

**ST. THOMAS AQUINAS ROMAN
CATHOLIC SEPARATE SCHOOL DIVISION
ANNUAL EDUCATION RESULTS REPORT
2021-2022**

BOARD CHAIR'S MESSAGE

HENRY EFFON



As we begin a second year serving the communities we call home, your STAR Catholic Board of Trustees is pleased to present this Annual Education Results Report, which serves as a testament to the hard work and dedication of the many individuals who belong to our Division.

Our world has slowly but surely begun to recover from the effects of a global pandemic, and we have enjoyed seeing school life carry on as usual as our students and staff once again gather in person to pray, learn, play, and grow in warm and loving faith-filled communities.

Publicly funded Catholic education is a blessing we are privileged with. As a Board of Trustees representing six communities, we will continue advocating on behalf of our students, staff, and families to ensure they continue to enjoy this gift well into the future.

As we work to shape an updated set of key priorities, goals, and desired outcomes that will guide our Board in its work for 2023-2027, we continue to make decisions and choose paths of action that will best suit the needs and interests of our school communities and families.

We always welcome feedback from our stakeholders on what we are doing well and areas in which we could improve, and we appreciate the opportunity to interact with the individuals we serve to hear first hand their good news stories of our schools and the gift of Catholic education.

As you browse the pages of this report, please know it is the result of the efforts of passionate school staff and administrators, as well as the hard work of many incredible students. I am beyond proud to serve this incredible Division and to present this document to you today.

Yours in Catholic Education,

Henry Effen
Board Chair

SUPERINTENDENT'S MESSAGE

CHARLIE BOUCHARD



As Superintendent of St. Thomas Aquinas Roman (STAR) Catholic Schools, I am happy to present this Annual Education Results Report, the pages of which contain clear and concrete evidence of the incredible things that take place within the walls of our school buildings each and every day.

In the pages of this document, you will see how our Division strives for excellence in areas such as growing and affirming Catholic identity, academics, parental involvement, mental health and well-being, and quality of education. Our success is the direct result of the efforts of a passionate team of dedicated staff and students who are eager to learn and grow, and families who are continuously supportive of the work we do.

Our work as a Division is done in the name of God. This year, we embark on the third year of our Three-Year Faith Plan, with this year's theme being "Disciples Through Works". This theme brings a focus on encountering and serving Christ by encountering and serving those in need. This is clearly seen in the countless social justice projects and charity initiatives regularly undertaken by our school communities.

Everything we do, we do in His name; His divine love and teachings permeate all aspects of our Division. With His guidance, we constantly strive towards the betterment of our schools, while searching for new opportunities to encourage all aspects of student success.

While we are proud to share our accomplishments, we understand there is always more work to be done, obstacles to overcome, and goals to achieve. As our Division continues to grow, we will work to maintain our commitment of providing excellent Catholic education to the students, families, and communities we are honoured to serve.

In His Name,

Charlie Bouchard
Superintendent

MEET OUR TRUSTEES



Henry Effen

Board Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.



Donna Tugwood

Vice Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, step mother of four, and grandmother of 18. Donna attended Nova Scotia Teachers' College and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, she worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public, and Private schools. After retiring, she worked at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephen's Parish since 1994, serving on Parish Council for six years - three years as Chair - and is President of St. Stephen's Catholic Women's League. Donna loves to paint and to travel. She is honoured and proud to be serving her second term on the STAR Catholic Board of Trustees. She believes in keeping faith as the heart and soul of education and wants to ensure students have the knowledge, skills, and faith that will enable them to do well in life.



Marilyn Burke

Ponoka Trustee

Marilyn Burke is a member of St. Augustine Parish, an active volunteer with the church fundraising activities, and a member of the Catholic Women's League. She has children and grandchildren that know and have experienced the value and gift of Catholic education.



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. Jolyne loves reading and traveling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.

MEET OUR TRUSTEES



Michael Linner

Drayton Valley Trustee

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



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.



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is so very important and hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate School Division extends across a broad geographical area in central Alberta. The Division has a total of 12 schools in various grade configurations from Pre-K to Grade 12 in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka, and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners in areas such as creation of school year calendars and coordination of student busing arrangements. The Division's central office is in the city of Leduc.

We are served by seven trustees and more than 440 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. For the first time since, our Division has seen a decrease in enrolment, dropping to 4,068 students for the 2020-2021 school year. This is a 2.97% decrease from the previous school year, and a 7.13% decrease in budgeted enrolment. This decrease in enrolment is attributed to the COVID-19 pandemic. For the 2021-2022 school year, our Division once again saw an increase in enrollment, climbing from 4,068 students to 4,367.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 26% and 14% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

We are pleased to be progressing through a replacement of Father Lacombe Catholic School in Lacombe. This will ensure we are able to provide high-quality Catholic education to the students and families of Lacombe for years to come. We continue to advocate for additional capital projects that will allow us to accommodate the diverse needs of our communities.

STAR Catholic school profiles are available for viewing on our website: www.starcatholic.ab.ca

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. Thomas Aquinas RCSSD | | |
|--|--------------------------|-------------------------|----------------------------|
| Parent Survey | Current Result | Prev Year Result | Prev 3 Year Average |
| Teachers help students understand how faith can guide the way they live their lives. | 86 | 88 | 87.7 |
| Staff Survey (Teachers) | Current Result | Prev Year Result | Prev 3 Year Average |
| Teachers help students understand how faith can guide the way they live their lives. | 98 | 98 | 98.4 |
| I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.) | 95 | 98 | 97.3 |
| I witness the faith and permeate curriculum and activities with gospel values | 99 | 99 | 99 |
| Student Survey | Current Result* | Prev Year Result | Prev 3 Year Average |
| We pray as a class or school every day. | 96 89 | 97 89 | 96.7 90 |
| Teachers help me understand how faith can guide the way I live my life. | 91 75 | 92 77 | 91 76.7 |

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

- Reflection Day: introduction and exploration of faith theme "Disciples of The Word: Through Witness"
- Administration faith leadership learning sessions with a minimum of three sessions/topics presented to staff over the year. Topics included "Science and Faith", "What the Saints can Teach Us", "Sacramental and Liturgical Routines", "Missionary Discipleship", and "Being Stewards of the Environment".
- Two year mentorship program (faith sessions for New Teacher Orientation and Year 1&2 Mentorship)
- Theme "Disciples of The Word: Disciples through Witness": staff retreats focused on sharing one's faith story with students and building strong faith communities
- Specific faith/RE sessions: "Growing in Faith, Growing in Christ" Religion programs (introduction of grade 8), Christian Anthropology/Human Sexuality training, Fully Alive grade 1-3, The 4th R, voluntary staff book study)
- Faith development sessions as part of Religious Education Committee meetings
- Promote use of Catholic learning resources developed by groups such as Archdiocese of Edmonton, Formed, Augustine Institute, and Dynamic Catholic
- Director of Faith strategizes with Religious Education Coordinators and schools to assist staff in their work as witnesses of faith

2021-2022 SCHOOL YEAR STRATEGIES

- Administrators and staff access the Four-Year Faith Plan for a variety of suggested strategies related to year goals
- A minimum of three faith sessions/topics presented to staff over the year
- Promote the use of Catholic learning resources developed by groups such as Formed, Augustine Institute, and Dynamic Catholic
- Director of Faith strategizes with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith
- Schools are encouraged to share social media posts about religion classes, displays, activities, and liturgical celebrations
- The Director of Faith will lead high school subject area cohorts in developing permeation ideas based on subject curricular outcomes

PROFESSIONAL LEARNING

- Reflection Day - introduction and exploration of faith theme
- Administrator faith leadership learning sessions
- 2 Year Mentorship Program (Faith sessions for New Teacher Orientation and Year 1,2 Mentorship)
- Theme "Disciples of The Word: Disciples through Witness" staff retreats centered on sharing one's faith story with students and building strong faith communities
- Specific faith & Religious Education sessions (Growing in Faith, Growing in Christ Religion programs, Christian Anthropology/ Human Sexuality training, The 4th R, staff book study)
- Faith development sessions as part of Religious Education Committee meetings



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. Thomas Aquinas RCSSD | | |
|--|--------------------------|-------------------------|----------------------------|
| Parent Survey | Current Result | Prev Year Result | Prev 3 Year Average |
| Teachers help students understand how faith can guide the way they live their lives. | 86 | 88 | 87.7 |
| Teachers share their own faith experience with students and the role of God in the teacher's life. | 69 | 70 | 68.7 |
| Staff Survey (Teacher) | Current Result | Prev Year Result | Prev 3 Year Average |
| Teachers help students understand how faith can guide the way they live their lives. | 98 | 98 | 97.7 |
| Teachers share their own faith experience with students and the role of God in the teacher's life. | 95 | 96 | 93.7 |
| Student Survey | Current Result* | Prev Year Result | Prev 3 Year Average |
| Teachers help me understand how faith can guide the way I live my life. | 91 75 | 92 77 | 91 76.7 |
| Teachers speak to me about their own faith and the role of God in their life. | 82 72 | 84 72 | 82.7 74 |

*Grades 4-6 | 7-12

2021-2022 SCHOOL YEAR STRATEGIES

- Financial support for student and school-based retreats
- "Best Practices for School Retreats" document used during planning stages of retreats
- Schools are allocated .1 FTE to support either a Youth Minister or a Religious Education Committee Member
- Schools are encouraged to share social media posts about religion classes, displays, activities, and liturgical celebrations, using similar language as the division 2 survey in social media posts (i.e. "Check out our staff sharing their faith!")
- Administrators are encouraged to intentionally share examples of how teachers share their faith at school council meetings

PROFESSIONAL LEARNING

- Support for regular meetings with the Religious Education Committee and support for yearly goal setting
- Administrators and Religious Education Committee representatives meet regularly to discuss and update the school faith plan
- Support the implementation of Growing in Faith, Growing in Christ Religion and Fully Alive resources
- Provide theory and resources to Family School Liaison Workers on permeation of faith into work with students
- Work with subject area cohorts to develop permeation ideas, resources, and plans



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. Thomas Aquinas RCSSD | | |
|---|--------------------------|-------------------------|----------------------------|
| Parent Survey | Current Result | Prev Year Result | Prev 3 Year Average |
| The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice. | 85 | 87 | 86.7 |
| Staff Survey (Teachers) | Current Result | Prev Year Result | Prev 3 Year Average |
| Teachers help students understand how faith can guide the way they live their lives. | 98 | 98 | 98.3 |
| The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice. | 97 | 99 | 98.3 |
| Student Survey | 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 | 96 95 | 96 93 | 96.7 94.3 |

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

The COVID pandemic continued to have an impact on the ways that staff and students could participate in charity and social justice projects. However, we were able to return to some of the traditional projects our schools have engaged in.

- Food bank drives
- Collecting school supplies for communities in need
- Winter gear drives
- Christmas gifts and cards for seniors in long term care facilities
- Terry Fox Run donations
- Personal toiletry collections for less fortunate and mental health facilities

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

SOCIAL JUSTICE PROJECTS CNTD

- Collecting can tabs for wheelchairs
- Taking Care of Our World recycling projects
- Collecting gifts and personal items for teens in need
- Coins for Christ: fundraising and prayers for St. Vincent de Paul Society
- Rosary Project: students make and donate rosaries to hospitals, long-term care centers
- Projects with Catholic Social Services: support for St. Zita ministry and Lurana Shelter
- Chalice School project: a whole-year project, raised almost \$10 000 for their sister school in Tanzania
- Awareness of and funds raised for the support of Ukrainian refugees through the Edmonton Ukrainian Eparchy and Catholic Near East Welfare Association



2021-2022 SCHOOL YEAR STRATEGIES

- Update "Charity and Social Justice Project Planning Guide" with the Religious Education Committee
- Promotion and use of Catholic charity and social justice groups and resources; encourage partnerships between schools and Catholic agencies
- Sharing of "good works" throughout the Division using social media
- The Religious Education Committee will track Charity and Social Justice work throughout the year

PROFESSIONAL LEARNING

- Central Office and Religious Education Committee will provide guidance in the use of the "Charity and Social Justice Project Planning Guide"
- The Director of Faith strategizes with Religious Education Coordinators and Schools to assist staff in their work as witnesses of faith
- School staff collaborate to plan and facilitate school-wide social justice and charity projects
- Information about various Catholic charities, organizations, projects, and contacts are communicated through the Religious Education Committee



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. Thomas Aquinas RCSSD | | |
|---|--------------------------|------------------|---------------------|
| | Current Result | Prev Year Result | Prev 3 Year Average |
| Parent Survey | | | |
| My child participates in religious celebrations at the school or church | 88 | 91 | 90.7 |
| Staff Survey (Teacher) | | | |
| I have the opportunity to participate in religious celebrations, activities or functions at the school or parish | 99 | 96 | 98.3 |
| Staff Survey (Support Staff) | | | |
| I have the opportunity to participate in religious celebrations, activities or functions at the school or parish | 95 | 96 | 95.3 |
| Student Survey | | | |
| My school has the opportunity to participate in religious celebrations, activities or functions at the school or church | 90 88 | 91 86 | 91.3 88.3 |

*Grades 4-6 | 7-12

2021-2022 SCHOOL YEAR STRATEGIES

- Administrators and staff access the Four-Year Faith Plan for a variety of suggested strategies related to year goals
- Extend invitation to parents to attend school events and parish events
- Communication from schools to parents/ families regarding families/parish/school events and/or information.
- Sharing the GrACE newsletter with parents, guardians, and staff
- Schools share social media posts with information about religion classes, displays, activities, and liturgical celebrations
- Schools collaborate with priests and parish staff to ensure a strong presence of the parish in the school

PROFESSIONAL LEARNING

- Regular meetings between school administrators and local priests as outlined in Standards for Preparing Children and Youth for the Sacraments - Edmonton Archdiocese program.
- Archdiocesan and parish programs and retreats (such as Rite of Christian Initiation for Adults, Advent and Lent retreats, etc.) are shared with staff through weekly updates and by the Religious Education Committee.
- Share parish and ministry information to new teachers through the mentorship program.
- Promote the Growing in Faith, Growing in Christ website to parishioners.
- Schools are encouraged to write and distribute "Congratulations" cards for reception of sacraments and acknowledge students at a school assembly and/or newsletter.



SCHOOL MASSES/CELEBRATIONS

The COVID pandemic continued to have an impact on how and when we could gather as a school community to celebrate our faith. We continue to be blessed by the flexibility of our schools and priests, utilizing virtual and smaller group celebrations.

- Whole School Masses: Every school (excluding Outreach) celebrated Mass or a Liturgy of the Word (when appropriate) every month or bi-monthly. Some of these celebrations were held virtually with classes joining a live-stream or video conference.
- Grade Level Masses: Many schools celebrate grade level celebrations throughout the year, most notably the Grade 4 Mass and Bible Commissioning (part of the RE program) and Grade 12 Retreat and/or Graduation Mass/Liturgy of the Word.
- In all schools, staff meet regularly (daily or weekly) to pray together.
- Advent & Lent Celebrations: Schools virtually gathered during both Advent and Lent to pray together and celebrate these special times.
- Many schools lead students through the Stations of the Cross during the season of Lent
- In many schools, local priests visited the schools during Advent and Lent to celebrate the Sacrament of Reconciliation
- Collaboration with Local Priests
- Prayer: Every school prays together daily, typically over intercom or lead by individual classroom teachers. Each school gathers weekly or monthly to pray together, sometimes virtually depending on COVID restrictions. Every school held a Remembrance Day ceremony that included prayer.
- Praying the Rosary: A number of schools prayed the Rosary as classes or as a whole school during the months of October and/or May. Many classes and/or student groups pray the Rosary on a regular basis.

SCHOOL /PARISH/COMMUNITY

This area continued to be impacted by the COVID pandemic as visitors to schools were limited, along with in-person gatherings and events. Many events that would have traditionally been in-person moved online for part of the year, including sacramental preparation and community presenters (Catholic Social Services, Development and Peace, etc.)

- Sacramental Preparation: schools provide communication link between parishes and parents, a number of staff assist with parish sacramental preparation programs, students who receive sacraments are congratulated in school assemblies or through announcements. Priest and/or parish staff often complete class visits to share information about and invitation to parish First Communion, Reconciliation, Confirmation preparation programs
- The Knights of Columbus in a number of communities support the purchase of bibles for the grade 4 program. They also often provide financial support for other projects and purchases in schools.
- In a number of schools, parents, The Catholic Women's League, and Knights of Columbus cook Pancake breakfast for Shrove Tuesday
- The Catholic Women's League (CWL) in a number of our schools run rosary clubs, regularly pray the rosary with individual classes and run colouring competitions.
- Schools often engage in charity and social justice projects that benefit the local community such as collecting food for the local food bank, fundraising for local parish St. Vincent de Paul Society, and providing funds and clothing to local shelters/community safe spaces.
- Catholic Social Services: provided guest speakers to highlight the impact of service work in the community and with the most vulnerable

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Parents, staff, and students all perceive the strong Catholic identity present in STAR Catholic Schools. Overall, this is a strength for our schools and the variety of strategies have been very successful. Even through the COVID pandemic, our schools maintained activities that support and encourage a strong Catholic identity.
- Both teachers and secondary students reported a slight increase in their opportunities to participate in religious celebrations, activities, and functions at the school or parish. However, parents, support staff, and elementary students saw a slight decrease in the same measure.
- While still high, there was a slight decrease in the impact professional development opportunities had on teacher's faith.
- An area of concern continues to be the parent and student awareness of the ways that teachers share their own faith and help students understand how faith can guide their own lives. Parents, elementary and secondary students all saw a slight decrease in this area; however, secondary students report the same level of how often their teachers speak about their faith.
- Parents, students, and staff are very aware of the charity and social justice work being done at the school level. Secondary students report an increased awareness of school activities meant to support those in need, while elementary students remained the same. Parents and teachers saw a slight decline in the measure (2%).

CONCLUSIONS

- The COVID pandemic continued to have an impact on the ways schools could celebrate together, as well as the effectiveness of the celebrations. Technology was a huge benefit for parishes and schools at this time, but gathering virtually does not have the same impact and community members (parents, parishioners) were sometimes not able to join the in-person celebrations due to COVID restrictions. Our parish priests were able to be more present in schools this year.
- COVID also impacted the ways in which staff could participate in professional development opportunities. It is more difficult to build community and share faith virtually; therefore, staff may not have seen the same faith growth that they would during a typical year. Also, it was sometimes difficult to find sub coverage for professional development opportunities in many communities, with increased pressure from staff illnesses, etc.
- The data shows the majority of students and parents recognize that teachers share their faith. While secondary teachers are making efforts to share their faith with students (this measure maintained), it appears that the students are less likely to connect the ways that faith can guide their own life.
- Charity and social justice work continued in various ways throughout the year with a focus on engaging students in the projects. This is an area of strength for our schools. There was a need to limit or change some of the more traditional social justice and charity work done at the school due to COVID-19, especially earlier in the year (Advent).

