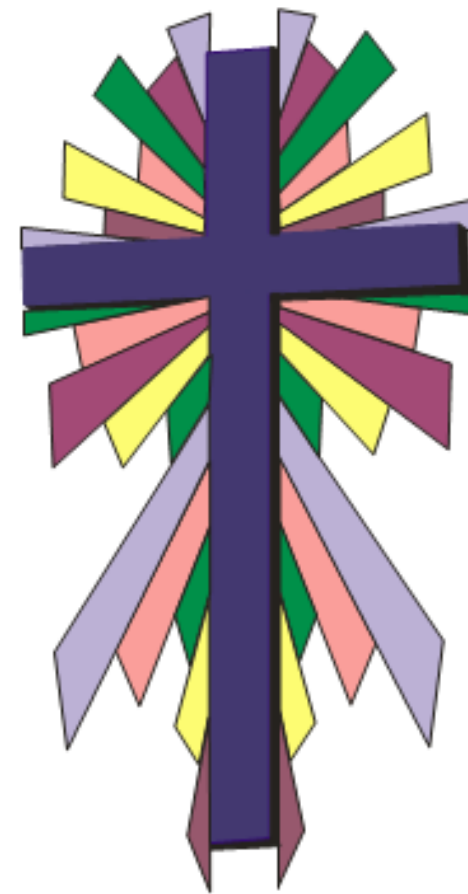# Education Plan - St. Thomas Aquinas Catholic Schools 2024/2025

St. Augustine School

STAR CATHOLIC Division Assurance Plan 2023-2027 - OVERVIEW
(INCLUDES BOTH THE ED PLAN & AERR)

School Assurance Plan DIVISION OVERVIEW					
Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	1. Staff are provided with faith formation opportunities. 2 .Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel.. 3. Staff and students witness the gospel. COMBINED: STAFF & STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE & CHARITY.	1. A focus on student mental health and well-being Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence 2. Early Years Literacy & Numeracy Assessments High School Completion* Citizenship* 3. Student learning engagement.	1. Continue to build and develop staff capacity. 2. Foster a culture of collaboration and leadership development. 3. Staff are supported in their wellness. Education Quality *	1. First Nation, Métis, and Inuit students are successful. 2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model. Welcoming, Caring, Respectful, and Safe Learning Environment* Access to supports and services*	Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.
Outcomes:	1. 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. 2. Students will hear, learn, and model their lives guided by faith and the Church. 3.Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity. 4. 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.	1. When we support student mental health, we support student success. Students in a state of emotional, behavioral, and social well-being are able to learn, build resilience, and thrive. 2. 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). 3. Learning improves when students find course content interesting and useful in their everyday lives.	1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities. 2.Staff are provided with structured opportunities to collaborate and to be involved in leadership. 3.When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students. 4. Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	1. More First Nation, Métis, and Inuit students meet or exceed identified measures. 2. 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. 3. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe. 4. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

School Assurance Plan (Ed Plan & AERR)   School Year: 2024-2025

Domain 1:	Grow & Affirm Catholic Identity
Board Priority	Staff are provided with faith formation opportunities.	Students understand what it means to live in a relationship with Jesus Christ. Staff and students witness the gospel (ADDED) Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity. COMBINED: STAFF & STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE & CHARITY
Outcomes:	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.	Students will hear, learn, and model their lives guided by faith and the Church
Measures:	**Survey Questions:** **Students (Elementary & Secondary)** · The adults in my school treat me with respect. · We pray as a class or as a school every day. **Staff (Teacher & Support Staff)** · Staff at the school uphold the dignity of every student as a child of God. · I pray regularly with staff and/or students. · I speak about and demonstrate my faith to my students. · I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.) **Parents** · My child's school upholds the dignity of every student as a child of God. · I am pleased with the opportunities my child has to pray and to grow in his or her faith.	

Results Report Components	
Data & Insights	📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025

Insights to Data:	

94 parents completed the STAR survey representing approximately 20% of our population.

Parent Survey Insights

1. **Upholding Dignity:**
   - Current results are aligned for both schools at 80%, but STAR Catholic previously had higher results (90%). It's a "new question," so no prior St. Augustine comparison is available.
2. **Opportunities for Faith Growth:**
   - Both schools score equally at 84%, but STAR Catholic had higher past performance (90%). Scores may warrant further investigation, especially since St. Augustine lacks historical data.
3. **Participation in Religious Celebrations and Activities:**
   - Strong current results (97% St. Augustine) indicates robust opportunities for students to engage in faith-based celebrations.
   - The alignment in scores between St. Augustine and STAR suggest consistent standards in this area, though St. Augustine slightly outperforms STAR Catholic.
4. **School Helps the Less Fortunate**
   - St. Augustine scores 73%, which is notably lower than STAR Catholic's 86%. This discrepancy highlights a perceived gap in St. Augustine's engagement or communication about these activities compared to STAR Catholic. St. Augustine shows a downward trend (78% previous year and 76% three-year average to 73% currently). This suggests either reduced activity, visibility, or parental satisfaction in this area.
5. **Participation in Religious Celebrations:**
   - St. Augustine at 97% performs exceptionally well. High scores suggest success in providing opportunities for families to engage in religious celebrations.
6. **Faith in Communications:**
   - Results are closely aligned (St. Augustine: 91%, STAR Catholic: 92%), showing consistency in integrating faith into school messaging. This reflects intentional efforts to incorporate faith as a cornerstone in communication strategies.
7. **Invitations to Faith Events:**
   - STAR Catholic (84%) slightly outperforms St. Augustine (80%), indicating room for St. Augustine to increase parental engagement by improving outreach and inclusivity in invitations to faith events.

Staff Survey Insights

1. **Faith and Dignity:**
   - Scores exceptionally high, with results at or near 100%, reflecting a strong commitment to these values across teaching staff.
2. **Professional Faith Development:**
   - St. Augustine (96%) is high but shows potential for slight improvement.
3. **Faith Integration:**
   - 100% for "building capacity to permeate faith into activities," indicating this is a strong focus area for staff.
4. **Faith Integration in Life Guidance:**
   - St. Augustine achieves perfect consistency (100% across all years), demonstrating strong commitment to guiding students to integrate faith into their daily lives.
5. **School Helps the Less Fortunate:**
   - St. Augustine scored 100% and STAR Catholic 99% demonstrating a strong belief among teachers that their schools actively support charitable and social justice initiatives. St. Augustine improved significantly from the previous year's 95% to 100%, showing recent positive changes or increased staff awareness of these activities.
6. **Opportunities for Prayer and Faith Growth:**
   - Exceptionally high scores (100% St. Augustine) reflect widespread opportunities for faith development, prioritizing and delivering on this aspect effectively.
7. **Participation in Religious Activities:**
   - Again, both schools score near-perfect results (100% St. Augustine, 99% STAR Catholic), indicating teachers feel well-supported in engaging with faith-based activities. St. Augustine's support staff report a drop from 100% (previous year) to 92%, indicating a recent decline in satisfaction or perceived opportunities.

Student Survey Insights

1. **Prayer:**
   - STAR Catholic shows steady results at 97%, but St. Augustine shows a slight dip in its latest data (96%) compared to prior performance (98%). Overall, prayer is a well-established practice across both institutions.
2. **Respect:**
   - St. Augustine remains consistent (93% current vs. 91% prior), indicating steady respect levels.
3. **Learning About Faith and God:**

- St. Augustine's (100%)data suggest a robust curriculum and experiences centered on faith education. The consistency in scores from students indicates a strong, sustained commitment to faith learning.
4. **School Helps the Less Fortunate:**
   - St. Augustine achieves perfect results (100%) from students, reflecting high satisfaction with school-organized charitable activities like food drives or clothing collections. St. Augustine's student results show upward improvement (96% to 100%), possibly reflecting enhanced or more visible initiatives.
5. **Living by Faith:**
   - St. Augustine performs well in encouraging students to live their faith (95%), showing improvement from previous years suggesting successful recent initiatives and effective teacher and program support in translating faith principles into practical student understanding.
6. **Participation in Religious Activities**:
   - St. Augustine reports exceptionally high results (98% current vs. 94% prior), surpassing STAR Catholic (92% across all metrics). This indicates a stronger recent emphasis on involving students in faith-based celebrations at St. Augustine.
7. **Opportunities for Religious Participation**:
   - **St. Augustine** outperforms **STAR Catholic (98% vs. 92%)** in students feeling they have opportunities to participate in religious activities.
   - Higher results at St. Augustine may reflect stronger visibility or access to such activities for students.

Trends and Opportunities

1. **St. Augustine Strengths:**
   - High results in staff faith integration (100%) and respect metrics indicate strong foundational work.
   - Excellence in offering religious opportunities and integrating faith into school culture, as evidenced by consistently high results across parent, staff, and student surveys.
   - Teachers feel well-equipped to support faith integration, and students affirm they are learning about God and faith.
   - No historical data is a limitation, making trend analysis harder, but current results align closely with STAR Catholic benchmarks.
   - A notable gap exists between parent perceptions and staff/student perceptions at St. Augustine. While staff and students report high satisfaction (100%), parents score much lower (73%). This suggests either a communication gap or a difference in how these efforts are experienced or valued by parents.
   -
2. **Common Areas for Growth:**
   - Focus on maintaining or enhancing parental perceptions of faith integration and prayer opportunities.
   - Sustaining high staff satisfaction with faith-related practices while expanding professional development opportunities might further solidify success.
   - Parents at STAR Catholic feel slightly more invited to faith events (84%) compared to St. Augustine (80%). St. Augustine could enhance communication or accessibility to these events for parents to strengthen their relationship with the faith community.
   - A noticeable decline in St. Augustine's support staff satisfaction (92% vs. 100% prior) contrasts with STAR Catholic's upward trend. This may indicate a need for St. Augustine to re-evaluate how it includes support staff in religious activities.

