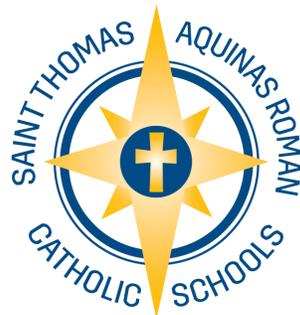




**St. Benedict**  
**Catholic School**  
INSPIRED BY THE HOLY SPIRIT

ANNUAL EDUCATION  
RESULTS REPORT  
2021-2022



# PRINCIPAL'S MESSAGE

## MRS. CONNIE GREER

### Our Mission

*We are a Catholic school community, inspired by the Holy Spirit, dedicated to respecting and helping others, embracing our gifts, achieving success and living in the service of Jesus Christ, our Lord.*

*Our calling as a Catholic School is to fulfill this mission through the trinity of home, school, and parish. Our school staff strives to ensure a high quality of education for all students in a faith-based environment. Fundamental to our journey is the implementation of priorities established by our St. Thomas Aquinas School Board (STAR).*

*St. Benedict School staff, students, and parents strive to create a safe and caring learning community that reflects our mission statement, living in the service of Jesus Christ, our Lord. Our students and staff participate in educational, charitable and social justice projects taking place at the school, our local community, and at provincial and global levels. The goal of each activity is to bring the Catholic gospel messages to life for our students. Our partnership with St. Michael's Parish, our previous parish priest, Father Silvichan, and various ministries who are actively involved in the life of our school, support our evangelization efforts. We are blessed by their presence during Mass, Liturgies, Blessings upon Athletic Events, or partaking in our weekly school-wide Morning Prayer assemblies. Through the support of the STAR Evangelization Grant, our Grade Four students along with our Sister Schools, were able to receive their bibles which were donated by the Knights of Columbus. Also, we have created a school-wide social justice charity to focus on the donation of food articles to the Leduc Food Bank and collections for the Leduc Homeless shelter (HUB). These projects, in our Catholic school, develops the dispositions of empathy (the capacity to stand in the shoes of another) and solidarity (the capacity to walk with another).*

*Achieving success for all students is dependent on the collaboration of the entire staff. We have a proud history of shared leadership which is evident in our safe and caring, numeracy and literacy leadership teams. The School Leadership Team (SLT) consists of members of each Professional Learning Community (PLC). Our SLT is committed to reviewing our annual results and ensuring that we are meeting the needs of our students, student families and our stakeholders. Our school's commitment to a Response to Intervention Framework is key as we continue to focus on the learning needs and the mental well being of our students during the Covid-19 pandemic. The addition of a teacher/counselor to our school staff helps to provide mental health support for students and student families and acts as a liaison to provide our students and families with access to community-based agencies.*

*Supporting staff efficacy is evident in school-based embedded professional development that focuses on our common goal. We have continued to focus on using formative assessment in all teaching practice to guide instructional pedagogy and further enhance Tier 1 instruction in all classes. The School Leadership Team (SLT) and PLC's provide a structure for examining data gathered from our students, parents, and staff with the intent to ensure authentic learning by sharing best practices. St. Benedict staff are in active pursuit of purposeful, collaborative professional development towards mastery of instructional pedagogy.*

*St. Benedict School places children at the center of all we do. We continue to work hard to create a school plan that draws from grade level PLC's, professional discussions and division priorities. Our faith, our focus on mental health, and our commitment to "all means all," are our focus as we continue to make St. Benedict School a safe and caring school where all students learn at high levels.*

*Respectfully submitted,*

*Mrs. Connie Greer, M. Ed., B. Ed.*

*Principal*

*Mrs. Amber Hardy B.A, B.Ed.*

*Vice Principal*

# MEET YOUR LOCAL TRUSTEES



Jolyne De Marco

## Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.



Dawn Miller

## Leduc Trustee

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.

# SCHOOL PROFILE



Principal

Mrs. Connie Greer, M.Ed., B. Ed



Vice Principal

Mrs. Amber Hardy B.A, B.Ed.

St. Benedict School is a Pre-Kindergarten to Grade Six Catholic Elementary School who offers a Before School and After School Care Program as well as a Kinder Play program at a user pay to St. Benedict School families.

## School Information:

E-mail: [connie.greer@starcatholic.ab.ca](mailto:connie.greer@starcatholic.ab.ca)

Twitter: [@\\_StBens](https://twitter.com/_StBens)

Instagram: [stbensleduc](https://www.instagram.com/stbensleduc)

75 Alton Drive, Leduc, Alberta T9E 7k1

780.986.7480 (ph) 780.986.7481 (fax)

Website: <http://sb.starcatholic.ab.ca>

## School Council Chair:

Parish: St. Michael's Parish / Rev. Mathew Kunnel, CMI

Leduc Trustees: Mrs. Jolyne De Marco & Mrs. Dawn Miller



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

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

## MEASURES

Measure Category	St. Benedict School			STAR Catholic		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	93	95	94.3	86	88	87.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	92	100	97.3	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	92	100	95	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
<b>Student Survey</b>						
We pray as a class or a school every day	91	99	95.7	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	97	96	97.3	91	92	91

## FAITH PD OPPORTUNITIES

- Our STAR district three year theme is “We are Disciples of the Word.” Our staff was able to participate in a Division Reflection Day in August 2020 where Archbishop Smith livestreamed a Mass and staff were introduced to our three year theme.
- Staff Faith PD Sessions Themes throughout the school year included:
  - ⇒ Works of Charity and Justice
  - ⇒ Living Witnesses to Faith
  - ⇒ Permeation of Faith into Curricular Areas
  - ⇒ Understanding the Mass

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students learn what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	93	95	94.3	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	80	80	77	69	70	68.7
<b>Staff Survey (Teacher)</b>						
Teachers help students understand how faith can guide the way they live their lives.	92	100	97.3	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	92	100	97.3	95	96	93.7
<b>Student Survey</b>						
Teachers help me understand how faith can guide the way I live my life.	97	96	97.3	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	96	96	96	82	84	82.7