IMPLICATIONS

- Schools should continue to provide a variety of opportunities for all stakeholders to participate in faith celebrations and events throughout the year, centered on the liturgical calendar and important events. All members of the school community recognize how these events strengthen school identity. All schools should continue to support the shift to in-person celebrations and gatherings whenever possible and appropriate.
- Schools should continue to develop and support strong relationships with parish priests, parish staff, and community groups. These relationships are essential to our Catholic identity.
- There should continue to be targeted support for all staff in sharing their faith journeys, such as, increased opportunities to learn about their faith and formulating strategies for speaking to students about faith. There may be opportunities during grade level retreats for teachers to intentionally share their own faith experiences.
- Schools should continue to encourage service projects at the same level as in previous years; all members of the school community value the ability to support those in need. Communication strategies should continue to be utilized to ensure all stakeholders are aware of these good works. Schools could undertake a review of current and potential communication strategies with the larger faith community.

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 allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.



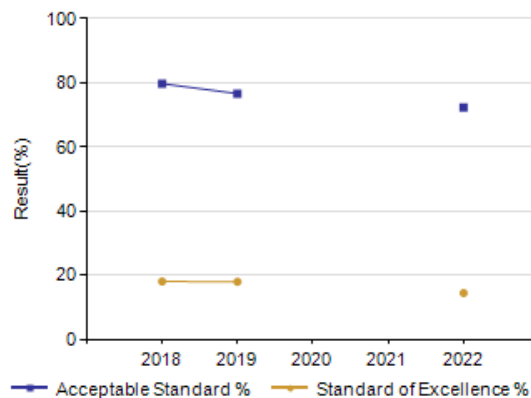
PROVINCIAL ACHIEVEMENT TESTS—MEASURE DETAILS

| 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 | 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 <i>année</i> | 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 <i>année</i> | 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 | 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 | 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 | 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 | | | |
| English Language Arts 9 | 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 | 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 <i>année</i> | 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 <i>année</i> | 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 | 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 | 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 | 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 | 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 | 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 | 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:

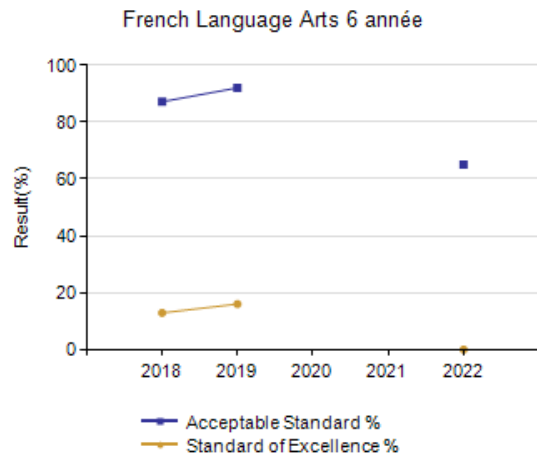
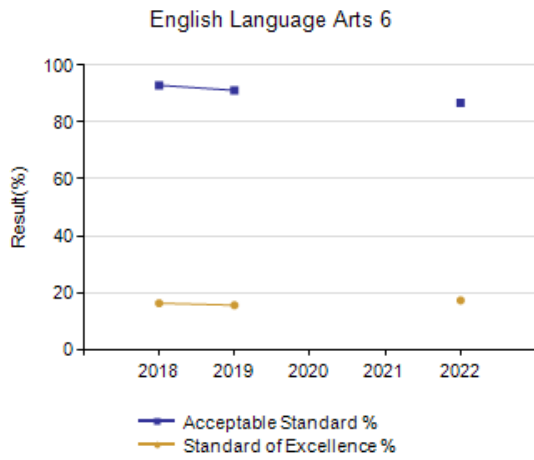
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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

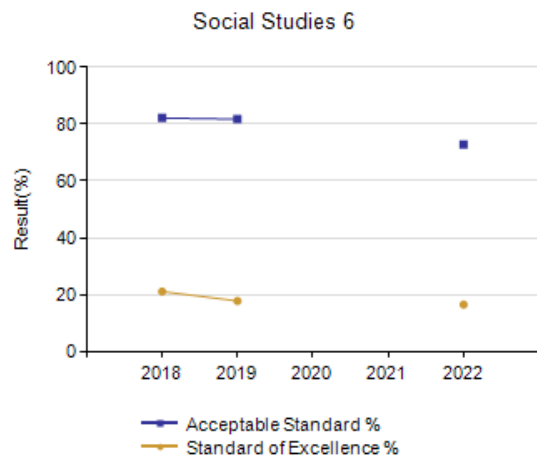
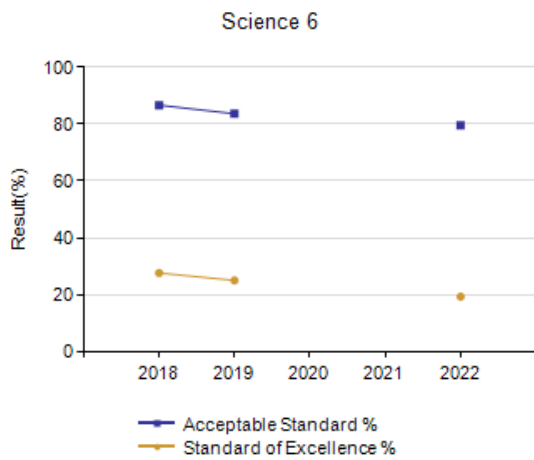
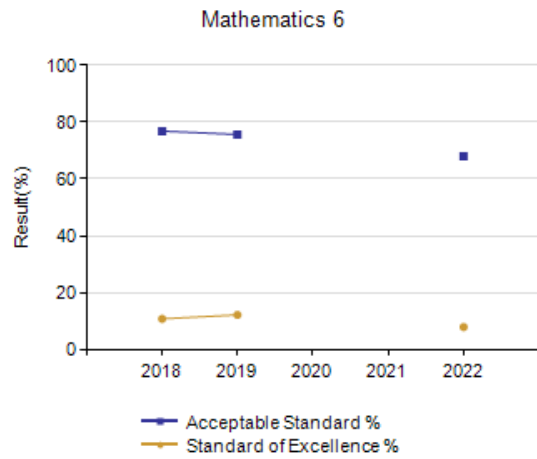


Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled 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).
 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



[No Data for Français 6]



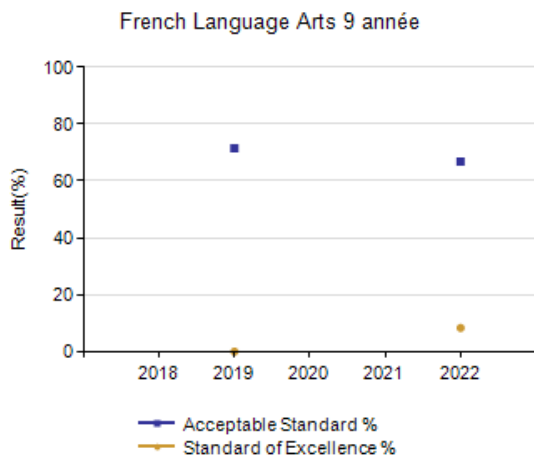
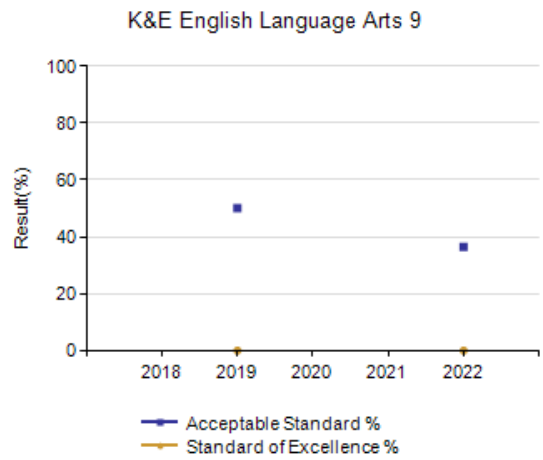
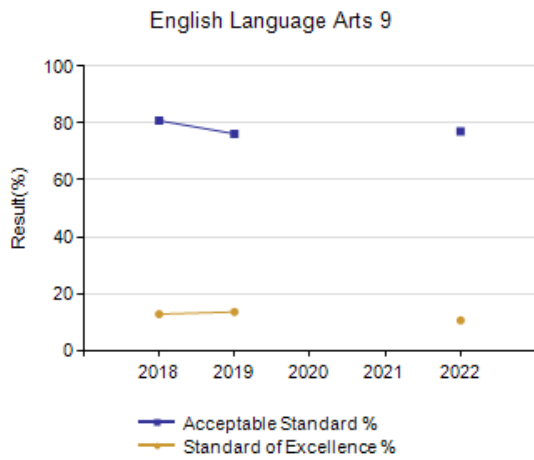
Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

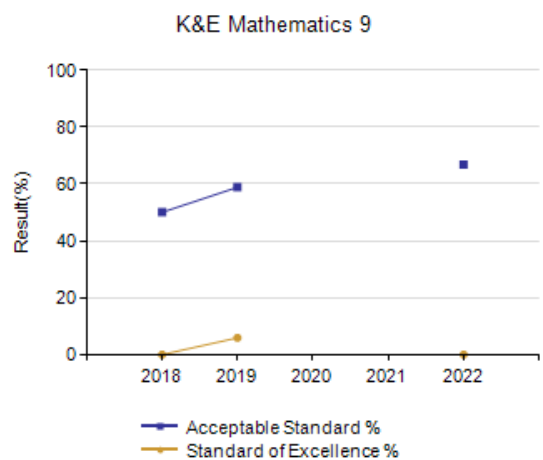
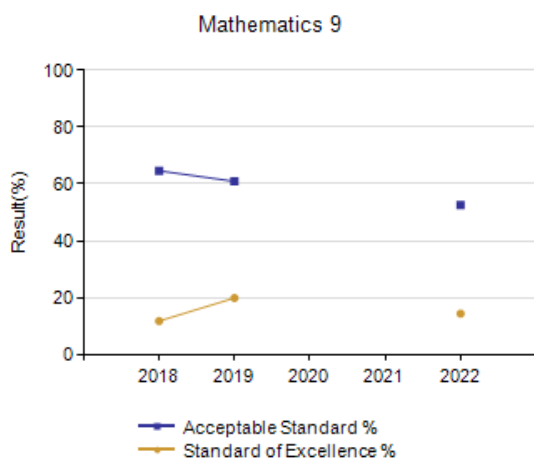
Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

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.

Graph of Provincial Achievement Test Results by Course



[No Data for Français 9]

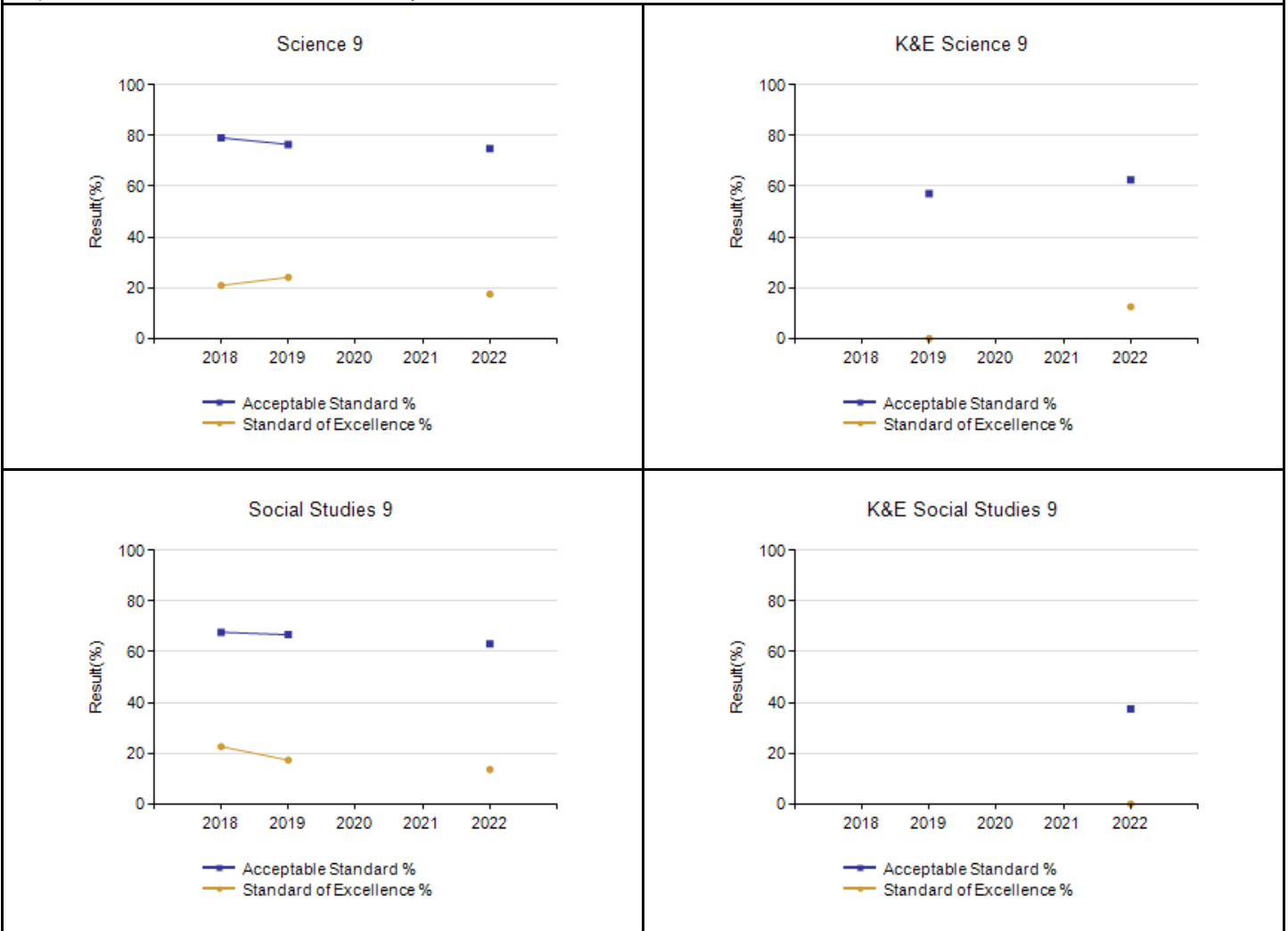


Notes:

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.

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

| Course | Measure | St. Thomas Aquinas Roman Catholic | | | | | | | Alberta | | | |
|---|------------------------|-----------------------------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | 405 | 86.7 | 360 | 91.1 | 56,095 | 76.1 | 54,820 | 83.2 |
| | Standard of Excellence | n/a | n/a | n/a | 405 | 17.3 | 360 | 15.6 | 56,095 | 18.9 | 54,820 | 17.8 |
| French Language Arts 6 30066 | Acceptable Standard | n/a | n/a | n/a | 40 | 65.0 | 25 | 92.0 | 3,496 | 76.9 | 3,559 | 87.7 |
| | Standard of Excellence | n/a | n/a | n/a | 40 | 0.0 | 25 | 16.0 | 3,496 | 10.6 | 3,559 | 15.7 |
| Français 6 30066 | 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 | 405 | 67.9 | 360 | 75.6 | 56,019 | 64.1 | 54,778 | 72.5 |
| | Standard of Excellence | n/a | n/a | n/a | 405 | 7.9 | 360 | 12.2 | 56,019 | 12.6 | 54,778 | 15.0 |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | 405 | 79.5 | 360 | 83.6 | 56,451 | 71.5 | 54,879 | 77.6 |
| | Standard of Excellence | n/a | n/a | n/a | 405 | 19.3 | 360 | 25.0 | 56,451 | 23.7 | 54,879 | 28.6 |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | 405 | 72.8 | 360 | 81.7 | 56,483 | 67.8 | 54,802 | 76.2 |
| | Standard of Excellence | n/a | n/a | n/a | 405 | 16.5 | 360 | 17.8 | 56,483 | 20.1 | 54,802 | 24.4 |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 283 | 77.0 | 332 | 76.2 | 35,521 | 69.6 | 47,465 | 75.1 |
| | Standard of Excellence | n/a | n/a | n/a | 283 | 10.6 | 332 | 13.6 | 35,521 | 12.9 | 47,465 | 14.7 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 11 | 36.4 | 12 | 50.0 | 1,310 | 50.5 | 1,569 | 57.4 |
| | Standard of Excellence | n/a | n/a | n/a | 11 | 0.0 | 12 | 0.0 | 1,310 | 5.0 | 1,569 | 5.4 |
| French Language Arts 9 30066 | Acceptable Standard | n/a | n/a | n/a | 12 | 66.7 | 7 | 71.4 | 3,228 | 73.5 | 2,811 | 82.9 |
| | Standard of Excellence | n/a | n/a | n/a | 12 | 8.3 | 7 | 0.0 | 3,228 | 9.9 | 2,811 | 12.3 |
| Français 9 30066 | 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 | 284 | 52.5 | 327 | 60.9 | 32,890 | 53.0 | 46,764 | 60.0 |
| | Standard of Excellence | n/a | n/a | n/a | 284 | 14.4 | 327 | 19.9 | 32,890 | 16.7 | 46,764 | 19.0 |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | 9 | 66.7 | 17 | 58.8 | 1,746 | 55.3 | 2,190 | 59.6 |
| | Standard of Excellence | n/a | n/a | n/a | 9 | 0.0 | 17 | 5.9 | 1,746 | 11.1 | 2,190 | 13.2 |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | 286 | 74.8 | 336 | 76.5 | 31,215 | 68.0 | 47,489 | 75.2 |
| | Standard of Excellence | n/a | n/a | n/a | 286 | 17.5 | 336 | 24.1 | 31,215 | 22.6 | 47,489 | 26.4 |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | 8 | 62.5 | 7 | 57.1 | 1,185 | 57.8 | 1,536 | 61.7 |
| | Standard of Excellence | n/a | n/a | n/a | 8 | 12.5 | 7 | 0.0 | 1,185 | 11.0 | 1,536 | 10.7 |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 287 | 63.1 | 336 | 66.7 | 30,108 | 60.8 | 47,496 | 68.7 |
| | Standard of Excellence | n/a | n/a | n/a | 287 | 13.6 | 336 | 17.3 | 30,108 | 17.2 | 47,496 | 20.6 |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 8 | 37.5 | n/a | n/a | 1,167 | 53.2 | 1,466 | 55.9 |
| | Standard of Excellence | n/a | n/a | n/a | 8 | 0.0 | n/a | n/a | 1,167 | 14.1 | 1,466 | 15.0 |

