



St. Benedict
Catholic School
INSPIRED BY THE HOLY SPIRIT

ANNUAL EDUCATION
RESULTS REPORT
2022-2023



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

Twitter: @_StBens

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

MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child'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)						
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	98	91	96	97	96	97
The adults in my school treat me with respect	84	84	84	90	91	91

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

- ◆ Division Reflection Day
- ◆ Three school-based faith sessions
- ◆ Divisional PD offerings
- ◆ Excellence in Catholic Education Leadership (EXCEL) Academy
- ◆ School based Retreat

- ◆ Central Office Retreat

2022-2023 SCHOOL YEAR STRATEGIES

- ◇ Certificate and non-certificated staff participated in STAR District Reflection Day focused on the divisional theme for the year.
- ◇ Staff, along with sister schools, attend opening mass at our community parish
- ◇ Three certificated staff members are attending Excellence in Catholic Educational Leadership (EXCEL) Academy.
- ◇ Teaching mass with Father Matthew and STAR Faith Life and Religious Education Coordinator.
- ◇ Three unique PD sessions offered to staff with a focus on school identified needs and based on the Division Theme
- ◇ Staff retreat led by STAR Faith Life and Religious Education Coordinator followed by staff fellowship and relationship building.
- ◇ Face-to-Face Ministries will hold a school wide retreat.
- ◇ Grade Three and Grade Six students join our sister schools, to participate in a full day retreat.
- ◇ The staff and students will plan and celebrate either a monthly mass or liturgy. Students will take an active role throughout the mass. Support Staff are to lead Ash Wednesday Liturgy.
- ◇ Opportunities for Faith Development are made available through division-based PD opportunities.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
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.	93	92	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

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Monday morning prayer to include shared life stories from staff or students as it relates to the gospel message
- ◆ Whole School morning prayer over the intercom
- ◆ Classroom Prayer's tables will include a prayer box, staff will use student messages to open discussions
- ◆ Daily classroom prayer encourages students to share personal intentions while praying for each other
- ◆ Connection day - staff share faith stories while engage students in a personal and meaningful activity
- ◆ Bulletin boards, social media, website and school messenger are means to share intentional staff faith stories or favorite Bible passages or faith experiences.
- ◆ Create whole school learning opportunities, along with our parent community, to learn and how to fully, actively and consciously participate in:
 - ◇ Mass: prior to the start of the mass a staff member will lead a Minute about Mass teaching component
 - ◇ Teaching Mass: Parents will be invited to join their child's class at the teaching mass presented by STAR Religious Education Director
 - ◇ Living Rosary: CWL (Catholic Women's League) and families will be invited to join our students pray
 - ◇ Ash Wednesday: school and parish community to join us
 - ◇ Advent Wreath Blessing: families are encouraged to bring their wreaths to be blessed during our Mass
 - ◇ Shrove Tuesday: Along with Knights of Columbus, we serve our students

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	85	91	89	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	92	97	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	98	99	99	97	96	96 9

SOCIAL JUSTICE PROJECTS

- ◆ Terry Fox run donations
- ◆ Santa's Anonymous
- ◆ Holy Childhood
- ◆ Food Bank Drive
- ◆ Leduc Hub donations
- ◆ Christmas Cards to the neighbours in our community
- ◆ Jump Rope for Heart

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Raise community awareness through the use of social media (Instagram and Facebook) and highlight students sharing the social justice projects they are participating in.
- ◆ Continue into our second year of Grade Six Ministry Leadership Program by bringing in speakers from Development and Peace
- ◆ The following is a list of Social Justice Projects, St. Benedict School traditionally participates in:
 - Leduc HUB
 - Mustard Seed (Staff Lenten Service Projects)

- Santa's Anonymous
- Leduc Foodbank
- Holy Childhood
- ◆ PEACEmaker Week (showing gratitude to our community members / Pink Shirt Day)
- ◆ Christmas Card Cheer: Delivering Handmade Christmas Greeting Cards to our neighbourhood

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
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)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	98	100	99	98
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	96	95	95	95
Student Survey						
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12

2022-2023 SCHOOL YEAR STRATEGIES

1. Commitment to focus on student learning by being proactive and guiding decision-making through a Response to Intervention Framework (RTI)
2. Implement a strategic intervention process for Grade One to Six
3. School wide commitment to Essential Learner Outcomes based on the Alberta Curriculum Guide
4. School wide formative and summative assessment to identify critical learner outcomes
5. Data collected from literacy and numeracy screen will guide the intervention strategic plan
6. Professional Learning Communities will focus on Essential Learning Outcomes to align with intervention strategies.
7. Engage students in opportunities to practice test taking skills and wellness strategies for stress management
8. Share Alberta Education Information, practice tests, and online resources regarding Grade Six Provincial Achievement Tests

St. Benedict School Liturgical Plan

2022-2023

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

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

- ◆ 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 School Year Blessing
- ◆ Father Mathew came to St. Benedict School to celebrate the Penitential Rite with students and staff
- ◆ All classes had Father come and visit their classrooms, as students prepare for Sacraments, or do discuss themes in their Religion, "Growing in Faith" curriculum

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 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.
- 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.
- We must continue to create that strong connection between school, parish and community. Communicating with all stakeholders about the good work happening continues to be vital.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
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.