## STRATEGIES

- Our faith is intentionally permeated and visible in St. Benedict school culture.
- We start each day with prayer.
- Each classroom has a Prayer Table and a Prayer Box with appropriate liturgical colour tablecloths, a classroom Bible, and a crucifix. Teachers uniquely adorn their prayer tables with other symbols that are personal and meaningful to their own faith.
- Connection Day—is a way for students to see other teachers and support staff members share their faith with students that are not in their class.
- Through the use of bulletin boards, Social Media, St. Benedict School website and School Messenger, we are intentional to share teachers' faith stories, and favorite Bible passages or faith experiences.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	91	92	93.7	85	87	86.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	92	100	97.3	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	92	100	97.3	97	99	98.3
<b>Student Survey</b>						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	99	99	96	96	96.7

## STRATEGIES

- Leduc HUB — As a school we collect items for the homeless shelter in Leduc
- Staff Lenten Service project for the Mustard Seed
- Collect gifts for children for Santa's Anonymous
- Collect food and money donations for the Leduc Food Bank throughout the year
- Grade 4 classes lead a Holy Childhood fundraiser for various countries in need.
- Students and staff participate in fundraising and awareness for the Jump Rope for Heart, Terry Fox, Juvenile Diabetes Research Foundation
- Classes create art work and cards to show our gratitude to community helpers
- Classes create and deliver Christmas cards in our St. Benedict neighborhood

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child participates in religious celebrations at the school or church	98	97	97.7	88	91	90.7
<b>Staff Survey (Teacher)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	93	97.7	99	96	98.3
<b>Staff Survey (Support Staff)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	89	91.3	95	96	95.3
<b>Student Survey</b>						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	97	96	96.7	90	91	91.3

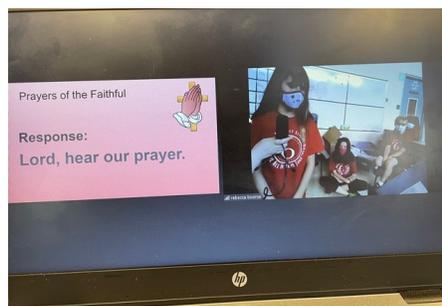
## STRATEGIES

- Students Lead Monthly Masses at the school with Father Mathew presiding
- Altar Server training takes place at the school to allow greater student involvement
- School Religious Education Coordinator has regular meetings with STAR Faith Life Director and other REC leads from STAR schools. The Religious Education Coordinator provides learning for staff and support to help lead Mass, liturgies and faith events at the school or the Parish.
- Communication from St. Michael Parish is shared with families thorough St. Benedict School messenger, social media pages and website.
- School Community Mass at St. Michael Parish in Leduc
- Grade four students join the Catholic Archdiocese of Edmonton for Holy Childhood Mission Day Mass
- St. Benedict Staff begin and end every school year with mass at St. Michael Parish
- Support staff lead the Ash Wednesday liturgy with the support of the REC lead.
- Social Media, St. Benedict School website and School Messenger are used to share and highlight liturgical events with stu-

## St. Benedict School Liturgical Plan

2022-2023

<b>August 23</b>	St. Benedict School Mass at St. Michael Parish
<b>August 26</b>	STAR Reflection Day
<b>September 1</b>	Student Opening Mass at St. Benedict School
<b>September 12-15</b>	Altar Server Training
<b>September 20</b>	Teaching Mass (Grade 1 - 6 and school community)
<b>September 22</b>	Grade 4 Mass and Bible Commissioning
<b>September 16</b>	Living Out Laudato Si': What is Happening to Our Common Home?
<b>October 6</b>	Thanksgiving Mass - Grade 5
<b>October 11</b>	Staff Retreat: Living Out Laudato Si'
<b>November 28</b>	Advent Wreath Blessing Liturgy
<b>November 30</b>	Advent Mass - Grade 4
<b>December 5</b>	Living Out Laudato Si': The Gospel of Creation
<b>December 6</b>	Advent Week Two Liturgy
<b>December 7</b>	Reconciliation
<b>December 12</b>	Advent Week Three Liturgy
<b>December 19</b>	Advent Week Four Liturgy
<b>January 27</b>	New Years Mass - Grade 6
<b>February 13-16</b>	Peacemaker Week (Pink Shirt Day)
<b>February 15</b>	Peacemaker Mass - Grade 2
<b>February 17</b>	Living Out Laudato Si': The Human Roots of the Ecological Crisis
<b>February 16</b>	Shrove Tuesday
<b>February 22</b>	Ash Wednesday Liturgy - Support Staff
<b>March 13</b>	Living Out Laudato Si': Integral Ecology
<b>March 14</b>	Student Retreat - Kindergarten to Grade 3
<b>March 15</b>	Student Retreat - Grade 3
<b>March 16</b>	Student Retreat - Grade 6
<b>March 17</b>	Lent Reconciliation
<b>April 14</b>	Easter Mass at St. Michael Parish - Grade 3
<b>April 28</b>	Living Out Laudato Si': Lines of Approach and Action
<b>May 10 - 14</b>	Catholic Education Week
<b>May 10 &amp; 11</b>	Honoring Mary Liturgy - Kindergarten
<b>May 19</b>	Living Out Laudato Si': Ecological Education and Spirituality
<b>May 25</b>	Year End Reconciliation
<b>June 8</b>	Year-End Mass at St. Benedict School - Grade 1



# SOCIAL JUSTICE PROJECTS

- Leduc Food Bank - regular food drives led by Gr. 6 Service Team
- Leduc HUB—We collect winter items for the Homeless Shelter in Leduc
- Staff Lenten Service Project for the Leduc HUB (sponsor nights)
- Santa’s Anonymous
- Hope Mission—led by our Gr. 4 students
- Jump Rope for Heart/Terry Fox/JDRF Walk (Fundraising and Awareness)
- Classes create art work and cards to show our gratitude to community helpers



Our Grade 6 students are recognized with a ***“Confirmation Celebration.”***

## SCHOOL & PARISH COLLABORATION

- *Division Reflection Day for all STAR schools staff to attend*
- *Father Mathew (our Parish Priest) came to our school for most of the school liturgies which included:*
  - Grade 4 Bible Commissioning where all Grade 4 students received a Bible that was blessed by Father
  - Monthly liturgies which followed the Liturgical Year Calendar including a Welcome to School Liturgy, Thanksgiving, Advent, Epiphany, Peace Maker, Ash Wednesday, Easter, End of the School Year Blessing.
  - Father Mathew came to St. Benedict School to celebrate the Penitential Rite with students and staff.
  - Our grade classes all had Father come and visit their classrooms, in person or virtually as students prepare for Sacraments, or to discuss themes in their Religion, “Growing in Faith” curriculum.