- Notes:
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 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the 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.
 4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)

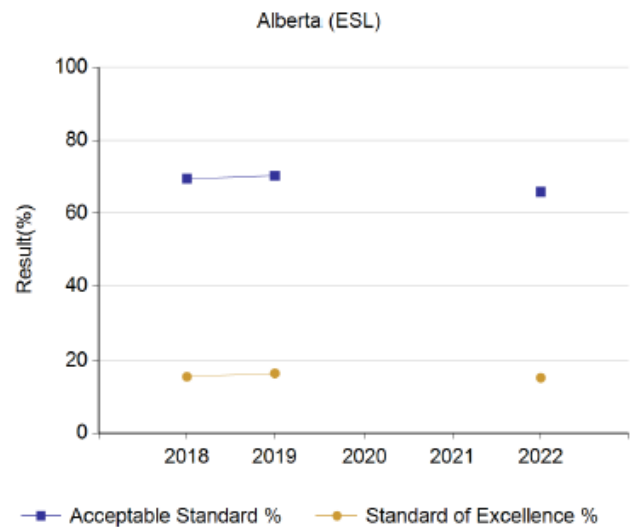
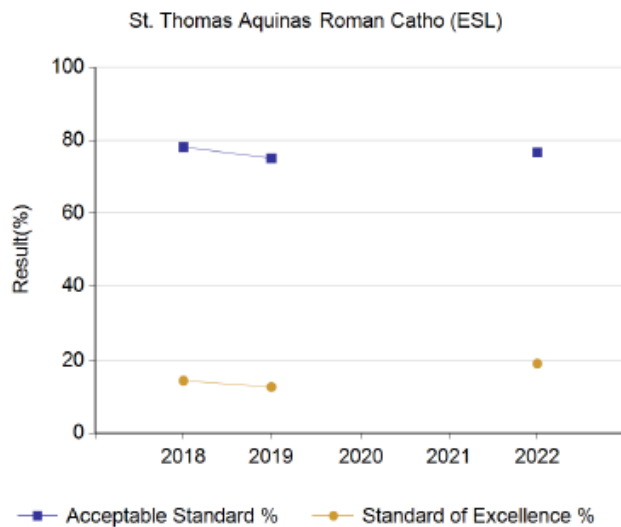


PAT Results By Number Enrolled Measure History

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (ESL)

Province: Alberta (ESL)

| | St. Thomas Aquinas Roman Catho (ESL) | | | | | Alberta (ESL) | | | | |
|--------------------------|--------------------------------------|------|------|------|------|---------------|--------|------|------|--------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 80 | 81 | n/a | n/a | 70 | 15,104 | 16,183 | n/a | n/a | 15,972 |
| Acceptable Standard % | 78.1 | 75.0 | n/a | n/a | 76.6 | 69.4 | 70.2 | n/a | n/a | 65.8 |
| Standard of Excellence % | 14.4 | 12.7 | n/a | n/a | 19.1 | 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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (ESL)

| Course | | Measure | | St. Thomas Aquinas Roman Catho (ESL) | | | | | | Alberta (ESL) | | | | |
|---|------------------------|---------|-----|--------------------------------------|-------------|---------|------|------|---------------------|---------------|-------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 8 | Acceptable Standard | n/a | n/a | n/a | 46 | 87.0 | 36 | 91.7 | 9,336 | 76.8 | 9,804 | 81.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 15.2 | 36 | 5.6 | 9,336 | 16.0 | 9,804 | 13.8 | | |
| French Language Arts 8 année | Acceptable Standard | n/a | n/a | n/a | 2 | * | n/a | n/a | 215 | 74.0 | 228 | 89.5 | | |
| | Standard of Excellence | n/a | n/a | n/a | 2 | * | n/a | n/a | 215 | 11.6 | 228 | 21.5 | | |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 128 | 78.1 | 121 | 89.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 128 | 18.8 | 121 | 15.7 | | |
| Mathematics 8 | Acceptable Standard | n/a | n/a | n/a | 46 | 71.7 | 36 | 75.0 | 9,289 | 65.3 | 9,792 | 72.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 8.7 | 36 | 8.3 | 9,289 | 13.1 | 9,792 | 14.5 | | |
| Science 8 | Acceptable Standard | n/a | n/a | n/a | 46 | 67.4 | 36 | 88.9 | 9,369 | 72.0 | 9,819 | 76.4 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 17.4 | 36 | 38.9 | 9,369 | 21.0 | 9,819 | 23.5 | | |
| Social Studies 8 | Acceptable Standard | n/a | n/a | n/a | 46 | 69.6 | 36 | 83.3 | 9,379 | 68.4 | 9,817 | 74.8 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 15.2 | 36 | 22.2 | 9,379 | 17.9 | 9,817 | 20.5 | | |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 24 | 79.2 | 44 | 68.2 | 4,153 | 61.9 | 6,143 | 63.4 | | |
| | Standard of Excellence | n/a | n/a | n/a | 24 | 8.3 | 44 | 2.3 | 4,153 | 7.0 | 6,143 | 6.8 | | |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 45.7 | 191 | 49.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 127 | 2.4 | 191 | 2.1 | | |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 189 | 64.0 | 158 | 79.1 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 189 | 10.1 | 158 | 13.9 | | |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 40 | 72.5 | 42 | 81.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 40 | 17.5 | 42 | 9.5 | | |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | 24 | 75.0 | 45 | 60.0 | 4,157 | 47.0 | 6,102 | 53.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | 24 | 41.7 | 45 | 13.3 | 4,157 | 12.9 | 6,102 | 16.3 | | |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 143 | 54.5 | 213 | 54.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 143 | 9.8 | 213 | 15.0 | | |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | 24 | 91.7 | 45 | 73.3 | 3,141 | 55.8 | 6,163 | 66.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | 24 | 29.2 | 45 | 11.1 | 3,141 | 13.7 | 6,163 | 18.1 | | |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 109 | 52.3 | 167 | 61.1 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 109 | 2.8 | 167 | 6.0 | | |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 24 | 83.3 | 44 | 68.2 | 4,434 | 54.5 | 6,151 | 59.6 | | |
| | Standard of Excellence | n/a | n/a | n/a | 24 | 37.5 | 44 | 4.5 | 4,434 | 12.6 | 6,151 | 14.1 | | |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 103 | 64.1 | 163 | 57.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 103 | 11.7 | 163 | 12.3 | | |

Notes:

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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. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
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Student Growth and Achievement (Grades K-9)



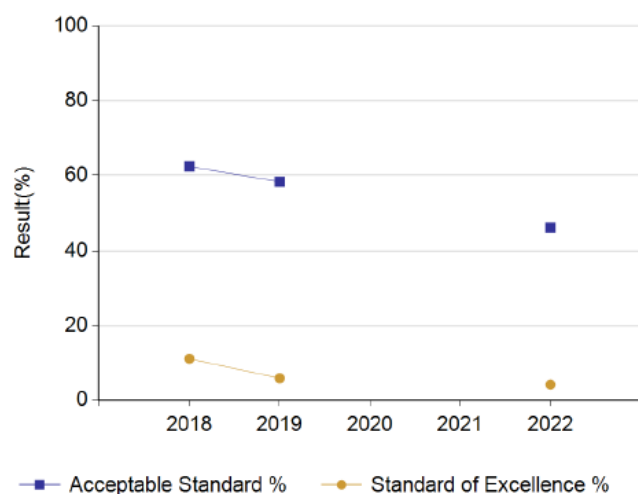
PAT Results By Number Enrolled Measure History

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

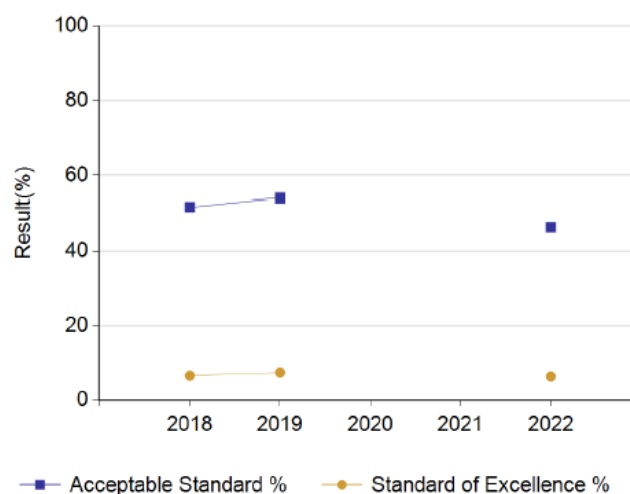
Province: Alberta (FNMI)

| | St. Thomas Aquinas Roman Catho (FNMI) | | | | | Alberta (FNMI) | | | | |
|--------------------------|---------------------------------------|------|------|------|------|----------------|-------|------|------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 74 | 76 | n/a | n/a | 84 | 7,671 | 7,845 | n/a | n/a | 8,610 |
| Acceptable Standard % | 62.3 | 58.2 | n/a | n/a | 46.3 | 51.7 | 54.0 | n/a | n/a | 46.4 |
| Standard of Excellence % | 11.1 | 5.9 | n/a | n/a | 4.2 | 6.6 | 7.4 | n/a | n/a | 6.4 |

St. Thomas Aquinas Roman Catho (FNMI)



Alberta (FNMI)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

| Course | | Measure | | St. Thomas Aquinas Roman Catho (FNMI) | | | | | | Alberta (FNMI) | | | | |
|---|------------------------|---------|-----|---------------------------------------|-------------|---------|------|------|---------------------|----------------|-------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | 46 | 65.2 | 45 | 66.7 | 4,275 | 58.2 | 4,109 | 71.6 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 6.5 | 45 | 11.1 | 4,275 | 7.4 | 4,109 | 6.3 | | |
| French Language Arts 6 année | Acceptable Standard | n/a | n/a | n/a | 1 | * | n/a | n/a | 171 | 63.7 | 166 | 81.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | 1 | * | n/a | n/a | 171 | 6.4 | 166 | 6.6 | | |
| Français 6 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14 | 71.4 | 15 | 80.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 14 | 7.1 | 15 | 0.0 | | |
| Mathematics 6 | Acceptable Standard | n/a | n/a | n/a | 46 | 34.8 | 45 | 60.0 | 4,294 | 40.3 | 4,101 | 50.5 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 6.5 | 45 | 0.0 | 4,294 | 3.7 | 4,101 | 4.2 | | |
| Science 6 | Acceptable Standard | n/a | n/a | n/a | 46 | 52.2 | 45 | 64.4 | 4,391 | 51.2 | 4,096 | 59.2 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 6.5 | 45 | 6.7 | 4,391 | 9.7 | 4,096 | 11.9 | | |
| Social Studies 6 | Acceptable Standard | n/a | n/a | n/a | 46 | 47.8 | 45 | 66.7 | 4,396 | 46.8 | 4,080 | 57.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | 46 | 2.2 | 45 | 6.7 | 4,396 | 7.3 | 4,080 | 8.9 | | |
| English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 29 | 48.3 | 27 | 59.3 | 2,822 | 49.4 | 3,259 | 55.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | 29 | 3.4 | 27 | 0.0 | 2,822 | 3.6 | 3,259 | 4.2 | | |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | 9 | * | n/a | n/a | 362 | 46.7 | 416 | 56.3 | | |
| | Standard of Excellence | n/a | n/a | n/a | 9 | * | n/a | n/a | 362 | 5.0 | 416 | 5.0 | | |
| French Language Arts 9 année | Acceptable Standard | n/a | n/a | n/a | 1 | * | n/a | n/a | 135 | 53.3 | 93 | 67.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | 1 | * | n/a | n/a | 135 | 5.2 | 93 | 5.4 | | |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 12 | 50.0 | 9 | 77.8 | | |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 12 | 0.0 | 9 | 11.1 | | |
| Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | 30 | 26.7 | 25 | 32.0 | 2,169 | 26.3 | 3,128 | 31.5 | | |
| | Standard of Excellence | n/a | n/a | n/a | 30 | 0.0 | 25 | 0.0 | 2,169 | 4.1 | 3,128 | 5.4 | | |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | 7 | 71.4 | n/a | n/a | 451 | 48.1 | 525 | 55.0 | | |
| | Standard of Excellence | n/a | n/a | n/a | 7 | 0.0 | n/a | n/a | 451 | 6.0 | 525 | 11.4 | | |
| Science 9 | Acceptable Standard | n/a | n/a | n/a | 30 | 50.0 | 27 | 51.9 | 2,478 | 49.3 | 3,245 | 52.8 | | |
| | Standard of Excellence | n/a | n/a | n/a | 30 | 3.3 | 27 | 11.1 | 2,478 | 8.5 | 3,245 | 10.2 | | |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | 7 | 57.1 | n/a | n/a | 321 | 53.3 | 425 | 56.2 | | |
| | Standard of Excellence | n/a | n/a | n/a | 7 | 14.3 | n/a | n/a | 321 | 9.7 | 425 | 6.1 | | |
| Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 30 | 33.3 | 27 | 44.4 | 2,073 | 34.7 | 3,261 | 44.7 | | |
| | Standard of Excellence | n/a | n/a | n/a | 30 | 3.3 | 27 | 11.1 | 2,073 | 4.1 | 3,261 | 6.8 | | |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | 7 | 42.9 | n/a | n/a | 320 | 41.3 | 388 | 53.9 | | |
| | Standard of Excellence | n/a | n/a | n/a | 7 | 0.0 | n/a | n/a | 320 | 9.1 | 388 | 12.9 | | |

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
 5. 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.

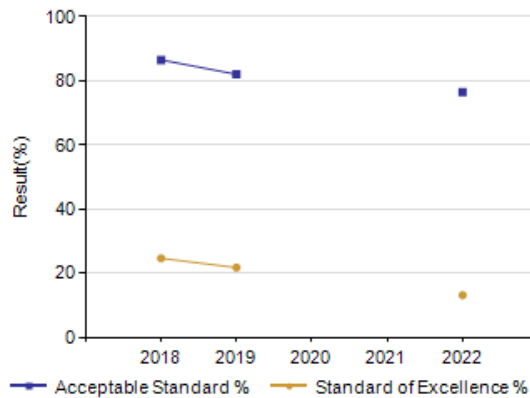
DIPLOMA EXAMS—MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing.

| | | | Results (in percentages) | | | | | | | | | | Target | |
|---------------------------|-----------|-------|--------------------------|------|------|-----|------|-----|------|------|------|---|--------|---|
| | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | 2022 | |
| | | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | 95.5 | 17.9 | 91.3 | 10.0 | n/a | n/a | n/a | n/a | 83.3 | 4.2 | | | |
| | Province | 87.5 | 13.2 | 86.8 | 12.3 | n/a | n/a | n/a | n/a | 78.8 | 9.4 | | | |
| English Lang Arts 30-2 | Authority | 95.3 | 11.6 | 80.4 | 11.8 | n/a | n/a | n/a | n/a | 68.8 | 6.3 | | | |
| | Province | 88.0 | 13.1 | 87.1 | 12.1 | n/a | n/a | n/a | n/a | 80.8 | 12.3 | | | |
| French Language Arts 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | | |
| | Province | 93.8 | 11.0 | 91.5 | 10.1 | n/a | n/a | n/a | n/a | 91.9 | 6.8 | | | |
| Français 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | | |
| | Province | 97.4 | 23.0 | 98.6 | 29.5 | n/a | n/a | n/a | n/a | 98.8 | 44.2 | | | |
| Mathematics 30-1 | Authority | 77.5 | 27.5 | 84.6 | 25.6 | n/a | n/a | n/a | n/a | * | * | | | |
| | Province | 77.8 | 35.3 | 77.8 | 35.1 | n/a | n/a | n/a | n/a | 63.6 | 23.0 | | | |
| Mathematics 30-2 | Authority | 80.5 | 9.8 | 76.1 | 16.4 | n/a | n/a | n/a | n/a | 64.3 | 14.3 | | | |
| | Province | 74.2 | 16.4 | 76.5 | 16.8 | n/a | n/a | n/a | n/a | 61.5 | 11.8 | | | |
| Social Studies 30-1 | Authority | 91.4 | 22.4 | 90.2 | 19.7 | n/a | n/a | n/a | n/a | 77.0 | 13.1 | | | |
| | Province | 86.2 | 17.7 | 86.6 | 17.0 | n/a | n/a | n/a | n/a | 81.5 | 15.8 | | | |
| Social Studies 30-2 | Authority | 83.3 | 4.2 | 69.2 | 9.2 | n/a | n/a | n/a | n/a | 71.4 | 4.8 | | | |
| | Province | 78.8 | 12.2 | 77.8 | 12.2 | n/a | n/a | n/a | n/a | 72.5 | 13.2 | | | |
| Biology 30 | Authority | 100.0 | 66.7 | 79.4 | 33.3 | n/a | n/a | n/a | n/a | 79.5 | 17.9 | | | |
| | Province | 86.6 | 36.6 | 83.9 | 35.5 | n/a | n/a | n/a | n/a | 74.3 | 25.2 | | | |
| Chemistry 30 | Authority | 73.8 | 32.3 | 78.4 | 32.4 | n/a | n/a | n/a | n/a | 71.9 | 18.8 | | | |
| | Province | 83.6 | 38.3 | 85.7 | 42.5 | n/a | n/a | n/a | n/a | 77.1 | 31.1 | | | |
| Physics 30 | Authority | 94.4 | 44.4 | 83.3 | 28.6 | n/a | n/a | n/a | n/a | 76.9 | 23.1 | | | |
| | Province | 86.2 | 43.6 | 87.5 | 43.5 | n/a | n/a | n/a | n/a | 78.5 | 34.6 | | | |
| Science 30 | Authority | 80.9 | 31.9 | 88.2 | 55.9 | n/a | n/a | n/a | n/a | 83.6 | 20.0 | | | |
| | Province | 85.4 | 31.5 | 85.7 | 31.2 | n/a | n/a | n/a | n/a | 75.7 | 17.2 | | | |

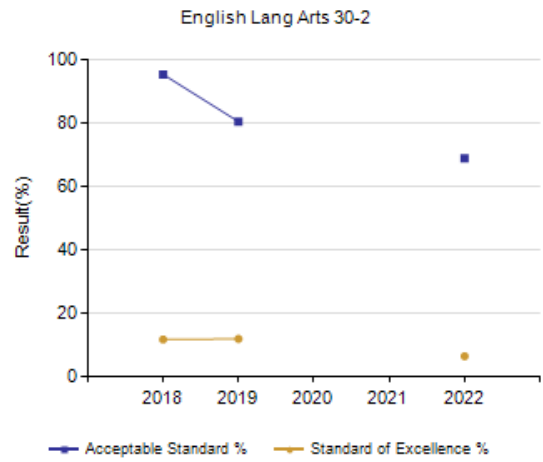
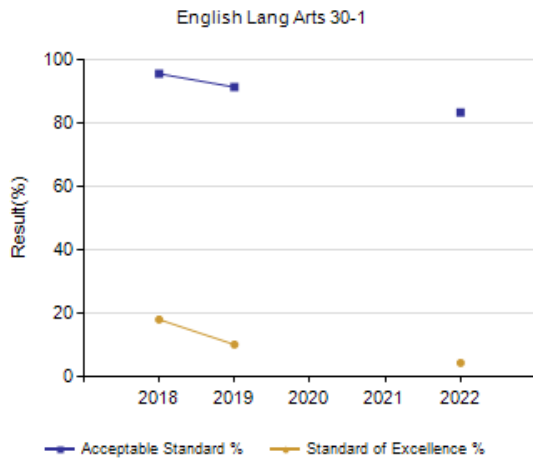
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
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

Graph of Diploma Examination Results – Overall



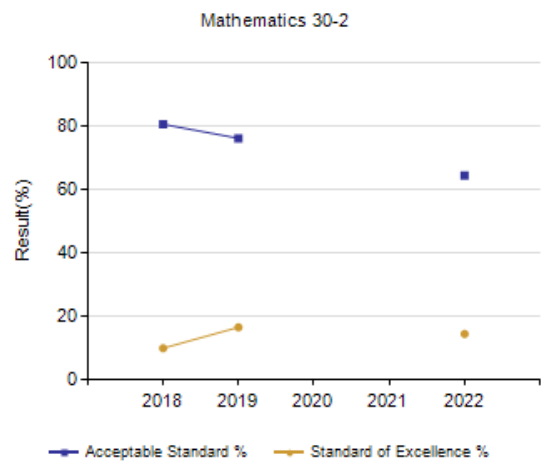
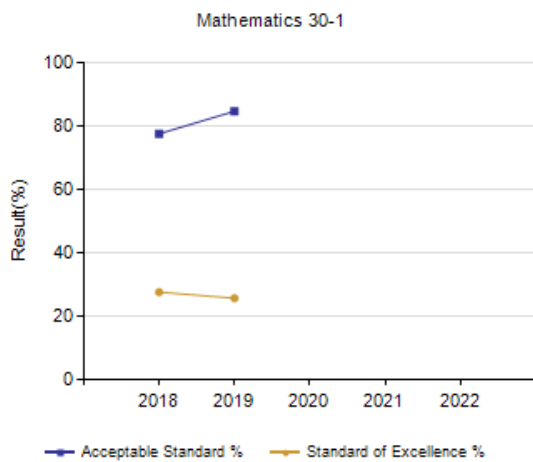
- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Participation in the 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. Caution should be used when interpreting trends over time.

Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

[No Data for Français 30]

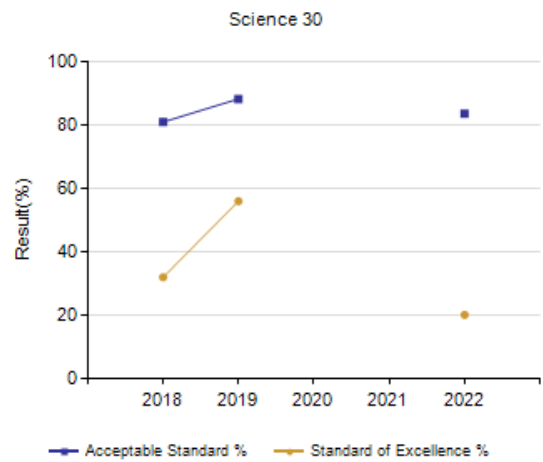
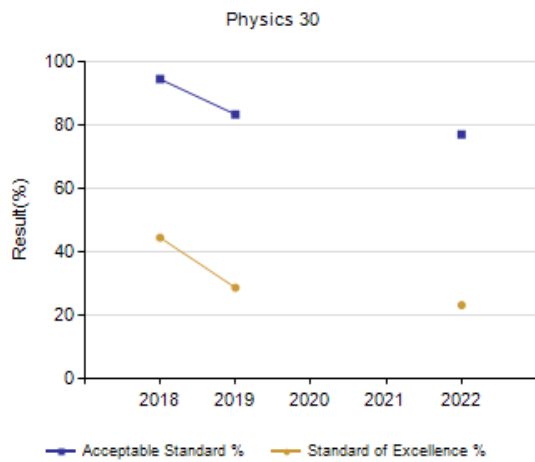
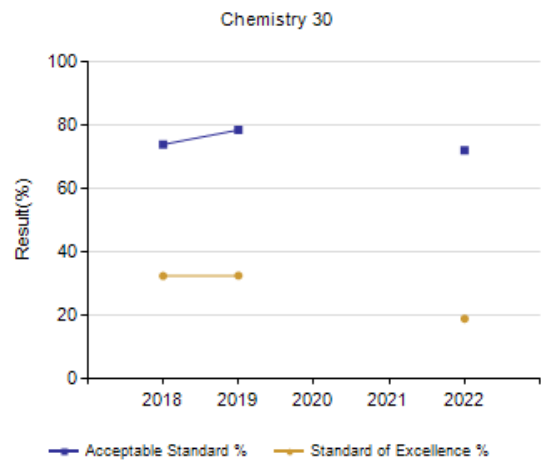
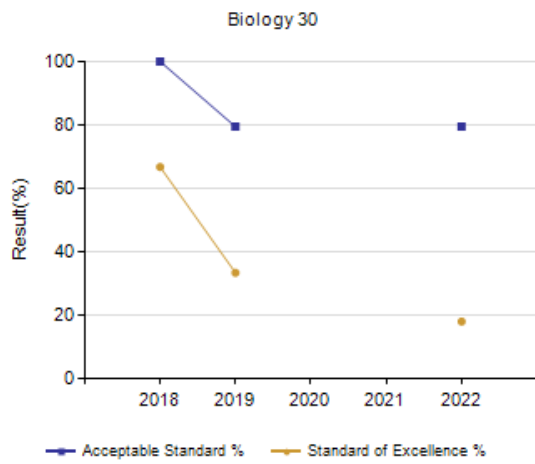
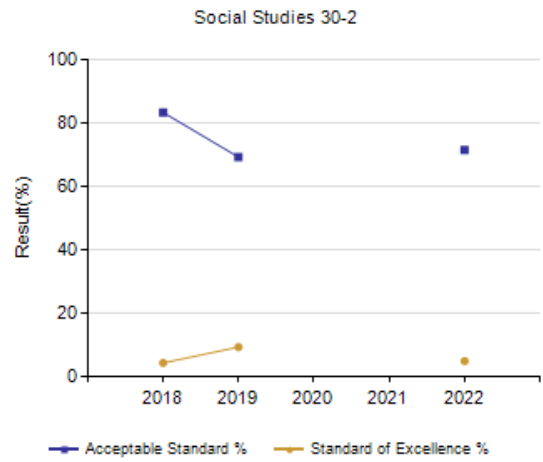
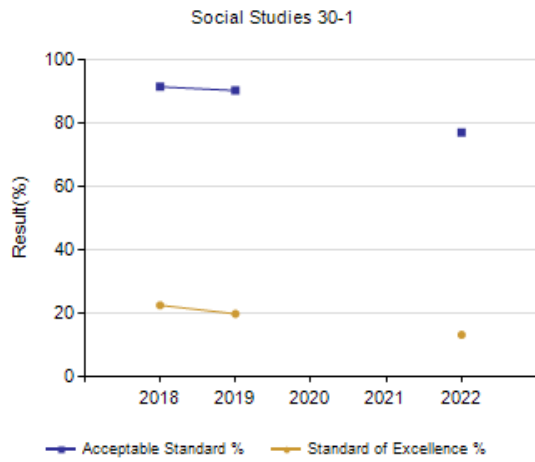


Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the 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. Caution should be used when interpreting trends over time.

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

Diploma Examination Results by Course



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the 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. Caution should be used when interpreting trends over time.

Diploma Examination Results Course By Course Summary With Measure Evaluation

| | | St. Thomas Aquinas Roman Catho | | | | | | | Alberta | | | |
|---------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| Course | Measure | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | 48 | 83.3 | 80 | 91.3 | 17,372 | 78.8 | 29,832 | 86.8 |
| | Standard of Excellence | n/a | n/a | n/a | 48 | 4.2 | 80 | 10.0 | 17,372 | 9.4 | 29,832 | 12.3 |
| English Lang Arts 30-2 | Acceptable Standard | n/a | n/a | n/a | 32 | 68.8 | 51 | 80.4 | 8,903 | 80.8 | 16,640 | 87.1 |
| | Standard of Excellence | n/a | n/a | n/a | 32 | 6.3 | 51 | 11.8 | 8,903 | 12.3 | 16,640 | 12.1 |
| French Language Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 666 | 91.9 | 1,215 | 91.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 666 | 6.8 | 1,215 | 10.1 |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 86 | 98.8 | 139 | 98.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 86 | 44.2 | 139 | 29.5 |
| Mathematics 30-1 | Acceptable Standard | n/a | n/a | n/a | 3 | * | 39 | 84.6 | 9,102 | 63.6 | 19,389 | 77.8 |
| | Standard of Excellence | n/a | n/a | n/a | 3 | * | 39 | 25.6 | 9,102 | 23.0 | 19,389 | 35.1 |
| Mathematics 30-2 | Acceptable Standard | n/a | n/a | n/a | 14 | 64.3 | 67 | 76.1 | 7,872 | 61.5 | 14,465 | 76.5 |
| | Standard of Excellence | n/a | n/a | n/a | 14 | 14.3 | 67 | 16.4 | 7,872 | 11.8 | 14,465 | 16.8 |
| Social Studies 30-1 | Acceptable Standard | n/a | n/a | n/a | 61 | 77.0 | 61 | 90.2 | 13,811 | 81.5 | 21,610 | 86.6 |
| | Standard of Excellence | n/a | n/a | n/a | 61 | 13.1 | 61 | 19.7 | 13,811 | 15.8 | 21,610 | 17.0 |
| Social Studies 30-2 | Acceptable Standard | n/a | n/a | n/a | 42 | 71.4 | 65 | 69.2 | 11,131 | 72.5 | 20,758 | 77.8 |
| | Standard of Excellence | n/a | n/a | n/a | 42 | 4.8 | 65 | 9.2 | 11,131 | 13.2 | 20,758 | 12.2 |
| Biology 30 | Acceptable Standard | n/a | n/a | n/a | 39 | 79.5 | 63 | 79.4 | 13,449 | 74.3 | 22,442 | 83.9 |
| | Standard of Excellence | n/a | n/a | n/a | 39 | 17.9 | 63 | 33.3 | 13,449 | 25.2 | 22,442 | 35.5 |
| Chemistry 30 | Acceptable Standard | n/a | n/a | n/a | 32 | 71.9 | 37 | 78.4 | 10,196 | 77.1 | 18,525 | 85.7 |
| | Standard of Excellence | n/a | n/a | n/a | 32 | 18.8 | 37 | 32.4 | 10,196 | 31.1 | 18,525 | 42.5 |
| Physics 30 | Acceptable Standard | n/a | n/a | n/a | 26 | 76.9 | 42 | 83.3 | 5,560 | 78.5 | 9,247 | 87.5 |
| | Standard of Excellence | n/a | n/a | n/a | 26 | 23.1 | 42 | 28.6 | 5,560 | 34.6 | 9,247 | 43.5 |
| Science 30 | Acceptable Standard | n/a | n/a | n/a | 55 | 83.6 | 34 | 88.2 | 4,887 | 75.7 | 9,676 | 85.7 |
| | Standard of Excellence | n/a | n/a | n/a | 55 | 20.0 | 34 | 55.9 | 4,887 | 17.2 | 9,676 | 31.2 |

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 examination participation in the 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.

2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

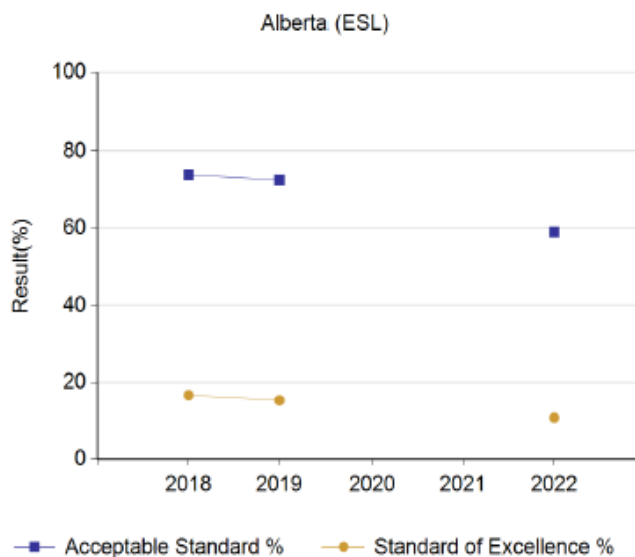
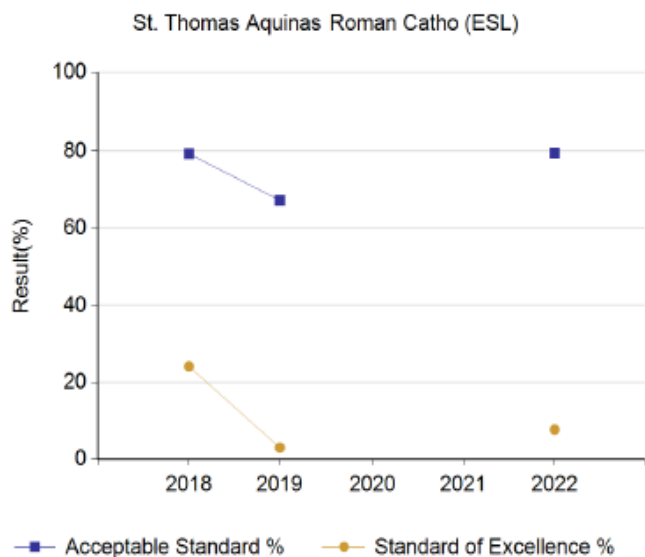
A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Exam Results By Students Writing Measure History

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (ESL)

Province: Alberta (ESL)

| | St. Thomas Aquinas Roman Catho (ESL) | | | | | Alberta (ESL) | | | | |
|--------------------------|--------------------------------------|------|------|------|------|---------------|-------|------|------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 12 | 28 | n/a | n/a | 22 | 6,329 | 6,239 | n/a | n/a | 5,396 |
| Acceptable Standard % | 79.3 | 67.2 | n/a | n/a | 79.5 | 73.8 | 72.5 | n/a | n/a | 59.0 |
| Standard of Excellence % | 24.1 | 3.0 | n/a | n/a | 7.7 | 16.6 | 15.3 | n/a | n/a | 10.8 |



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (ESL)

| Course | | Measure | | St. Thomas Aquinas Roman Catho (ESL) | | | | | | Alberta (ESL) | | | | |
|---|--|---------|-----|--------------------------------------|-------------|---------|------|------|---------------------|---------------|-------|-------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 3 | * | n/a | n/a | 1,398 | 55.5 | 2,294 | 68.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 3 | * | n/a | n/a | 1,398 | 2.6 | 2,294 | 3.3 | | |
| English Lang Arts 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 2 | * | 11 | 81.8 | 1,368 | 63.9 | 2,420 | 73.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 2 | * | 11 | 9.1 | 1,368 | 3.7 | 2,420 | 4.8 | | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 93.8 | 43 | 93.0 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 16 | 12.5 | 43 | 20.9 | | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8 | 100.0 | 6 | 100.0 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 8 | 25.0 | 6 | 33.3 | | |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 873 | 52.2 | 1,807 | 71.7 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 873 | 19.2 | 1,807 | 27.6 | | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 2 | * | 13 | 61.5 | 819 | 46.9 | 1,461 | 68.8 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 2 | * | 13 | 0.0 | 819 | 6.3 | 1,461 | 11.6 | | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 6 | 100.0 | n/a | n/a | 804 | 68.7 | 1,082 | 79.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 6 | 0.0 | n/a | n/a | 804 | 9.0 | 1,082 | 9.6 | | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 5 | * | 11 | 54.5 | 1,630 | 55.6 | 2,901 | 65.7 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 5 | * | 11 | 0.0 | 1,630 | 7.1 | 2,901 | 7.5 | | |
| Biology 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 8 | 62.5 | 10 | 50.0 | 1,030 | 61.0 | 1,745 | 76.6 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 8 | 0.0 | 10 | 0.0 | 1,030 | 18.0 | 1,745 | 24.7 | | |
| Chemistry 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 5 | * | n/a | n/a | 807 | 67.9 | 1,553 | 78.8 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 5 | * | n/a | n/a | 807 | 23.5 | 1,553 | 34.6 | | |
| Physics 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 1 | * | 6 | 66.7 | 444 | 63.1 | 744 | 79.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 1 | * | 6 | 0.0 | 444 | 26.4 | 744 | 32.3 | | |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 7 | 85.7 | 6 | 66.7 | 536 | 59.7 | 975 | 78.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 7 | 42.9 | 6 | 16.7 | 536 | 11.8 | 975 | 21.8 | | |

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the 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.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Student Growth and Achievement (Grades 10-12)

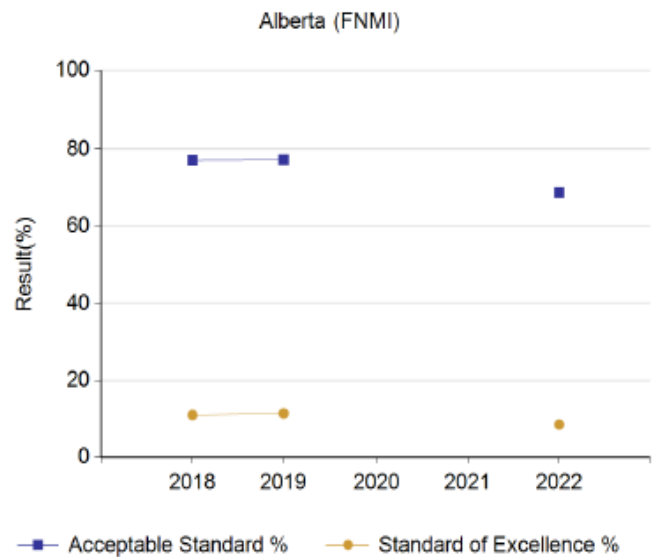
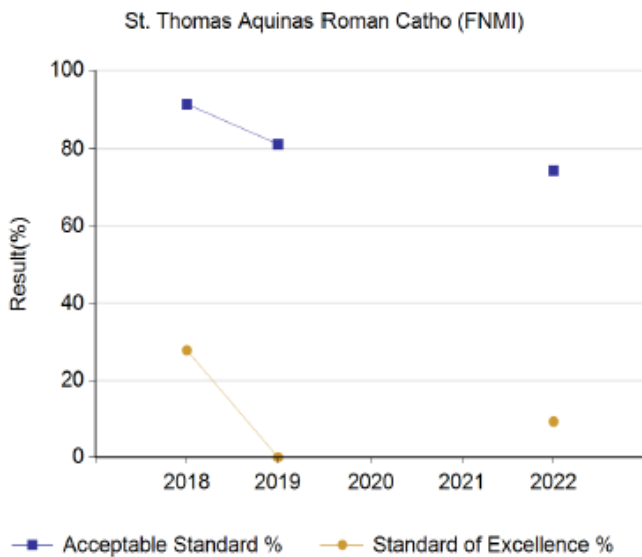