3. **St. Augustine's Distinctions:**

- Slightly higher results in areas like "participation in religious celebrations" and "living by faith" reflect particular success in engaging students and families.
- Perfect staff results suggest a strong faith culture among educators.

Actionable Steps

- **Parental Engagement**: St. Augustine might consider parent forums or feedback loops to address concerns in faith practices and dignity. While staff and students are highly satisfied, St. Augustine could enhance parental engagement or visibility of these efforts to bridge the perception gap. Parents might be unaware of the full scope of activities, despite students and staff feeling strongly about the school's contributions.
- **St. Augustine** should prioritize showcasing its charitable initiatives to parents through newsletters, events, and social media. Highlight student involvement and impact stories to create a stronger connection.
- **Celebrate Staff Contributions**: High staff commitment to faith and dignity should be recognized to sustain morale and influence student culture.
- **Focus Groups**: Use qualitative methods to better understand student experiences of respect, particularly to sustain upward trends.
- **Student Voice**: Use qualitative feedback to understand what drives high satisfaction in religious education and where improvements could be made (e.g., living faith practically).
- **Student-Led Showcases**: empowering students to present or lead discussions on their charitable activities during parent meetings or assemblies to enhance visibility and engagement.

Responding to the Data:
 	
Implementation Plan & Strategies:
	Whole School Strategies
	   · 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
	   · Growing in Faith Growing in Christ Religion Curriculum
	   · Promotion of Catholic Community / Diocese / Parish Events
	   · Share school social justice projects in church bulletin
	   · Enhanced intentionality behind music choices to reflect Christian worldview
	   · Greater focus on embedding Catholic Worldview into Lessons
	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
	   · Class Masses 50% at Parish
	   · Invitations to parent participation in weekly Masses and Rosary
	   · Invitation and communications to families to attend school and parish events
	   · Reconciliation at Advent
	   · Social Justice Projects enhanced through CTF / CTS programming
	Social Justice Projects Link
	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

Domain 2:	Student Growth and Achievement
Board Priority	PROVINCIAL PRIORITY Provincial Achievement Tests
Outcomes:	Provincial Achievement Tests & Diploma Exams
Measures:	Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.
Data	AB ED DATA (link) Alberta Education Results Fall 2024 St. Augustine

Insights to Data:	Grade 6

Grade 6

The data on Grade 6 Provincial Achievement Test (PAT) results at St. Augustine School provides valuable insights into student performance over the past five years. From 2020 to 2024, the school's results show a positive trend, especially in the Acceptable Standard category, which improved from 67.3% in 2022 to 80.4% in 2024. The school's performance in this category is rated as "High" and "Maintained," indicating that students consistently meet or exceed the provincial benchmark for basic achievement. However, the Standard of Excellence category experienced a fluctuation, with a decrease from 27.3% in 2022 to 15.5% in 2023, before improving to 26.8% in 2024. While the improvement is notable, this result still lags behind the provincial average in the Standard of Excellence, which hovered around 19-20% over the same period.

Comparing these results to the provincial data, St. Augustine School shows slightly better performance than the provincial average in both the Acceptable Standard and the Standard of Excellence categories. In 2024, the province's results for the Acceptable Standard were around 68.5%, and for the Standard of Excellence, approximately 19.8%. This suggests that while the school is excelling in helping students meet the basic standards, there is room for growth in pushing more students into the "Standard of Excellence" category, which remains a challenge for many schools.

Implications:

The steady improvement in the Acceptable Standard suggests that the school's curriculum and teaching methods are effectively supporting students in reaching foundational learning goals. However, the fluctuation in the Standard of Excellence raises questions about the consistency of high-level performance across different cohorts. This could point to a need for more focused interventions for students who are capable of excelling beyond the acceptable standard, especially in fostering higher-order critical thinking and application skills.

Conclusion:

The overall trend of improvement in Grade 6 PAT results at St. Augustine School is promising, particularly in terms of ensuring students meet acceptable achievement standards. Continued efforts to sustain this progress while addressing the variability in excellence performance could lead to further gains. Targeted strategies to support high-achieving students and encourage them to reach the Standard of Excellence would help the school not only maintain strong outcomes but also enhance the overall rigor and depth of its educational offerings. Additionally, the alignment with or slight surpassing of provincial averages in key areas suggests that the school is performing well in relation to broader educational standards in Alberta, but opportunities for growth remain, particularly in the area of excellence.

Grade 9

The Grade 9 Provincial Achievement Test (PAT) results for St. Augustine School show mixed trends in student performance over the past five years, particularly when compared to the provincial averages. The Acceptable Standard at St. Augustine School has fluctuated, starting at 59.2% in 2022, improving to 71.6% in 2023, then declining to 64.0% in 2024. The school's performance in this category is classified as "Low" and "Maintained," indicating that while the performance has improved in some years, it remains below the desired threshold for consistent growth, especially when compared to provincial results. The provincial Acceptable Standard has remained steady around 62.5% in 2024, with only slight year-to-year variation.

Similarly, the Standard of Excellence percentage at St. Augustine School has shown a downward trend, dropping from 21.7% in 2022 to 17.2% in 2023, and further decreasing to 15.9% in 2024. While this trend is less pronounced than in the Acceptable Standard, it remains an area of concern. In comparison, the provincial Standard of Excellence percentage has remained relatively stable around 15.4%, indicating that the school's performance is in line with the provincial average in this category.

Insights:

- Fluctuating performance in the Acceptable Standard: The school's results in the Acceptable Standard are inconsistent, with a marked dip in 2024 after a strong performance in 2023. This could reflect cohort-specific challenges or variations in teaching efficacy or student preparation.
- Decline in Standard of Excellence: The decline in the Standard of Excellence at St. Augustine suggests that fewer students are reaching the highest levels of achievement, despite the overall improvement in basic competency.
- Comparison to provincial results: While St. Augustine School's Acceptable Standard is slightly below the provincial average (64.0% vs. 62.5% in 2024), its Standard of Excellence performance is comparable to the provincial rate, showing that it is performing similarly in this high-achieving category.

Implications:

- Focus on increasing consistency: The fluctuations in the Acceptable Standard indicate that the school may need to identify and address the factors contributing to this inconsistency. More targeted interventions could help maintain stable performance across all years.
- Need for strategies to support high achievers: The decreasing Standard of Excellence suggests a need for strategies to challenge and support students capable of achieving at a higher level. The school may benefit from differentiated instruction or enrichment programs to ensure more students can reach the highest standards.

- Alignment with provincial trends: While the school's overall performance in the Acceptable Standard category is improving, it remains below the provincial average, signaling the need for more effective practices to boost students' foundational learning.

Conclusion:

St. Augustine School has made progress in some areas of the Grade 9 Provincial Achievement Test, but there are notable concerns about the fluctuation in performance, particularly in the Acceptable Standard and the declining Standard of Excellence. While the school is somewhat in line with provincial averages, there is room for improvement. Ensuring more consistency in meeting acceptable standards and offering additional support to students striving for excellence could help enhance overall performance. The school should focus on stabilizing its performance in the Acceptable Standard while creating pathways to further elevate students' achievements in the Standard of Excellence.

Responding to the Data: *Implementation Plan & 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. · Co—Create common formative and summative assessments in all 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, technology and real world contests and challenges **Division 1** · K—2 targeted phonics skills · Align Phonemic and morphological instruction with 1 Resource (Pearson, supported by ongoing, in person professional learning · Add another WYN (what you need) block for K—4 · Utilize Literacy and Numeracy Funds for certificated instruction · Train uncertificated staff in literacy and numeracy programs to ensure quality delivery **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 CommonLit streamlined student formative assessment, data tracking and skill learning in grades 5-12 · Base Math Interventions on EICS and IXL data · 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. Whole School · Seek and apply real world connections to core learning · Timely feedback of student achievement / professional learning on harnessing feedback structures and systems · 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. · Administration Supervision of PowerSchool Grade Books · 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 at in September and May

	Results Report Components	Results Report Components
Data	**Survey Graphs (link)** 🗐 APPENDIX: SURVEY DATA: ST AUG 2024-2025	**AB ED DATA (link)** [Alberta Education Results Fall 2024 St. Augustine](#)

Domain 2:	**Student Growth and Achievement**

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

Outcomes:	High School Completion
Measures:	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.
Insights	The data on high school completion rates reveals several key insights regarding student outcomes over the past five years. For the school level, completion rates in all three categories—three-year, four-year, and five-year completion—have generally remained high, with the school achieving "Very High" performance and either maintaining or improving over time. Specifically, the three-year completion rate fluctuated between 87.3% and 94.5%, with a slight dip in 2022 (87.3%) before returning to a high of 91.7% in 2023. Similarly, the four-year completion rate showed strong performance, maintaining an excellent rating, with rates varying from 91.3% in 2019 to 98.2% in 2022, then slightly declining to 91.8% in 2023. The five-year completion rate demonstrated a consistent upward trend, improving from 91.5% in 2019 to 98.2% in 2023. The provincial rate peaked at 88.6% in 2023, 10% lower than that of our school. St. Augustine is excelling in comparison to the province. The implications of this data highlight the importance of continued efforts to maintain high completion rates, particularly in the early years of high school. The slight fluctuation in the school's results, especially in the three- and four-year completions, suggests that further support might be needed in certain cohorts or academic years to ensure consistency. The overall trend toward higher five-year completion rates suggests that additional time for students to complete their education is beneficial, but intervention strategies could help shorten the time to graduation. The data underscores the value of ongoing monitoring and targeted interventions to ensure all students have the support they need to graduate on time.
Implementation Plan & 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 · Monthly graduation, scholarship emails and website posts · 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 · Balanced and diverse timetable to reflect student needs · Grad coach philosophy for grade 12 students · HCS 3000 taken in grade 10 to optimize access to work experience credits · In school Work Experience placements for students where desired · Regular meetings and accessible administration for student advocacy · Structured and unstructured student and athletic leadership opportunities · Student survey prior to timetabling of course needs and wants · Mental Health Literacy course for all in Faculty Advisory Days · Staff champion our high school students through relationships and grace · Ongoing career counseling beginning in grade 9 · My Blueprint used for grades 9—12 · Scholarship and Post Secondary Application Days / Support · Careers Next Gen used as resource · Teacher sessions of current high school and post secondary requirements · Leverage Off Campus opportunities of RAP, Work Experience and Green Certificate · Optimize WISEST, Junior Achievement, SKILLS Alberta, Post Secondary career opportunities

Domain 2:	Student Growth and Achievement
Board Priority	**PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS**
Outcomes:	Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world. 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.