# 2020-2021 SCHOOL YEAR STRATEGIES

Board Priority/Local Goal: Staff are provided with faith formation opportunities:

- At St. Benedict School we gather in person at the start of each week as an entire school community in prayer. We also start each day with whole school prayer over the intercom.
- Through our daily interactions with students, our full school assemblies, Connection Days, and Social Media we intentionally share staff faith stories.
- For the 2022-2023 school year, our staff will focus on the Living Out Laudato Si' as part of our year Professional Development Plan

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### *Insights*

- Staff, students and parents all see faith being permeated into St. Benedict School. This is a tremendous strength that we are proud of as a Catholic School
- Both teachers and support staff have increased their opportunity to participate in religious celebrations in the school and parish. We will continue to share faith opportunities with students, staff, guests and parents.
- All stakeholders recognize the acts of Social Justice and Charity that St. Benedict School participates in as witness to the Gospel.
- Staff, students, and parents recognize that the staff and students have the opportunity to participate in religious celebrations, activities, or events at the school or church. Support staff had an 11% increase from the previous

### *Implications*

- As a school we should continue to engage in acts of Social Justice and Charity. A targeted strategy should be to ensure these acts are communicated effectively with our parent community.
- 100% of support staff feels they have the opportunity to participate in religious celebrations, activities or functions at the school.
- 97% of our students feel they have the opportunity to participate in religious celebrations, activities or functions at the school (a 1% increase from previous year).

### *Conclusions*

- As a school we will continue to communicate with our school stakeholders.
- We will continue to have Father Mathew in the school for all celebrations and liturgies together. We will continue to invite the parish into our school.



# 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

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT 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

### Provincial Achievement Test Results – Measure Details

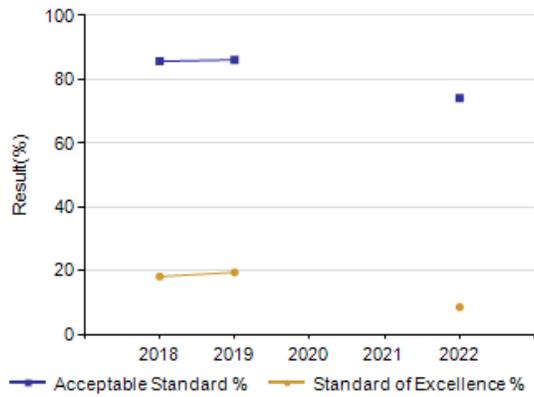
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.7	21.3	91.7	25.0	n/a	n/a	n/a	n/a	81.1	11.3		
	Authority	92.9	16.3	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
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	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	76.6	10.6	80.6	11.1	n/a	n/a	n/a	n/a	67.9	5.7		
	Authority	76.8	10.8	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	87.2	23.4	88.9	27.8	n/a	n/a	n/a	n/a	73.6	9.4		
	Authority	86.6	27.6	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	83.0	17.0	83.3	13.9	n/a	n/a	n/a	n/a	73.6	7.5		
	Authority	82.1	21.1	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

## Provincial Achievement Test Results – Measure Details Continued

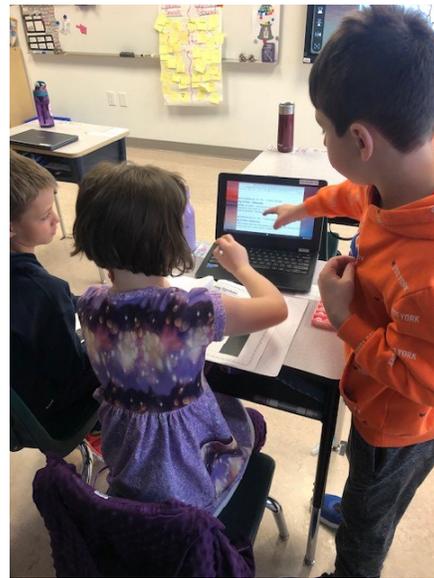
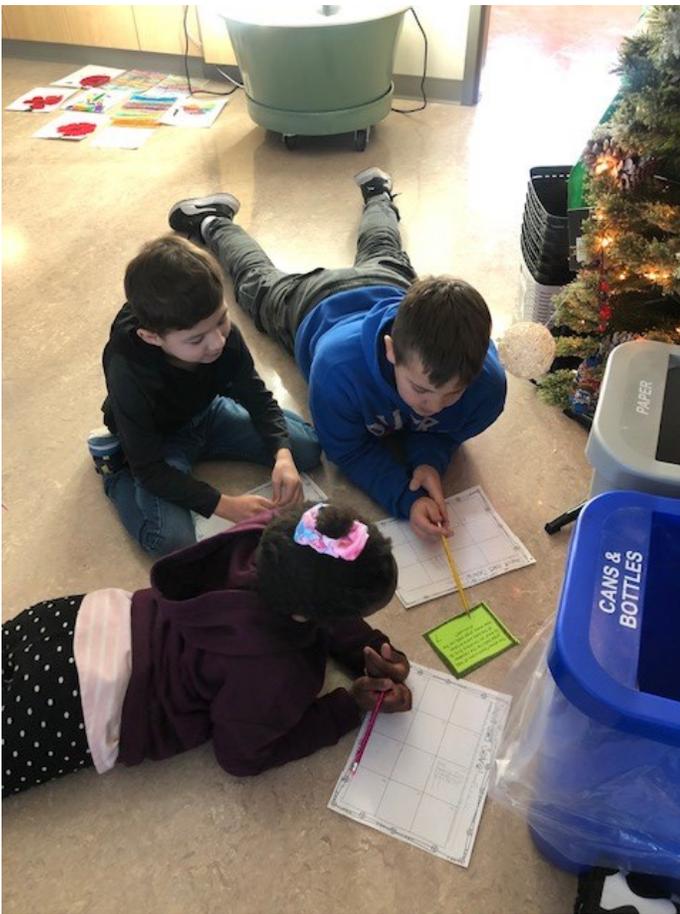
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.8	12.8	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
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		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
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	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 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	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
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		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
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		
	Authority	*	*	*	*	n/a	n/a	n/a	n/a	37.5	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.  
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.  
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.  
 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

