes into pedagogical practices.
 - Create frameworks for subject area progressions.
 - Continue to collaborate to create unit plans.
 - Provide targeted professional development to support French Immersion teachers.

Secondary Teachers:

- St. Augustine Co Created Professional Learning Plan
- Provincial working and Marking Groups encouraged
- Introduce new curriculum as it is released.
- Enhance and deepen staff use of universal tools, such as:
 - Read and Write Google- Literacy
 - Equatio - Numeracy
 - My Blueprints - graduation planning
- Interleaving concepts for yearlong planning in math / science



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Despite ongoing challenges of learning gaps and contextual factors of mental health and attendance, St. Augustine students reveal academic strengths in all core learning areas. Achievement is high / intermediate and above provincial standards in all grade 6 and 9 measured subjects. Deficits reflected as “Low” must be taken in context that they remain above provincial standards and we are recovering from serious and unavoidable effects of the pandemic. The St. Augustine community should be proud of these achievements and steps, strategies and interventions undertaken to earn excellent results.

Grade 6

- Our grade 6 results are strong in both acceptable and standards of excellence, exceeding provincial standards.
- The indicator of low in acceptable standard in Mathematics 6 is somewhat misleading as St. Augustine is 5.3% above provincial grading with excellence exceeding the province.
- The indicator of low in acceptable standard in science is also misleading, with St. Augustine scoring 9.2% above provincial average.

Grade 9

- Results remain very strong, in all areas which score above the province by 10% in both acceptable and standards of excellence. The weakest results, yet still above provincial standards, are in social studies.

Grade 12

- Our diploma results reveal continuous improvement in both acceptable and excellence categories. Acceptable standards have continued to improve in writing measures from 69.5% in 2019 to 82.5% in 2023. English 30-1 had weak results in comparison to the province while English 30-2 had exceptional results with 100% of students reaching acceptable standard. St. Augustine only had 3 Math 30-1 students; thus, data was suppressed, yet Math 30-2 demonstrated results in line with the province. Social 30-1 revealed stronger results than the province in acceptable standard and weaker results in the standard of excellence. Social 30-2 exceeded the province in both standards. Biology 30 scores aligned with the division, exceeding provincial standards. There were not enough writers to reveal Physics 30 data and Chemistry is offered in staggered years.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

English as a Second Language (ESL)

- The small number of EAL students writing Diploma exams should be recognized. Although the indicator of low on ELA 30-1 exams is raised, a look at the 6 students who wrote ELA 30-1 shows remarkable courage to undertake the academic course after only being in Canada and speaking English for 2-3 years. Biology 30, a vocabulary rich science has 100% of EAL students reaching acceptable standard, which is incredible as is a standard of excellence of 20%, 4 % below the province.

First Nation, Métis, and Inuit Students

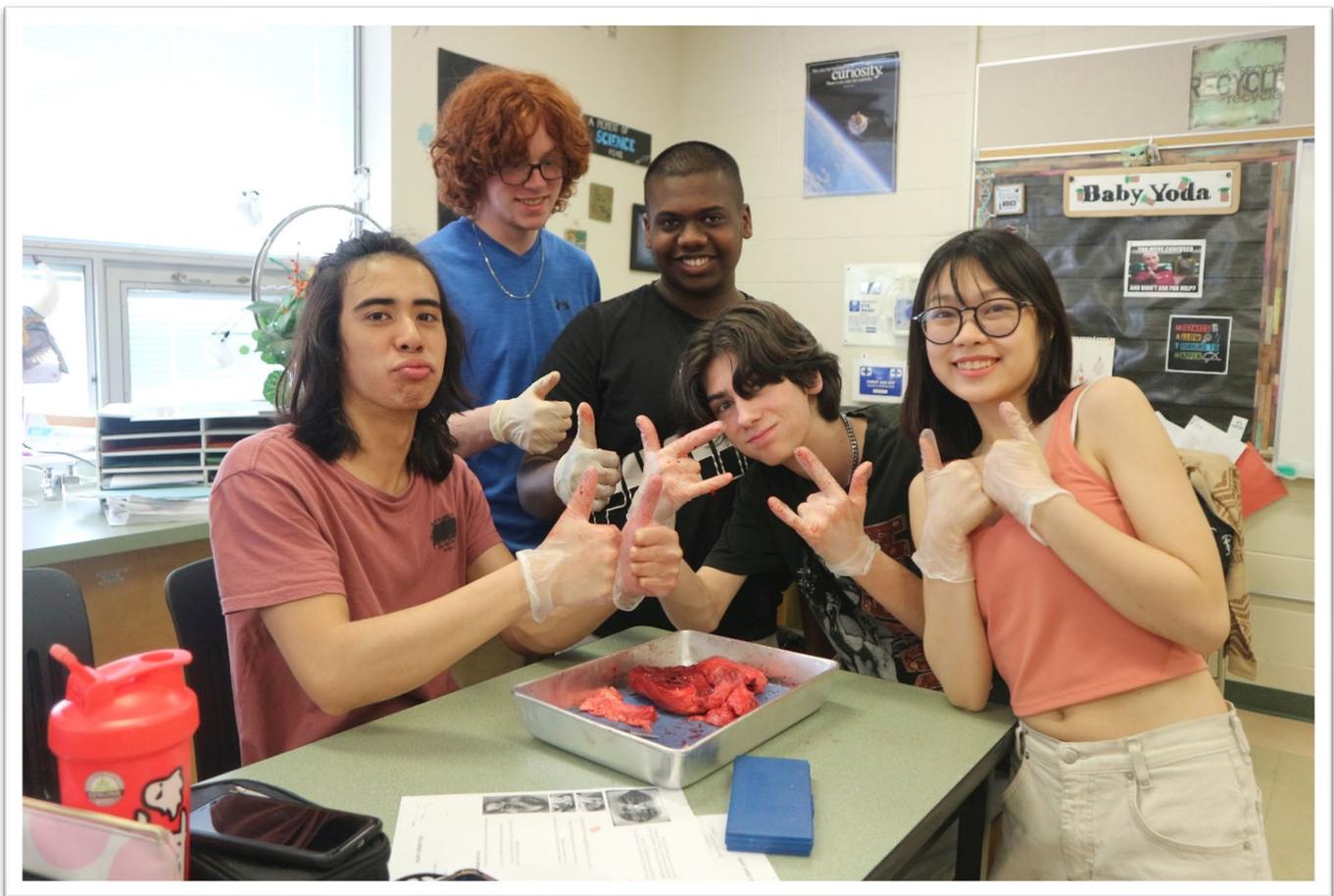
- St. Augustine measures of writing history for FNMI reveal an indicator of very low, at 66.7 %, 8.1% lower than the province for acceptable standard and 4.3% for standard of excellence, 6.5% less than the province. While St. Augustine graduated its largest number (5) of FNMI students last year, our data is not large enough to be reported. Grade 6 and 9 data reveals the same suppression due to population.

CONCLUSIONS

Despite the red and yellow indicators in some areas, St. Augustine students are performing very well on provincial examinations due to the relationships, tiered interventions and continual shifts made by teachers to respond to a variety of learning needs. This responsiveness has its challenges and requires ongoing creativity, collaboration, and reflection. The effects of Covid cannot be forgotten as teachers discover material students are not prepared for and skills they have not mastered. Response to intervention has been critical and continues to be an area of focus for classroom and intervention learning.

IMPLICATIONS

Student success requires many pillars from mental health and relationships to engagement and deep knowledge of content pedagogy to vocabulary development and strategic test taking skills. Supporting students and teachers in the very best ways we can is a priority. Reviewing what success is to our EAL and FNMI learners is important as starting them on a journey of success cannot be captured completely by provincial measures. Collaboration between teachers on what works best to support students and each other is a key factor in creating success in our students. Individualization and differentiation for EAL and FNMI learners will continue to require timely feedback from quality, co-created formative assessment allows teachers to determine where and how to go next. We recognize the ongoing impact of the pandemic years and are rethinking and rebuilding structures that are successful while dismantling those that are not.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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, no AEAM Report has been released.