Measures:	Summary of the school's literacy and numeracy results for students in grades one to three .

Summary of the school's 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

A list of the Alberta Education approved screening assessments used at each grade level:

- Literacy - Acadience
- Numeracy - EICS Numeracy Screen

The total number of students assessed at the beginning of the school year at each grade level

- Grade 1 - 45
- Grade 2 - 54
- Grade 3 - 46
- Grade 4 - 62
- Grade 5 - 62
- Grade 6 - 54
- Grade 7 - 58

Numeracy

Number of Students Identified as a risk in...

Grade Level	SEPT 2023 Total # of Students Assessed (Beginning of the School Year) - NUMERACY	SEPT 2023 Total # of Students at RISK (Beginning of the School Year) - NUMERACY	SEPT 2023 % of Students at Risk (Beginning of the School Year)	MAR 2024 Total # of Students Assessed (End of the School Year) - NUMERACY	MAR 2024 # of Students at Risk (End of the School Year)	MAR 2024 % of Students at Risk (End of the School Year)		SEPT 2024 Total # of Students Assessed (Beginning of the School Year) - NUMERACY	SEPT 2024 Total # of Students at RISK (Beginning of the School Year) - NUMERACY	SEPT 2024 % of Students at Risk (Beginning of the School Year)
1	n/a	n/a	n/a	42 (Jan)	0 (Jan)	0%		47	25	53.2%
2	53	20	37.7%	55	22	40.0%		45	21	44.7%
3	43	8	18.6%	21	2	9.5%		59	28	59.6%
4	64	26	40.6%	56	7	12.5%		21	5	10.6%
5	60	20	33.3%	57	5	8.8%		62	18	38.3%
6	52	5	9.6%	54	4	7.4%		66	18	38.3%
7	57	14	24.6%	79 (Feb)	11 (Feb)	13.9% (Feb)		n/a	n/a	n/a

	Results Report Components	
Data & Insights	**Survey Graphs (link)** 📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025	**AB ED DATA (link)** Alberta Education Results Fall 2024 St. Augustine

Insights to Data:

Overall Trends in Numeracy Risk Levels:

- Most grades show a reduction in the percentage of students at risk between September 2023 and March 2024. For instance, Grade 4 decreased from 40.6% to 12.5%, and Grade 5 dropped from 33.3% to 8.8%.
- The percentage of students at risk rises again in September 2024 for some grades (e.g., Grade 3 jumps from 9.5% to 59.6%, and Grade 6 rises from 7.4% to 38.3%), mainly due to an enrollment shift upwards of students from out of country,

Transition Between Years:

- The increase in risk percentages from March 2024 to September 2024 in several grades indicates potential learning loss over the summer break as well as the new student population that has joined our school.

Implications:

1. **Summer Learning Loss:**
    - The sharp rise in at-risk percentages in September 2024 for several grades highlights a need for interventions, or parental awareness and engagement in summer to mitigate learning loss.
2. **Early Intervention Needs:**
    - Grades with high initial risk levels (e.g., Grade 1 in September 2024, at 53.2%) benefit from targeted foundational skill-building programs to address gaps early in the academic year.
3. **Focus on Grades 3 and 6:**
    - Grades 3 and 6 show substantial increases in at-risk percentages between the end of the school year and the following September. These grades might require focused support during transitions between academic years. This may also reflect jumps in curricular expectations.

Positive Progress During the Academic Year:

- Most grades show improvement in reducing the percentage of at-risk students during the school year, demonstrating the effectiveness of instructional strategies and interventions.

Concerns Over Retention and Summer Loss:

- The spike in risk levels in September 2024 suggests a need for ongoing support during breaks to ensure knowledge retention.

Critical Need for Grade-Specific Interventions:

- Grades 1, 3, and 6 require particular attention due to their higher-than-average risk percentages or unusual trends.

Future Recommendations:

- Implement structured summer programs or pre-year refreshers to reduce learning loss.
- Establish robust early intervention programs, especially for younger students.
- Review and refine assessment tools to ensure consistency and accurate identification of at-risk students.

Responding to the Data: *Implementation Plan & 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. • Co—Create common formative and summative assessments in all 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, technology and real world contests and challenges **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
Domain 2:	**Student Growth and Achievement**
	PROVINCIAL GOAL: CITIZENSHIP
Outcomes:	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.
Measures:	The percentage of teachers, parents and students who agree that students are active citizens.
	Results Report Components

Data & Insights	Survey Graphs (link)	AB ED DATA (link)
	📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025	Alberta Education Results Fall 2024 St. Augustine

Insights to Data:	
	25 parents responded to the Alberta education survey representing 1% of our population. While we take these results for what they are, the fact that our school grew from a population of 678 to 722 this year represents the good work and solid reputation St.Augustine has for its well rounded success.

The school shows consistently high levels of satisfaction with students modeling active citizenship, with a slight decline in 2024 (89.6%) compared to previous years (peaking at 93.6% in 2023). Despite the decline, the school's satisfaction remains very high and significantly above provincial averages, which have been in the low 80% range over the past five years. Parents report the highest satisfaction levels across all groups, peaking at 95.4% in 2023 and maintaining a strong rating in 2024 (87.3%). However, there is a slight decrease from 92.5% in 2022, suggesting a modest decline in perception, but still well above provincial parent satisfaction levels, which hover around 79–83%. Student satisfaction with citizenship shows variability, with a decline from 86.4% in 2021 to 82.5% in 2024. While still rated highly, the trend indicates a subtle decrease in how students perceive their peers' modeling of citizenship qualities, which is below the school's parent and teacher satisfaction levels. Teachers report nearly perfect satisfaction, consistently at or near 100%, with a slight drop to 99.2% in 2024. This group represents the most positive perception of student citizenship, reflecting teachers' close interaction with students and their direct observations of students' behavior.

The overall decline in satisfaction from 93.6% in 2023 to 89.6% in 2024 may indicate a shift in perception that requires attention. This could reflect changing student behavior, evolving societal factors, or differing expectations from stakeholders. While the decline is modest, it is important for the school to explore potential reasons for this dip and whether it reflects a broader trend that could affect future results.

Student Perception Gap: The gap between student satisfaction and teacher/parent satisfaction suggests that while teachers and parents feel strongly that students are exhibiting good citizenship, students may perceive their peers' behavior differently. This indicates the need for more dialogue with students to better understand their perspectives on active citizenship, possibly through surveys or focus groups.

Parent and Teacher Confidence: The high satisfaction levels among parents and teachers suggest that the school is fostering a positive environment for students' development of active citizenship. However, the slight decline in parental satisfaction could signal a need for further engagement with parents to ensure they feel confident in the school's ability to promote these qualities in students.

Provincial Comparison: In comparison to provincial data, St. Augustine School's results are significantly higher across all groups, particularly among parents and teachers. This underscores the school's success in fostering citizenship but also highlights the potential for greater alignment with the provincial averages among students.

Conclusion:

While St. Augustine School continues to achieve very high levels of satisfaction regarding students' modeling of active citizenship, the data suggests a slight decline in overall satisfaction, particularly among students and parents. Teacher satisfaction remains exceptionally high, reflecting strong confidence in student behavior. The school may want to investigate the reasons for the decrease in student and parent satisfaction, especially since student perceptions of their peers' citizenship qualities are lower than those of teachers and parents. Addressing the concerns underlying these trends could ensure that the school continues to foster a culture of active citizenship while maintaining or even improving the current satisfaction levels among all stakeholders. |

| Responding to the Data:

Implementation Plan & Strategies: | Student Leadership Core plans and directs school events, social justice, some media posts Enhance celebration of student citizenship through God's Garden, social medias, awards, student draws Encourage and provide time for Leaders of Tomorrow nomination and letter writing 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. |

Domain 2:	Student Growth and Achievement
Board Priority	PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

Outcomes:	The ministry develops and implements a curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.
	Outcome: Learning improves when students find course content interesting and useful in their everyday lives.
Measures:	The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Results Report Components	
Data & Insights	**Survey Graphs (link)** Alberta Education Results Fall 2024 St. Augustine

Insights to Data:	25 parents responded to the Alberta education survey representing 1% of our population. While we take these results for what they are, the fact that our school grew from a population of 678 to 722 this year represents the good work and solid reputation St.Augustine has for its success.