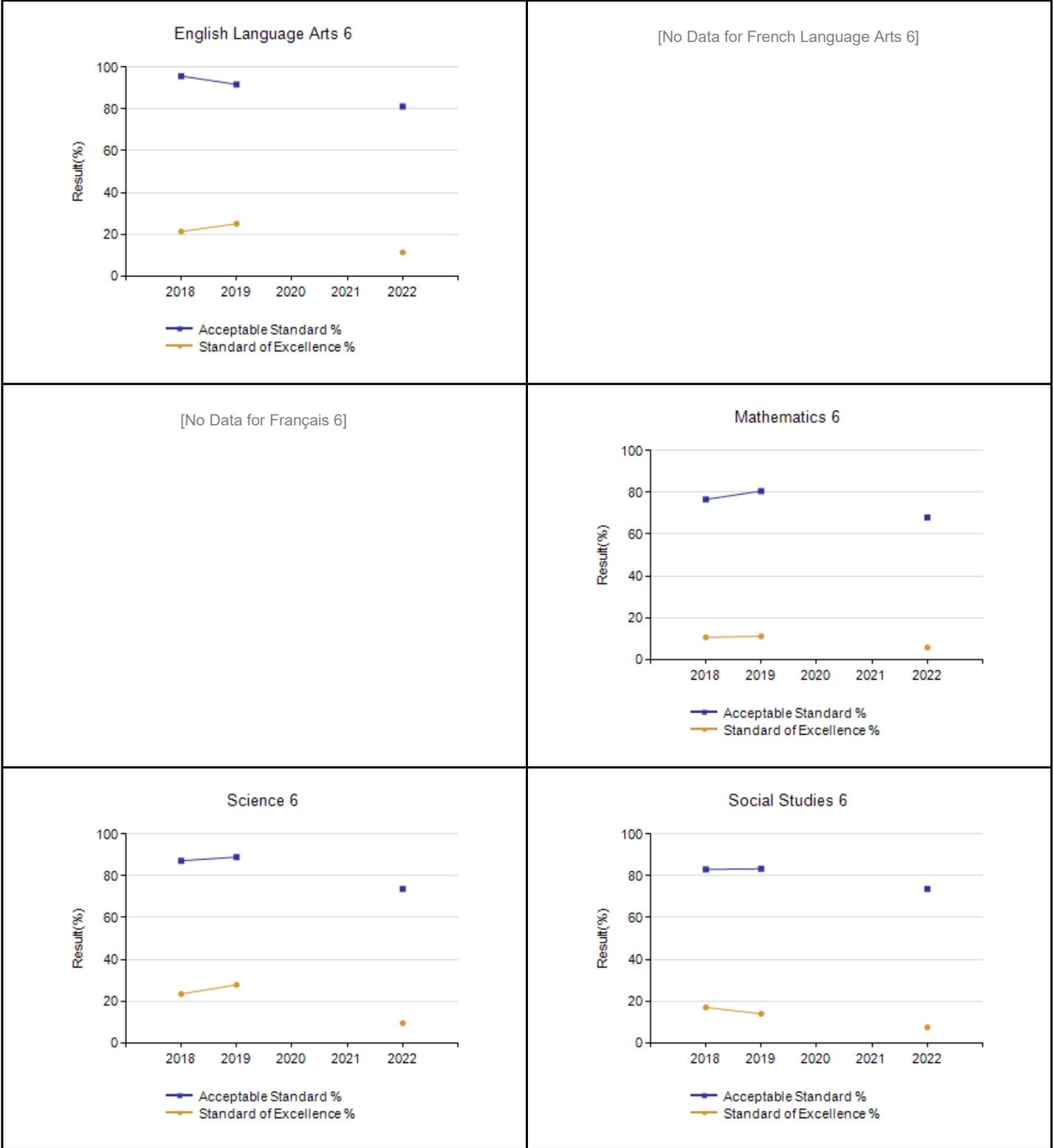
Graph of Overall Provincial Achievement Test Results



Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



Graph of Provincial Achievement Test Results by Course



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		St. Benedict School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	53	81.1	36	91.7	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	53	11.3	36	25.0	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	53	67.9	36	80.6	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	53	5.7	36	11.1	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	53	73.6	36	88.9	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	53	9.4	36	27.8	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	53	73.6	36	83.3	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	53	7.5	36	13.9	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

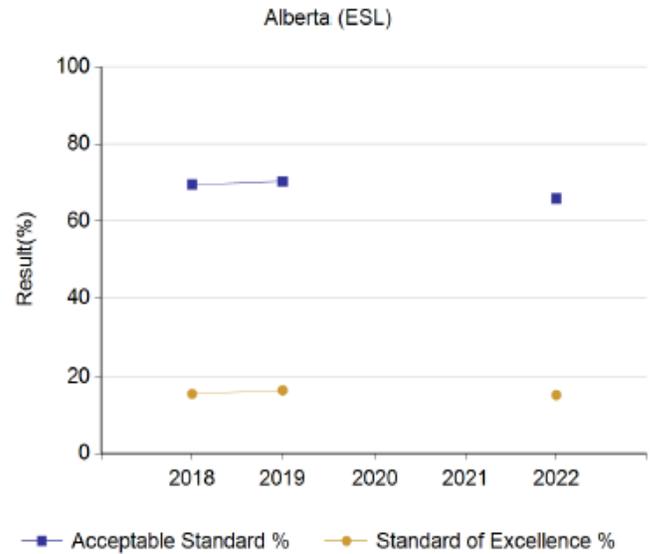
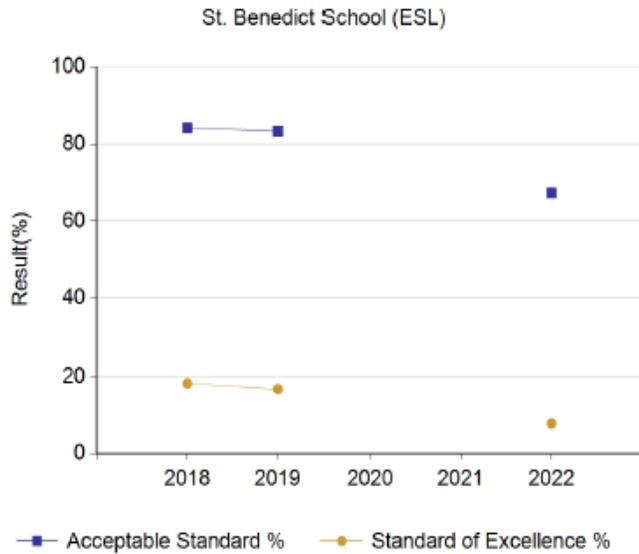
Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.  
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 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.  
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.  
 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## PAT Results By Number Enrolled Measure History

School: 3271 St. Benedict School (ESL)

Province: Alberta (ESL)

	St. Benedict School (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	11	6	n/a	n/a	16	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	84.1	83.3	n/a	n/a	67.2	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	18.2	16.7	n/a	n/a	7.8	15.5	16.4	n/a	n/a	15.2



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
4. 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.