Early Years Literacy & Numeracy Assessments (Gr. 1-3)

2022-2023

School: St. Augustine School

List of Alberta Education Screening Assessments

Literacy- Acadience

Numeracy- Provincial Numeracy Screening

Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of schools year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	51	51	50	29	28	6
2	43	43	18	9	2	0
3	63	63	22	16	18	5
Average months:						
	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	12	8	12	6		
2	14	8	10	10		
3	15	10	14	8		

Summary of Support Strategies- Literacy

Tier 1

- K—2 Science of Reading / Targeted Phonics instruction
- Acadience Screening and Progress Monitoring
- Movement breaks
- Embedded cross curricular learning
- Multimodality learning activities
- PS, agenda, email, Remind for home-school communication of achievement

Tier 2

- Regular PLC data discussion that activates support for small group targets
- Literacy WYN boxes
- Trained EA Support for targeted lessons
- Teacher led small group and 1-1 lessons
- SLP and OT small group support for like –goals
- Technology support

Tier 3

- EA support for modified IPP programs
- SLP / OT for individual goals
- Life skills connected activities
- Technology support
- Orthographic Mapping

Summary of Support Strategies- Numeracy

Tier 1

Hands on manipulatives purchased, and PD for best practice and learning in literacy and numeracy.

Mathology Resource

Provincial Numeracy Screening

Embedded cross curricular learning

Multimodality learning activities

PS, agenda, email, Remind for home-school communication of achievement

Tier 2

Regular PLC data discussion that activates support for small group targets

Literacy WYN boxes

Trained EA Support for targeted lessons

Teacher led small group and 1-1 lessons

SLP and OT small group support for like –goals

Technology support

Tier 3

EA support for modified IPP programs

SLP / OT for individual goals

Life skills connected activities

Technology support

2022-2023 SCHOOL YEAR STRATEGIES

Tier 1

Hands on manipulatives purchased, and PD for best practice and learning in literacy and numeracy.

K—2 Science of Reading / Targeted Phonics instruction

Mathology Resource

Acadience Screening and Progress Monitoring

Provincial Numeracy Screening

Movement breaks

Embedded cross curricular learning

Multimodality learning activities

PS, agenda, email, Remind for home-school communication of achievement

Tier 2

Regular PLC data discussion that activates support for small group targets

Literacy WYN boxes

Trained EA Support for targeted lessons

Teacher led small group and 1-1 lessons

SLP and OT small group support for like –goals

Technology support

Tier 3

EA support for modified IPP programs

SLP / OT for individual goals

Life skills connected activities

Technology support

Orthographic Mapping

PROFESSIONAL LEARNING

- Co-Created St. Augustine Professional Development Plan
- COLT Newsletter of Learning Opportunities
- Learning sessions at Administrator Meetings
- Mentorship for new teachers
- Leads in each school assist in sharing resources and supporting staff.
- New curriculum collaborative sessions at the district level
- Regular meetings with school leads that include components of professional development.
- Committee opportunities regarding emergent issues (i.e. Report Card Committee, Curriculum)
- PLC: Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.
-

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

While the AEM Reports for literacy and numeracy are unavailable, our raw data reveals initial assumptions and experiences of teachers. All grades experienced success with interventions, revealing a smaller number of students behind in numeracy grade one (28 to 6), grade 2 (2 to 0) and grade 3 (18 to 5). Literacy interventions saw success as well with relatively half of students back to achieving at grade level. Data shows large gaps in achievement, with clusters of students responding to interventions and those that are not. This fall, we saw the impact of the new spiral designed curriculum in numeracy, with our primary grades doing quite well and our division two showing large learning gaps as they have not learned the outcomes yet.

CONCLUSIONS

Addressing learning gaps continues to be a challenge. Smaller class sizes allow teachers to address a variety of needs. Response to intervention processes and intentional whole group, small group and individual instruction are valuable. Despite this we never seem to have enough staff to optimize what we know works.

IMPLICATIONS

St. Augustine will continue to plan and optimize collaborative, tiered learning structures inside and outside classrooms to address the entire spectrum of needs to the best of our scope. Learning gaps continue to exist. Literacy and numeracy strategies as well as differentiation structures are required to meet all needs in tier 1 classrooms. Optimizing parents and families is important as they are key partners in learning.



PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

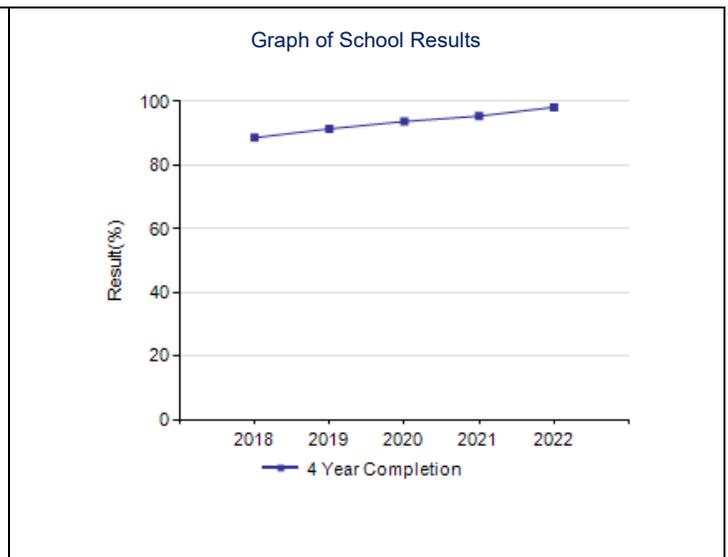
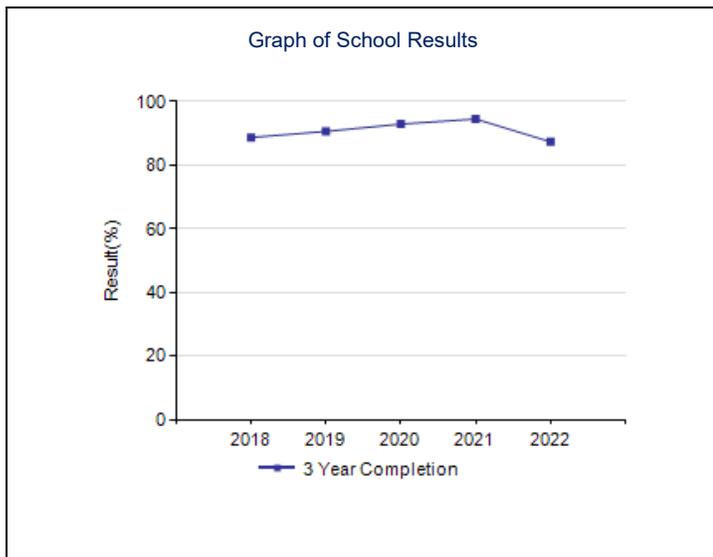
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

High School Completion Rate is measured by the percentages of students who completed high school within three, four, and five years of entering Grade 10.

HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																		
	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	41	88.7	41	90.6	42	92.9	52	94.5	53	87.3	High	Maintained	Good	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	83.1	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	26	88.6	41	91.4	40	93.7	42	95.4	52	98.2	Very High	Improved	Excellent	133	90.8	115	91.3	137	90.7	125	94.5	136	93.0	94.9	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	
5 Year Completion	34	97.4	26	92.5	41	91.3	40	93.6	42	97.8	Very High	Improved	Excellent	128	92.2	133	91.5	115	92.0	137	93.3	125	95.3	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	



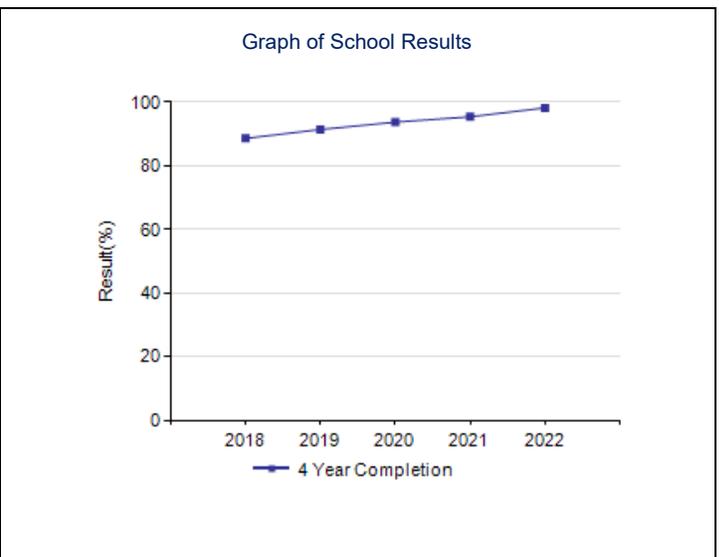
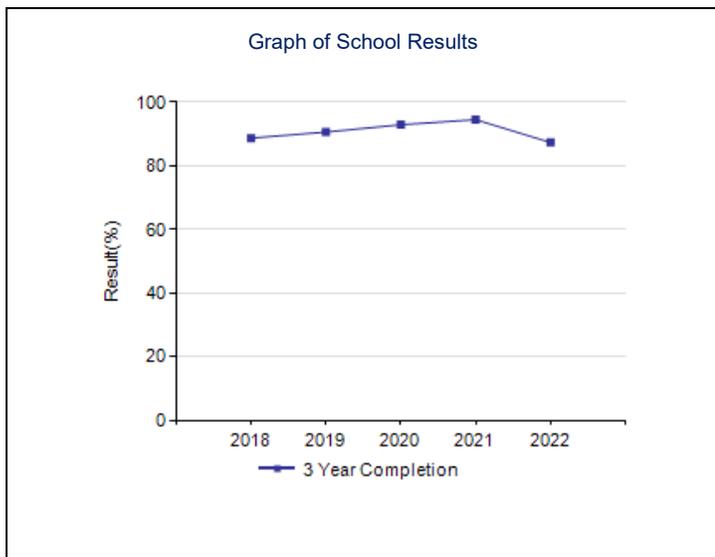
- Notes:
- 28. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 29. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.



HIGH SCHOOL COMPLETION RATE: ESL

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																		
	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	41	88.7	41	90.6	42	92.9	52	94.5	55	87.3	High	Maintained	Good	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	83.1	44.9	79.7	45.3	80.3	46.2	83.4	47.6	83.2	48.3	80.7
4 Year Completion	26	88.6	41	91.4	40	93.7	42	95.4	52	98.2	Very High	Improved	Excellent	133	90.8	115	91.3	137	90.7	125	94.5	136	93.0	44.9	83.3	44.9	84.0	45.3	85.0	46.2	87.1	47.6	86.5	
5 Year Completion	34	97.4	26	92.5	41	91.3	40	93.6	42	97.8	Very High	Improved	Excellent	128	92.2	133	91.5	115	92.0	137	93.3	125	95.3	44.8	85.2	44.9	85.3	44.9	86.2	45.3	87.1	46.2	88.6	



- Notes:
- 30. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 31. 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. Caution should be used when interpreting high school completion rate results over time.



HIGH SCHOOL COMPLETION RATE: FNMI

Student Growth and Achievement

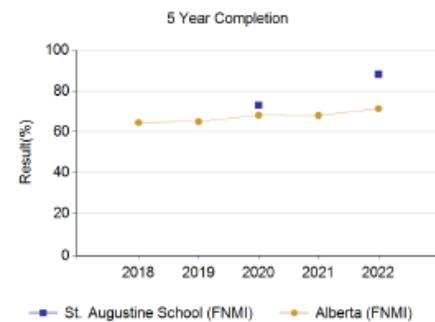
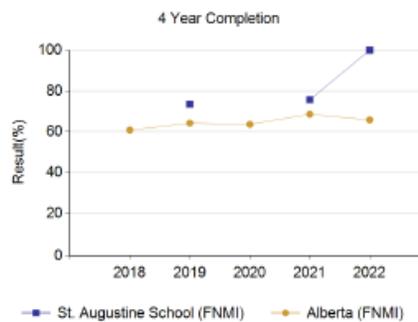
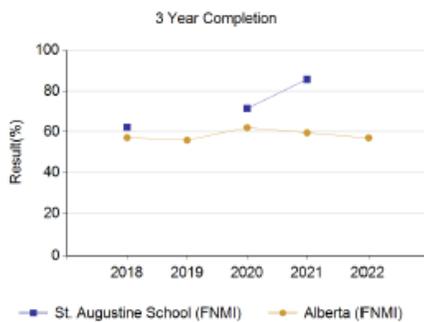


High School Completion Rates - Measure History

School: 4270 St. Augustine School (FNMI)

Province: Alberta (FNMI)

	St. Augustine School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	10	62.2	4	*	7	71.4	7	85.7	5	*	*	*	*	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	3	*	10	73.5	2	*	8	75.7	6	100.0	Very High	Improved	Excellent	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	1	*	3	*	10	73.0	3	*	8	88.2	Intermediate	Maintained	Acceptable	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.



2022-2023 SCHOOL YEAR STRATEGIES

- Faculty Advisory starting in grade 7 to build relationships and connect interests to programming
- High number and wide variety of courses and extracurricular opportunities academically, via electives, athletics, volunteerism or off campus experiences
- Grade 7 and 10 Orientations
- PowerSchool to communicate achievement with students and parents
- Update Highschool Handbook online
- Individualize high school planning with regular meetings and communication in person and via email which includes parents
- Regular and consistent communication with teachers regarding achievement
- RTI for enrichment and credit recovery
- Flexible assessment and programming for individual circumstances
- Use of Outreach and EICS St. Isadore for courses outside our scope or with limited enrollment

PROFESSIONAL LEARNING

- Co-Created Professional Learning Plan
- Working and Diploma / PAT Marking Groups
- Collaborative structures: PLC
- Virtual Sessions via Common Lit, Smarter Marks

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Improving on a measure that is already high is remarkable. Our 3-year high school completion rate is 5% above the authority and 7% above the province. Our 4-year completion rate is 5% above the authority and 10% above the province. Students who attend St. Augustine graduate. Results are strong in all learner groups. The Pre-K to 12 environment focuses on high school graduation early and often, ensuring all students are aware of the end goal. Individual program planning with students from career exploration and high school program planning to off campus opportunities, and regular communication with families, students are aware of what is needed to graduate.

CONCLUSIONS

- The breadth and depth of structures to ensure high school graduation is vast. Strategies are working. The faculty advisor plays a key role in advocating and ensuring students are on track while communicating with parents. Structures such as HCS 3000 (Workplace Safety) and AGR 3000 (Agriculture Safety) as mandatory courses in semester 1 of grade 10 ensure all students can access off campus opportunities that afford them credits outside school hours. Grade 10 schedules that do not have a spare ensure students earn 35-40 credits in grade 10 allowing for focus on chosen areas in later high school years. High school students are regularly guided through and connected to MyPass and PowerSchool setting goals and checking on their own progress. Daily response to intervention and the flex module in PowerSchool encourage students to advocate and receive support when needed.

IMPLICATIONS

- St. Augustine will continue to implement structures and practices with high communication that support high school graduation.



PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution 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

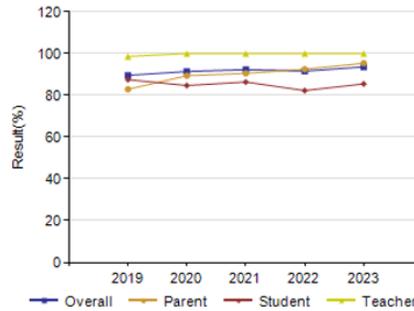
School: 4270 St. Augustine School

Citizenship – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	456	89.6	447	91.4	291	92.3	395	91.6	415	93.6	Very High	Improved	Excellent	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	35	82.9	25	89.4	15	90.5	11	92.5	18	95.4	Very High	Maintained	Excellent	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	393	87.5	394	84.7	255	86.4	366	82.3	373	85.5	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	28	98.6	28	100.0	21	100.0	18	100.0	24	100.0	Very High	Maintained	Excellent	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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 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.