Insights

Overall Decline in Engagement (School, Authority, and Province):

- Engagement at the school level decreased from 91.9% in 2021 to 87.5% in 2024, indicating a steady decline.
- A similar trend is observed at the authority level, where engagement dropped from 87.7% in 2020 to 84.2% in 2024.
- At the provincial level, the engagement percentage declined from 85.6% in 2020 to 83.7% in 2024.

Variations Among Respondent Groups:

- Parents show the highest engagement perception, with the school level reaching as high as 98.1% in 2022. However, there was a notable decrease in 2024 to 88.7%.
- Teachers consistently rate student engagement very highly, reaching near or at 100% across all levels and years, with only a minor decline in 2024.
- Students, however, rate engagement lower compared to parents and teachers. There's a consistent decline from 82.4% in 2021 to 76.5% in 2024 at the school level and similarly lower ratings at authority and provincial levels.

Stability in Teacher Ratings, Fluctuations in Parent and Student Perceptions:

- Teachers' perceptions of student engagement are consistently high, possibly reflecting a more optimistic view or a belief in the school's efforts.
- Parental satisfaction with engagement remained strong but showed fluctuations, especially with a decline in 2024.
- Student engagement consistently dropped, suggesting that students may feel increasingly disconnected from the learning process over time.

Implications

1. Need for Student-Centered Engagement Strategies:
   - The decline in student engagement, as observed across all levels, implies a need to refocus strategies on direct student needs, interests, and involvement in learning processes.
   - Engagement activities and curriculum relevance may need to be reviewed to cater better to students' perspectives.
2. Potential Disconnect Between Teacher Perception and Student Experience:
   - The consistently high teacher ratings versus declining student engagement points to a potential gap in understanding or addressing student engagement issues.
   - Professional development might focus on helping teachers recognize and bridge this perception gap, providing insights into student-led feedback mechanisms.
3. Parental Engagement Shifts:
   - The high parental engagement levels suggest strong support or perception of the school's engagement efforts but show recent signs of decline.
   - Schools might consider involving parents more in direct feedback opportunities to address emerging concerns and maintain high engagement levels.

Conclusions

1. Declining Trend Requires Targeted Interventions:
   - The overall declining trend in engagement rates across all levels indicates an area for immediate improvement.
   - A collaborative approach that addresses the specific concerns of students while maintaining parental and teacher engagement will likely provide a balanced solution.
2. Student Feedback Essential for Sustained Engagement:
   - Student feedback should be a priority, as their engagement levels are lower and consistently declining. Schools should implement or expand initiatives focused on student voice and choice within the learning environment.
3. Sustained Teacher Enthusiasm, but Risk of Over-Optimism:
   - Teachers' high engagement scores reflect positivity but may risk overlooking actual challenges students are facing. Schools might explore training teachers to interpret student feedback more critically to align perceptions better with reality.

	While teachers and parents seem generally satisfied, the declining student engagement signals a need for student-centered reforms to ensure students feel connected and motivated in their learning journey.
Responding to the Data: *Implementation Plan & Strategies:*	- Our K—12 classrooms reveal multiple levels of engagement at the tier one, two and three levels. All teachers are guided to utilize structure as a strategy, breaking up lectures and teacher directed time. - Formative and Summative Assessment variation - Showcase student work through display and social medias - Movement breaks using 'Go Noodle' , 'Silent Ball' and other technologies are regular tier one practices. - Using choice in assignment and assessment format is just beginning in our classrooms. - Technology is used as a tool for differentiation as well as engagement. - Personalization of learning, particularly for grades 9—12. - Learning and sharing in collaborative environments - Utilizing the real world, authentic contexts for learning is an area we have just embarked on. - Learning through gamification - Use of the flipped classroom strategies - Student centered CTF and CTS Electives - Ensuring classroom have hands on opportunities and resources to experience content - Utilizing technology intentionally for active engagement - Enhancing and improving positive, regular feedback - Working on growth mindset strategies for self confidence and independence - Organizing special events to align with curricular outcomes - Collaborating with cross grade groupings - Using formative assessment feedback to guide teaching - Utilizing small group processes - Scaffolding instruction for differentiation - Planning and developing hands-on learning experiences. - Co creation of learning activities and assessment with students is in the planning stages.

Domain 2:	Student Growth and Achievement
Board Priority	**Board Priority/Local Goal: A focus on mental health and well-being.**
Outcomes:	**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:	Surveys: Students (Elementary) · At my school there is at least one adult who listens and cares about me · My school is a place where I feel I belong · I know how to get help if I am struggling with my mental health · I have a trusted adult in my school who I can ask for help · I learn how to manage my emotions in stressful situations · I have opportunities to be involved in and connected to my school · I feel safe at school · I have a friend at school Students (Secondary) · I have a positive and healthy relationship with at least one adult in my school · My school is a place where I feel I belong · I know how to get help if I am struggling with my mental health · I have a trusted adult in my school who I can ask for help · I learn how to manage my emotions in stressful situations · I have opportunities to be involved in and connected to my school · I feel safe at school · I have a friend at school Staff (Teachers & Support Staff) · I am able to develop trusting relationships with the students in my care · I am able to support the social and emotional well-being of the student(s) I work with · I am able to effectively support student regulation · Our school has internal supports and structures to assist students with their social and emotional well-being · The Third Path provides a framework that assists me in supporting students
Results Report Components	
Data	**Survey Graphs (link)** 📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025

Insights to Data:	
	94 parents completed the STAR survey representing approximately 20% of our population.

Insights

Overall Decline in Engagement (School, Authority, and Province):

- Engagement at the school level decreased from 91.9% in 2021 to 87.5% in 2024, indicating a steady decline.
- A similar trend is observed at the authority level, where engagement dropped from 87.7% in 2020 to 84.2% in 2024.
- At the provincial level, the engagement percentage declined from 85.6% in 2020 to 83.7% in 2024.

Variations Among Respondent Groups:

- Parents show the highest engagement perception, with the school level reaching as high as 98.1% in 2022. However, there was a notable decrease in 2024 to 88.7%.
- Teachers consistently rate student engagement very highly, reaching near or at 100% across all levels and years, with only a minor decline in 2024.
- Students, however, rate engagement lower compared to parents and teachers. There's a consistent decline from 82.4% in 2021 to 76.5% in 2024 at the school level and similarly lower ratings at authority and provincial levels.

Stability in Teacher Ratings, Fluctuations in Parent and Student Perceptions:

- Teachers' perceptions of student engagement are consistently high, possibly reflecting a more optimistic view or a belief in the school's efforts.
- Parental satisfaction with engagement remained strong but showed fluctuations, especially with a decline in 2024.
- Student engagement consistently dropped, suggesting that students may feel increasingly disconnected from the learning process over time.

Implications

Need for Student-Centered Engagement Strategies:

- The decline in student engagement, as observed across all levels, implies a need to refocus strategies on direct student needs, interests, and involvement in learning processes.
- Engagement activities and curriculum relevance may need to be reviewed to cater better to students' perspectives.

Potential Disconnect Between Teacher Perception and Student Experience:

- The consistently high teacher ratings versus declining student engagement points to a potential gap in understanding or addressing student engagement issues.
- Professional development might focus on helping teachers recognize and bridge this perception gap, providing insights into student-led feedback mechanisms.

Parental Engagement Shifts:

- The high parental engagement levels suggest strong support or perception of the school's engagement efforts but show recent signs of decline.
- Schools might consider involving parents more in direct feedback opportunities to address emerging concerns and maintain high engagement levels.

Conclusions

Declining Trend Requires Targeted Interventions:

- The overall declining trend in engagement rates across all levels indicates an area for immediate improvement.
- A collaborative approach that addresses the specific concerns of students while maintaining parental and teacher engagement will likely provide a balanced solution.

Student Feedback Essential for Sustained Engagement: |

	○ Student feedback should be a priority, as their engagement levels are lower and consistently declining. Schools should implement or expand initiatives focused on student voice and choice within the learning environment. Sustained Teacher Enthusiasm, but Risk of Over-Optimism: ○ Teachers' high engagement scores reflect positivity but may risk overlooking actual challenges students are facing. Schools might explore training teachers to interpret student feedback more critically to align perceptions better with reality. While teachers and parents seem generally satisfied, the declining student engagement signals a need for student-centered reforms to ensure students feel connected and motivated in their learning journey.
Responding to the Data: **Implementation Plan & Strategies:**	● 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 Madison Cameron ● Continue "Go-To Educator" professional development and share with staff monthly / Support Staff focus ● 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 ● Enhance Exam Strategies via Faculty Advisory to manage stress and anxiety in September / January / June ● Support students and families with emerging and diagnosed mental health issues ● FSLW/Counsellor Meetings - focus on Mental Health /Anxiety strategies for at-risk students. ● Leverage AHS grant for Behavioral Consultant and Family Support Consultant ● Weekly SIT (Student Intervention) Meetings ● Communicate to teachers via Google Form Referral School Intervention Teams support of at-risk students. ● Utilize Faculty Advisory time for mental health awareness and discussion sessions ● Connect with families and link with community based support. ● 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 ● Communicate behavioral issues and resulting follow up with all staff involved via email

Domain 3:	**Teaching and Leading**
	Results Report Components – PROVINCIAL PRIORITY
Board Priority	**Board Priority/Local Goal: Continue to build and develop staff capacity**
Outcomes	**Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.**
Data	**Survey Graphs (link)** **Alberta Education Results Fall 2024 St. Augustine**

Insights to Data:	
	Teacher Survey Insights

Teacher Survey Insights

1. Meaningful Professional Development:

- St. Augustine (92%) lags slightly behind STAR Catholic (95%) but shows a remarkable improvement from 65% the previous year, indicating significant progress in providing relevant and impactful PD opportunities. St. Augustine's sharp rise suggests recent initiatives are addressing past gaps.