# 2021-2022 SCHOOL YEAR STRATEGIES

- Commitment to focus on student learning by being proactive and guiding decision making through a Response to Intervention Framework
- School wide commitment to Essential Learner Outcomes based on the Alberta Curriculum Guide
- School wide formative and summative assessment to identify critical learner outcomes



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- Due to PAT exams being cancelled there is a lack of data to compare previous year results.

### ***Conclusions***

- The Covid-19 pandemic and lack of PAT's has resulted in a lack of data to compare.
- 81.1% of our students received an acceptable standard on the English Language Arts PAT.

### ***Implications***

- Collaboratively analyze the data with teachers and administrators and plan for improved instruction to support students

# PROVINCIAL GOAL: CITIZENSHIP

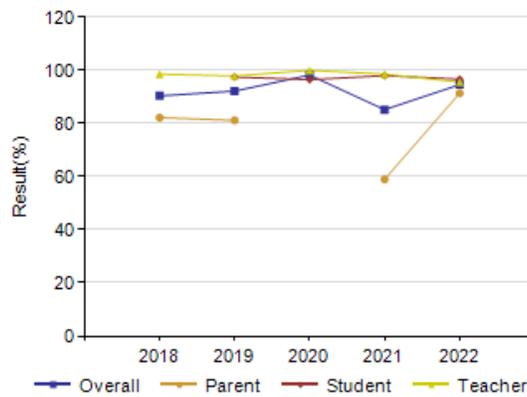
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	90.4	87	92.2	76	98.2	61	85.2	70	94.6	Very High	Maintained	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	9	82.2	17	81.2	4	*	8	59.0	7	91.4	Very High	Maintained	Excellent	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	51	97.5	57	96.5	38	98.0	45	96.7	Very High	Maintained	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	14	98.6	19	97.9	19	100.0	15	98.6	18	95.6	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of School Results



**Notes:**

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

# 2021-2022 SCHOOL YEAR STRATEGIES

- Students in grade 5 pick up and deliver the milk orders to the classrooms shortly before lunch begins
- Students in grade 4 collect recycling (juice boxes, plastic bottles etc.) daily. They clean the bins, remove the straws if needed and sort the containers.
- Students in grade 6 assist the parent volunteers with delivering hot lunch to the appropriate classes
- Students in grade 5 go through training and serve as Safety Patrollers in the loop at the front of school.
- Students in grade 4 collect paper recycling daily. They empty the bins and report back to the classrooms if items are found in the bins that do not belong.
- Students in grade 3-6 serve at Bear Buddies. They assist with planning and implementing games for their peers at recess. They also help with problem solving and sorting out disagreements when possible.



Our students and staff are committed to serving the Leduc Food Bank!

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- Our parent responses are considerably low
- Parent results are high
- Teacher results continue to trend very high (between 95% and 100% for the past 5 years)

### ***Conclusions***

- Students and teachers perceive that students model characteristics of active citizenship more than the parents do.

### ***Implications***

- Discuss with parent council to ensure we are effectively communicating with parents.
- Continue implementing strategies that encourage and support our students to be active and engaged citizens.

# PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

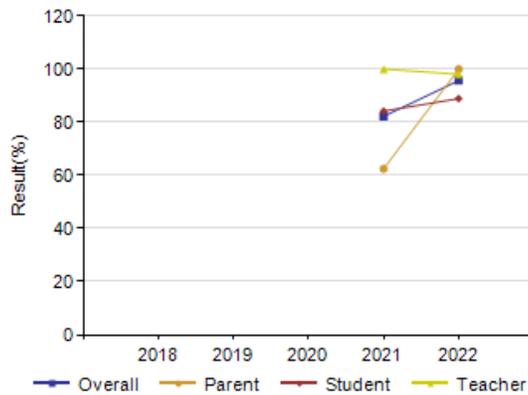
This is a provincial measure of student engagement in their learning at school.

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School												Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	61	82.2	70	95.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1			
Parent	n/a	n/a	n/a	n/a	n/a	n/a	8	62.5	7	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7				
Student	n/a	n/a	n/a	n/a	n/a	n/a	38	84.2	45	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3				
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	18	98.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5				

Graph of School Results



**Notes:**

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

# 2021-2022 SCHOOL YEAR STRATEGIES

- *Utilize social media to capture students engaged in learning*
- *Provide volunteer opportunities for parents to come into the school to see the wonderful learning happening*
- *Create ministries for students to take ownership of to feel more engaged in school (development and peace)*



At St. Benedict School our grade 5 students have the opportunity to serve on the AMA Patrol Team.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### *Insights*

- Students' perception of learning engagement is 12% lower than that of parents

### *Conclusions*

- Both parents and teachers have a high perception of student engagement. This change could be a result of restricted activities due to covid for students to engage in.

### *Implications*

- Survey students in grades 4—6 on engaging activities
- *Discuss with parent council on how to increase engagement*



We are proud of our Grade 4 Recycling Team

# 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. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey</b>						
I have no worries about going to school	86	73	79.5	75	73	74
I can solve problems at school (i.e. with friends, school work, etc.)	96	91	93.5	92	89	90.5
I know how to lower my stress when doing school work (i.e. assignments or tests)	80	84	82	73	75	74
I am free of headaches or stomach aches	89	88	88.5	75	75	75
I am able to fall asleep at night and stay asleep	84	78	81	76	72	74
<b>Staff Survey (Teachers)</b>						
I am aware of the social and emotional well-being of my students	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	92	93	90.7	91	93	92.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Staff Survey (Support)</b>						
I am aware of the social and emotional well-being of my students	100	89	96.3	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	100	100	100	93	97	93.3
I am aware of the behaviour supports the students I work with require	100	100	97.3	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	100	100	97.3	97	98	95.7
<b>Parents</b>						
My child has a friend at school.	100	95	97.7	96	96	96.3
I am satisfied with the access to social/emotional supports at school.	82	85	84	77	82	79.3
My child has one or more adult(s) that care about them at school.	100	98	98.7	90	92	91.3

# 2021-2022 SCHOOL YEAR STRATEGIES

- Implement Year 3 of Mental Health Plan
- Mental Health Literacy and The Third Path- training of 3 people who are the leads for our school PD and provide in-service to the entire school staff
- Focus on proactive strategies for all students through lessons on the brain including “Mind-Up” and Zones of Regulation language and learning
- Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on Mental Health /Anxiety strategies for at-risk students.
- Work with School Intervention Teams to support at-risk students. We regularly meet as an Intervention Team to ensure that we are identifying and meeting the needs of all students.
- Staff created a school wide program titled “Fish Out of Water” which surveys students to identify who their safe adult(s)



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- 14% of our students indicate they have worries about going to school
- 16% of our students indicate they have difficulties with sleep patterns.
- 100% of parents feel that their child has an adult at school that cares about them

### ***Conclusions***

- Our student results of sleep and worry may correlate to the ongoing Covid-19 pandemic.