Diploma Exam Results By Students Writing Measure History

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

Province: Alberta (FNMI)

| | St. Thomas Aquinas Roman Catho (FNMI) | | | | | Alberta (FNMI) | | | | |
|--------------------------|---------------------------------------|------|------|------|------|----------------|-------|------|------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2018 | 2019 | 2020 | 2021 | 2022 |
| N | 12 | 9 | n/a | n/a | 28 | 3,620 | 3,452 | n/a | n/a | 3,107 |
| Acceptable Standard % | 91.7 | 81.3 | n/a | n/a | 74.4 | 77.1 | 77.2 | n/a | n/a | 68.7 |
| Standard of Excellence % | 27.8 | 0.0 | n/a | n/a | 9.3 | 11.0 | 11.4 | n/a | n/a | 8.5 |



Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

| Course | | Measure | | St. Thomas Aquinas Roman Catho (FNMI) | | | | | | Alberta (FNMI) | | | | |
|---|--|---------|-----|---------------------------------------|-------------|---------|------|-----|---------------------|----------------|-------|------|---------------------|---|
| | | | | Achievement | Improvement | Overall | 2022 | | Prev 3 Year Average | | 2022 | | Prev 3 Year Average | |
| | | | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 6 | 83.3 | n/a | n/a | 722 | 73.5 | 1,164 | 84.4 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 6 | 0.0 | n/a | n/a | 722 | 4.4 | 1,164 | 5.4 | | |
| English Lang Arts 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 10 | 80.0 | n/a | n/a | 923 | 82.1 | 1,548 | 88.4 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 10 | 0.0 | n/a | n/a | 923 | 9.2 | 1,548 | 9.7 | | |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18 | 83.3 | 32 | 81.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 18 | 0.0 | 32 | 0.0 | | |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2 | * | n/a | n/a | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2 | * | n/a | n/a | | |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 220 | 50.9 | 467 | 61.7 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 220 | 10.5 | 467 | 18.2 | | |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 3 | * | n/a | n/a | 413 | 55.2 | 699 | 72.0 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 3 | * | n/a | n/a | 413 | 7.3 | 699 | 12.0 | | |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 3 | * | n/a | n/a | 564 | 72.5 | 864 | 77.3 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 3 | * | n/a | n/a | 564 | 7.4 | 864 | 7.6 | | |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 5 | * | n/a | n/a | 929 | 66.0 | 1,647 | 70.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 5 | * | n/a | n/a | 929 | 5.4 | 1,647 | 5.8 | | |
| Biology 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 4 | * | n/a | n/a | 514 | 58.9 | 821 | 72.6 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 4 | * | n/a | n/a | 514 | 11.5 | 821 | 17.8 | | |
| Chemistry 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 1 | * | n/a | n/a | 285 | 62.5 | 527 | 72.9 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 1 | * | n/a | n/a | 285 | 15.4 | 527 | 23.7 | | |
| Physics 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 3 | * | n/a | n/a | 159 | 68.6 | 216 | 74.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 3 | * | n/a | n/a | 159 | 25.2 | 216 | 25.9 | | |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 8 | 62.5 | n/a | n/a | 250 | 70.0 | 471 | 84.1 | | |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 8 | 25.0 | n/a | n/a | 250 | 7.2 | 471 | 19.5 | | |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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3. Participation in the 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.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

2021-2022 SCHOOL YEAR STRATEGIES

- Response to Intervention (RTI)
 - ⇒ Universal and targeted instruction
 - ⇒ School Leadership Teams analyze results to drive professional development and instructional practices
- Attendance monitoring to identify students who may require additional accommodations and support
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes, and technology)
- The School Leadership Teams and individual Professional Learning Community groups will set goals

PROFESSIONAL LEARNING

- Schools will access and analyze Provincial Achievement Tests and Diploma Exam results through the Government of Alberta and the Learning Consortias
- Staff will access Division professional development offerings by the Central Office Learning Team

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall the PAT results are 5% higher than the province in the Acceptable Standard, and 3.6% below in the Standard of Excellence. In examining the results in more detail, there are subject areas where we have scored lower than province.
- Diploma Acceptable standards are 1.2% higher than the province, and 4.9% below in the area of Excellence. The Acceptable Standard and Standard of Excellence both decreased significantly provincially and in the Division.

Grade 6

- In almost every subject area, there was a decrease in both Acceptable Standard and Standard of Excellence; however, our Division remains above the province in the Acceptable Standard.
- In every subject, our Division scores are below the province in the Standard of Excellence. In French-Language Arts, there was a large decrease in both categories: Acceptable Standard (27%) and Standard of Excellence (16%) with provincial results also showing a decrease in Acceptable Standard (11%) and Standard of Excellence (5%).

Grade 9

- In English-Language Arts, Science and Social Studies, our Division remains above provincial average in the Acceptable Standard, but scored below in the Standard of Excellence.
- Math results in both Acceptable Standard (8.4%) and Standard of Excellence (5.5%) decreased and are slightly below the provincial standard. Overall, provincially there was a 13% decrease in the Acceptable Standard.
- Math Knowledge & Employability (K&E) results increased by 7.9% in the Acceptable Standard and is 11.4% above provincial average.
- French-Language Arts results show a 4.7% decrease in the Acceptable Standard but an increase of 8.3% in the Standard of Excellence. Both results remain below the provincial average.

Grade 12

- Results in English Language Arts, Math 30-2, and Social 30-1 all show a decrease in both the Acceptable Standard and Standard of Excellence.
- English-Language Arts 30-2 results significantly decreased in the Acceptable Standard (11.6%). The Division scored below the provincial average for both the Acceptable Standard (12%) and Standard of Excellence (6%).

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Grade 12 (cntd)

- Division results for Math 30-2, Science 30, English Language Arts 30-1, and Biology 30 all scored higher than the province in the Acceptable Standard. All other subjects scored below the provincial standard.
- Division results for Math 30-2 and Science 30 scored higher than the province in the Standard of Excellence. All other subjects scored below the provincial standard.

English as a Second Language (ESL)

- The Division overall results in grade 6 and 9 are above the provincial average in both the Acceptable Standard (10.8%) and Standard of Excellence (3.9%)
- Grade 12 results are above the provincial average in the Acceptable Standard (20.5%) but slightly below in the Standard Excellence.

First Nation, Métis, and Inuit Students

- Overall data shows the grade 6 and 9 Division results are in line with the provincial Acceptable Standard results; however, the provincial Acceptable Standard results are extremely low (46.4%)
- The grade 6 Division results in the Acceptable Standard in Math decreased by 25.2%, in comparison to the three year average, while the province decreased by 10.2%.
- The grade 12 overall Division data is above the provincial average in both the Acceptable Standard (5.7%) and Standard of Excellence (0.8%).

CONCLUSIONS

- Results likely reflect the impact of the COVID-19 pandemic restrictions and the reality of at-home learning.
- Participation in the 2021-2022 Diploma Exams was impacted by the COVID pandemic. The exams were not written in the first semester, so results need to be interpreted with caution due to fewer students writing.
- Division and school supports for English as a Second Language Learners is effective.
- Knowledge and Employability humanity course results are an area of concern both divisionally and provincially.
- Math results are of particular concern both divisionally and provincially.
- The Division continues to have small numbers of First Nation, Métis, and Inuit students writing diploma level courses.
- While the Division tends to be close to or above the provincial Acceptable Standard, the results for the Standard of Excellence consistently remain below provincial average.

IMPLICATIONS

- It is important that each school analyze their data and collaborate with teachers and administrators to plan for improved pedagogical practices to support all students.
- It may be beneficial to consider collaborating with other school districts to identify and develop best practices to address deficiencies in Math throughout the province.
- As there were significant decreases in achievement, it will be important to assess and plan for interventions to ensure foundational skills and knowledge for all students.
- It will be important to consult, collaborate and share best practices, both provincially and divisionally, to support high levels of learning and inspire students to reach Standards of Excellence.

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

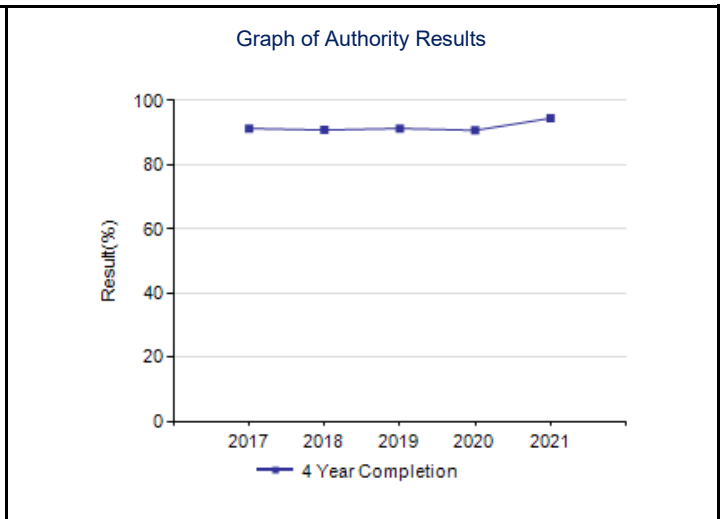
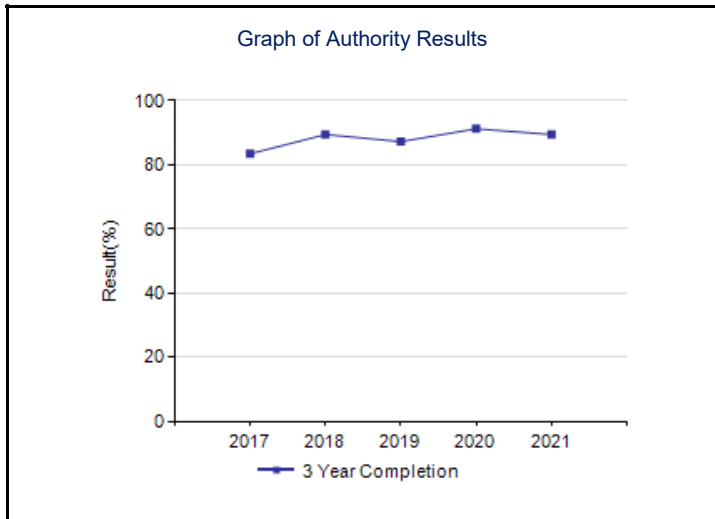
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

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

HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

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

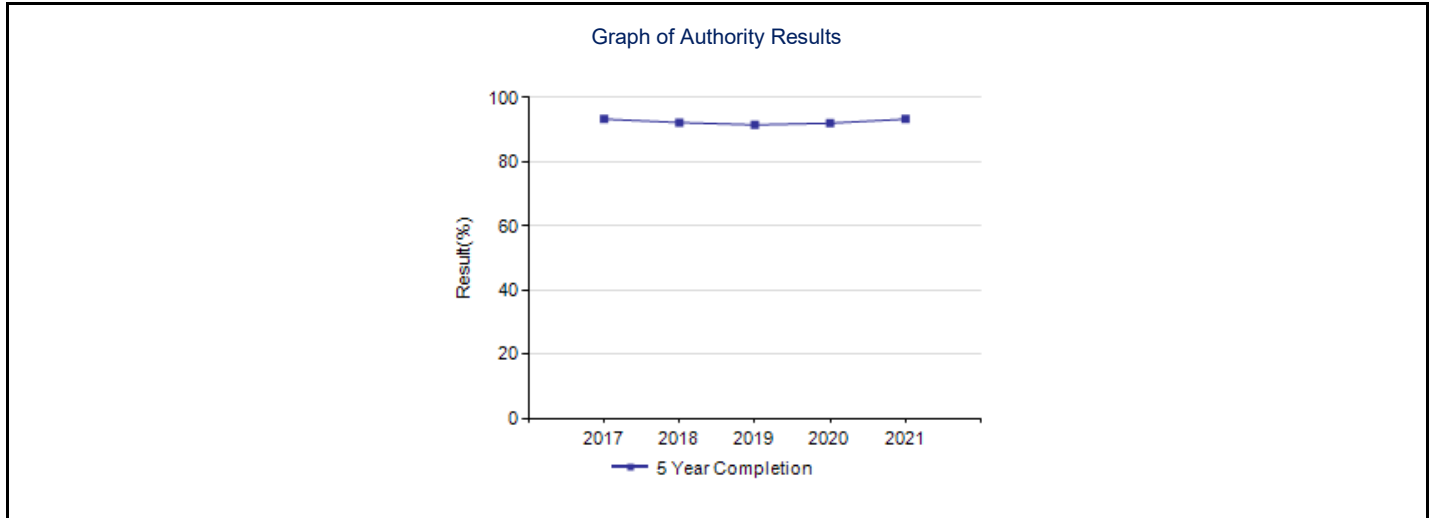
| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|-------------------|-----------|------|------|------|------|------|------|------|------|------|--------------------|------------|-----------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | | | | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| 3 Year Completion | 133 | 83.4 | 115 | 89.4 | 138 | 87.2 | 125 | 91.2 | 136 | 89.4 | Very High | Maintained | Excellent | 44,982 | 78.7 | 44,978 | 79.7 | 45,354 | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 |
| 4 Year Completion | 128 | 91.3 | 133 | 90.8 | 115 | 91.3 | 137 | 90.7 | 125 | 94.5 | Very High | Improved | Excellent | 44,841 | 83.0 | 44,994 | 83.3 | 44,980 | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 |
| 5 Year Completion | 125 | 93.3 | 128 | 92.2 | 133 | 91.5 | 115 | 92.0 | 137 | 93.3 | Very High | Maintained | Excellent | 43,736 | 83.8 | 44,842 | 85.2 | 44,988 | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 |



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 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. Caution should be used when interpreting high school completion rate results over time.

HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS



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 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. Caution should be used when interpreting high school completion rate results over time.

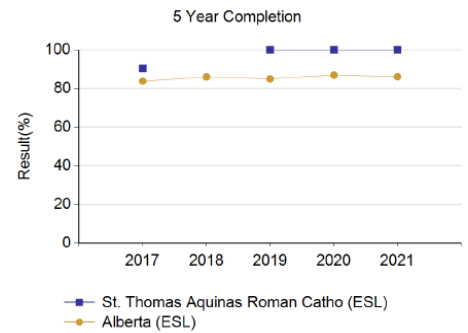
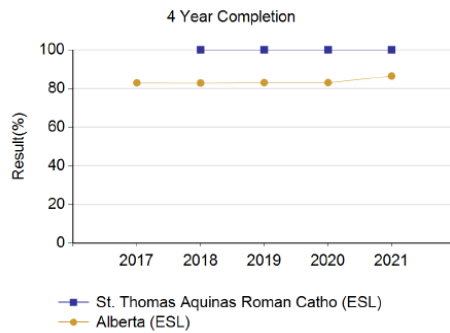
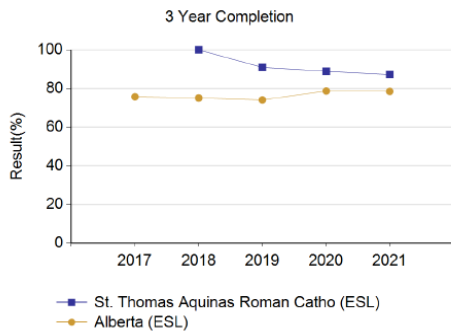


HIGH SCHOOL COMPLETION RATE: ESL

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (ESL)

Province: Alberta (ESL)

| | St. Thomas Aquinas Roman Catho (ESL) | | | | | | | | | | Measure Evaluation | | | Alberta (ESL) | | | | | | | | | |
|--------------------------|--------------------------------------|------|------|-------|------|-------|------|-------|------|-------|--------------------|-------------|-----------|---------------|------|-------|------|-------|------|-------|------|-------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | Achievement | Improvement | Overall | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 5 | * | 7 | 100.0 | 11 | 90.9 | 18 | 88.9 | 23 | 87.2 | High | Maintained | Good | 3,071 | 75.7 | 3,388 | 75.1 | 3,307 | 74.1 | 3,654 | 78.7 | 3,646 | 78.5 |
| 4 Year Completion | 2 | * | 6 | 100.0 | 9 | 100.0 | 8 | 100.0 | 15 | 100.0 | Very High | Maintained | Excellent | 2,512 | 82.9 | 2,784 | 82.8 | 3,076 | 83.0 | 2,993 | 83.0 | 3,278 | 86.4 |
| 5 Year Completion | 8 | 90.3 | 2 | * | 6 | 100.0 | 9 | 100.0 | 8 | 100.0 | Very High | Maintained | Excellent | 2,102 | 83.8 | 2,410 | 86.0 | 2,664 | 85.0 | 2,960 | 86.9 | 2,874 | 86.1 |



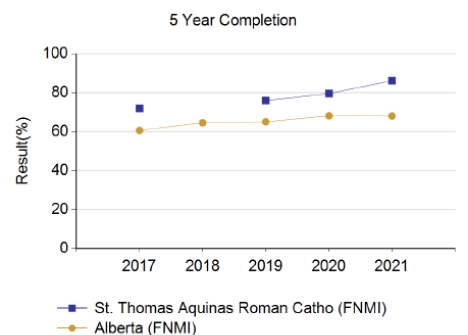
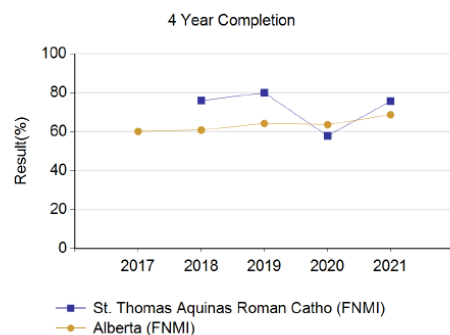
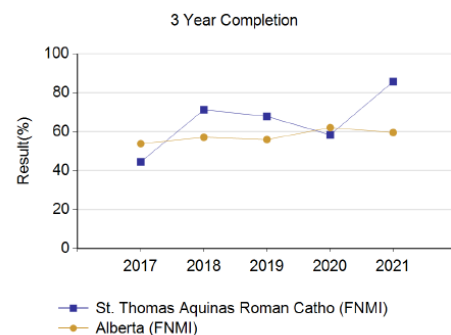
- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

HIGH SCHOOL COMPLETION RATE: FNMI

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

Province: Alberta (FNMI)

| | St. Thomas Aquinas Roman Catho (FNMI) | | | | | | | | | | Measure Evaluation | | | Alberta (FNMI) | | | | | | | | | |
|--------------------------|---------------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------------|------|-------|------|-------|------|-------|------|-------|------|
| | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | | Achievement | Improvement | Overall | 2017 | | 2018 | | 2019 | | 2020 | | 2021 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | 9 | 44.4 | 13 | 71.2 | 9 | 67.8 | 12 | 58.3 | 14 | 85.7 | High | Improved | Good | 3,599 | 53.8 | 3,632 | 57.1 | 3,750 | 55.9 | 3,814 | 62.0 | 3,972 | 59.5 |
| 4 Year Completion | 4 | * | 8 | 75.9 | 13 | 79.9 | 7 | 57.8 | 12 | 75.6 | Low | Maintained | Issue | 3,318 | 60.1 | 3,453 | 60.8 | 3,524 | 64.2 | 3,670 | 63.6 | 3,729 | 68.6 |
| 5 Year Completion | 14 | 71.9 | 4 | * | 8 | 75.9 | 13 | 79.5 | 7 | 86.1 | Intermediate | Maintained | Acceptable | 3,199 | 60.6 | 3,266 | 64.5 | 3,407 | 65.0 | 3,469 | 68.1 | 3,593 | 68.0 |



- 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 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. Caution should be used when interpreting high school completion rate results over time.