2022-2023 SCHOOL YEAR STRATEGIES

- Student Leadership Core plans and directs school events, social justice, some media posts
- Indigenous Leadership, Nitotem, to continue to share their knowledge with the community
- Students Leadership to contribute to Yearly plans for Social Justice and community projects. Social Justice projects at each grade from K– 12 are planned and implemented with intention.
- Recognition of K–12 citizenship through God’s Garden, Let it Shine and Citizenship, Stewardship and Diversity tracking
- Athletic leadership supported through ASAA and encouragement / training of coaches and referees
- Ongoing program support and maintenance of community contacts and partnerships.
- In school mentorship and training in grades 7–12
- Partnership with the Town of Ponoka to provide multiple opportunities to be active in the community at large.

PROFESSIONAL LEARNING

- Continued in servicing of The Third Path framework, which is a relationship-based education that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.
- Provide professional development for administrators on disciplining with dignity.
 - Catholic teachings on:
 - forgiveness and reconciliation,
 - dignity of the human person
 - Social Justice 101
- Family School Liaison Workers and Learning Support Facilitators are in serviced on increasing cultural awareness in schools.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Citizenship and service are embedded in teaching and learning at St. Augustine. Our data reflects that students are not always aware of citizenship. Each grade facilitates a service project designed to help our school or greater community. From the kindergarten Sip Sip Café, to grade 5 canteen service, grade 8 LinkAges, grade 9 Snow Angels, Religion 35 Pack the Bus, division 3 /4 mentorship and coaching as well as so many individual projects, students and staff experience a full range of citizenship.

CONCLUSIONS

St. Augustine shows strength in these areas. Service and citizenship is so common, many students do not realize it is unique and intentional part of our school community. Sharing the wide variety of citizenship experiences is necessary in our large school community to communicate what is occurring. Intentional use of the term ‘citizenship’ may increase student awareness of what is happening in their school.

IMPLICATIONS

Communicating what it means to be a good citizen will need to be part of stakeholder engagement. We will continue to plan and integrate the wide variety of citizenship experiences and activities in multiple areas.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

School: 4270 St. Augustine School

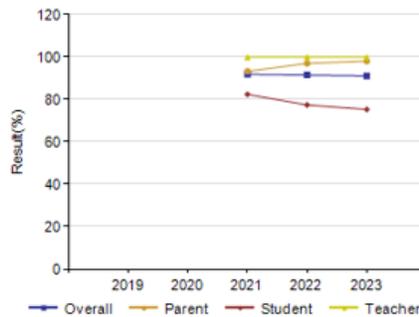
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	291	91.9	395	91.5	415	91.1	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	93.3	11	97.0	18	98.1	n/a	Maintained	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	255	82.4	386	77.4	373	75.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,808	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	21	100.0	18	100.0	24	100.0	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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhance 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	94	100	96	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)	91	86	90	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	54	75	62	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)	62	62	60	78	76	81

PROFESSIONAL DEVELOPMENT

- St. Augustine co-created professional learning plan
- PLC Collaborative Time
- PLT with grade level partners
- New Teacher Mentorship
- EXCEL Leadership Course
- Promotion and encouragement of PAT / DIP working groups and marking.
- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.
- Alberta Assessment Consortium (AAC) Membership
- Common Lit Virtual Offerings

2022-2023 SCHOOL YEAR STRATEGIES

- Literacy / Numeracy Leads
- Religious Education Committee
- Seek and tap into staff interest and strengths to share with others
- Support staff with time, funding and scheduling to explore and carryout leadership roles
- Utilize CSI time and PGP to encourage possible leadership roles
- Intentionally consult and communicate with all staff providing background information for possible leadership roles and interests
- Cast a wide net, sharing a variety of learning opportunities, grants, bursaries with all staff

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Data reveals that teacher satisfaction with professional development has declined from 100 to 94%. Certificated St. Augustine staff have ample access to meaningful professional learning as they co-create the school PD plan which is individualized.

Only 54% of support staff feel they have meaningful access to professional learning. The low data values regarding professional learning are perplexing as EA's take part in general and individual PD as they are granted 100.00 and a day to pursue learning reflective of their role. It should be noted that less than 50% of support staff access the fund. Access to division personnel may be limited depending on the role and nature of tier 3 student support staff working with them. The data cause one to wonder as all EA's have direct access to the FSLW and LSF in school on a regular basis.

CONCLUSIONS

Teachers St. Augustine show higher satisfaction with professional learning than support staff. St. Augustine has explored many forms and structures to improve data on professional learning for support staff, yet the results are similar year to year. The Staff Development Fund supports their learning plans financially.

Access to the LSF and FSLW may be limited due to paid time during the day as EA's do not have a prep in which to meet with these roles. Monthly SLS (student Learning services) time was added this past year to increase and enhance collaboration.

IMPLICATIONS

We are interested in the effectiveness of new strategies implemented this year as well as the frontloading of professional learning. We will once again have 1-1 conversation in continuous school improvement meetings as to what EA's would like to see as part of professional learning. will continue to cast a wide net and support generalized professional learning as well as individual initiatives.

DOMAIN 3: TEACHING & 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		
	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.)	87	96	90	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	98	97	99	96
Teachers in our school value professional learning communities (PLC)	97	100	98	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

There are multiple opportunities for leadership for those who wish to expand their learning:

- School Leadership Team consisting of 1 teacher member from each divisional or divisional content area (Division 1 / Division 2 / Humanities Division 3/4 / Math Science S\Division 3/4 and CTS)
- Professional Learning Communities facilitated by each SLT lead
Supervision Team Leads
- Team teaching partners
- Learning Support Facilitators
- School Intervention Team
- Indigenous Learning Team
- PowerSchool Lead Teachers
- Mental Health / Third Path / Go To Educators Team
- Levels of Achievement Report Card Committee
- Athletic Director
- Graduation Committee
- Awards Committee
- Hospitality Committee
- Literacy / Numeracy Leads
- Religious Education Committee

2022-2023 SCHOOL YEAR STRATEGIES

- Seek and tap into staff interests and strengths to share with others.
- Support staff with time, funding, and scheduling to explore and carry out leadership roles.
- Utilize CSI time and PGP to encourage possible leadership roles.
- Intentionally consult and communicate with all staff providing background information for possible leadership roles.
- Continue to use the internal role process.
- Professional development offered for Educational Assistants on select PD Days as well as 100.00 school reimbursement of choice / approved PD
- Support St. Augustine staff in leading learning sessions and collaborative groups on Institute Day
- Explore and schedule external consultants to enhance expertise (i.e.) First Nations, Speech, OT, Behaviour, Curriculum & Instruction etc.
- Support collaboration, PLC with time
- Recognize and prioritize teacher mental health
- Seek and tap into staff interest and strengths to share with others
- Support staff with time, funding and scheduling to explore and carryout leadership roles
- Utilize CSI time and PGP to encourage possible leadership roles
- Intentionally consult and communicate with all staff providing background information for possible leadership roles and interests
- Cast a wide net, sharing a variety of opportunities, grants, bursaries with all staff
- Utilize Google Classroom to receive and deliver feedback on professional learning and development
- Encourage student teachers and mentorship opportunities.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Staff have many leadership opportunities ranging from administrative and traditional leadership roles to a variety of extracurricular activities and clubs. The data is interesting as 87% seems to be lower than one would think considering the opportunities available that go unfilled or are filled by the same individuals. This is also lower than the authority. Data shows teachers value professional learning communities.