### ***Implications***

- A continued Response to Intervention focus on Mental Health and emotional well being is essential.

# 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.

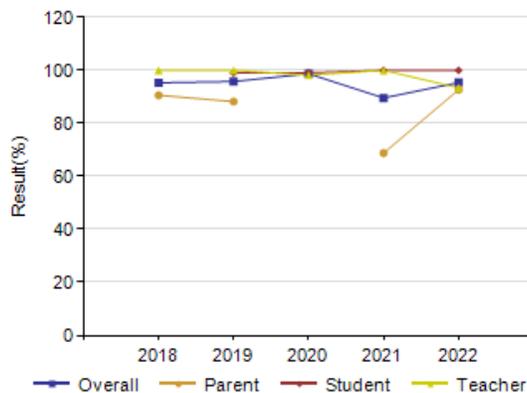
Provincial Plan: Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	23	95.3	87	95.8	76	98.7	61	89.6	70	95.4	Very High	Maintained	Excellent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	9	90.6	17	88.2	4	*	8	68.8	7	92.7	Very High	Maintained	Excellent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	51	99.0	57	99.1	38	100.0	45	100.0	Very High	Maintained	Excellent	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	14	100.0	19	100.0	19	98.2	15	100.0	18	93.4	Intermediate	Maintained	Acceptable	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of School Results



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

# 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.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
I have opportunities for meaningful Professional Development	83	93	87.7	91	95	93.3
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)	92	86	92.7	85	90	91
<b>Staff Survey (Support Staff)</b>						
I have opportunities for meaningful Professional Development related to my role	75	100	86.7	66	74	72
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)	50	89	72	76	89	82

## PROFESSIONAL DEVELOPMENT

2020-2021 Professional Development Opportunities for staff included:

- ⇒ The Third Path, Mental Health
- ⇒ Acadience and Reading Intervention
- ⇒ First Nations, Metis and Inuit Peoples Learning Session
- ⇒ Numeracy Progressions for K-6
- ⇒ English Language Learners, SIOP learning session
- ⇒ Collaborative and Common Assessments for K-6 writing

# 2021-2022 SCHOOL YEAR STRATEGIES

- Through the Local Alberta Teachers Association Local No., staff have the opportunity for self-directed professional development
- Central Office Professional development workshops and sessions are provided free of charge to teachers during afterschool hours
- School based professional development planning is based upon School District Initiatives and School Board Priorities.
- Planning and implementation of the Professional Development School Planned is collaboratively decided with the School Leadership team and Administration.
- All staff have access to Edmonton Regional Learning Consortium
- All staff have access to on-line professional development
- Professional Development opportunities are provided at the school to focus on the district's focus on Mental Health Training and First Nations, Metis, and Inuit studies
- Staff are provided with Professional Development to increase teacher capacity in areas they most desire

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- Parents and teachers' perception of education quality is 8% lower than that of students while students' perception is at 100%.
- Both teacher and support staff perceptions about school supports have declined most likely due to working in a covid restrictive environment.
- More of our teachers feel they have opportunities to access Division and school supports (up 6% from the previous year).
- The amount of support staff that feel they have opportunities to access Division and school supports has declined 39% from the previous year.

### ***Conclusions***

- The Covid 19 pandemic and the need to meet virtually rather than in person may have correlated to the decline in support staff feeling they had access to Division and school supports.

### ***Implications***

- There should be a targeted school strategy to ensure we are effectively communicating with parents.
- There should be a survey to gain a better understanding of what specific Division and school supports staff feel they do not have access to.

# DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development. Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
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.)	100	100	100	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	93	97.7	99	93	97
Teachers in our school value professional learning communities (PLC)	83	93	89.7	95	94	94.3

## COLLABORATION & LEADERSHIP

- In 2020-2021 one staff member was able to attend SPICE
- Staff trained in The Third Path were able to lead PD sessions to train other staff members
- Literacy specialist is able to work with students in Division 1 and provide support to teachers to ensure all students are able to read by grade 3.
- Staff at St. Benedict School are able to participate in Professional Learning Communities and serve on the School Leadership Team.

# St. Benedict School Professional Development Plan 2022-2023

August 23	Grade Level Learning Profiles
August 24	Wellness: Third Path: Conditions 1-5
August 25	School Wide Planning
August 26	STAR Division Reflection Day
September 16	Faith: Living Out Laudato Si' Wellness: Third Path: Identity Curriculum: Essential Outcomes
October 7	ATA Teachers Institute Day
October 11	Faith Formation Retreat: Living Out Laudato Si'
November 11	Indigenous Study: Building Relationship with Students, Families and Community Members -Wellness: Third Path: Identity Curriculum: Data Analyses
December 5	Indigenous Study: Land Acknowledgment Wellness: Third Path: Mastery Curriculum: Data Analyses
January 30	Indigenous Study: Land Acknowledgment Continued Wellness: Third Path: Mastery Curriculum: Essential Outcomes
February 17	Indigenous Study: Protocol. Wellness: Third Path: Mastery Curriculum: Data Analyses
March 13	Indigenous Study: Protocol Continued Wellness: Third Path: Meaning Curriculum: Data Analyses
April 28	Indigenous Study: Talking Circles Wellness: Third Path: Meaning Curriculum: Essential Outcomes
May 19	Indigenous Study: Talking Circles Continued Wellness: Third Path: Meaning Curriculum: Data Analyses
June 5	Indigenous Study: Indigenous Peoples Experience (Fort Edmonton) Wellness: Connecting to Mother Earth Curriculum: transition Planning
June 28	Indigenous Study: Reflection and Planning Forward Wellness: Third Path: Conditions 1-8 Reflection and Planning Forward Curriculum: Classroom Learning Profiles