2. Access to Division and School Supports:

- St. Augustine (88%) is slightly behind STAR Catholic (92%), though both perform well. St. Augustine improved significantly from 70% the previous year to 88%, aligning more closely with STAR Catholic's steady high scores.

Implications for Teachers:

- St. Augustine's improvements suggest recent efforts to enhance PD opportunities are paying off. However, closing the gap with STAR Catholic in terms of consistency and support accessibility is a key growth area.

Support Staff Survey Insights

1. Meaningful Professional Development:

- Both STAR and St. Augustine score lower than for teachers, with St. Augustine at 38% and STAR Catholic at 58%.

2. Access to Division and School Supports:

- **At 85%** St. Augustine is performing well, showing significant improvement from 71% to 85%, surpassing STAR Catholic, which dropped slightly from 78% to 82%.

Implications for Support Staff:

- The low satisfaction with PD relevance (especially at St. Augustine) highlights an urgent need to tailor development opportunities to support staff roles, ensuring they find the content applicable and beneficial.
- Access to support structures (e.g., coaches, mentors) is improving at St. Augustine.

Conclusions

St. Augustine demonstrates strong efforts in supporting teachers through meaningful PD and access to resources, with room for improvement in support staff engagement. St. Augustine's rapid progress highlights effective recent initiatives. Addressing the low PD satisfaction among support staff is a critical area of focus for both schools to ensure all employees feel empowered and equipped for success.

Implementation Plan and Strategies	**List of Professional Development Sessions During the School Year** ● COLT grade based curriculum sessions and collaboration / Empowering WriterCOLT grade based curriculum sessions and collaboration / Empowering Writers External PD / PLT and PLC Online Webinars via ERLC / CARC / CommonLit / Shelley Moore / Institute of Child Psychology / ATLE Conference for Administrative Assistant / Division Reflection and Learning Day / ATA Institute Day / Whole Staff First Aid Certification ● 100.00 and a day to access individual PD opportunities for support staff ● SIVA Training for all Educational Assistants ● Third Path Refreshers ● Admin Professional Learning via Central Office ● Faith Based Book Study ● Autism Conference ● Diploma and PAT creation sessions ● Beyond Trauma: Indigenous Language and Culture of Turtle Island ● ASAA Athletic and Coaching Sessions ● TES / VTRA Training for ADMIN / Learning Support Facilitator and Mental Health Team ● ASIST Suicide Prevention Training for Mental Health Team ● Faith Permeation ● Division Focused PD for Staff Leads (Indigenous Conference / Mental Health Supports etc.) ● External PD ● PLT and PLC Online Webinars via ERLC / CARC / Common Lit / Shelley Moore ● Institute of Child Psychology ● ATLE Conference for Administrative Assistants ● Division Reflection and Learning Day ● ATA Institute Day ● Whole Staff First Aid Certification ● SIVA Training for all Educational Assistants ● Third Path Refreshers ● Admin Professional Learning via Central Office ● Faith Based Book Study ● Autism Conference ● Diploma and PAT creation sessions ● Beyond Trauma: Indigenous Language and Culture of Turtle Island ● ASAA Athletic and Coaching Sessions ● TES / VTRA Training for ADMIN / Learning Support Facilitator and Mental Health Team ● ASIST Suicide Prevention Training for Mental Health Team ● Faith Permeation ● Division Focused PD for Staff Leads (Indigenous Conference / Mental Health Supports etc.)

Domain 3:	Teaching and Leading
Board Goal	Foster a culture of collaboration and leadership development.
Outcome:	Staff are provided with structured opportunities to collaborate and be involved in leadership.

Measures:	Survey:
	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.)
	I have the opportunity to collaborate in a professional learning community (PLC)
	Teachers in our school value professional learning communities (PLC)

Results Report Components	
Data & Insights	**Survey Graphs (link)** ▤ APPENDIX: SURVEY DATA: ST AUG 2024-2025
	Insights to Data: **Opportunities for School Leadership** • St. Augustine scores 100%, reflecting full satisfaction among teachers regarding leadership opportunities (e.g., school leadership teams, acting admin roles, or extracurricular facilitation). St. Augustine shows improvement from 95% (previous year) to 100%, reflecting recent success in engaging teachers in leadership. **Professional Learning Community (PLC) Collaboration** • St. Augustine's score has dropped from 95% (previous year) to 88%, indicating declining satisfaction with PLC opportunities. **Valuing Professional Learning Communities (PLCs)** • St. Augustine's scores have remained stagnant at 84%-85% over the past three years, indicating a need for deeper engagement or enhanced PLC effectiveness. The declining score at St. Augustine suggests a need to re-evaluate PLC processes or increase support for teachers' collaborative efforts. St. Augustine may need to address why teachers are less engaged with or see less value in PLCs. The drop in PLC satisfaction signals a need for renewed focus, such as refining the purpose, improving facilitation, or allocating more time for collaboration. Address potential disconnects between PLC activities and teachers' professional goals to enhance their perception of PLC value. Consider gathering teacher feedback to identify specific areas for improvement. • Align PLC goals with immediate classroom challenges and teacher priorities. • Foster a sense of ownership by involving teachers in designing and evaluating PLC activities.

Responding to the Data: Implementation Plan & Strategies:	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 of 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 ● 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 / Coaching ● Graduation Committee ● Awards Committee ● Hospitality Committee ● Religious Education Committee ● Learning Support Facilitator ● Literacy / Numeracy Leads ● Assessment 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

Domain 3:	Teaching and Leading
Board Goal	**Staff are supported in their Wellness**
Outcome:	**When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.**
Measures:	Survey: I am aware of available resources to support my wellness. I utilize the resources and information that are provided to support my wellness. I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional) We learn about and incorporate wellness in my workplace.
Results Report Components	
Data & Insights	**Survey Graphs (link)** 📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025

Insights to Data:	**Awareness of Wellness Resources**
	
	    ○ 88% of teachers are aware of the resources available for wellness, yet there is room for St. Augustine to enhance awareness campaigns and ensure all staff are informed about available resources.
	
	Utilization of Wellness Resources
	
	    ○ Only 68% of staff utilize wellness resources, which is significantly lower than their awareness level (88%).
	
	Understanding Dimensions of Wellness
	
	    ○ 96% of teachers understand the different dimensions of wellness in their own lives.
	
	Incorporating Wellness in the Workplace
	
	    76% of teachers feel wellness is incorporated into their workplace.
	
	Implications: The gap between awareness and utilization suggests that barriers (e.g., accessibility, time, or perceived effectiveness) may prevent staff from using wellness resources. This is a notable challenge for St. Augustine. There is strong understanding among staff about wellness dimensions, creating a solid foundation for implementing targeted wellness initiatives. St. Augustine needs to strengthen workplace strategies to better embed wellness into the school culture.
	
	Strengths:
	
	    ● Both schools demonstrate strong **awareness of wellness dimensions** (96%-98%), showing that staff are knowledgeable about maintaining their own well-being.
	    ● **STAR Catholic's higher results** across all measures suggest a more established and effective approach to supporting staff wellness.
	
	Challenges:
	
	    ● **St. Augustine** faces a significant challenge in the **utilization of wellness resources** (68%). While staff are aware of resources, many are not engaging with them, signaling potential issues with accessibility or relevance.
	    ● **Incorporating wellness in the workplace** is another area where **St. Augustine** trails **STAR Catholic** (76% vs. 88%), suggesting that systemic changes or initiatives are needed to integrate wellness practices more effectively.
	
	Opportunities:
	
	    ● **St. Augustine** can learn from **STAR Catholic**'s success in creating a workplace culture that prioritizes wellness. Strategies such as better promotion, more accessible resources, and targeted wellness initiatives could close the gap.
	    ● Both schools can work to align wellness resources with staff needs, ensuring relevance and practicality to boost utilization rates.
	
	## Recommendations
	
	1. **Increase Engagement with Wellness Resources**:
	    ○ Conduct surveys or focus groups to understand why staff at St. Augustine are not utilizing wellness resources despite high awareness.
	    ○ Simplify access to resources (e.g., digital portals, on-site workshops) and highlight their benefits through testimonials or success stories.
	2. **Enhance Workplace Integration of Wellness**:
	    ○ St. Augustine could incorporate regular wellness practices into the school routine, such as mindfulness sessions, wellness challenges, or team-building activities focused on well-being.
	    ○ Build leadership capacity to model and promote wellness practices within their teams.
	3. **Promote Collaboration Across Schools**:
	    ○ Apply STAR Catholic best practices with St. Augustine around integrating wellness into workplace culture.
	4. **Monitor and Evaluate Initiatives**:
	    ○ Establish feedback loops to continuously assess the effectiveness of wellness programs and adjust strategies as needed.