2021-2022 SCHOOL YEAR STRATEGIES

- Schools will utilize Response to Intervention strategies
- Key school personnel analyze Division, school, classroom, and individual student data to make informed decisions and provide early interventions that have the greatest positive impact
- High schools' Student Advisors track student course completion towards graduation
- Staff work with students to acquire courses needed through STAR Outreach or St. Isidore Learning Center
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports
- Schools, in conjunction with the Director of Student Services will monitor attendance, as well as access the Office of Student Attendance & Re-engagement (OSAR), to work collaboratively with all stakeholders to improve attendance
- English Language Learner best practices are utilized to support student achievement
- The School Leadership Teams and individual Professional Learning Community groups will set goals

PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans
- Access Division Professional Development offerings by the Central Office Learning Team

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- High School Completion rates in STAR Catholic are very high in both the general student population as well as the English as a Second Language student population.
- Though our data has improved from our previous year, our concern remains with our First Nation, Métis and Inuit student populations. We are well above the provincial average in this area; however, our indigenous student population completion rates are below our general population. Indigenous students complete high school at a rate of:
 - ⇒ ~4% below the general student population, 3 years after entering grade 10,
 - ⇒ ~20% below the general student population, 4 years after entering grade 10
 - ⇒ ~7% below the general student population, 5 years after entering grade 10.

CONCLUSIONS

- School staff are focused on seeing all students succeed and are more cognizant of the barriers faced by Indigenous students; however, this continues to be an area of concern and focus.

IMPLICATIONS

- Moving forward, schools need to continue to explore ways to improve staff understanding of the barriers faced by Indigenous learners.
- Consulting students and the families of Indigenous students would also be advantageous.

PROVINCIAL GOAL: CITIZENSHIP

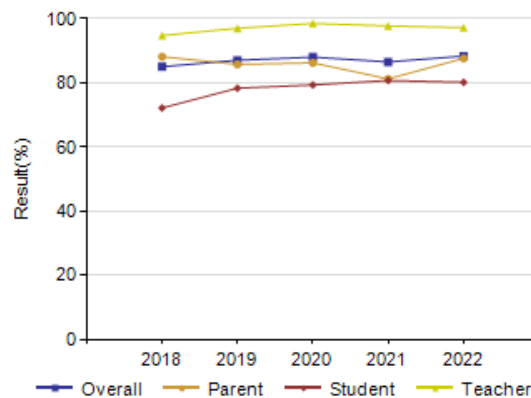
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|-------|------|-------|------|-------|------|-------|------|--------------------|------------|-----------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improve | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 2,270 | 85.0 | 2,143 | 87.0 | 1,905 | 88.0 | 1,751 | 86.5 | 2,001 | 88.3 | Very High | Maintained | Excellent | 253,727 | 83.0 | 265,614 | 82.9 | 264,413 | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 |
| Parent | 224 | 88.1 | 241 | 85.7 | 180 | 86.2 | 144 | 81.2 | 201 | 87.6 | Very High | Maintained | Excellent | 35,482 | 81.7 | 35,247 | 81.9 | 36,891 | 82.4 | 30,905 | 81.4 | 31,689 | 80.4 |
| Student | 1,831 | 72.1 | 1,673 | 78.3 | 1,540 | 79.3 | 1,402 | 80.7 | 1,608 | 80.1 | Very High | Maintained | Excellent | 185,623 | 73.9 | 197,090 | 73.5 | 193,577 | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 |
| Teacher | 215 | 94.7 | 229 | 97.0 | 185 | 98.5 | 205 | 97.7 | 192 | 97.2 | Very High | Maintained | Excellent | 32,622 | 93.4 | 33,277 | 93.2 | 33,945 | 93.6 | 30,197 | 94.1 | 30,961 | 91.7 |

Graph of Authority 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

- Schools are educated in The Third Path framework, which is a relationship-based education, that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond
- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools
- Positive connections are created and maintained between the school staff, the student, and their family
- Focus on building strong and meaningful connections between students and at least one adult in their school
- Ensure access to mentorship programs, career counselling opportunities, and family-school liaison workers in order for students to find the support they need to graduate
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect student attendance
- English Language Learner strategies are utilized to focus on developing Cultural Awareness

PROFESSIONAL LEARNING

- Third Path Go-To Educator learning sessions focusing on Condition 7: Mastery and Condition 8: Meaning; schools will complete learning sessions on all conditions
- Regular meetings with English Language Learner school leads to review and share best practices and resources
- Provide opportunities for staff to utilize and learn about Settlement Workers in Schools (SWIS) supports.
- Division and schools access SWIS intercultural awareness training

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- The overall responses are 7% higher than Provincial data.
- Parents report increased satisfaction in these measures over last year.
- Student and teacher satisfaction has been maintained at high levels.

CONCLUSIONS

- Parents are recognizing that the citizenship programs provided in schools are providing pathways to creating responsible learners.
- Teachers and parents see students as more responsible than students see themselves.

IMPLICATIONS

- Schools should continue to collaborate with community partners to build strong community connections.
- Schools should continue to explore ways to involve students in creating a positive school climate for all.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

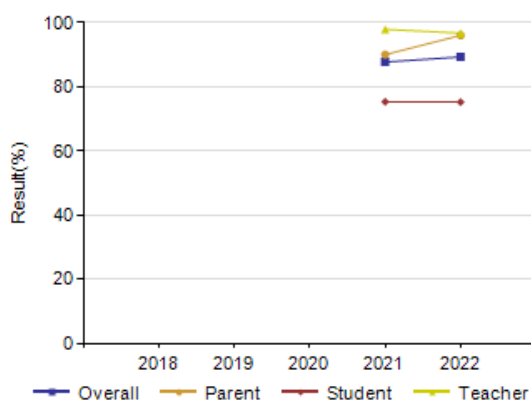
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|-----|------|-----|------|-----|-------|------|-------|------|--------------------|---------|---------|----------|-----|------|-----|------|-----|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improve | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 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 | 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 | 144 | 90.0 | 201 | 96.0 | n/a | n/a | n/a | n/a | 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 | 1,403 | 75.3 | 1,608 | 75.2 | n/a | n/a | n/a | n/a | 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 | 205 | 97.9 | 192 | 96.7 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 |

Graph of Authority 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 trend over time.

2021-2022 SCHOOL YEAR STRATEGIES

- Ensure a focus on mental health and connection for all students using strategies from The Third Path
- Focus on strong pedagogical practices for staff that engage students
- New curriculum implementation sessions focused on best pedagogical practices
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy)
- Ensure instruction and assessment are aligned
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision making (such as student council, etc.)

PROFESSIONAL LEARNING

- Staff receive professional development regarding student engagement.
- Third Path Learning Sessions with Schools
 - ⇒ Condition 7- Mastery
 - ⇒ Condition 8 - Meaning
- New curriculum collaboration meetings focus on strong pedagogical and engagement practices.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- STAR Catholic is above the provincial average in the student learning engagement measures.
- The lowest measure came from students who rated themselves 21% lower in this measure than parents and teachers.

CONCLUSIONS

- While parents and teachers believe students in STAR Catholic are engaged, students did not feel the same. This could be due to the pandemic as many strategies for student engagement were not as prevalent with restrictions and mandates.
- Collaborative processes in schools were limited to cohort groups and student support may have been limited to virtual or distance learning in some cases.

IMPLICATIONS

- Increasing student engagement and student perception of their engagement starts with connection and communication. As this is a relatively new indicator from Alberta Education, we need to explore ways to address these measures.

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, behavioral, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

| Measure Category | St. Thomas Aquinas RCSSD | | |
|---|--------------------------|-------------------------|----------------------------|
| Parent Survey | Current Result | Prev Year Result | Prev 3 Year Average |
| My child has a friend at school | 96 | 96 | 96.3 |
| I am satisfied with the access to social/emotional supports at school | 77 | 82 | 79.3 |
| My child has one or more adult(s) that care about them at school | 90 | 92 | 91.3 |
| Staff Survey (Teachers) | Current Result | Prev Year Result | Prev 3 Year Average |
| I am aware of the social and emotional well-being of my students | 97 | 97 | 97.3 |
| I am able to support the social and emotional well-being of my students | 91 | 93 | 92.7 |
| I am aware of the behaviour supports my students require | 98 | 98 | 98 |
| I utilize strategies to support student behaviour | 99 | 99 | 99 |
| Staff Survey (Support Staff) | Current Result | Prev Year Result | Prev 3 Year Average |
| I am aware of the social and emotional well-being of my students | 97 | 96 | 95.3 |
| I am able to support the social and emotional well-being of my students | 93 | 97 | 93.3 |
| I am aware of the behaviour supports my students require | 85 | 95 | 88.7 |
| I utilize strategies to support student behaviour | 97 | 98 | 95.7 |

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

| Student Survey (Elementary) | Current Result | Prev Year Result | Prev 3 Year Average |
|--|----------------|------------------|---------------------|
| I have no worries about going to school. | 75 | 73 | 74 |
| I can solve problems at school (i.e. with friends, school work, etc.) | 92 | 89 | 90.5 |
| I know how to lower my stress when doing school work (i.e. assignments or tests) | 73 | 75 | 74 |
| I am free of headaches or stomach aches | 75 | 75 | 75 |
| I am able to fall asleep at night and stay asleep | 76 | 72 | 74 |
| Student Survey (Secondary) | Current Result | Prev Year Result | Prev 3 Year Average |
| I have no worries about going to school. | 73 | 75 | 74 |
| I feel confident in my ability to solve issues at school | 82 | 85 | 83.5 |
| I have strategies to lower my stress before writing an exam or a big assignment | 54 | 55 | 54.5 |
| I am free of headaches or stomach aches | 68 | 67 | 67.5 |
| I am able to fall asleep at night and stay asleep | 69 | 66 | 67.5 |

2021-2022 SCHOOL YEAR STRATEGIES

- Implement Year 4 of the Division Mental Health Plan: Mental Health Literacy and The Third Path training of 3 people per school)
- School trained staff will in-service the entire school staff
- Focus on proactive strategies for all students
- 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
- Mental Health resources and contacts are listed on the Division and school websites
- The Board of Trustees advocates to government the increasing need for mental health supports

PROFESSIONAL LEARNING

- Parent session(s) are held to inform about mental health supports in the school and community (could be the psychologist, FSLW, etc.), which could be recorded and posted
- Third Path Go-To Educator learning sessions focusing on Condition 7: Mastery and Condition 8: Meaning; schools will complete learning sessions on all conditions

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Parents continue to be concerned with access to social/emotional support in schools, reporting a decrease in satisfaction with the access to social/emotional support.
- Teachers report that they are increasingly aware of student social/emotional well-being and behaviour supports and are able to utilize strategies to support student well-being and behaviour; however, support staff report a significant decrease in their awareness of behaviour supports students require.
- Elementary students report an overall improvement in almost all mental health and well-being measures, with only a slight decrease in an awareness of how to lower stress when doing school work.
- Overall, secondary students are increasingly in need of more direct mental health support. Strategies for secondary students to respond to mental health distress is a need.

CONCLUSIONS

- As a result of COVID, all stakeholders, parents, staff and students have become more aware of the importance of recognizing and supporting social and emotional well-being in students. Consistent communication between all stakeholders, including support staff, is crucial to ensure student needs are supported effectively.
- In student feedback, there has been no significant decrease in any of the measures reported despite the fact that our society has experienced a three-year pandemic.
- The programs and direct instruction implemented at the Elementary level provide common language and tools which are helping students to deal with life's challenges.
- At the secondary level, there is a need for increased access to community professional mental health support.

IMPLICATIONS

- The Division should explore efficient communication strategies and structures that allow pertinent student information to be shared with all stakeholders when appropriate.
- These results indicate the continued need to intentionally teach specific stress-management strategies to students at all grade levels. At the secondary level, these strategies should specifically focus on test-taking

IMPLICATIONS CNTD

- To support student awareness and knowledge of mental health factors, implementation of curriculum in this area should continue. Explore implementing mental health literacy at the elementary level.
- Continued collaboration between schools and sharing of best practices for utilizing the Third Path framework is important. The focus on relationship-based education and utilizing strategies in daily classroom activities assists staff in addressing student social and emotional well-being.
- The Division Wellness Coordinator should continue to play a crucial role in both increasing staff efficacy in providing student support, as well as connecting with community resources and supports.



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.

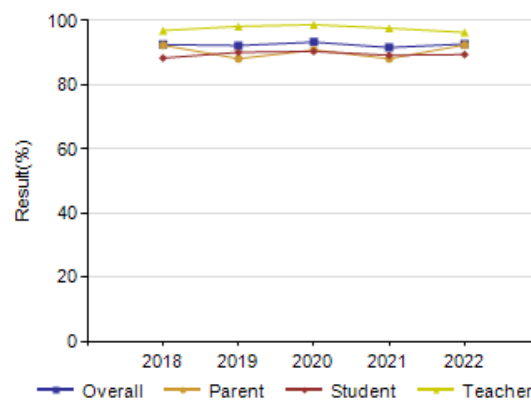
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|-------|------|-------|------|-------|------|-------|------|--------------------|------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | |
| Overall | 2,271 | 92.5 | 2,144 | 92.2 | 1,907 | 93.3 | 1,753 | 91.6 | 1,999 | 92.7 | Very High | Maintained | Excellent | 254,026 | 90.0 | 265,841 | 90.2 | 264,623 | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 |
| Parent | 224 | 92.3 | 241 | 88.1 | 180 | 90.8 | 144 | 88.1 | 201 | 92.4 | Very High | Improve | Excellent | 35,499 | 86.0 | 35,262 | 86.4 | 36,907 | 86.7 | 31,024 | 86.7 | 31,728 | 86.1 |
| Student | 1,832 | 88.3 | 1,674 | 90.1 | 1,542 | 90.4 | 1,404 | 89.2 | 1,606 | 89.4 | Very High | Maintained | Excellent | 185,888 | 88.2 | 197,282 | 88.1 | 193,763 | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 |
| Teacher | 215 | 96.9 | 229 | 98.2 | 185 | 98.7 | 205 | 97.6 | 192 | 96.3 | High | Declined | Acceptable | 32,639 | 95.8 | 33,297 | 96.1 | 33,953 | 96.4 | 30,201 | 95.7 | 30,970 | 95.0 |

Graph of Authority 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

- Family School Liaison Workers (FSLW) work with parents
- The Central Office Learning Team will offer sessions for parents
- Effective engagement with School Councils to advance school goals

PROFESSIONAL LEARNING

- Council of School Councils meetings and professional development
- Involvement with the Catholic Women's League, Knights of Columbus, and other parish/community groups
- A portion of every FSLW meeting will focus on best practices for communicating with parents and other supports

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Results in the measure of satisfaction with the overall quality of basic education are very high, and above the province's results.
- 92.4% of parents are very satisfied with the quality of education, and results have risen 1% over the previous year, and are 3.7% higher than the province.
- 89.4% of the students are satisfied with their education quality, a result which is essentially maintained from the previous year, and is 4% higher than the province.
- Teachers continue to be satisfied with the quality of education at 96.3%, which is a 2.4% decline in results from the previous year. The result is still slightly higher than the provincial average.

CONCLUSIONS

- All stakeholders are highly satisfied with the quality of education.

IMPLICATIONS

- Continue with the current strategies as they have proven effective.



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. Thomas Aquinas RCSSD | | |
|--|--------------------------|------------------|---------------------|
| Staff Survey (Teacher) | Current Result | Prev Year Result | Prev 3 Year Average |
| I have opportunities for meaningful Professional Development | 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) | 85 | 90 | 91 |
| Staff Survey (Support Staff) | Current Result | Prev Year Result | Prev 3 Year Average |
| I have opportunities for meaningful Professional Development related to my role | 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) | 76 | 89 | 82 |

PROFESSIONAL DEVELOPMENT

During the 2021-2022 school year the Division offered professional development sessions in the following areas:

Division-Wide Professional Development

- Faith Reflection Day
- Learning Day
- Educational Assistants Community of Practice
- ATA Institute Day
- Two Year Mentorship of New Teachers (to the profession and to the Division)
- Teacher Leader Sessions for various priority areas (ex. Indigenous Education, Faith, Learning Supports)
- New Curriculum
- Assessment & Reporting

Other

- Mental Health, Wellness, and Resiliency
- Best Practices Working with English Language Learners
- Faith Growth and Professional Development
- First Nations, Métis & Inuit Cultural Awareness
- Social Emotional Learning in the Classroom
- Response to Intervention
- Supporting Individuals through Valued Attachments
- The Third Path Framework

2021-2022 SCHOOL YEAR STRATEGIES

- Schools will create professional development plans that align with Division goals
- The Division will continue with an annual Learning Day
- A New Curriculum Implementation Plan strategically addresses supporting teachers with the new curriculum

PROFESSIONAL LEARNING

- A variety of professional development sessions related to the Leadership Quality Standards will be offered for administrators
- Professional development will be offered at administrator meetings on Faith and Indigenous Foundational Knowledge
- Conduct Grade level curriculum implementation collaboration sessions
- Assessment & reporting collaboration and professional learning opportunities for teachers are held to align assessment and reporting practices
- Mentorship sessions for beginning teachers
- Professional development offered for administrative assistants
- Community of Practice professional development sessions will be offered to educational assistants
- Use of external consultants to enhance Divisional expertise
- A variety of professional development sessions for teachers related to the Teaching Quality Standard.
- School administrators, in collaboration with their School Leadership Team, create a strategic Professional Development Plan that addresses Education Plan goals, as well as the Teaching Quality Standard

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teachers are satisfied with professional development in the Division, reporting above 90% satisfaction for this indicator.
- Teachers and support staff report a decrease, of 5% and 13% respectively, in their satisfaction with access to Division support.
- Support Staff satisfaction decreased by 8% in access to professional development related to their role.