# 2021-2022 SCHOOL YEAR STRATEGIES

Professional Development for 2022-2023 has a 4 main focus areas:

1. Faith
  2. Indigenous Studies
  3. Wellness
  4. Curriculum
- Teachers meet regularly and participate in Professional Learning Communities to ensure they are Responding to Intervention
  - All Teachers have the opportunity to be a part of the School Leadership Team (SLT)
  - Teachers meet and participate in Student Intervention Meetings (SIT)
  - All staff has the opportunity to lead or coach in extra curricular activities and athletics
  - Teachers have the opportunity to lead in the role of designate principal when necessary
  - Teachers have the opportunity to lead staff Professional Development sessions and share their knowledge and expertise
  - Teachers have the opportunity to lead as committee leaders for district wide initiatives /roles (i.e. Religious Education Committee)
  - Leadership in committees such as the Religious Ed Committee, FNMI lead, PowerSchool lead

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- 100% of our staff feel they have the opportunity to participate in school leadership.

### ***Conclusions***

- We are proud that our staff feel they have leadership opportunities at our school.
- During the Covid-19 pandemic many of our collaboration has done virtually. We are proud of our staff's ability to use this virtual platform and continue to engage in collaboration and leadership roles.

### ***Implications***

- Continue to make leadership and collaboration a priority at St. Benedict School.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
Our School is clean and well maintained	100	100	100	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	92	86	86	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	92	93	92.7	87	92	90.3
<b>Staff Survey (Support Staff)</b>						
Our School is clean and well maintained	100	89	96.3	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	100	78	90	77	80	79.3
<b>Student Survey</b>						
I am proud of my school and the way it looks	93	64	83.3	90	92	90



# 2021-2022 SCHOOL YEAR STRATEGIES

- Our school has a daytime custodian who is readily available to assist in keeping our school safe, clean, and well maintained.
- As part of our school improvement plan staff along with students collaborated to create a welcoming front foyer to share and symbolize our faith
- School wide expectations are clearly visible throughout the school
- A yearly school wide coordinated art project on key learning outcomes from the K-6 Religious Education Program decorates our halls and serve as a symbol of our love for Jesus.
- Welcome bulletin board in school foyer is decorated monthly by a selected class. The display will be highlighted at each monthly assembly.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### *Insights*

- Students don't feel as strongly as our school teachers and support staff feel that our school is clean and well maintained, although their results increased 29% from the previous year.
- 100% of our teachers and support staff feel that we have the physical facilities to meet the programming needs of students.

### *Conclusions*

- Students and staff do not see the physical space of the school in the same way.

### *Implication*

- Survey students in the school building and allow them to have a voice on ways the physical building would make them proud.

# PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

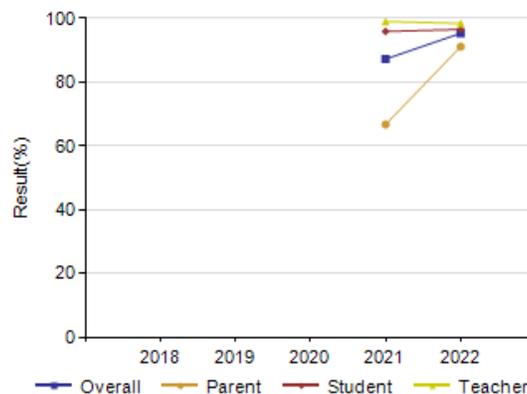
**Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)** : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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

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

	School												Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	61	87.2	70	95.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	8	66.7	7	91.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	38	95.9	45	96.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	15	99.0	18	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		

Graph of School Results



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

# 2021-2022 SCHOOL YEAR STRATEGIES

- *Communicate with parents during school council meetings all of the wonderful things happening around the school*
- *Engage with the community via social media to respond to the provincial survey*
- *More invitations for parents to come to the school for different activities now that there aren't restrictions*

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- Students and teachers feel that their learning environments are welcoming, caring, respectful, and safe.
- Our parents results are again very low.

### ***Conclusions***

- The low parent response may make it difficult to achieve reliable data.

### ***Implications***

- Discuss with parent council on how important the surveys are
- Utilize social media to bring awareness to the surveys

# PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

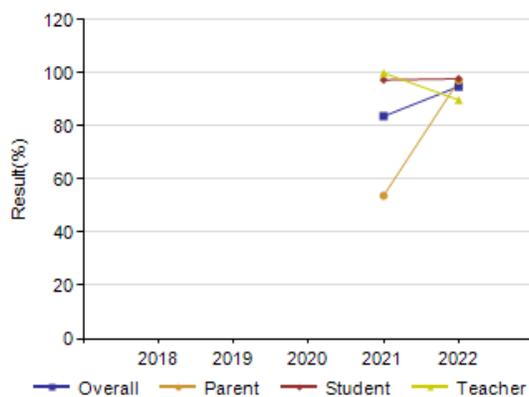
## ACCESS TO SUPPORTS & SERVICES

### MEASURE DETAILS:

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	61	83.7	70	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	8	53.8	7	97.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	38	97.4	45	97.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	15	100.0	18	89.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		

Graph of School Results



**Notes:**

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

# 2021-2022 SCHOOL YEAR STRATEGIES

- Utilize social media to make parents aware of provincial surveys
- Survey teachers to find out what kind of supports they are needing

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- Parents and students feel students have access to the appropriate supports and services at school. Teacher results are about 8% lower.

### ***Conclusions***

- We have only 7 parents respondents (1 less than last year) but our results went up 43.3%.

### ***Implications***

- Utilize social media to bring awareness to the surveys
- Discuss with school council and PEACE on the importance of the surveys

# 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 performance measures.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	33	79	66.3	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	83	93	89.7	93	93	92.7
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	100	100	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	97	97.3
<b>Staff Survey (Support Staff)</b>						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	89	93.7	93	92	92.3
<b>Student Survey (Elementary)</b>						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	99	99	98.7	97	92	94.3

# 2021-2022 SCHOOL YEAR STRATEGIES

- The intentional implementation of FNMI professional development in our PD Plan for 2022-2023
- St. Benedict School has made it a priority to purchase books to add to our Library collection
- Purchasing a Flag to display in our school to increase appreciation for the Metis culture
- The new role of an Indigenous Education coach at STAR Central office and Indigenous Education lead teacher at St. Benedict School
- Our school continues to create connections within the community and build relationships with Elder(s)



# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## ***Insights***

- There was a 46% decrease from the previous year in the amount of staff that felt First Nations, Metis and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.