	Wellness directly influences staff's ability to support students effectively. St. Augustine has significant opportunities to improve staff engagement with resources and workplace integration. By addressing these gaps, St. Augustine can foster a healthier, more supportive environment for both staff and students.
Responding to the Data: **Implementation Plan & Strategies:**	Social: Develop a sense of connection, belonging, and a well developed support system. ● Create structures that facilitate open and respectful communication ● Central Office newsletters (i.e. Wellness Wisdom) ● Use clear, effective communication with staff whose roles require the information ● 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) Emotional: Coping effectively with life and creating satisfying relationships. ● 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 supports Physical: Recognizing the need for physical activity, diet, sleep and nutrition. ● Increase awareness of Health and Wellness account ● Sharing and promoting healthy choices ● Providing food at after school meetings

Domain 3:	Teaching and Leading
Provincial Goal	Education Quality - **PROVINCIAL PRIORITY**
Outcome:	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	**Survey Graphs (link)** **Alberta Education Results Fall 2024 St. Augustine**

Insights to Data:	The school achieved a high level for overall satisfaction, with scores above 87% in most years, maintaining a "Good" rating. Satisfaction has generally improved, reaching 91.5% in 2022 but slightly declining to 87.8% in 2023. The trend suggests progress, but maintaining consistency remains a challenge. Student satisfaction remains the weakest area, with a peak of 86.4% in 2019 dropping to 78.1% in 2023. Significant declines at the school level point to unmet student needs or gaps in engagement and support. Gradual declines in satisfaction across the province suggest broader systemic challenges that need addressing. Teachers consistently report high satisfaction (96.5% in 2022, 94.7% in 2023). The significant drop in school-level parent satisfaction from 2022 to 2023 warrants investigation, despite being above provincial averages. Targeted efforts to address declining student satisfaction, particularly at the school level, are critical. **Implications:** **Enhance Student Engagement:** - Conduct focus groups to understand student concerns and identify specific areas for improvement. - Implement initiatives that prioritize student voice, choice, and well-being in the educational experience. **Sustain Parent Satisfaction:** - Build on the positive relationships with parents by improving transparency, communication, and involvement in decision-making processes. **Support Teacher Satisfaction:** - Maintain high teacher satisfaction through regular professional development, wellness programs, and recognition of their contributions. **Monitor Trends and Intervene Early:** - Use satisfaction data to monitor trends annually, and intervene when satisfaction declines, particularly among students. **Address Broader Systemic Challenges:** - Advocate for provincial-level initiatives to tackle the declining trend in satisfaction across Alberta, particularly by focusing on shared challenges like resources and curriculum development.

Responding to the Data: Implementation Plan & Strategies:	- Financially support class sizes conducive to learning at high levels while personalizing student needs. - Consult staff and parents when decisions regarding class size - Implement School Class Communication Plan: Communicate daily school activities and events at the classroom, division and school level using website calendar, social media and teacher Remind's or emails - Encourage student engagement through collaboration, team work, gamification, manipulatives, project based learning, student choice and authentic learning environments - Invite parents to volunteer and join in school events and celebrations - Utilize Power School technology K—12 effectively to inform parents of classes, content and achievement on a daily basis - Utilize range of communication strategies to inform parents of interventions - Focus on increasing formative assessment and feedback opportunities. - Continue to offer and communicate with stakeholders the well rounded educational program at St. Augustine - Website information needs to be upgraded / create a website team with student leadership representation - Continue to explore, understand and support student needs. - Continue to build and maintain relationships with families. - Continue to consult with the School Council on vision and development of St. Augustine School. - Continue to advocate for Tier 3 funding and Mild / Moderate support while not taking away from the Financially support class sizes conducive to learning at high levels while personalizing student needs. - Consult staff and parents when decisions regarding class size - Implement School Class Communication Plan: Communicate daily school activities and events at the classroom, division and school level using website calendar, social media and teacher Remind's or emails - Be responsive to teacher needs and continue to enhance communication via SIT forms due to classroom complexity - Establish a Professional Development Plan of required PD, and "voice and choice" PD - Recognize need for ongoing Administrative Assistant Training - Consult with SLT and PLC's on school Calendar / assignable time dates - Plan required PD in half day sessions as indicated by survey - Scaffold PD through school leads (i.e.) Mental Health Literacy - Provide collaborative time built into the school day - Specifically seek, identify and support 'fringe' PD Opportunities - Continue professional development of Response to Intervention - Highlight and flag specific COLT opportunities - Ensure support staff are consulted on individual needs and continue to provide 100.00 PD fund plus a day - Create video review clips of Third Path concepts to be sent out monthly - Professional development offered for Educational Assistants on select PD Days - 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 with shared resources and bulletin board strategies - 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

Domain 4:	**Learning Supports**
Board Priority	First Nation, Metis, and Inuits students are successful.
Outcome:	More First Nation, Metis and Inuit students meet or exceed identified measures.

Measures:	Survey:
	Teachers
	- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school
	- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and value
	- 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
	- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture
	Support Staff
	- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values
	Student
	- I learn about First Nations, Métis, and Inuit history, culture, and traditions
	- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions
	Self Identified Students
	- My school is a place where I feel I belong.
	- I feel safe at school.
	- I have a friend at school.
	- Elementary) At my school there is at least one adult who listens and cares about me
	- (Secondary) I have a positive and healthy relationship with at least one adult in my school.

Results Report Components	
Data	**Survey Graphs (link)**
	📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025

Insights to Data:	**Saff Survey (Teachers)**
	Inviting Elders/Knowledge Keepers:
	○ **A d**ecline from 84% in the previous year to 71% in the current year, well below the STAR Catholic Schools (89%). This decline suggests reduced engagement with FNMI community members, which may limit cultural enrichment and authenticity in FNMI education at the school level.

Saff Survey (Teachers)

- **Inviting Elders/Knowledge Keepers**:
  - **A d**ecline from 84% in the previous year to 71% in the current year, well below the STAR Catholic Schools (89%). This decline suggests reduced engagement with FNMI community members, which may limit cultural enrichment and authenticity in FNMI education at the school level.
- **Enhancing Understanding of FNMI Worldviews**:
  - St. Augustine is stable at 86%, but lower than STAR Catholic Schools (95%).
- **Use of Accurate Resources**:
  - St. Augustine shows a significant decline to 71% from 95% in the previous year, far below the authority level (95%).
- **Capacity Building in FNMI Culture**:
  - St. Augustine: declined from 100% to 86%, below the authority level (98%). Staff professional development in FNMI culture needs reinforcement to maintain momentum in cultural competency.

Staff Survey (Support Staff)

- **Enhancing FNMI Understanding**:
  - St. Augustine is consistently high at 92%, slightly below STAR Catholic Schools (98%). A strong foundational understanding exists among support staff, with room to match the authority level through targeted initiatives.

Student Survey

- **Elementary Level**:
  - St. Augustine is consistently high at 95%, comparable to authority levels (94%). FNMI education at the elementary level is well-embedded and positively received.
- **Secondary Level**:
  - St. Augustine has a slight decline from 86% to 84%, below the authority level (87%). The decline indicates a need to sustain and improve engagement with FNMI content at the secondary level.

Strengths:

- FNMI education is strong at the elementary level, with students reporting a high understanding of FNMI history and culture.
- Support staff exhibit a consistently high understanding of FNMI worldviews and values.

Challenges:

- 5 parents responded to this survey, representing 1% of the population.
- Significant declines in teacher engagement with FNMI resources and capacity building indicate a possible lack of ongoing professional development or emphasis in this area.
- Engagement with Elders and knowledge keepers has reduced significantly at St. Augustine, which can impact cultural richness in learning experiences.

Comparisons with Authority:

- STAR Catholic Schools consistently outperform St. Augustine in most measures, highlighting the need for St. Augustine to align its practices with authority-level standards

Responding to the Data: Implementation Plan & 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 • Bannock and Stew Evening for student planning • Monthly Orange Shirt Days focusing on Language and Culture Awareness • Jordan's Principle Grant Implementation for Grad Coach, Cree Language and Tier 3 student support • Indigenous Leadership of Treaty Atlas • Use of Tower Garden for Indigenous Plant Learning • Booking of Wilfred Buck for Cree Stories of the Stars to enhance understanding of culture

Domain 4:	Learning Supports
Board Goal	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model.
Outcome:	Quality core instruction foundational to success for all and is grounded in solid assessment practice. Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

Measures:	**Survey**
	Students (Elementary) ● In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own). ● At school, adults help me when I ask ● I get feedback from my teacher on assignments ● I know what is expected on assignments (outlines, rubrics) ● I have opportunities to practice and improve my learning before a test **Students (Secondary)** ● I understand how I learn best and am able to communicate this with my teacher ● Adults help me when I ask. ● I get feedback from my teacher on assignments ● I know what is expected on assignments (i.e. outlines, criteria, rubrics) ● Teachers provide exam outlines, so I know what to study ● I have opportunities to practice and develop my understanding before a test **Staff (Teachers)** ● Please rate your understanding of the Alberta Assessment Consortium visual, "Assessing Student Learning in the Classroom". ● I use data to establish intervention targets for students who hae not mastered core concepts ● I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment ● I am comfortable with utilizing available intervention strategies, tools and supports ● I provide criteria for assignments to students (i.e. outlines, rubrics) **Parents** ● My child receives the support he/she needs to be successful in school

Results Report Components	
Data	**Survey Graphs (link)** 📄 APPENDIX: SURVEY DATA: ST AUG 2024-2025

Insights to Data:

Data Utilization:

- St. Augustine: 86% of teachers reported using data to establish intervention targets for both struggling students and those needing enrichment.. STAR Catholic Schools results were higher at, (97% and 94% for the two questions), suggesting stronger data-driven practices across the broader system.

Comfort with Intervention Strategies:

- St. Augustine: 71% of teachers are comfortable using available intervention tools, significantly lower than the 95% reported by STAR Catholic Schools.
- This disparity highlights a potential gap in professional development or resource accessibility at St. Augustine.
- The lack of comfort with intervention strategies among teachers could impact the ability to address diverse student needs, both for those struggling and those ready for enrichment. Without effective intervention, students may not receive the targeted support they need to thrive.

Providing Assignment Criteria:

- Both St. Augustine and STAR Catholic Schools show a perfect score (100%), indicating consistent clarity in assignment expectations across the board.

Encouragement to Learn in Different Ways:

- St. Augustine elementary students report a high level of encouragement (98%) to engage with diverse learning methods, surpassing STAR Catholic Schools (95%).