MEASURES

Measure Category	School Name STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Elementary)						
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.	82	New Question	New Question	85	New Question	New Question
I have a friend at school.	95	New Question	New Question	95	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Implement Year Three of Mental Health Plan: Mental Health Literacy and The Third Path
- ◆ Monthly focuses on proactive strategies for all students (Tier One) from the programs Mind Up and Zones of Regulation
- ◆ Programing, Individual Support Plans or Behavior Support Plans (Self-Regulation) will be collaboratively constructed with School Intervention Team, Teachers, Support Staff, parents and when appropriate students - for emerging and diagnosed mental health needs
- ◆ Monthly meetings with School Intervention Team and Grade Level Teachers to monitor student wellness
- ◆ Wellness teachers will attend STAR District FSLW/Counsellor monthly meetings
- ◆ Student Intervention Team will liaison with STAR Division Wellness Coordinator to support families
- ◆ Identify students through the Fish Out of Water program who self-identify as not having an adult connection in the school community

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Students have a high perception of friendship at St. Benedict School
- ◆ Staff is confident in supporting the social and emotional well-being of students
- ◆ By ensuring that all staff understood the importance of safety and regulation as the primary steps to success as noted in the Third Path training, we were able to speak about students using a different lens and focusing on their mental health and well-being hierarchically.
- ◆ Student surveys consistently drive our decision making. We were pleased to see our results improved in almost all areas of this domain and will continue to survey our students to determine next steps.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

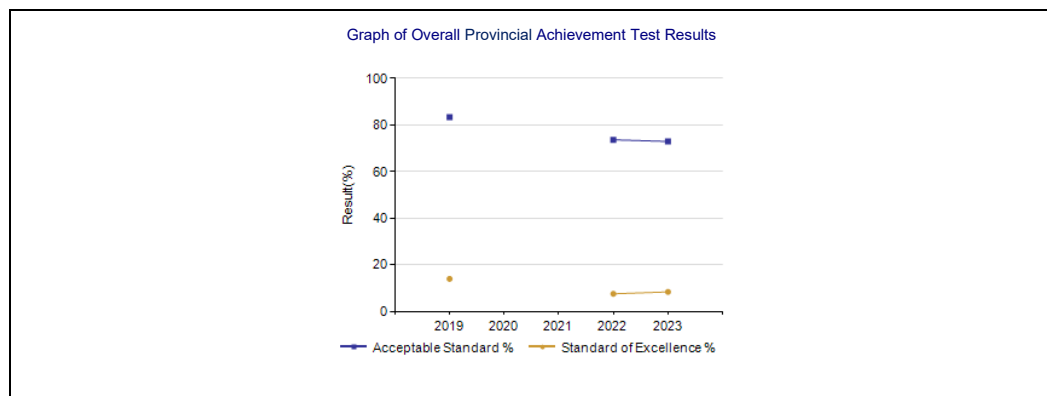
Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage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

PAT Course by Course Results by Number Enrolled.													
Results (in percentages)												Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.7	25.0	n/a	n/a	n/a	n/a	81.1	11.3	75.0	16.7		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	80.6	11.1	n/a	n/a	n/a	n/a	67.9	5.7	72.9	8.3		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	88.9	27.8	n/a	n/a	n/a	n/a	73.6	9.4	66.7	10.4		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	83.3	13.9	n/a	n/a	n/a	n/a	73.6	7.5	72.9	8.3		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		

Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

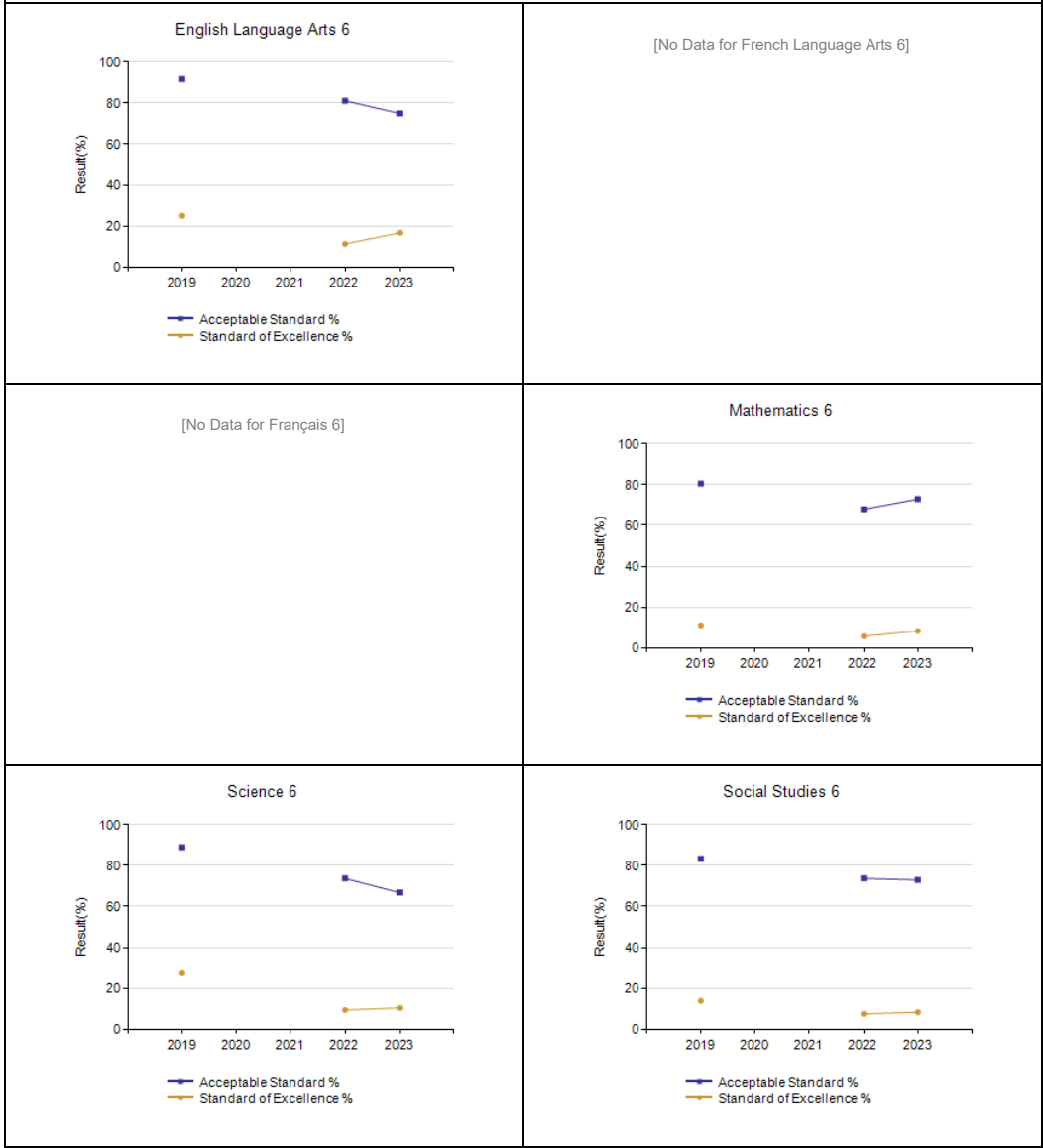
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Test Results – Measure Details