CONCLUSIONS

Many leadership opportunities come with additional work, yet do not come with allocated FTE., which may be a deterrent. Staff need to be aware of the leadership opportunities available. Professional learning communities have become essential structures in our school, foundational for teaching, learning and leading.

IMPLICATIONS

Clearly identifying the range of leadership opportunities at St. Augustine for all staff may increase the data value. We are open to speaking with staff in professional growth plan and continuous school improvement meetings about their individual visions of leadership to invite and encourage staff to take on these vital roles in our community. Communicating leadership opportunities is important.



DOMAIN 3: TEACHING & 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.

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 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

2022-2023 SCHOOL YEAR STRATEGIES

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement
- Develop a sense of connection, belonging, and a well-developed support system.
- Create structures that facilitate open and respectful communication.
- Social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.)
- The Division follows the ARTO Process, “Assessment at Risk to Others”.
- The Division uses the “Supporting Students through Valued Attachments” (SIVA) Model.
- Mental Health Go-to Educators refresher learning sessions for The Third Path and Mental Health

Literacy.

- Mental Health Go-to Educator Community of Practice focuses on sharing of best practice.
- Sessions for staff that focus on trauma-informed care, grief and loss.
- The Division Wellness Coordinator offers student, staff and parent sessions.
- Administrators renew and new administrators are trained in VTRA levels 1 and 2
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)
- Facilitate connection opportunities to build relationships.
 - Model and provide opportunities for wellness activities with staff.
- Build awareness of confidential supports
 - Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.)
 - Foster and deepen effective relationships with community support.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Education has become increasingly stressful for staff. Managing self-wellness and understanding supports and routines that improve wellness are key. Staff wellness is a new priority and there is no data to support the outcome. Data results will be interesting as must intentionally choose to apply and activate supports.

CONCLUSIONS

Information and education is the first step to encouraging staff to create and make healthy choices physically, mentally and socially.

IMPLICATIONS

St. Augustine will continue to monitor and be open to information, sharing and collaboration towards a positive path of mental health.

DOMAIN 3: TEACHING & 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.

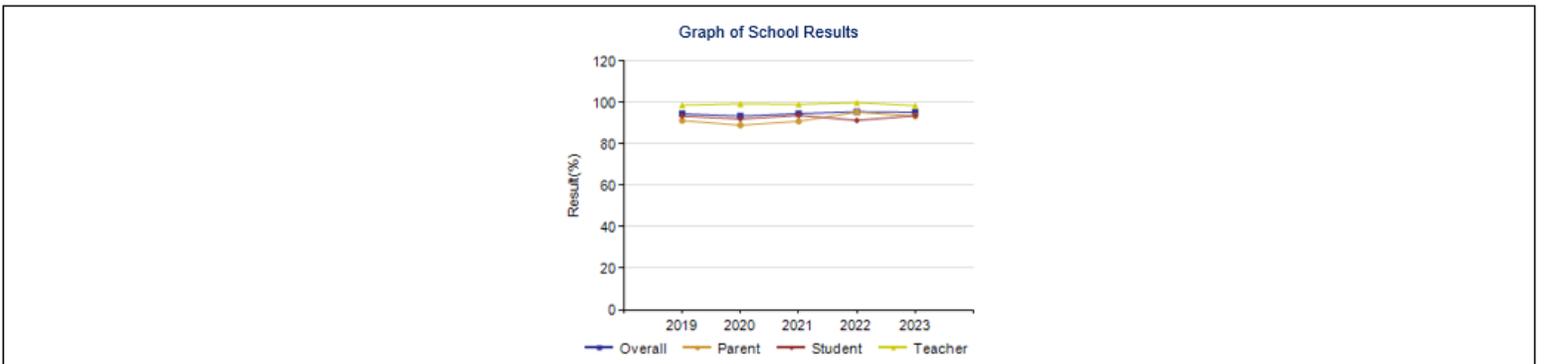
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

School: 4270 St. Augustine School

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic 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	458	94.6	448	93.6	291	94.7	395	95.6	416	95.3	Very High	Maintained	Excellent	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	285,841	90.2	284,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	35	91.3	25	89.1	15	91.0	11	95.4	18	93.5	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	88.4	38,907	88.7	31,024	88.7	31,728	88.1	31,890	84.4
Student	393	93.6	395	92.1	255	93.9	366	91.4	374	93.7	Very High	Improved	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	28	98.8	28	99.4	21	99.2	18	100.0	24	98.6	Very High	Maintained	Excellent	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



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

PROFESSIONAL LEARNING

St. Augustine Co Created Professional Learning Plan

Go To Educator Review Sessions

Third Path Refreshers

Professional Learning Community Initiatives

Alberta Assessment Consortia membership

Indigenous Education Plan

Mental Health Plan

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

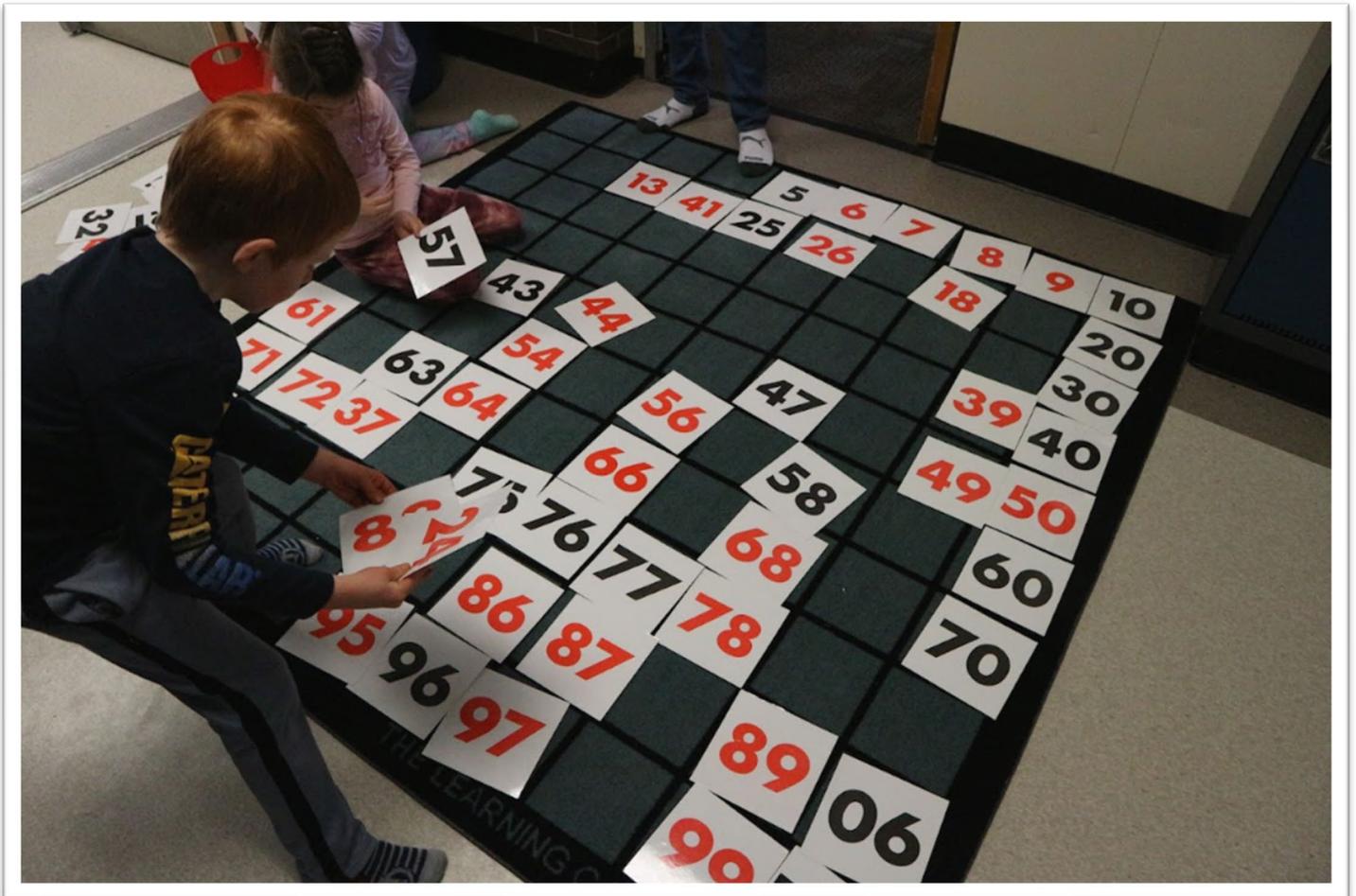
Data showed improvement in an already excellent category. Students, teachers, and families are happy to return to regular learning and all that school encompasses beyond curricular content. Staff have worked very hard at ensuring school is a warm and welcoming environment while meeting students where they are at with individual, small group and whole group learning opportunities.