## ***Conclusions***

- The Covid-19 pandemic and restrictions from Covid-19 prevented us from having visitors in our school.

## ***Implications***

- Connect with ***local*** First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

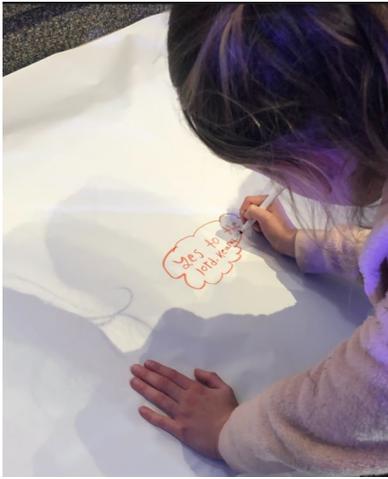
**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	97	97.7
I use a variety of Tier 2, target strategies	100	93	97.7	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	93	97.7	99	93	97
Teachers in our school value professional learning communities (PLC)	83	93	89.7	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	75	86	84.7	74	89	84.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Student Survey (Elementary)</b>						
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	97	98	97.7	93	92	92.3
At school, adults help me when I ask	99	97	97.7	95	95	94.7
<b>Parent Survey</b>						
My child has the opportunity to reach his or her academic potential	80	95	89	88	92	90
My child receives the support he/she needs to be successful in school	91	92	92.3	86	90	88.3

# 2021-2022 SCHOOL YEAR STRATEGIES

- Engage all staff in collaborative decision making through shared values, commitments and beliefs
- Systematic processes to identify key learner outcomes in a K-6 learning progression
- Common screening tools for all students K-6 at key times of the year
- Providing consistent time for collaboration to identify key learner outcomes, assessment processes and interventions



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- We are proud of our strong results that show we truly are a Response to Intervention School!

### ***Conclusions***

- Teaching during the Covid-19 pandemic, we see that increased need for a focus on the Mental Health and Well Being of our students.

### ***Implications***

- Continuing Professional Development with the Third Path Mental Health component is essential to our Response to Intervention Framework.

# 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.

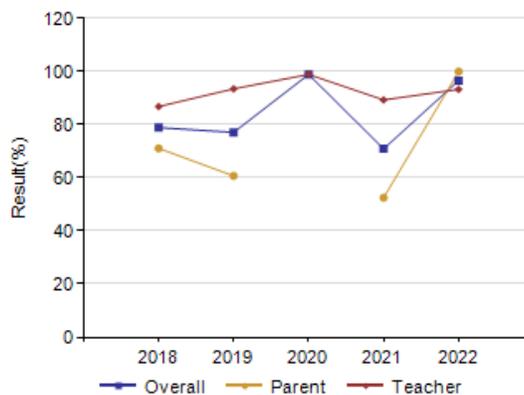
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Ov er all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Over all	23	78.9	36	77.1	19	98.9	23	70.9	25	96.6	Ver y Hig h	Im- pro ved	Ex- cell ent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Pa ren t	9	71.1	17	60.7	4	*	8	52.5	7	100.0	Ver y Hig h	Im- pro ved	Ex- cell ent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Te ac her	14	86.8	19	93.5	19	98.9	15	89.3	18	93.3	Ver y Hig h	Mai ntai ned	Ex- cell ent	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of School Results



Notes:

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

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.

# 2021-2022 SCHOOL YEAR STRATEGIES

- Working alongside School Council is working to design topics for parent workshops based on priorities and feedback from parents
- To increase parent participation School Council is being present at Open House, Welcome to Kindergarten and Sports Day to engage and meet more parents
- Translating services are utilized to ensure our large population of ESL parents feel informed and welcome



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### ***Insights***

- There was a 47.5% increase in parent results.

### ***Conclusions***

- 100% of the parents who participated in the survey are happy with parental involvement in our school.

### ***Implications***

- Discuss with parent council and PEACE of the importance of the surveys
- Utilize social media to bring awareness to the surveys

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

### *Budget Summary*

*St. Thomas Aquinas Roman Catholic Schools  
2022-2023 Approved Budget (May)*

#### **St. Benedict**

#### **Revenue and Allocations to Budget Center**

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Base Allocations	\$1,742,059	75.1%	\$1,820,004	78.1%
Specialized Learning Support (SLS) Allocations	\$305,095	13.2%	\$263,669	11.3%
Pre-K PUF	\$64,000	2.8%	\$57,500	2.5%
Faith Development Allocations	\$19,575	0.8%	\$19,685	0.8%
ELL Allocations	\$85,200	3.7%	\$90,000	3.9%
FNMI Allocations	\$25,200	1.1%	\$13,800	0.6%
Other Program Allocations	\$14,935	0.6%	\$14,814	0.6%
One-Time Allocations	\$65,045	2.8%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$4,000)	-0.2%	\$26,600	1.1%
Local Revenues & Fees	\$1,053	0.0%	\$24,370	1.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,318,161</b>	<b>100%</b>	<b>\$2,330,442</b>	<b>100%</b>

#### **Expenditures**

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Certificated Staff	\$1,776,337	76.6%	\$1,880,731	80.7%
Uncertificated Staff	\$414,981	17.9%	\$335,931	14.4%
Services Contracts and Supplies	\$123,843	5.3%	\$110,781	4.8%
Amortization (Depreciation)	\$3,000	0.1%	\$3,000	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,318,161</b>	<b>100%</b>	<b>\$2,330,443</b>	<b>100%</b>

#### **Summary**

	2022-2023 Approved Budget (May)		2021-2022 Spring Budget	
Total Revenue and Allocations to Budget		\$2,318,161		\$2,330,442
Total Expenditures		\$2,318,161		\$2,330,443
<b>Variance</b>		<b>\$0</b>		<b>\$0</b>

# Fall 2022 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	St. Benedict 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	95.7	82.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	94.6	85.2	95.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	74.1	n/a	86.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	8.5	n/a	19.4	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	89.6	97.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	87.2	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.9	83.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	96.6	70.9	88.0	78.8	79.5	81.5	Very High	Improved	Excellent

**Notes:**

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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

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 reporting cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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

*Our Responsibility is to Educate All at high levels of Learning Keeping it R.E.A.L.!*