- 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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

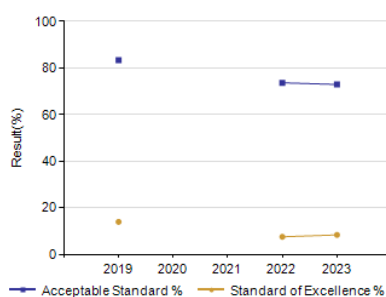
Course	Measure	St. Benedict School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	48	75.0	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	48	16.7	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	48	72.9	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	48	8.3	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	48	66.7	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	48	10.4	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Intermediate	n/a	n/a	48	72.9	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	48	8.3	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 - Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	St. Benedict School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	36	n/a	n/a	53	48	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	83.3	n/a	n/a	73.6	72.9	Intermediate	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	13.9	n/a	n/a	7.5	8.3	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



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

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary (FNMI)

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	83.9	95.7	95.7	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	90.2	94.6	96.4	80.3	81.4	82.3	Very High	Declined	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	72.9	73.6	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	8.3	7.5	n/a	16.0	17.7	n/a	Very 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
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.1	95.4	97.0	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	95.3	95.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	94.9	94.9	94.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.2	96.6	97.8	79.1	78.8	80.3	Very High	Declined	Good

1.Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2 Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3.Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4.Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5.2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6.Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Commitment to focus on student learning by being proactive and guiding decision making through a Response to Intervention Framework (RTI)
- ◆ Implement a strategic intervention process for Grade One to Six
- ◆ School-wide commitment to Essential Learner Outcomes based on the Alberta Curriculum Guide
- ◆ School wide formative and summative assessment to identify critical learner outcomes
- ◆ Data collected from literacy and numeracy screen will guide the intervention strategic plan
- ◆ Professional Learning Communities will focus on Essential Learning Outcomes to align with intervention strategies.
- ◆ Engage students in opportunities to practice test taking skills and wellness strategies for stress management
- ◆ Share Alberta Education Information, practice tests, and online resources regarding Grade Six Provincial Achievement Tests

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Learning loss due to COVID is reflective in a decrease in our Language Arts test scores indicated by one percent lower than the provincial average.
- ◆ Mathematics, Science and Social Studies scores are at or above the provincial average. However, this is a decrease for our school performance.
- ◆ Continuation of literacy intervention in division two.

Commented [LK1]: Please provide more specific insight into your data.
Compare subject areas to the province and authority.
What about school item analysis of PATs?

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

MEASURE DETAILS

Literacy and numeracy results for students in grades one to three:

- ◆ A list of the Alberta Education approved screening assessments used at each grade level
- ◆ The total number of students assessed at the beginning of the school year at each grade level
- ◆ The total number of students identified as being at risk at the beginning of the school year at each grade level
- ◆ The total number of students identified as being at risk at the end of the school year at each grade level
- ◆ The average number of months behind grade level after the administration of the initial assessments for at risk students
- ◆ The average number of months gained at grade level after the administration of the final assessments for at risk students
- ◆ A summary of support strategies used for students identified as being at risk at each grade level

As this is a new measure, we are unsure of what the information from AB Education is going to look like and are still waiting for the AEAM Reports to be released.

Commented [LK2]: What does this mean?

2022-2023 SCHOOL YEAR STRATEGIES

St. Benedict Staff will create a strategic and systematic plan for intervention based on the Response to Intervention Framework for Tier Two students.

Step One: Students in Grade One to Four are assessed using the Alberta Education approved screens Acadience and Provincial Numeracy Screen

Step Two: Teachers along with the School Intervention Team, will examine data to identify trends and at-risk students

Step Three: During Professional Learning Community (PLC) and Collaborative Planning Time during Professional Development Days, grade level teams design a six week 20-minute targeted intervention plan for students. Leveled Literacy Intervention and Mathology are foundational resources for intervention.

Step Four: Teachers plan and provide targeted interventions to students based on the needs identified in the screens.

Step Five: Progress monitoring occurs after the six weeks. Based on the data, the next 6-week intervention session is planned.

Step Six: Students who do not meet the targeted goal may repeat the session. If the data is below "at risk" a referral to the School Intervention Team for additional assessment may occur.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Extensive amounts of intervention were done with students to improve literacy and numeracy skills.
- ◆ Due to high amounts of learning loss from COVID, we recognize the need to continue intervention support.