CONCLUSIONS

St. Augustine continues to deliver a high-quality education. We aim to improve and tweak structures as needed while not dismantling areas of strength.

IMPLICATIONS

St. Augustine will continue to implement strategies that have become culture while opening the space for dialogue on what can be improved.



DOMAIN 4: LEARNING 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	91	91	90	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	96	100	96	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	100	100	98	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	96	97	100	98	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	92	87	90	92	93	92
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	98	91	94	96	97	95
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	91	90	91	89	89

DOMAIN 4: LEARNING 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.	89 72	77 63
I feel safe at school.	94 90	81 79
I have a friend at school.	94 92	92 94
(Elementary) At my school there is at least one adult who listens and cares about me	100	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	89	85

*Grades 4-6 | 7-12

2022-2023 SCHOOL YEAR STRATEGIES

Knowing:

- Provide Professional Development for Indigenous Education Leads who will share their learning with staff.
- Enhance understanding of how to be culturally aware and sensitive.
- Embedded Indigenous Cultural Understanding in Curriculum
- Use and awareness of Truth and Reconciliation implementation
- Continue staff development in understanding First Nation culture and best practice
- Schedule events throughout the year highlighting Indigenous teachings
- Curate culturally appropriate and up to date Social Studies Resources

Being:

- Develop a contact list of Elder(s) and Knowledge Keepers for our community
- Invite Indigenous parents as key stakeholders to consult on success markers, priorities and strategies
- Continue to build relationships with our Indigenous families

Doing:

- Collaboration with stakeholders, elders, caregivers, students and families to build trust.

Relating/Belonging:

- Facilitate, design and create Indigenous spaces and prominent visuals within the schools
- Continue leadership group of Nitotem to share knowledge with school and parent community
- Connect Off Reserve families with community supports
- Create a permanent smudging space

PROFESSIONAL LEARNING

- St. Augustine Co Created Professional Learning Plan
- Go To Educator Review Sessions
- Third Path Refreshers
- Professional Learning Community Initiatives
- Indigenous Education Plan
- Mental Health Plan
- Monthly Orange Shirt Day Awareness and Learning

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

The division data is promising. Indigenous students feel like they belong, they have a trusted adult, and they feel safe. Our work is showing results. This has yet to translate into equitable academic achievement with non-Indigenous peers as shown in a range of provincial data. Indigenous students score lower in several measures. Our 2023 graduation class consisted of our highest number of Indigenous grads, all of them on an individual plan with individual supports.

CONCLUSIONS

More must be done to align the feelings of safety with provincial measures of success, or these measures need to re-evaluate. We need our Indigenous families to be active members in our school.

IMPLICATIONS

Reviewing what success looks like for Indigenous learners and their families is key if we are to walk with them on their learning journey. Small group and intentional conversation with Indigenous families continue to be necessary. Provincial advocacy on measures significant to Indigenous families as well as wrap around supports that include mental health, physical health and cognitive growth for Indigenous students are needed.



DOMAIN 4: 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 enrichment.	New Question	New Question	New Question	New Question	New Question	New Question
I am comfortable with utilizing available intervention strategies, 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.	99	96	96	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, rubrics).	New Question	New Question	New Question	New Question	New Question	New Question

I have opportunities to practice and improve my learning before a test.	New Question					
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DOMAIN 4: 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					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher.	88	78	80	77	77	78
Adults help me when I ask.	96	94	94	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.	88	88	6	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- Foster a culture of high expectations that supports diversity and learner differences.
- Deepen staff understanding on the purpose of assessment
- Create a common understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
- Analyze and utilize assessment data to identify student needs and refine instruction.
- Create and support a data driven culture that supports all students.
- Analyze diagnostic assessment data to identify and address trends at the school and division levels.
- Assessment data will identify students in need of targeted and intensive supports, including gifted students.
- Increase proficiency and understanding of intervention tools.

Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports

PROFESSIONAL LEARNING

- St. Augustine Co Created Professional Learning Plan
- Elk Island Catholic Schools Numeracy Screening
- English as Additional Language Benchmark updates
- Go To Educator Review Sessions
- Third Path Refreshers
- Professional Learning Community Initiatives
- Indigenous Education Plan
- Mental Health Plan
- New Curriculum sessions

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

All students require learning support. Data for St. Augustine is relatively strong, with all measures for which there is data increasing or staying above 88%. Supporting all students provides a challenge. Response to intervention is an essential structure that allows students to be retaught and gain learning in a variety of ways. We often need to instruct students to become advocates for their learning. Using data whether it be informal exit slips or standardized screen has become essential in making decisions about everything from student groupings to resource purchases.

CONCLUSIONS

St. Augustine will continue its strategies in this area as they are effective. Communicating with stakeholders will be intentional so that all are aware of strategies.

IMPLICATIONS

We look forward to the new data revealed by upcoming questions which may grant useful insight into improving existing teaching and learning structures.

DOMAIN 4: LEARNING SUPPORTS

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:

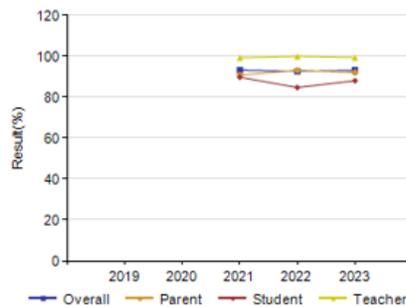
School: 4270 St. Augustine School

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

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

	School										Authority										Province														
	2019		2020		2021		2022		2023		Measure Evaluation					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	n/a	n/a	291	93.3	396	92.7	416	93.2	n/a	Maintained	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	90.8	11	93.2	18	92.1	n/a	Maintained	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	255	89.8	367	84.8	374	88.1	n/a	Improved	n/a	n/a	n/a	n/a	1,402	84.3	1,810	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	21	99.3	18	100.0	24	99.4	n/a	Maintained	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



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



PROFESSIONAL LEARNING

- St. Augustine Co Created Professional Learning Plan
- Go To Educator Review Sessions
- Third Path Refreshers
- Professional Learning Community Initiatives
- Indigenous Education Plan
- Mental Health Plan
- Collaboration with stakeholders, Elders, caregivers, students and families to build trust.
- Provide opportunities to support teachers in their ability to meet the Teacher Quality Standards relating to Indigenous education.
- Indigenous Education Lead will receive professional development about learnings from Elders and Knowledge Keepers.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Data reflects the safe and caring environment St. Augustine staff create through words and actions, experiences, and activities. Staff are incredibly caring, kind and understanding, supporting students and their families in a spectrum of ways. Professional learning is aligned with ensuring the physical (i.e., nutrition, first aid, winter clothing), social and emotional safety of our community. Working with students and parents to reflect our safe and caring mandate is intentional through practices including the Third Path, clear and timely communication, consistent behavioral expectations, mentorship, multiple access points to extracurricular opportunities, the defined roles of faculty advisors and homeroom teachers as well as numerous community partnerships.