Adult Support:

- Both St. Augustine and STAR Catholic Schools maintain strong consistency (94%) in students feeling supported by adults when they ask for help.

Feedback and Expectations:

- Teachers at St. Augustine excel in providing clear criteria for assignments and supporting diverse learning methods. Students feel well-supported by adults and have strong clarity on expectations. St. Augustine elementary students report slightly lower levels of feedback from teachers (92%) and clarity of expectations (93%) compared to STAR Catholic Schools (93% and 91%, respectively), although both remain strong.

Opportunities to Improve Learning Before Tests:

- St. Augustine elementary students report 90%, slightly below STAR Catholic Schools at 94%, indicating room for growth in providing formative assessment opportunities. Limited opportunities to practice before tests could negatively affect student confidence and performance. Formative practices are essential for identifying and addressing misconceptions and for reinforcing key concepts.

Areas for Improvement:

The school should focus on improving teacher comfort with intervention strategies and enhancing opportunities for students to practice and improve learning before tests.

Recommendations:

- **Short-Term:** Organize professional development sessions tailored to teacher needs and introduce immediate practice opportunities (e.g., review sessions) for students before assessments.
- **Mid-Term:** Develop a structured plan for integrating formative assessments across grades and subjects while providing clear intervention protocols for teachers.
- **Long-Term:** Foster a culture of continuous improvement by routinely gathering feedback from teachers and students and adapting strategies based on their input.

Responding to the Data: Implementation Plan & 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 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. - Support and align transition needs from year to year with individualized tier 3 tool boxes

Domain 4:	Learning Supports
Provincial Goal	Welcoming, Caring, Respectful, and Safe Learning Environment – **PROVINCIAL PRIORITY**
Outcome:	Using resources to create an optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Measures:	This is measured provincially by the percentage of teachers, parents, and students who agree that learning environments are welcoming, caring, respectful and safe.
Results Report Components	
Data & Insights	**Survey Graphs (link)** Alberta Education Results Fall 2024 St. Augustine

Insights to Data:

25 parents responded to the Alberta education survey representing 1% of our population. While we take these results for what they are, the fact that our school grew from a population of 678 to 722 this year represents the good work and solid reputation St.Augustine has for its success.

School:

- The school consistently performs at a very high achievement level in the "Safe and Caring" measure. However, the percentage of agreement has declined from 94.6% in 2023 to 92.3% in 2024.
- Compared to the authority and provincial averages, the school remains above both benchmarks, though the provincial average has steadily declined over the years (from 89.4% in 2020 to 87.1% in 2024).
- The school outperforms both the authority (90.3% in 2024) and provincial (87.1% in 2024) averages by a significant margin, showcasing its strong commitment to fostering a safe and caring environment.
- The downward trends observed at the authority and provincial levels mirror the school's slight decline, suggesting potential systemic challenges impacting perceptions of safety and care.
- The school maintains an excellent reputation for safety, care, and fairness, as evidenced by its consistently high scores relative to authority and provincial benchmarks.

Parent Perception:

- Parent agreement is consistently high, ranging from 91.2% to 94.3% over the five years. However, there was a slight decline in 2024 (91.2%) compared to 2023 (93.1%).

Student Perception:

- Student agreement peaked in 2021 (92.1%) but dropped to 89.1% in 2024. Students generally report lower percentages than teachers and parents, highlighting potential differences in their lived experiences.
- Students' declining agreement suggests that their experiences may not align fully with those of parents and teachers. Addressing student-specific concerns could be key to reversing the decline.
- With students reporting lower levels of agreement compared to parents and teachers, targeted initiatives should focus on addressing their specific concerns, possibly related to peer interactions, inclusivity, or access to support systems.

Teacher Perception:

- Teachers have consistently rated the school highly, with agreement levels near 100% in all years, though a small dip is seen in 2024 (96.7%). Teachers consistently report near-perfect agreement, which might indicate their confidence in the school's policies and culture. However, these perceptions might not fully capture the lived experiences of students or parents.

Responding to the Data: Implementation Plan & Strategies:	**Sustaining Excellence:** ● Enhanced student voice initiatives (e.g., surveys or focus groups to better understand student needs). ● Continued professional development for staff on fostering inclusivity and emotional safety. ● Strengthening communication with parents about safety and care initiatives. **Strategies** ● Relationship building is foundational ● Grade 1, 5 , 7 and 10 Family Orientation Meetings ● New Family Tours and school Orientations by Administration ● Embedded instructional Mental Health strategies and promotion of positive mental health ● Clear, consistent and regularly communicated expectations of student behavior ● Intentional Faculty Advisor and Home Room communication and check in roles ● Consequences of poor behavior take into account age, grade, and context ● Multi level tiers of support are utilized for at risk and struggling students ● Student / Family Communication Plans ● Invitations to classroom and school events ● Multidimensional clubs and extracurricular for students of diverse interests ● Bullying / Cyberbullying instruction in all health classes ● Whole School Approach for active supervision ● Diversity celebrated and recognized through daily learning, curricular ties and special events ● Utilize the Third Path framework for Social Emotional Learning and Support ● Cross grade student mentorship program ● Volunteer and citizenship opportunities and recognition ● Reading buddy program ● Nitotem, a safe place, leadership group and person for Indigenous students is available ● Classes are created with balance and friendships at the forefront

Domain 5:	Governance
Provincial Goal	Parental Involvement - **PROVINCIAL PRIORITY**
Outcome:	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)
Measures:	Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.
Results Report Components	
Data & Insights	**Survey Graphs (link)** **Alberta Education Fall 2024 Results St. Augustine**

Insights to Data:	25 parents responded to the Alberta education survey representing 1% of our population. While we take these results for what they are, the fact that our school grew from a population of 678 to 722 this year represents the good work and solid reputation St.Augustine has for its success. **Strengths:** • The school excels in maintaining high levels of teacher satisfaction with parental involvement and continues to outperform authority and provincial benchmarks in overall satisfaction. **Challenges:** • Parent satisfaction, while rebounding in 2024, remains more volatile and lower than teacher satisfaction. The sharp decline in 2023 points to specific issues, such as perceived lack of input or inadequate communication during that period. **Opportunities for Improvement:** • **Enhanced Communication:** Strengthen communication channels with parents to ensure they feel heard and informed about decisions impacting their children. • **Feedback Mechanisms:** Implement regular parent surveys or forums to gather feedback on involvement practices and address concerns proactively. • **Collaborative Decision-Making:** Foster more inclusive decision-making processes, such as inviting parent representatives to participate in committees or planning discussions. **Sustainability:** • Building on the positive recovery in 2024, the school should aim for stability in parent satisfaction by identifying and addressing the root causes of past dissatisfaction while maintaining its strong performance with teachers.
Responding to the Data: *Implementation Plan & Strategies:*	By addressing these challenges, the school can ensure consistent and meaningful parental involvement, strengthening relationships with families and supporting student success. **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 pick ups) • Co Coordinate with grade 1 teachers a Math games night

Domain 5:	**Governance**
Provincial Goal	Stakeholder Engagement - **PROVINCIAL PRIORITY**
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
Measures:	Survey Graphs (links) Alberta Education Results Fall 2024 St. Augustine
Summary of Engagement	

	● Monthly School Council Meetings ● Weekly God's Garden with Bi-annual coffee time ● Parent Teacher Collaboration Nights ● Family Volunteer Structures ● Drop In Basketball Sundays (March - May 2023) ● Orientation Meetings ● Administrative Tours	

APPENDIX: SURVEY DATA:

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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.	94|91	89|89	89|89	97|89	96|89	97|89
The adults in my school treat me with respect	90|78	88|74	88|74	90|75	91|75	91|76

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.

Measure Category	School Name			STAR Catholic Schools		
Parent Survey	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
Teachers help students understand how faith can guide the way they live their lives.	95	95	95	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	**Current Result ***	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

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.

Measure Category	School Name Schools			STAR Catholic		
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.	85	86	84	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	94|92	93|92	94|94	97 |94	96 | 95	96 | 94

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.

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	100	100	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	87	87	87	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

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.

Measure Category	School Name			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	91	91	92
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	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.

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

Measure Category	School Name			STAR Catholic Schools		
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.	79	New Question	New Question	85	New Question	New Question
I have a friend at school.	94	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.	63	New Question	New Question	81	New Question	New Question
I have a friend at school.	91	New Question	New Question	96	New Question	New Question

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

PAT Course by Course Results by Number Enrolled.