Commented [LK3]: Please provide an analysis of your data.
What is it saying about your students, and the interventions provided?
What will you do to find out how to continue to improve literacy and numeracy achievement? (ie) analysis?
Consultation?



**Early Years Literacy & Numeracy Assessments (Gr. 1-3)
2022-2023**

School:

List of Alberta Education Screening Assessments

Literacy- Acadience
Numeracy- Provincial Numeracy Screening

Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of schools year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	38	17	10	7	12	1
2	47	20	13	7	13	3
3	43	17	9	8	11	4

Average months:

	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	~1 yr	~ 12 months	~ 1 - 2yrs.	~ 18 months		
2	~1.5 yr	~ 10 months	~ 1.5-2 yrs.	~ 12 months		
3	~1.5 yr	~ 10 months	~1.5-2.5 yrs.	~ 12 months		

Summary of Support Strategies- Literacy

Leveled Literacy Interventions
Sound to Spelling
Reading Simplified
Heggerty - Phonemic Awareness program

Summary of Support Strategies- Numeracy

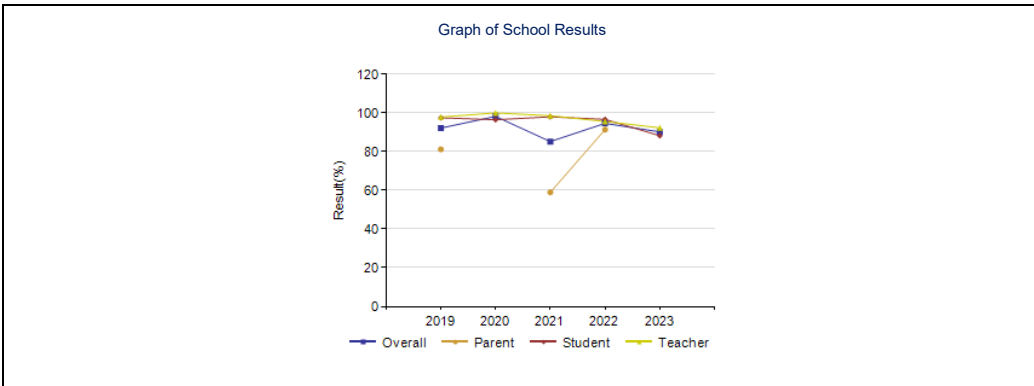
Mathology
Precision math to build fluency
Small group inclass practice to address specific deficits

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												Authority										Province										
	2019		2020		2021		2022		2023		Measure Evaluation		2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	87	92.2	78	98.2	01	85.2	70	94.8	84	90.2	Very High	Declined	Good	2,143	97.0	1,905	88.0	1,751	99.5	2,001	88.3	1,738	89.4	205,814	92.8	204,413	93.3	230,843	93.2	246,770	91.4	267,231	90.3
Parent	17	81.2	4	*	3	59.0	7	91.4	4	*	Very High	Declined	Good	241	85.7	180	88.2	144	81.2	201	87.8	175	85.8	35,247	91.8	36,891	92.4	33,905	91.4	31,888	90.4	31,889	79.4
Student	51	97.5	87	98.5	38	88.0	48	98.7	51	88.2	Very High	Declined	Good	1,873	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,388	78.8	187,080	73.5	193,577	73.8	189,741	74.1	187,120	72.1	193,016	71.3
Teacher	19	97.9	19	100.0	15	88.8	18	95.8	13	92.3	High	Maintained	Good	229	97.0	185	88.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,845	93.8	30,167	94.1	30,991	91.7	32,347	90.3



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

2022-2023 SCHOOL YEAR STRATEGIES

Grade 4 Recycling Team: Students in grade 4 collect recycling (juice boxes, plastic bottles etc.) daily. They clean the bins, remove the straws and sort the containers. Students also are responsible for daily paper recycling. They empty the bins and report back to the classrooms if items are found in the bins that do not belong.

Grade 6 Hot Lunch Volunteers: Students in grade 6 assist the parent volunteers with delivering hot lunch to the appropriate classes

Grade 5 AMA Safety Patrollers: Students in grade 5 go through training and serve as Safety Patrollers in the loop at the front of school.

Grade 3-6 Bear Buddies: This is an adaptive version of Playground PALS. Students assist with planning and implementing games for their peers at recess. They also help with problem solving and sorting out disagreements when possible.

Grade 6 Ministry Leadership: Each student selects a ministry they are called to. In conjunction with Development and Peace, students participate in an hour session to learn about their ministry. Following, students nominate a team captain then plan various service projects their ministry will be responsible for.

INSIGHTS, CONCLUSIONS & IMPLICATIONS:

- Due to a decrease in our student results, our school community will be conducting a consultation process with students to understand and be able to recognize how they are actively showing good citizenship.

Commented [LK4]: Please provide insights into the data. What do you conclude from the data? What does that imply you should do to determine how you will increase a more positive view of how citizenship is being addressed?