CONCLUSIONS

Safe and caring schools continues to be a strength for St. Augustine and will continue to be a focus for staff and administrative planning and coordination. Ensuring structures such as Student Intervention, Faculty Advisory, strong and dedicated relationship building, as well as fostering connections in multiple avenues from morning welcomes to targeted invitations are key.

IMPLICATIONS

St. Augustine is continually responsive and open to arising needs in the domains of social, emotional, and physical safety. Ongoing reflection and conversation are required to be responsive to the needs of our school community.



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

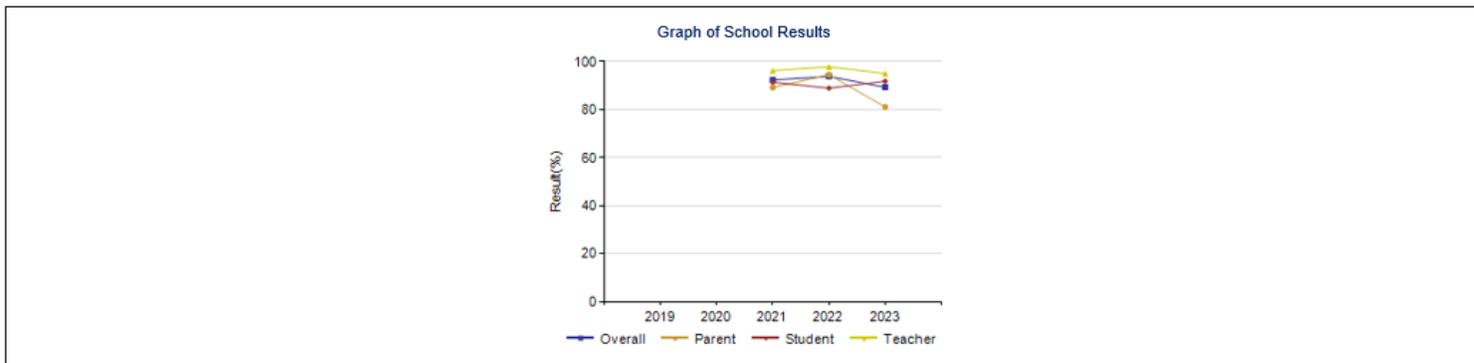
Access to Supports & Services: A provincial measure assessing that appropriate support and services for students are available and can be accessed in a timely manner.

ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

School: 4270 St. Augustine School

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							
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	n/a	n/a	291	92.3	394	93.8	415	89.3	n/a	Declined Significantly	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	89.2	11	94.5	18	81.1	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	255	91.4	365	88.9	373	91.8	n/a	Improved	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,808	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	21	96.2	18	97.8	24	95.0	n/a	Maintained	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



Notes:
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 2. 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Foster a culture of high expectations that supports diversity and learner differences.
- Deepen staff understanding on the purpose of assessment.
- Create a common understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
- Analyze and utilize assessment data to identify student needs and refine instruction.
- Create a data driven culture that supports all students.
- Analyze diagnostic assessment data to identify and address trends at the school and division levels.
- Assessment data will identify students in need of targeted and intensive support, including gifted students.
- Increase proficiency and understanding of intervention tools.
- Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports.

PROFESSIONAL LEARNING

- St. Augustine Co Created Professional Learning Plan
- Go To Educator Review Sessions
- Third Path Refreshers
- Professional Learning Community Initiatives
- Indigenous Education Plan
- Mental Health Plan
- Collaboration with stakeholders, Elders, caregivers, students, and families to build trust.
- Provide opportunities to support teachers in their ability to meet the Teacher Quality Standards relating to Indigenous education.
- Indigenous Education Lead will receive professional development about learnings from Elders and Knowledge Keepers.

- Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.
- Inservice targeted staff on the Implementing a Continuum of Supports and Services framework.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

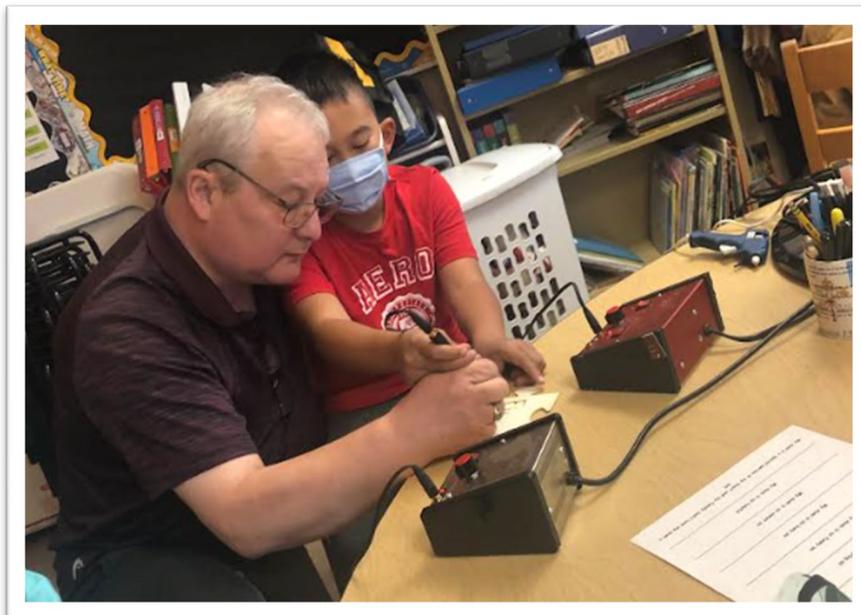
Data is most interesting with students showing improvement about access to supports and services, teachers staying the same and parents revealing a decline of over 10%. We are happy those most directly involved in school, that is the students feel they can access support and services in a timely matter. While we will need to discuss this data further with parents, our initial insight is that there is a gap in what schools can provide under our mandate, what we are granted funds to do and parental expectations. 3-5 psychoeducational tests per year may not satisfy parents whose children attend a school of nearly 700 students.

CONCLUSIONS

This will need to be an area to support and discuss with families. Education on what schools provide and what AHS provides as well as what parents must provide may be helpful conversation to increase understanding.

IMPLICATIONS

St. Augustine will continue to provide the best supports and services for our students and families, prioritizing those with greatest need. Communicating financial and organizational restrictions may be required.



DOMAIN 5: 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.

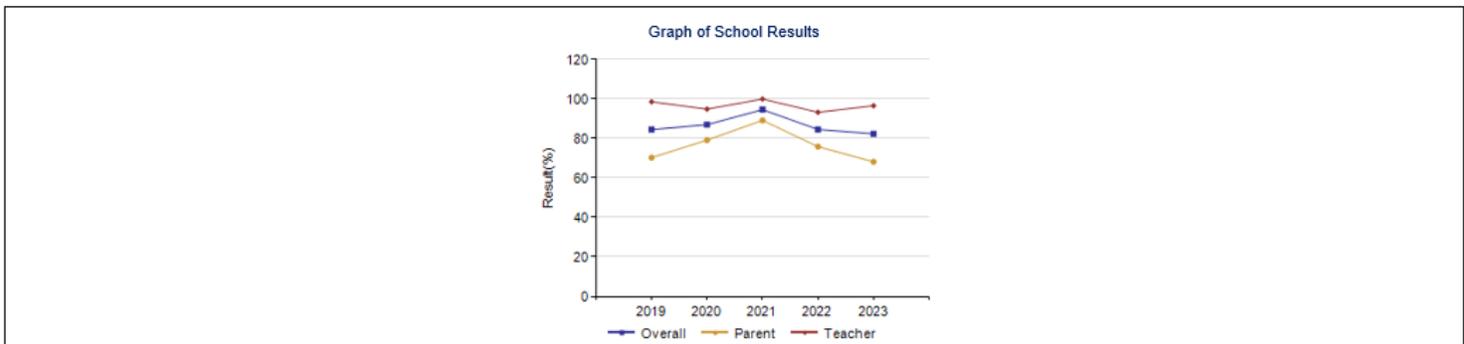
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