English Language Arts 6	School	100.0	20.8	n/a	n/a	n/a	n/a	96.2	20.3	95.7	18.8
	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	92.0	16.0	n/a	n/a	n/a	n/a	77.8	0.0	90.0	25.0
	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	86.1	12.5	n/a	n/a	n/a	n/a	63.3	1.3	82.6	18.8
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9	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	86.1	16.7	n/a	n/a	n/a	n/a	86.1	13.9	73.9	27.5
	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	83.3	13.9	n/a	n/a	n/a	n/a	79.7	7.6	69.6	18.8
	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	85.7	17.9	n/a	n/a	n/a	n/a	89.6	12.5	82.0	13.1
	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	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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0
	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	57.1	21.4	n/a	n/a	n/a	n/a	58.3	6.3	60.3	8.6
	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	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	89.3	28.6	n/a	n/a	n/a	n/a	72.9	8.3	73.8	9.8
	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	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	71.4	25.0	n/a	n/a	n/a	n/a	56.3	10.4	63.9	8.2
	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	n/a	n/a

PAT Course by Course Results by Number Enrolled.											
	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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	69	95.7	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	20	90.0	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	20	25.0	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	High	n/a	n/a	69	82.6	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	69	73.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	High	n/a	n/a	69	27.5	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	69	69.6	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	69	18.8	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	61	82.0	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	13.1	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	Low	n/a	n/a	10	70.0	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	High	n/a	n/a	10	20.0	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	Low	n/a	n/a	58	60.3	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	58	8.6	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	High	n/a	n/a	61	73.8	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	9.8	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	Intermediate	n/a	n/a	61	63.9	n/a	n/a	56,309	58.4	n/a	n/a

		Very Low	n/a	n/a	61	8.2	n/a	n/a	56,309	15.9	n/a	n/a
	Standard of Excellence											
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

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

	School 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Achievement	Improvement	Overall	Authority 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Province 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%
Overall	89	80.0	69	76.5	80	77.3	105	85.1	9	78.1	High	Maintained	Good	2,143	87.0	1,905	88.0	1,751	86.1	2,003	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	14	76.8	12	81.7	10	71.4	18	86.5	7	82.9	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	58	71.3	57	71.3	53	68.8	68	70.9	68	64.0	Intermediate	Maintained	Acceptable	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	193,010	71.3
Teacher	17	91.8	n/a	n/a	17	91.8	19	97.9	16	87.5	Intermediate	Declined	Issue	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6.

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in
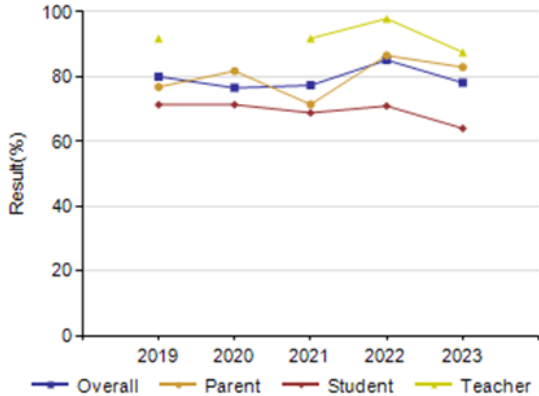
Suppression is marked with an asterisk (*).

COVID-19 pandemic. Caution should be used when interpreting trends over time.

2019/20. Caution should be used when interpreting trends over time.

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:

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

	School 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Measure Evaluation Achievement	Improvement	Overall	Authority 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Province 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%
Overall	n/a	n/a	n/a	n/a	80	85.2	105	89.2	91	81.5	n/a	Declined	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	10	90.0	18	98.1	7	81.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	53	73.6	68	69.6	68	69.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	17	92.2	19	100.0	16	93.6	n/a	Declined	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

Notes:
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
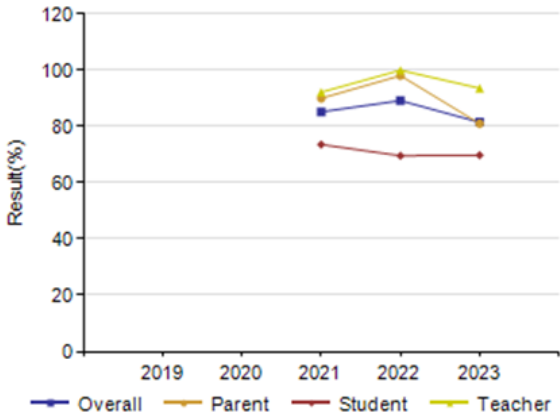
DOMAIN 3: TEACHING & LEADING

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

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

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	91	89	91	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)	100	100	99	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	74	77	79	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)	100	100	99	78	76	81

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.

Measure Category Schools	School Name			STAR Catholic		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	96	96	96	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	95	93	92	97	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	95	94

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	Current Result	Prev Year Result	Prev 3 Year

			Average			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

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.

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

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

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	89	89.4	69	80.3	80	83.6	10	91.5	9	87.8	High	Maintained	Good	2,144	92.2	1,907	93.3	1,753	91.3	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	14	85.7	12	80.6	1	85.0	18	97.1	7	90.5	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.1	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	58	86.4	57	80.7	53	72.8	68	81.0	68	78.1	Very Low	Maintained	Concern	1,674	90.1	1,542	90.4	1,404	89.4	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	17	96.1	n/a	n/a	17	92.2	19	96.5	16	94.7	Intermediate	Maintained	Acceptable	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.

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.

Measure Category	School Name Schools			STAR Catholic		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	91	80	88	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	92	80	88	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	95	80	88	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average

Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	87	80	88	92	93	92
Student Survey (Elementary)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
I learn about Fist Nations, Métis, and Inuit history, culture, and traditions	92	90	88	96	97	95
Student Survey (Secondary)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	82	80	78	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.

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.	44|22	77 | 63
I feel safe at school.	64| 66	81 | 79
I have a friend at school.	81|78	92 | 94
(Elementary) At my school there is at least one adult who listens and cares about me	82	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	55	85

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 2060 École Mother d'Youville School (FNMI)

Assurance Domain	Measure	École Mother d'Youville School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	66.7	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	0.0	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
7. 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.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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.

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

	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.						
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.	92	94	94	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	New Question	New Question	New Question	New Question	New Question

DOMAIN 4: LEARNING SUPPORTS

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

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Measure Category	School Name			STAR Catholic Schools		
Student Survey (Secondary)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
I understand how I learn best and am able to communicate this with my teacher.	58	61	60	77	77	78
Adults help me when I ask.	76	74	75	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.	83	84	85	85	86	87

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 and Safe Learning Environments – Measure Details

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

|	School										Measure Evaluation			Authority											Province										
	2019		2020		2021		2022		2023					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	%	N	%		
Overall	n/a	n/a	n/a	n/a	80	84.8	105	88.1	91	80.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7		
Parent	n/a	n/a	n/a	n/a	10	87.3	18	91.3	7	80.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6		
Student	n/a	n/a	n/a	n/a	53	72.0	68	74.4	68	70.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6		
Teacher	n/a	n/a	n/a	n/a	17	95.0	19	98.5	16	91.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0		
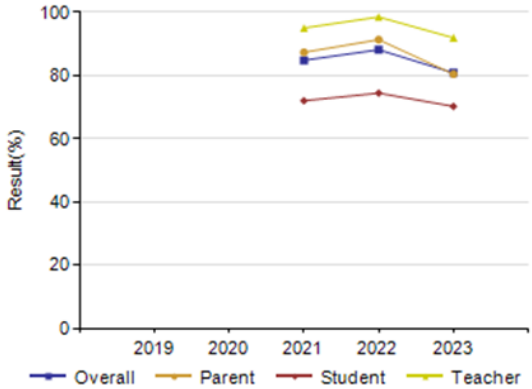
DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Achievement	Improvement	Overall	Authority 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Province 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%
Overall	n/a	n/a	n/a	n/a	80	84.5	104	89.6	91	82.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	10	84.0	18	96.3	7	77.1	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	53	78.8	67	75.6	68	69.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	90.6	19	96.8	16	100.0	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
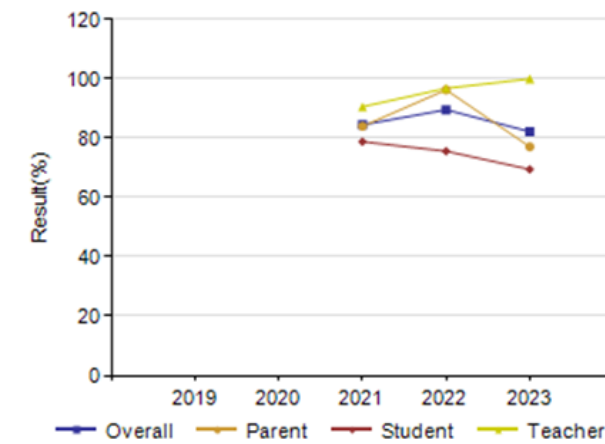
DOMAIN 5: GOVERNANCE

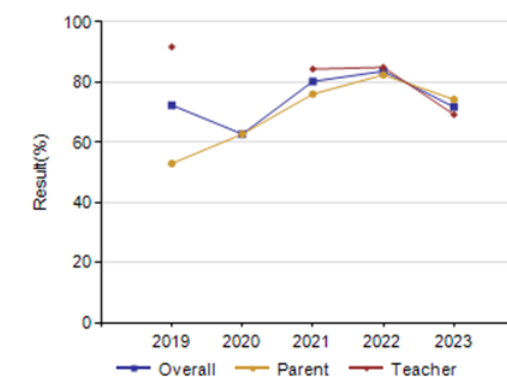**PROVINCIAL GOAL: PARENTAL INVOLVEMENT**

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

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Achievement	Improvement	Overall	Authority 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%	Province 2019 N	%	2020 N	%	2021 N	%	2022 N	%	2023 N	%
Overall	31	72.3	12	62.7	22	80.2	33	83.6	23	71.7	Low	Maintained	Issue	469	84.9	364	87.4	349	83.9	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,937	79.1
Parent	14	52.9	12	62.7	10	76.0	18	82.4	7	74.2	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.4	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	17	91.7	n/a	n/a	17	84.3	19	84.9	16	69.2	Very Low	Declined	Concern	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.2	33,821	89.0	30,036	86.3	30,814	85.2	32,215	85.7

Fall 2023 Required Alberta Education

Assurance Measures—Overall Summary

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	École Mother d'Youville School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	89.2	89.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	78.1	85.1	80.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	69.7	72.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.1	8.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	91.5	86.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	88.1	88.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.2	89.6	89.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.7	83.6	73.2	79.1	78.8	80.3	Low	Maintained	Issue

Notes:

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

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

3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

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

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

6. 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.

7. 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.

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