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

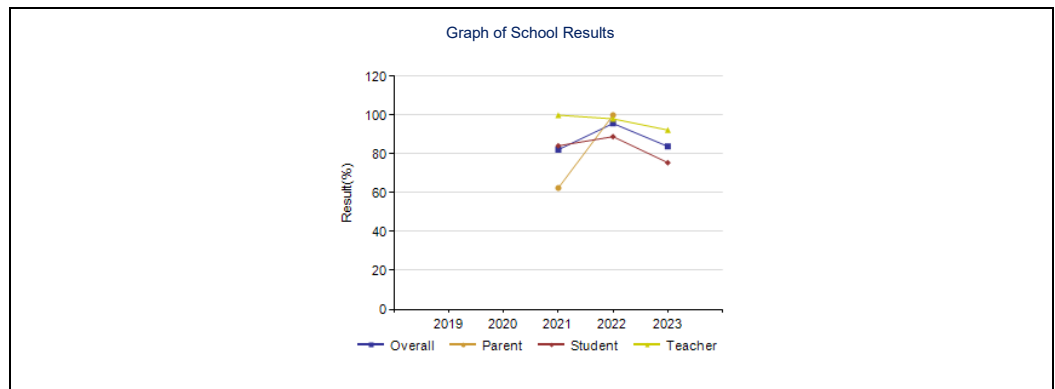
This is a provincial measure of student engagement in their learning at school.

Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	61	82.2	70	95.7	64	83.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	1,752	87.1	2,003	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	88	62.5	74	100.0	4*	*	*	*	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	38	84.2	45	88.9	51	75.5	n/a	Declined	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	15	100.1	18	98.1	13	92.3	n/a	Maintained	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	96.4	30,945	95.3	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 trend over time.

2022-2023 SCHOOL YEAR STRATEGIES

Continue to share and celebrate student learning to maintain 100% parental satisfaction using the strategies:

Student-Led Conferences in November and April

Social Media posts highlighting learning at St. Benedict School

Informing parents of learning activities, school events, and celebrations through school messenger, classroom email/blogs

Hosting student engagement events - Grade 5 Science Fair, Grade 6 Cultural Fair

Principal Report focusing on board priorities with examples of school events, will be presented at each School council meeting

Inviting new families to School Council meetings

Strategic planning for students:

Implementation of Grade 6 Ministry Leadership Program

Gathering information from students (feedback forms, group discussions) of how to increase engagement

Including student feedback as part of building school wide expectations

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Parent engagement was too low to have a percentile score which makes it difficult to know if strategies were successful
- ◆ Consultation with students to gain understanding as how to improve student learning engagement

Commented [LK5]: Please provide insights into the data.
What do you conclude from the data?
What does that imply you should do to determine how you will increase a more positive view of how student engagement will be increased?

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
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	100	83	92	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	92	89	92	85	89
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	70	75	82	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)	70	50	70	78	76	81

2022-2023 SCHOOL YEAR STRATEGIES

In addition to strategies identified on page 16, an intentional plan to promote professional development for our Educational Assistants includes:

- ◆ Support staff will be attending 90% of Professional Development Days covering Third Path, Faith Formation, and Indigenous Learning.
- ◆ All will be attending STAR District Educational Assistant Learning Day
- ◆ Monthly Support Staff Meetings will take place during the day. The agenda will be collaboratively designed with Support Staff input.
- ◆ Support staff will participate in collaborative planning for targeted interventions.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Teachers have expressed high levels of satisfaction regarding professional development at St. Benedict School
- ◆ Support staff have indicated a reduction of their level of satisfaction regarding professional development related to their role
- ◆ Teachers receive a high level of professional development opportunities both through the school and central office.
- ◆ A survey to gain a better understanding of what specific professional development opportunities staff feel they do not have access to.

Commented [LK6]: The score went from 50% to 70%.
That is an increase.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
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.)	86	100	95	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	98	97	99	96
Teachers in our school value professional learning communities (PLC)	100	83	92	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

- ◆ 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.

2022-2023 SCHOOL YEAR STRATEGIES

Continue to invite and offer teachers opportunities to join various leadership opportunities in our school such as:

- ◆ School Leadership Team (S.L.T.)
- ◆ Designated Administration (training provided in August)
- ◆ School Intervention Team: members include Administration, Learning Support Teachers
- ◆ Clubs and Sports Teams (coaching or managing)
- ◆ New initiatives: E-sport
- ◆ District Leadership roles: Religious Education coordinator, Indigenous Lead, Power School Pro
- ◆ Teachers involved in S.L.T. have an active role in leading learning sessions for the staff on Professional Development Days.

The 2023-24 Professional Development Plan highlights 4 areas of focus:

- Faith Formation & Wellness
- Indigenous Studies
- Curriculum Learning Progressions for Math and Mathology
- Response to Intervention
- ◆ Professional Learning Communities will be embedded into each teacher's timetable once per week for 40 minutes. Staff

will be re-visiting the role of PLC norms and expectations to allow learning and growth for new staff members.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- There was a 14% decline in the percentage of staff who feel that they do not have an opportunity to participate in school leadership
- PLC (professional learning communities) are highly valued by 100 percent of our teaching staff

Commented [LK7]: Please provide insights into the data. What do you conclude from the data? What does that imply you should do to determine why the decrease in satisfaction with leadership opportunities?

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.