School: 4270 St. Augustine School

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	63	84.6	53	87.0	36	94.6	29	84.6	42	82.4	Very High	Maintained	Excellent	469	84.9	384	87.8	349	83.2	393	85.2	370	82.7	88,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1			
Parent	35	70.3	25	79.2	15	89.2	11	75.9	18	68.2	High	Maintained	Good	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	28	98.6	28	94.9	21	100.0	18	93.3	24	96.6	Very High	Maintained	Excellent	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			



Notes:
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 2. 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Continued communication and collaboration with School Council
- Invite, invite, invite
- Increase awareness of School Council roles and opportunities
- Regular reminders about meetings and topics on social media and student agendas
- Using ASCA Engagement strategies
- Continue to present an item for feedback at each meeting

- Continue to share information about processes in school: WIN, RTI, Daily 5, SLT etc.
- Invite members to PD offerings and special events
- Support School Council communication and endeavors (photocopying, emails, agenda stickers, fundraising drop offs and pickups)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

St. Augustine is blessed to experience growing parental involvement. Data shows a decrease in parental satisfaction from 75.9% to 68.2%. 18 parents replied to the survey, up from 11 the previous year. Special events have seen an increase in attendance, which provides an opportunity for staff to connect and visit families. Our school council has increased in number from 5 regular attendees to 12. Parents are interested in information about our large school community and are often surprised by the opportunities available in grades they have not yet experienced. While meetings are lengthy, parents enjoy the opportunity to discuss and share ideas on issues and projects.

CONCLUSIONS

Inviting parents into our school and communicating with them will require an intentional strategy. We see promising growth, in person, yet this is not reflected in the survey results. Projects and initiatives that extend beyond fundraising have been successful. The school council provides another avenue to communicate with stakeholders. We will continue to invite parents and would like to expand the attendance of EAL and Indigenous families to represent the diversity of the school.

IMPLICATIONS

As school council meetings are lengthy with information sharing, we may need to separate our school council from our Friends of St. Augustine meeting. Finding creative ways to meet with families who do not attend school council will be important.

Stay CONNECTED

Everything ST. AUGUSTINE SCHOOL

Calling All Aspiring Athletes of St. A's!

September:
• Golf

September-October:
• Cross Country Running Club (Open to Gr. 4-12 students)

September-November:
• Volleyball

November-March
• Basketball

February-March:
• Curling

March-May:
• Badminton

April-June:
• Track & Field

MENSA Reading CHALLENGE

St. Augustine Students are invited to participate in our MENSA Reading Challenge this year! Participants will be challenged to read 50 classic pieces of literature. Stay tuned for more information coming from your friendly librarians!

www.staugustine.com

- Calendars
- Events
- Announcements
- School Cash Online
- Powerschool
- School Contacts
- Bus Status

facebook.com/Staugustineponokaalberta

instagram.com/st_aug_ponoka/

staugsc@gmail.com

- Announcements
- Events
- School News
- Community Engagement

facebook.com/friendsofstaugustineschool

- Announcements
- Events
- School News
- Polls/surveys
- Communication tool

What You Need to Know About St. Augustine School!

5520 45 Avenue Crescent
Ponoka, AB T4J 1N6
Phone: 403.704.1155

Principal: Mrs. Karl Davidson
Vice Principals: Mr. Luc Gratton & Mrs. Leah Bowie

LET YOUR Light SHINE!

God's GARDEN OF GOODNESS

Join our primary students (Grades K-4), teachers and community, every Friday after the 8:30 bell in the gym to celebrate our students' acts of goodness! Each week one class will present a special performance to celebrate an event or to showcase a class study.

(Only on 5 day weeks.)

Everyone Welcome!

Tools FOR SCHOOL

SCHOOL CASH ONLINE

- sign permission forms
- pay school & extra curricular fees
- order hot lunches

Found at www.staugustine.com

POWERSCHOOL

- Submit registration forms
- Access student report cards, teacher comments and attendance

Found at www.staugustine.com

ATTENDANCE REPORTING

If your child will be late or absent from school, please email or call before 9:00 am. aug.lg.attendance@starcatholic.ab.ca
403-704-1155

WHAT IS SCHOOL COUNCIL ANYWAY?

School Council is a governing body of parents, educators, administrators, community members and division trustees. We meet monthly to discuss what is happening in our school, set goals for the future of our school and collaborate to support our school's initiatives.

We welcome all parents to attend our meetings and to be a part of your children's school!

Everyone Welcome!

Council Meeting Dates (tentative):

September 14, 2023	February 15, 2024
October 12, 2023	March 7, 2024
November 16, 2023	April 11, 2024
January 11, 2024	May 8, 2023

FRIEND'S OF ST. A'S SUPPORT FOUNDATION

The Friends of St. A's Support Foundation works alongside the School Council to support the fundraising initiatives of our school including:

- the playground and school yard revitalization project
- Grade 6 Camp
- Heart & Soul Awards
- Special Events
- Community Engagement
- Leadership Awards
- Bibles for Graduates
- Teacher Dinner at Parent-Teacher Night
- Library Wish List

DID YOU KNOW?!?

The Friends of St. Augustine Support Foundation is fundraising to revitalize our school yard with new playground equipment, outdoor classroom space, landscaping and nature based play-scapes for the children and families of St. Augustine School!

Please support our efforts by participating in our upcoming fundraisers:

- Little Caesars Pizza
- Purdy's Chocolates
- Santa Photos
- Read-a-Thon
- Bobtail Flowers

Volunteers NEEDED!

We are thrilled to announce the playground build dates for our new playground:

May 23-25

We will need lots of parent volunteers to make this happen! Please sign up to help as ALL of our children benefit from this project!

Orange Shirt DAYS

We live, learn and play on Treaty 6 Territory. We honour our Brothers & Sisters and recognize the hardships and sacrifices made by the First Peoples of this land, by wearing Orange Shirts the last day of each month.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

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

St. Augustine

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$3,816,507	73.6%	\$3,816,507	74.3%
Specialized Learning Support (SLS) Allocations	\$553,115	10.7%	\$553,115	10.8%
Pre-K PUF	\$23,500	0.5%	\$23,500	0.5%
Faith Development Allocations	\$33,071	0.6%	\$30,571	0.6%
ELL Allocations	\$90,420	1.7%	\$90,420	1.8%
FNMI Allocations	\$70,936	1.4%	\$70,936	1.4%
Federal Government	\$0	0.0%	\$0	0.0%
Other Program Allocations	\$65,823	1.3%	\$38,342	0.7%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$275,782	5.3%	\$275,782	5.4%
Local Revenues & Fees	\$85,189	1.6%	\$80,780	1.6%
Transfers between Schools, Departments & SGF	\$30,517	0.6%	\$18,000	0.4%
Previous Year Unspent and Surplus Allocations	\$141,000	2.7%	\$141,000	2.7%
Total Revenue and Allocations to Budget Center:	\$5,185,860	100%	\$5,138,953	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$3,879,716	74.8%	\$3,770,956	73.4%
Uncertificated Staff	\$989,118	19.1%	\$968,020	18.8%
Services Contracts and Supplies	\$317,026	6.1%	\$399,977	7.8%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$5,185,860	100%	\$5,138,953	100%

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$5,185,860	\$5,138,953
Total Expenditures	\$5,185,860	\$5,138,953
Variance	\$0	\$0

Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

School: 4270 St. Augustine School

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	St. Augustine 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
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	56.3	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.5	0.1	0.5	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	98.6	94.4	94.2	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	93.6	93.6	91.2	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	85.9	90.1	88.3	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	88.5	93.3	92.1	81.2	81.9	83.4	High	Declined	Acceptable
Rutherford Scholarship Eligibility Rate	82.7	74.5	72.8	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	94.6	94.1	94.1	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	90.2	88.8	88.1	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	84.2	82.6	86.0	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	59.1	76.1	74.1	59.7	60.3	60.2	Intermediate	Declined	Issue
Work Preparation	100.0	90.9	91.3	83.1	84.9	84.5	Very High	Improved	Excellent

Notes:

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