CONCLUSIONS

- Teacher satisfaction is largely due to the variety of offerings and quality of professional learning offered by Central Office. This professional development aligns with Division and provincial goals in education.
- The decrease in results regarding staff access to Division supports is largely due to the pandemic. Professional development was primarily being offered in a virtual format during the 2021/22 school year.
- Given the small number of people at Central Office supporting the entire Division, opportunities to address all issues and needs can be limited.
- Support staff results indicate that they are not developing as professionals, to the same rate as teaching staff.

IMPLICATIONS

- Coming out of COVID, Division staff are working to be more present and visible in school communities in order to increase access.
- The Division and schools need to explore ways of including support staff more intentionally and purposefully in their school communities. They may be disconnected from collaboration and professional development opportunities due to hours of employment.
- Support staff would also benefit from receiving specialized training to improve their skills and knowledge in order to support students and the school community. Exploring the financial implications of increasing individualized professional learning opportunities to support staff would be advantageous.

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. Thomas Aquinas RCSSD | | |
|--|--------------------------|------------------|---------------------|
| | Current Result | Prev Year Result | Prev 3 Year Average |
| Staff Survey (Teacher) | | | |
| 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.) | 97 | 94 | 96 |
| I have the opportunity to collaborate in a professional learning community (PLC) | 99 | 93 | 97 |
| Teachers in our school value professional learning communities (PLC) | 95 | 94 | 94.3 |

PD SESSIONS RELATED TO LEADERSHIP

- **Faith** - Faith professional development sessions for school leaders are provided at monthly meetings. They are designed for administrators to take back to deliver to their staff during professional development days.
- **Indigenous Education**
 - ⇒ Truth and Reconciliation
 - ⇒ Closing the achievement gap
 - ⇒ Indigenous Peoples Experience (Fort Edmonton Park)
 - ⇒ Indigenous Leads & Coach review
- **Emergency Preparedness**
 - ⇒ Violent Threat Risk Assessment (VTRA) Refresher
 - ⇒ SERT- School Emergency Response Team
- **Response to Intervention**
 - ⇒ School Intervention Teams
 - ⇒ School Leadership Team
 - ⇒ Professional Learning Community SMART Goals
- **Assurance Model Process Review**
- **The Third Path**
 - ⇒ Refresher on the Foundational Four Conditions
 - ⇒ Pandemic response
- **Powerschool**
 - ⇒ PowerSchool Overview
 - ⇒ Best Assessment Practices (Formative & Summative)
 - ⇒ Monitoring Teacher Gradebooks
- **Pastoral Guide Review**

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.

COLLABORATIVE LEADERSHIP STRUCTURES

School-Based:

- School Leadership Teams (SLTs): group of administrators, teachers, and other staff who make governance decisions in a school
- School Intervention Teams (SIT): a collaborative, solution-generating team consisting of administrators, Learning Support Facilitator, Family School Liaison Worker and/or counsellor, and select teachers to support teachers in Tier I, Tier II and III behaviour and academic interventions when needed.
- Professional Learning Communities (PLC) (grade level and subject level): educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students

Division-Based:

- Religious Education Coordinators (REC)
- Learning Support Facilitators (LSFs)
- Family School Liaison Workers (FSLWs)
- Go To Educators (Mental Health)
- PowerSchool Leads
- Indigenous Education Leads
- Specialized Learning Support (SLS) team
- English as an Additional Language Leads
- Mentorship Cohort (year 1 and 2)

2021-2022 SCHOOL YEAR STRATEGIES

- Schools will have School Leadership Teams
- Professional Learning Communities
- Schools will have School Intervention Teams
- Lead roles within all schools: Religious Education Committee, Indigenous Leads, Learning Support Facilitators, PowerSchool Leads, Counsellor & Family School Liaison Workers

PROFESSIONAL LEARNING

- Leadership Development at Administrator Meetings
- Provide teachers with Acting Administrator opportunities
- Vice Principal attendance at Administrator Meetings
- Indigenous Education Leads in each school assist in sharing resources and supporting staff in permeating Indigenous culture and content
- Committee opportunities to demonstrate leadership regarding emergent issues
- Participation in the ExCEL (Excellence in Catholic Education Leadership) cohort with other Catholic school divisions and Newman Theological College

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS & CONCLUSION

- 95-97% of teachers and administrators are highly satisfied with the opportunities provided to collaborate and be involved in leadership development.

IMPLICATIONS

- Current strategies are proving effective.
- Continue to support the school and division based leadership cohorts, so that staff can experience and participate in various forms of leadership.



DOMAIN 4: LEARNING SUPPORTS

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. Thomas Aquinas RCSSD | | |
|--|--------------------------|-------------------------|----------------------------|
| Staff Survey (Teachers) | Current Result | Prev Year Result | Prev 3 Year Average |
| Our School is clean and well maintained | 89 | 95 | 92.3 |
| Our school has the physical facilities to meet the programming needs of students | 77 | 88 | 84 |
| Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students | 87 | 92 | 90.3 |
| Staff Survey (Support Staff) | Current Result | Prev Year Result | Prev 3 Year Average |
| Our School is clean and well maintained | 93 | 93 | 92.3 |
| Our school has the physical facilities to meet the programming needs of students | 77 | 80 | 79.3 |
| Student Survey | Current Result* | Prev Year Result | Prev 3 Year Average |
| I am proud of my school and the way it looks | 90 79 | 92 82 | 90 81 |

*Grades 4-6 | 7-12

CAPITAL PLANNING

The STAR Catholic [Board Capital Plan 2022](#) is available for download through our website.

2021-2022 SCHOOL YEAR STRATEGIES

- The Board capital plan identifies facilities in need of modernization or replacement
- Meetings with the Member of Legislative Assembly Representatives
- Meetings with the Minister of Education
- Long Range Planning Committee Work



HIGHLIGHTS

Detailed and itemized information related to the Capital Plan and Infrastructure, Maintenance and Renewal (IMR) can be found on page 72 of this document.

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.

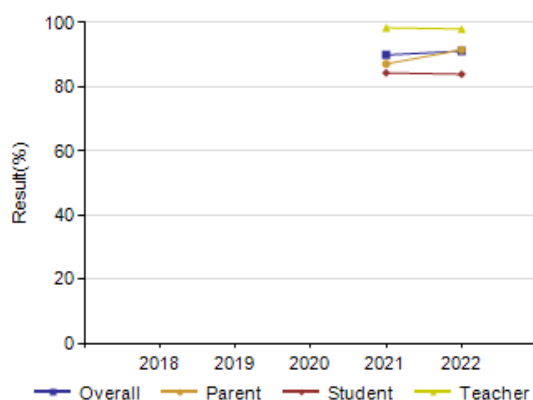
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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.

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|-----|------|-----|------|-----|-------|------|-------|------|--------------------|-------------|---------|----------|-----|------|-----|------|-----|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 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 | 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 | 144 | 87.1 | 201 | 91.5 | n/a | n/a | n/a | 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 | 1,402 | 84.3 | 1,610 | 83.9 | n/a | n/a | n/a | 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 | 205 | 98.4 | 192 | 98.0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 |

Graph of Authority 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

- Staff and student retreats focus on the dignity of all
- Staff and students openly share their faith experience
- School celebrations recognize student virtue and achievement
- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement
- Schools are encouraged to share, through social media channels, the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.)
- The Division follows the Violence Threat Risk Assessment (VTRA) Protocol
- The Division uses the “Supporting Students through Valued Attachments” (SIVA) Model

PROFESSIONAL LEARNING

- Mental Health Go-to Educators learning sessions for The Third Path, Conditions 7 and 8 and continued implementation and monitoring in schools of all conditions
- Mental Health Go-to Educator Community of Practice focuses on sharing of best practices from The Third Path and Mental Health Literacy at the school level and monitoring of implementation
- Sessions for staff that focus on trauma-informed care, grief and loss
- The Division Wellness Coordinator offers student, staff and parent sessions
- Administrators renew and new administrators are trained in VTRA levels 1 and 2
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- All stakeholders report higher satisfaction from the previous year and all STAR Catholic results are higher than the Provincial data.
- Parent responses have shown the biggest growth with a 4% increase.
- Student results continue to be the lowest in comparison with staff and parents, though are still higher than the Provincial average.
- Teacher satisfaction of school’s safe and caring learning environments continues to be high at 98%.

CONCLUSIONS:

- Students are generally feeling safe at school.
- STAR Catholic Schools are exceeding provincial averages in all areas: parents, students, and teachers.

IMPLICATIONS:

- Teachers should continue to utilize the strategies from The Third Path to create a safe and caring environment for all staff and students. Building relationships should continue to be a high priority.
- School Intervention Teams should continue to identify and develop intervention plans to support at-risk students.
- The Violent Threat Risk Assessment Protocol should continue to identify students of concern and work collaboratively with community partners to provide effective and efficient intervention plans.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

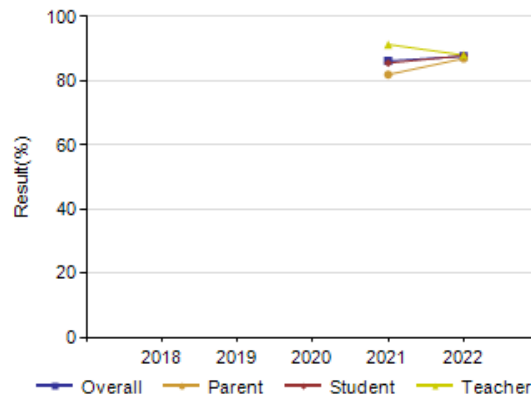
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

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.

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|-----|------|-----|------|-----|-------|------|-------|------|--------------------|-------------|---------|----------|-----|------|-----|------|-----|---------|------|---------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 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 | 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 | 144 | 81.9 | 201 | 86.9 | n/a | n/a | n/a | n/a | 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 | 1,401 | 85.5 | 1,606 | 87.8 | n/a | n/a | n/a | n/a | 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 | 205 | 91.3 | 192 | 88.0 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 |

Graph of Authority 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

- Supports provided to and in schools:
 - ⇒ Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator)
 - ⇒ School Learning Support Facilitators
 - ⇒ Family School Liaison Workers
 - ⇒ Division Crisis Response Teams
 - ⇒ External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Early Intervention Programming
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.)
- Support the provincial Success in Schools Program for children and youth in provincial government care

PROFESSIONAL LEARNING

- A portion of every Family School Liaison Worker (FSLW) meeting focuses on best practices for communicating with parents and providing connections to outside supports
- School Learning Support Facilitators collaborate with community partners:
 - ⇒ Settlement Worker in Schools (SWIS)
 - ⇒ Wellness Resiliency and Partnership (WRAP)
- Continue to build capacity of Crisis Response Team members

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, stakeholder's satisfaction of support and services in school has increased and is well above the provincial average.
- Parent satisfaction has shown the biggest growth with a 5% increase.

CONCLUSIONS

- STAR Catholic School Division is exceeding the provincial average in all three categories: parent, student, and teacher.
- Parent and student satisfaction has increased over last year, although teacher satisfaction has decreased slightly.

IMPLICATIONS

- The Specialized Learning Support team should continue to bridge between school and community support to ensure students and families have access to what they need.
- The Specialized Learning Support team should continue to provide wrap around support for all students.
- Schools should continue to collaborate with community partners.

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. Thomas Aquinas RCSSD | | |
|--|--------------------------|-------------------------|----------------------------|
| Staff Survey (Teachers) | 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 | 74 | 70 | 75.3 |
| Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values | 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 | 97 | 95 | 95.3 |
| I am building capacity in my understanding of First Nations, Métis, and Inuit Culture | 98 | 97 | 97.3 |
| Staff Survey (Support Staff) | Current Result | Prev Year Result | Prev 3 Year Average |
| Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values | 93 | 92 | 92.3 |
| Student Survey (Elementary) | Current Result* | Prev Year Result | Prev 3 Year Average |
| I learn about First Nations, Métis, and Inuit history, culture, and traditions | 97 | 92 | 94.3 |
| Student Survey (Secondary) | Current Result* | Prev Year Result | Prev 3 Year Average |
| Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions | 89 | 87 | 86 |

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

| Assurance Domain | Measure | St. Thomas Aquinas Roman Catho (FNMI) | | | Alberta (FNMI) | | | Measure Evaluation | | |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | 85.7 | 58.3 | 65.8 | 59.5 | 62.0 | 58.4 | High | Improved | Good |
| | 5-year High School Completion | 86.1 | 79.5 | 77.7 | 68.0 | 68.1 | 65.8 | Intermediate | Maintained | Acceptable |
| | PAT: Acceptable | 46.3 | n/a | 58.2 | 46.4 | n/a | 54.0 | n/a | n/a | n/a |
| | PAT: Excellence | 4.2 | n/a | 5.9 | 6.4 | n/a | 7.4 | n/a | n/a | n/a |
| | Diploma: Acceptable | 74.4 | n/a | 81.3 | 68.7 | n/a | 77.2 | n/a | n/a | n/a |
| | Diploma: Excellence | 9.3 | n/a | 0.0 | 8.5 | n/a | 11.4 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 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.
3. 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.
4. 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).
5. 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.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.]



2021-2022 SCHOOL YEAR STRATEGIES

- The Division will hire an Indigenous Education Coach to support the Division
- Schools will have visible displays that are symbolic of Indigenous culture, including language
- Refinement of the role of Indigenous Leads in each school
- Increase voice, perspective, and expertise of Indigenous leadership at the governance level
- Assessment strategies to support Indigenous learners
- Provide and use appropriate resources available to support student success
- Continuous school improvement meetings to monitor progress of First Nations, Métis, and Inuit goals
- Utilize the School Self-Assessment Tool to assist in identifying areas of growth towards identified initiatives in their Indigenous 4-year plan
- Examine underlying causes for student absenteeism and related solutions
- Create partnerships and collaboration of best practices with Maskwacis Educational Schools Commission (MESCC)

PROFESSIONAL LEARNING

- Staff will receive learning related to:
 - ⇒ What research says about Indigenous learners and closing the gap
 - ⇒ Leadership practices: Moving from foundational knowledge to pedagogical practices that impact student outcomes
 - ⇒ Understanding how to infuse Indigenous teachings in curriculum
 - ⇒ OECD Research, Reconciliation, Faith and First Nations Teachings

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 93% of both teachers and educational assistants believe that the school and curriculum are infused with Indigenous perspectives, and their school enhances their understanding of Indigenous worldviews, cultural beliefs, languages and values.
- 97% of elementary students and 89% of secondary students report that they have opportunities to learn about Indigenous history, culture and traditions.
- 97% of teachers report that they are supporting the learning experiences of students by using resources that accurately reflect Indigenous education.
- 95% of Indigenous students indicated that they learn about their history, culture and traditions at school.
- The three year high school completion has improved from the previous 3 year average from 58.4% to 86.1%.
- The five year high school completion rate has increased from 77.7 to 86.1%.

CONCLUSIONS

- Staff at STAR Catholic are working hard to infuse Indigenous ways of knowing and being into their classrooms and the school culture, and both Indigenous and non-Indigenous students recognize this.
- Due to the COVID 19 pandemic, many schools were unable to invite Indigenous experts or community members into their buildings. Connections were made virtually where possible.

IMPLICATIONS

- It will be important to continue to work with the Indigenous Education Coach to infuse Indigenous ways of knowing and being into our schools and systems.
- Connecting the Indigenous Education Coach and Learning Support Facilitators, or Career Counsellors, to determine how to support Indigenous student's path to graduation will be important in supporting their path to success.

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. Thomas Aquinas RCSSD | | |
|---|--------------------------|-------------------------|----------------------------|
| Staff Survey (Teachers) | Current Result | Prev Year Result | Prev 3 Year Average |
| I use a variety of Tier 1 strategies in my classroom | 97 | 97 | 97.7 |
| I use a variety of Tier 2 targeted strategies | 97 | 96 | 97.3 |
| I have the opportunity to collaborate in a professional learning community (PLC) | 99 | 93 | 97 |
| Teachers in our school value professional learning communities (PLC) | 95 | 95 | 94.7 |
| Our school has access to the resources necessary to support students and their families social and emotional well-being | 74 | 89 | 84.7 |
| I am aware of the behaviour supports my students require | 98 | 98 | 98 |
| I utilize strategies to support student behaviour | 99 | 99 | 99 |
| Student Survey (Elementary) | Current Result | Prev Year Result | Prev 3 Year Average |
| In my classroom, I am allowed to learn in different ways (technology, group work, on my own) | 93 | 92 | 92.3 |
| At school, adults help me when I ask | 95 | 95 | 94.7 |
| Student Survey (Secondary) | Current Result | Prev Year Result | Prev 3 Year Average |
| I understand how I learn best and am able to communicate this with my teacher | 77 | 79 | 78.3 |
| Adults help me when I ask | 90 | 92 | 90.3 |
| Parent Survey | Current Result | Prev Year Result | Prev 3 Year Average |
| My child has the opportunity to reach his or her academic potential | 88 | 92 | 90 |
| My child receives the support he/she needs to be successful in school | 86 | 90 | 88.3 |

2021-2022 SCHOOL YEAR STRATEGIES

- Create and implement a strategic RTI Plan to further advance and support the Division's work
- Utilize District Data (EYE, Acadience, PAT, DIP) to identify and implement universal strategies that target specific gaps in learning
- Introduce behavioural supports and strategies that all students can access (such as visual schedules, supportive technology, self-regulation tools, etc.)
- Teachers work collaboratively with the Specialized Learning Support Team to meet student needs
- Continue to implement Year 3 of English Language Learner Supports Plan; focus on cultural awareness and supports which were postponed due to COVID-19
- Use of data to target and identify students needing intervention
- Administration, School Leadership Teams, Professional Learning Communities and Student Intervention Teams ensure that the following are provided:
 - ⇒ Tier 1 - solid, quality core instruction
 - ⇒ Tier 2 - targeted interventions with individual students and small group interventions. For example, district implementation of Leveled Literacy Intervention and Mathology
 - ⇒ Tier 3 - intensive interventions

PROFESSIONAL LEARNING

- Administration continues to be trained in Response to Intervention
- Continue the Educational Assistant's community of practice professional development sessions
- Annual Training for Leveled Literacy Intervention and Mathology

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teachers report a 7% increase in opportunities to participate in professional learning communities, with a 99% satisfaction rate, but a decrease in satisfaction with access to resources available to support student social and emotional well-being.
- Elementary students continue to report that they can demonstrate their learning in different ways and that adults are available to help them.
- Secondary students' understanding of how they learn best continues to decline.
- Parent satisfaction that their child has adequate support to be successful in school and reach their academic potential has decreased slightly.