MEASURES

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

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

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Incorporate brain breaks into each staff meeting and Professional Development Day by using a variety of brain break and activity websites
- ◆ Introduce STAR District Wellness Coordinator to the staff
- ◆ Ensure all staff have appropriate lunch breaks and follow 6 to 6 rule
- ◆ Posting Wellness Information around the school
- ◆ Encouraging staff to read the STAR Wellness Wisdom
- ◆ Plan with the staff, wellness activities:
 - Weekly prayer and snacks
 - Pot Luck lunches
 - Staff Appreciation Day
 - Advent Countdown

Challenge Cup activities

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- **Yet to be reported on as it is a new outcome**

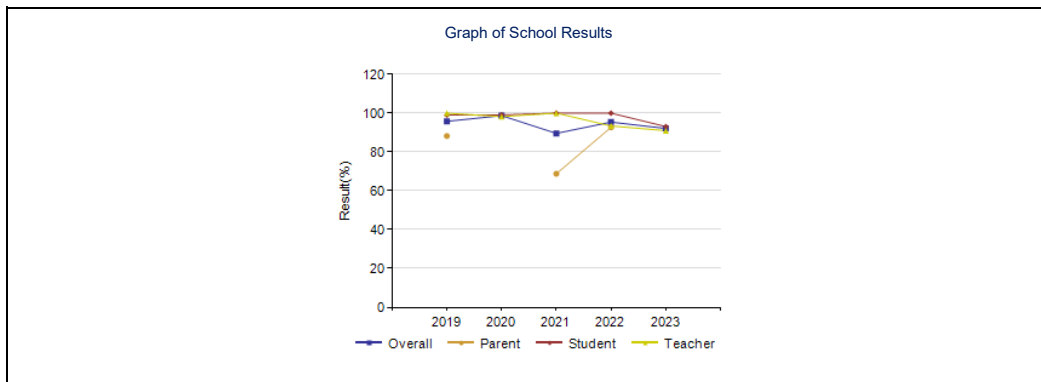
DOMAIN 3: TEACHING & LEADING

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											
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%										
Overall	87	95.8	76	98.7	61	89.6	74	95.0	64	92.1	Very High	Declined	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	17	88.2	4*	*	8	68.8	7	92.7	4*	*	*	*	*	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	11	99.5	7	99.3	3	100.0	4	100.0	5	93.1	Very High	Declined	Good	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	19	100.0	19	98.5	15	100.0	14	93.8	13	91.0	Low	Maintained	Issue	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.

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Celebrate our school community has maintained and Excellent standard of satisfaction with our Parent Community and especially our students.

- ◆ Collaborating with the School Leadership Team, to ensure the Professional Development Plan focuses on what the teachers are requesting.
- ◆ A variety of Professional Development opportunities are available to our staff:
- ◆ Local Alberta Teachers Association staff development fund grants 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.
- ◆ Edmonton Regional Learning Consortium
- ◆ 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
- ◆ 2023-24 Professional Development Plan is collaboratively decided with the School Leadership team and Administration. An attached Schedule is included in this report. Key factors in the plan include:
 - Designate time for collaborative planning for targeted interventions based on Literacy and Numeracy Screens
 - Designate time for divisional collaboration for Mathology
 - Revisiting the Response to Intervention Framework, overarching goal, norms, vision and commitments
 - Creating schedules that promote team teaching for uninterrupted intervention blocks
 - Assisting teachers applying for Master's Programs
 - Encouraging teacher voice in student learning activities.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Our overall and student scores remain significantly higher than the provincial scores.
- ◆ A 2% decline in our score from teachers
- ◆ Focus questions and conversations with teaching staff to address their concerns

Commented [LK8]: Please address all three questions- What are the insights to the data? What can you conclude from the data? What does it imply moving forward?

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
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	79	33	64	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	93	83	90	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	100	100	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	90	100	93	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 First Nations, Métis, and Inuit history, culture, and traditions	94	99	97	96	97	95

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	86	77
I feel safe at school.	86	81
I have a friend at school.	79	92
(Elementary) At my school there is at least one adult who listens and cares about me	93	88

*Grades 4-6

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Implement First Nations, Métis and Inuit professional development in our PD Plan for 2023-2024
- ◆ Prioritize purchasing books for our Library
- ◆ Hang a Métis flag to increase appreciation for the Métis culture
- ◆ Engage and invite community members—Travis Dugas FNMI speaker/dancer
- ◆ Set up our school Tipi with an Elder
- ◆ Collaborate with STAR Indigenous Coach
- ◆ Create connections within our school community
- ◆ Participate in Orange Shirt Day
- ◆ Host an Indigenous Retreat Day for staff

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- There was a 46% increase 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.
- 100 percent of our teachers building capacity in their understanding of First Nations, Métis, and Inuit Culture
- Connect with local First Nations, Metis, and Inuit Elders/knowledge keepers, cultural advisors or community members

Commented [LK9]: What about the data specific to the FNMI students? You haven't addressed that at all. Please make sure you answer all three questions.

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 receives the support he/she needs to be successful in school.	90	91	91	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Liaison with STAR Wellness Coordinator
- ◆ Provide targeted weekly instruction to Kindergarten to Grade Six students focusing on health and wellness
- ◆ Provide Professional Development and resources to staff, as advised by STAR Religious Education Director
- ◆ 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
- ◆ Early intervention programming—Community 3 year– old PUF program, Community 4-year-old program and PUF program
- ◆ Developing our Student Intervention Team to include two specialized Learning Support Facilitators (one for early learning and one for grades 1-6)
- ◆ Support staff will be attending Professional Development days to collaborate with the teachers in intervention planning
- ◆ Create grade level teams which include our Educational Assistants as a grade level team. Moving away from a 1-1 support, when possible
- ◆ Develop a VTRA (Violent Threat Risk Assessment) team with more individuals being trained
- ◆ Creating grade level learning groups where students filter in and out of both classrooms based on learning needs (centers)
- ◆ Send our specialized Learning Support Facilitators to professional development for Level B assessment and advanced assessment
- ◆ Include admin in tier 1, 2 and 3 instructions

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ We are proud of our strong results that show we truly are a Response to Intervention School!
- ◆ Yet to be reported on as it is a new outcome

DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

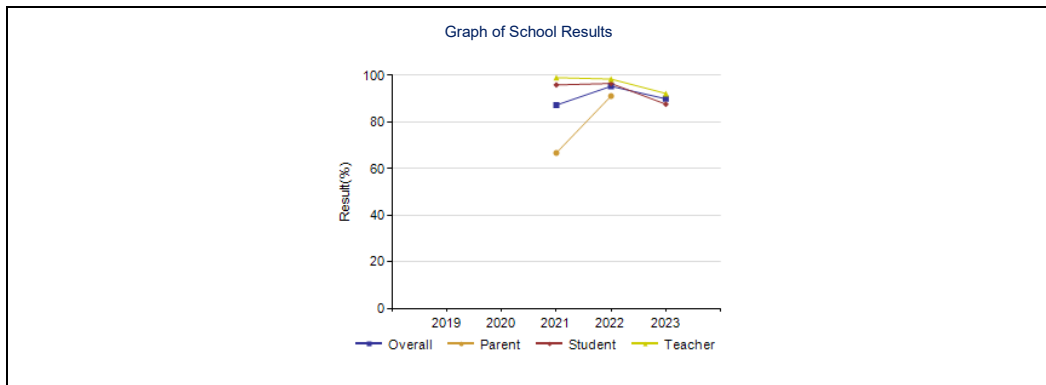
Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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

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

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	61	87.2	70	95.3	64	89.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	175	89.1	200	91.3	173	88.9	n/a	n/a	n/a	n/a	231	87.9	249	86.1	257	84.7
Parent	n/a	n/a	n/a	n/a	66	86.7	71	91.4	*	*	*	*	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	98.0	86	31.7	86	31.8
Student	n/a	n/a	n/a	n/a	38	95.5	45	96.5	87	87.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	140	84.2	161	83.0	136	80.9	n/a	n/a	n/a	n/a	169	79.0	187	77.7	193	76.6
Teacher	n/a	n/a	n/a	n/a	15	99.0	18	98.4	32	92.2	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	21.1	95	30.9	93	32.3



Notes:
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2022-2023 SCHOOL YEAR STRATEGIES

- ◆ Share school wide expectations with students and families
- ◆ Celebrate the good works and success of students
- ◆ Actively involve students and staff in practicing safety drills and routines
- ◆ Encourage students and students to have a voice to share concerns
- ◆ Implement Self-regulation strategies and spaces for students
- ◆ Provide SIVA (Supporting Individuals Through Valued Attachments) training for staff
- ◆ Build VTRA (Violent Threat Risk Assessment) team (Principal– Level 2, Vice Principal-Level 1, LSF level 1 and classroom teacher—Level 1)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Overall, 5% higher satisfaction than the provincial results
- ◆ Although a decline in our student responses, our school was 11% higher than the provincial results
- ◆ Reviewing events and activities that promote belonging within the school community

Commented [LK10]: Please address all three questions- What are the insights to the data? What can you conclude from the data? What does it imply moving forward?

Commented [LK11]: This isn't a full sentence.

DOMAIN 4: LEARNING SUPPORTS

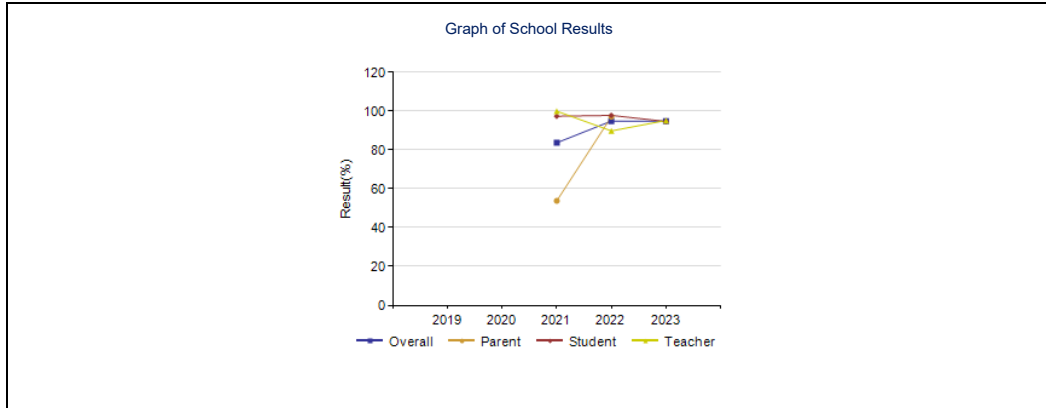
PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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									Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	61	83.7	70	94.9	64	94.9	n/a	Maintained	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	8	53.8	7	97.1	4	*	*	*	*	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	38	97.4	45	97.8	51	94.7	n/a	Maintained	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	15	100.0	18	89.1	13	95.2	n/a	Maintained	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	



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

2022-2023 SCHOOL YEAR STRATEGIES

- ♦ One staff member will receive 0.1 FTE as Religious Education Coordinator for our school. In this role, this staff member will support staff and students in religious studies, school wide masses or liturgies, meet with Father Matthew and Pastoral Assistant, creating a welcoming environment in the Chapel, coordinating liturgical appropriate bulletin boards, prayer tables, and symbols.
- ♦ One staff member will receive 0.1 FTE as the Indigenous Coordinator for our school. This staff member works closely with STAR Indigenous Education Coach to support the school community in our understanding and learning.
- ♦ School Intervention Team (SIT) will collaborate with STAR Director of Student Services to access community supports for translators or newcomers to Canada programs.
- ♦ Grade Six students will organize and hold a Cultural Fair to celebrate our diverse school community.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ♦ Our results are 10% to 14% above the provincial results
- ♦ Continue programs and supports we have in place

Commented [LK12]: Please address all three questions- What are the insights to the data? What can you conclude from the data? What does it imply moving forward?