CONCLUSIONS

- Professional learning communities continue to be valuable structures that provide for collaboration and problem solving which ensures students with learning challenges have appropriate programming.
- Secondary students struggle to identify and communicate how they learn best.
- Teachers need additional resources to best support students and families' social and emotional well-being.

IMPLICATIONS

- Schools should collaborate with community partners to coordinate access to support available outside of school.
- The Division should pursue a deeper understanding of why teacher satisfaction with access to resources to support students and families declined so steeply.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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.

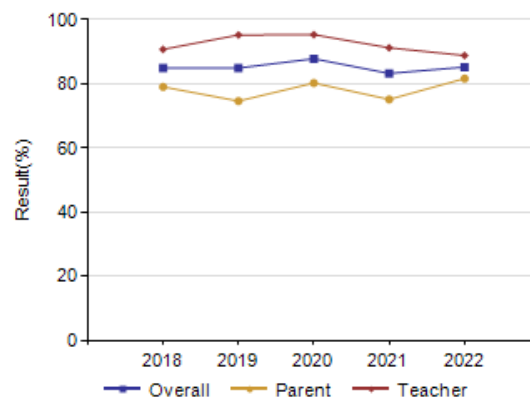
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT: MEASURE DETAILS

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

| | Authority | | | | | | | | | | Measure Evaluation | | | Province | | | | | | | | | |
|---------|-----------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|-----------|----------|------|--------|------|--------|------|--------|------|--------|------|
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | Achievement | Improvement | Overall | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | |
| | N | % | N | % | N | % | N | % | N | % | | | | N | % | N | % | N | % | N | % | N | % |
| Overall | 434 | 84.9 | 469 | 84.9 | 364 | 87.8 | 349 | 83.2 | 393 | 85.2 | Very High | Maintained | Excellent | 67,509 | 81.2 | 68,116 | 81.3 | 70,377 | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 |
| Parent | 220 | 79.0 | 240 | 74.6 | 179 | 80.2 | 144 | 75.1 | 201 | 81.6 | Very High | Improve | Excellent | 34,998 | 73.4 | 34,944 | 73.6 | 36,556 | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 |
| Teacher | 214 | 90.7 | 229 | 95.2 | 185 | 95.3 | 205 | 91.2 | 192 | 88.8 | Intermediate | Declined Significantly | Issue | 32,511 | 88.9 | 33,172 | 89.0 | 33,821 | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 |

Graph of Authority 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

- School council
- Council of School Councils
- Surveys
- Community consultations



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall 85.2% of parents and teachers are satisfied with parental involvement which has been maintained from previous years.
- There has been a 2.4% decline in teacher satisfaction with parental involvement.
- There is a 6.5% increase in parent satisfaction with their involvement.

CONCLUSIONS

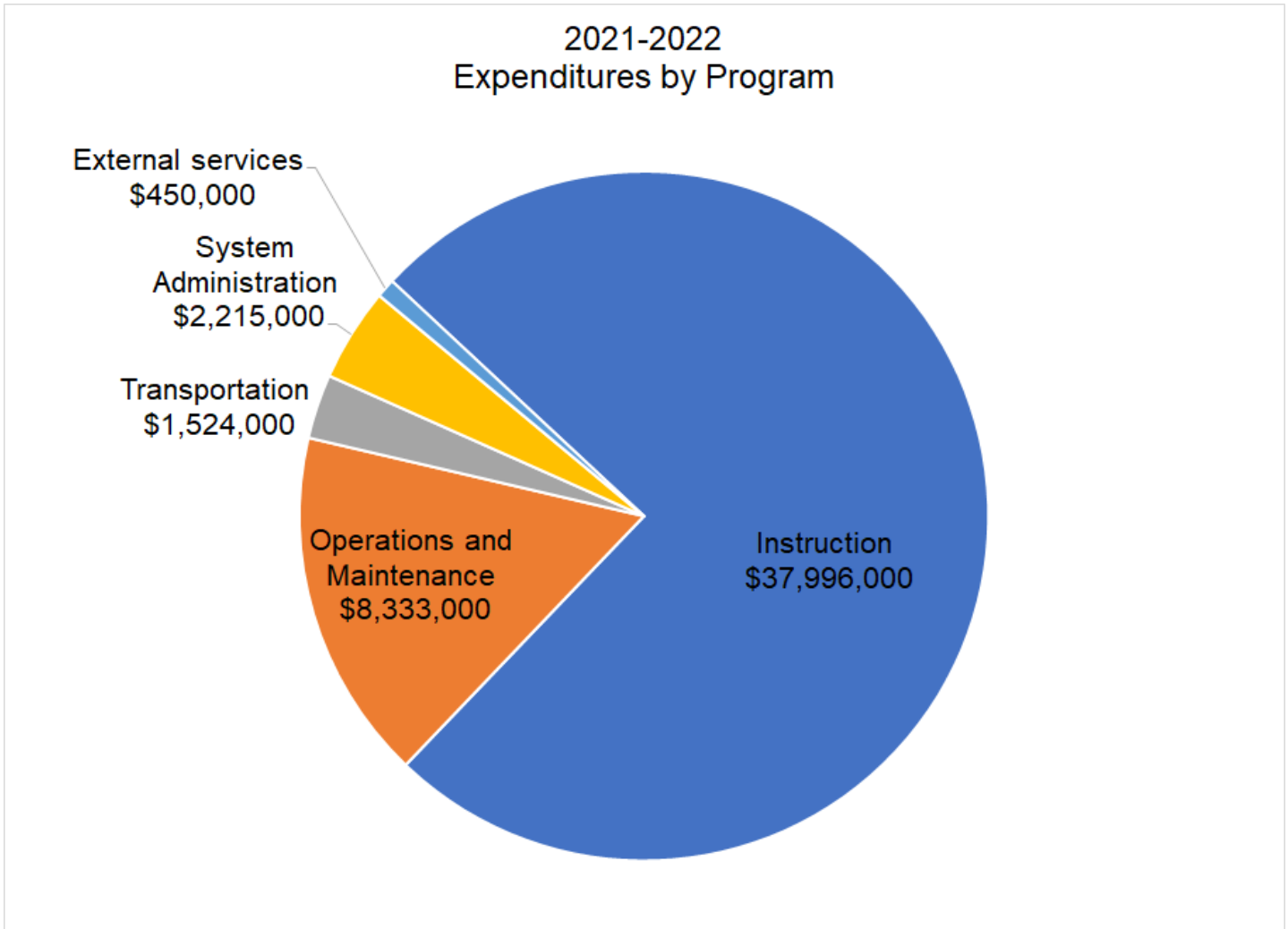
- Scores in overall parental satisfaction with parental involvement have been maintained.
- Teachers are dissatisfied with parental involvement.

IMPLICATIONS

- The Division should consult with teachers to determine why their satisfaction with parental involvement has declined.

DOMAIN 5: GOVERNANCE

2021-2022 EXPENDITURES



The Division continues to seek avenues for mutual benefits with other partners. Currently STAR Catholic School Division shares transportation services with four other school divisions and joint use agreements with three municipalities.

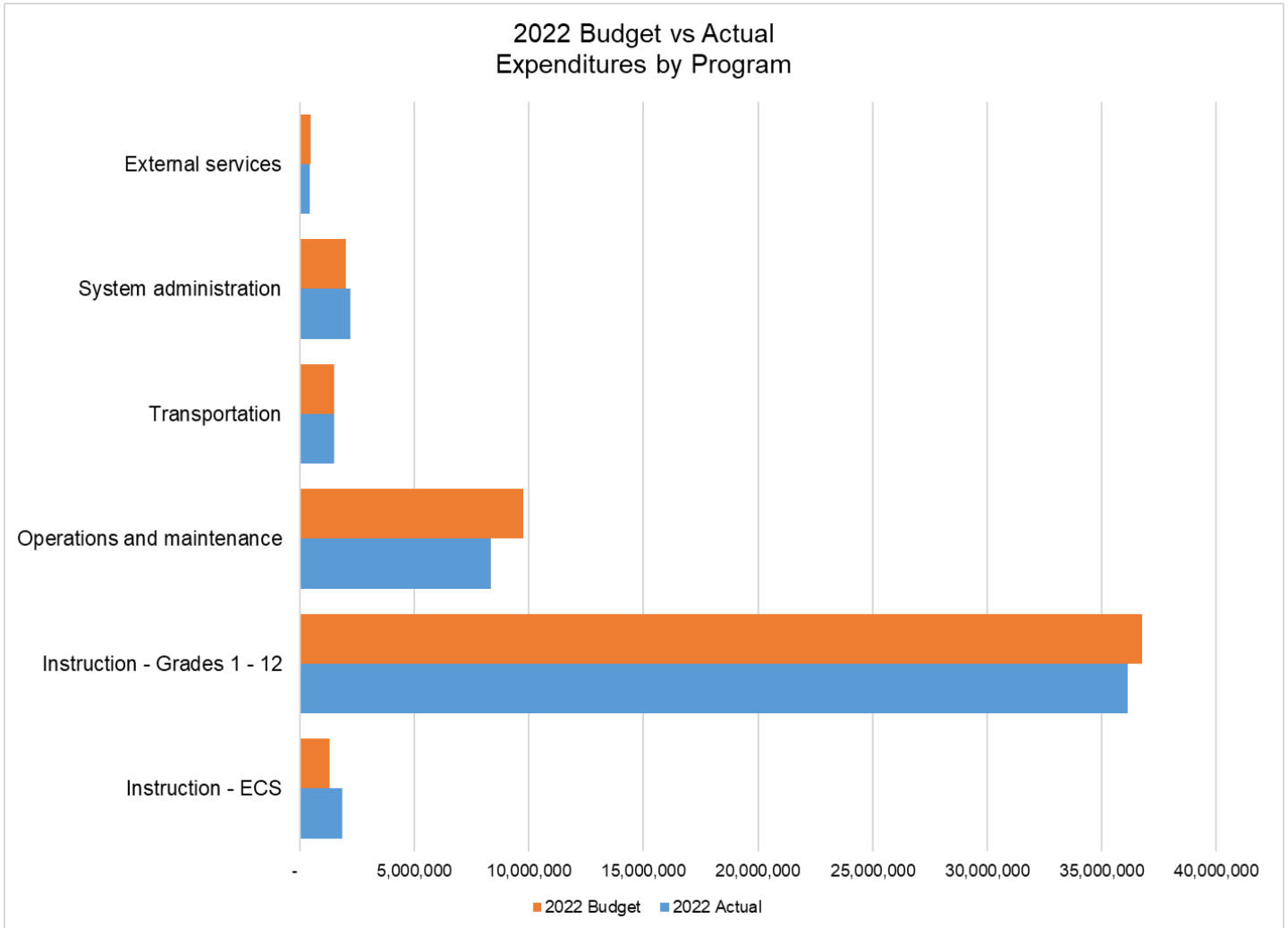
On the instructional side, we have exchanged professional development activities with the Maskwaçîs Education Schools Commission and share other professional development activities with neighbouring school authorities.

[Division Audited Financial Statements for the Year Ended August 31, 2021](#)

[Provincial Audited Financial Statements Roll Up](#)

DOMAIN 5: GOVERNANCE

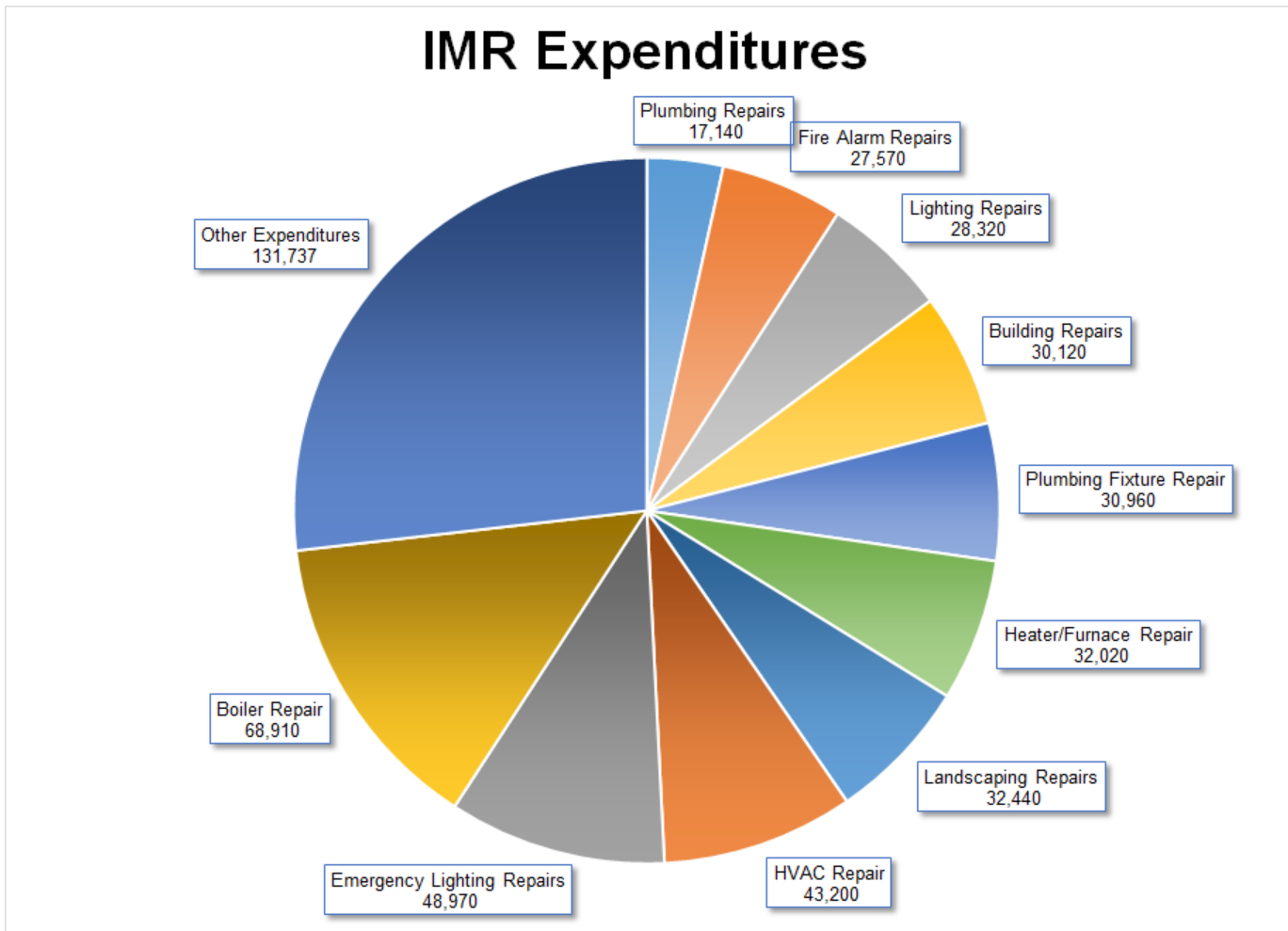
BUDGET-ACTUAL COMPARISON



Total expenditures for the year were 97.5% of budget expenditures (\$50.5 Million vs \$51.8M) as a result of an overestimation of amortization expense for the year.

DOMAIN 5: GOVERNANCE

INFRASTRUCTURE MAINTENANCE & RENEWAL



There are 27 types of expenditures in IMR. Presented here are the top 10 individually based on total spending. The balance is collectively represented in the "Other Expenditures".

- **CMR Projects Completed**
 - Replacement of telephone system at Christ the King School
 - Painting at École Notre Dame School
 - Electrical upgrades at St. Anthony School
 - Structural repairs to floor at St. Anthony School
 - Site drainage repairs at St. Augustine School (Primary building)
 - Replacement of telephone system at St. Benedict School
 - Painting at St. Benedict School after water damage

SUPPLEMENTAL DOCUMENTS

- [Budget Report 2022-2023](#)
- [Capital Plan 2022](#)

DOMAIN 5: GOVERNANCE

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for St. Thomas Aquinas Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning results.



Henry Effen
Board Chair

WHISTLEBLOWER PROTECTION

The Public sector whistleblower protection creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. You can find our [Administrative Procedure on Public Interest Disclosure \(AP 492\)](#) on our website: www.starcatholic.ab.ca. The Division received no disclosures in 2021-2022.

STAKEHOLDER ENGAGEMENT

- Annual student, parent, and staff surveys on faith, mental health, satisfaction, etc.
- Virtual Community Consultation Day
- Google Forms for parent input on online learning/change in learning methods, Government of Alberta's Draft K-6 Curriculum, etc.
- Beaumont High School Virtual Community Consultation

FALL 2022 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES: OVERALL SUMMARY

| Assurance Domain | Measure | St. Thomas Aquinas Roman Catho | | | 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 | 89.3 | 87.7 | n/a | 85.1 | 85.6 | n/a | n/a | n/a | n/a |
| | Citizenship | 88.3 | 86.5 | 87.5 | 81.4 | 83.2 | 83.1 | Very High | Maintained | Excellent |
| | 3-year High School Completion | 89.4 | 91.2 | 89.3 | 83.2 | 83.4 | 81.1 | Very High | Maintained | Excellent |
| | 5-year High School Completion | 93.3 | 92.0 | 91.9 | 87.1 | 86.2 | 85.6 | Very High | Maintained | Excellent |
| | PAT: Acceptable | 72.2 | n/a | 76.6 | 67.3 | n/a | 73.8 | n/a | n/a | n/a |
| | PAT: Excellence | 14.4 | n/a | 17.9 | 18.0 | n/a | 20.6 | n/a | n/a | n/a |
| | Diploma: Acceptable | 76.4 | n/a | 82.0 | 75.2 | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | 13.1 | n/a | 21.7 | 18.2 | n/a | 24.0 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 92.7 | 91.6 | 92.7 | 89.0 | 89.6 | 90.3 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 91.1 | 89.9 | n/a | 86.1 | 87.8 | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 87.6 | 86.2 | n/a | 81.6 | 82.6 | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 85.2 | 83.2 | 86.3 | 78.8 | 79.5 | 81.5 | Very High | Maintained | 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 provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.