DOMAIN 5: GOVERNANCE

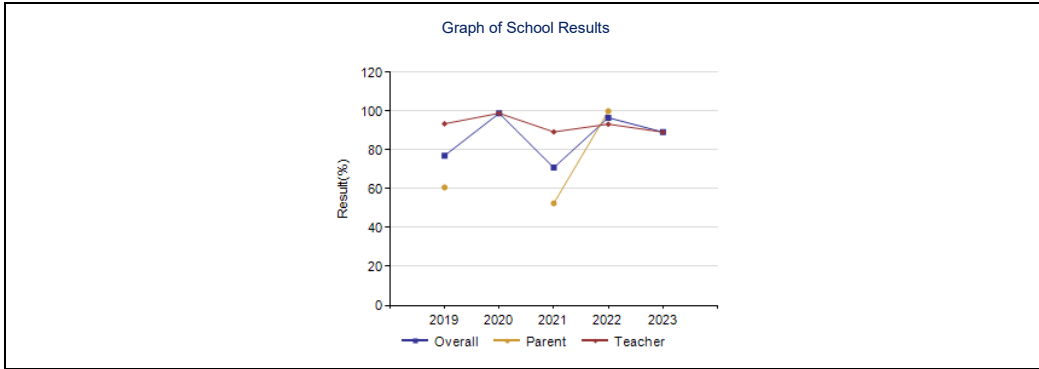
PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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										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	36	77.1	39	98.2	70.3	70.9	25	96.6	13	89.2	Very High	Declined	Good	46	84.9	36	87.8	34	83.9	39	85.2	37	82.0	68.1	81.3	70.3	81.7	60.9	79.5	62.4	78.8	63.9	79.1
Parent	17	60.7	4	*	8	52.5	7	100.0	4	*	*	*	*	24	74.0	17	80.9	14	75.4	20	81.1	17	77.5	34.9	73.6	36.5	73.9	30.8	72.2	31.5	72.98	31.7	72.5
Teacher	19	93.5	19	98.9	15	89.3	1	93.3	1	89.2	Intermediate	Maintained	Acceptable	22	95.9	18	95.5	20	91.5	19	88.2	19	87.5	33.1	89.7	33.8	89.2	30.0	86.6	30.8	85.2	32.2	85.7



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.

2022-2023 SCHOOL YEAR STRATEGIES

Strategies to increase participation in the survey, based on parent feedback, will be:

1. Direct emails to parents notifying them of the upcoming survey
 2. Social media posts reminding parents of the survey
 3. Involving School Council in encouraging parents to participate in the survey
- ◆ Sharing our results with parents and explaining the meaning behind the categories and questions.
Partner with School Council Executive in welcoming new members to monthly meetings.
 - ◆ Making meetings accessible by allowing members to access meetings through zoom or in Working alongside our School council to design topics for parent workshops based on priorities and feedback from parents.
 - ◆ Maintaining an open communication plan for our families.
 - ◆ Engaging the school community in school budgets, AERR (Alberta Education Results Report) and Education Plans, School Wide Expectations, Open House, Student Led Conferences, Mass & Liturgy, Field Trips, Sports Day, ParticipACTION month, and volunteering for classroom, clubs or sports.
 - ◆ Providing translating services that are utilized to ensure our large population of EAL (English as an Additional Language) parents feel informed and welcome

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- ◆ Overall satisfaction is 14% higher than Province
- ◆ Low parent participation in survey
- ◆ Create a campaign to engage parent interest in Alberta Government Survey
- ◆ Continue school community activities inviting families to participate in school activities

Commented [LK13]: These are strategies.
Please analyze the data.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

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

St. Benedict

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$1,894,020	71.5%	\$1,742,059	75.1%
Specialized Learning Support (SLS) Allocations	\$298,543	11.3%	\$305,095	13.2%
Pre-K PUF	\$134,500	5.1%	\$64,000	2.8%
Faith Development Allocations	\$20,386	0.8%	\$19,575	0.8%
ELL Allocations	\$72,600	2.7%	\$85,200	3.7%
FNMI Allocations	\$37,276	1.4%	\$25,200	1.1%
Other Program Allocations	\$26,024	1.0%	\$14,935	0.6%
One-Time Allocations	\$0	0.0%	\$65,045	2.8%
Facility Services Allocations	\$145,661	5.5%	\$0	0.0%
Local Revenues & Fees	\$0	0.0%	\$1,053	0.0%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$20,000	0.8%	(\$4,000)	-0.2%
Total Revenue and Allocations to Budget Center:	\$2,649,010	100%	\$2,318,161	100%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,959,522	74.0%	\$1,776,337	76.6%
Uncertificated Staff	\$519,324	19.6%	\$414,981	17.9%
Services Contracts and Supplies	\$170,164	6.4%	\$123,843	5.3%
Amortization (Depreciation)	\$0	0.0%	\$3,000	0.1%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,649,010	100%	\$2,318,161	100%

Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$2,649,010	\$2,318,161
Total Expenditures	\$2,649,010	\$2,318,161
Variance	\$0	\$0

Fall 2023 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	83.9	95.7	95.7	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	90.2	94.6	96.4	80.3	81.4	82.3	Very High	Declined	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	72.9	73.6	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	8.3	7.5	n/a	16.0	17.7	n/a	Very 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	92.1	95.4	97.0	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.9	95.3	95.3	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	94.9	94.9	94.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	89.2	96.6	97.8	79.1	78.8	80.3	Very High	Declined	Good

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been