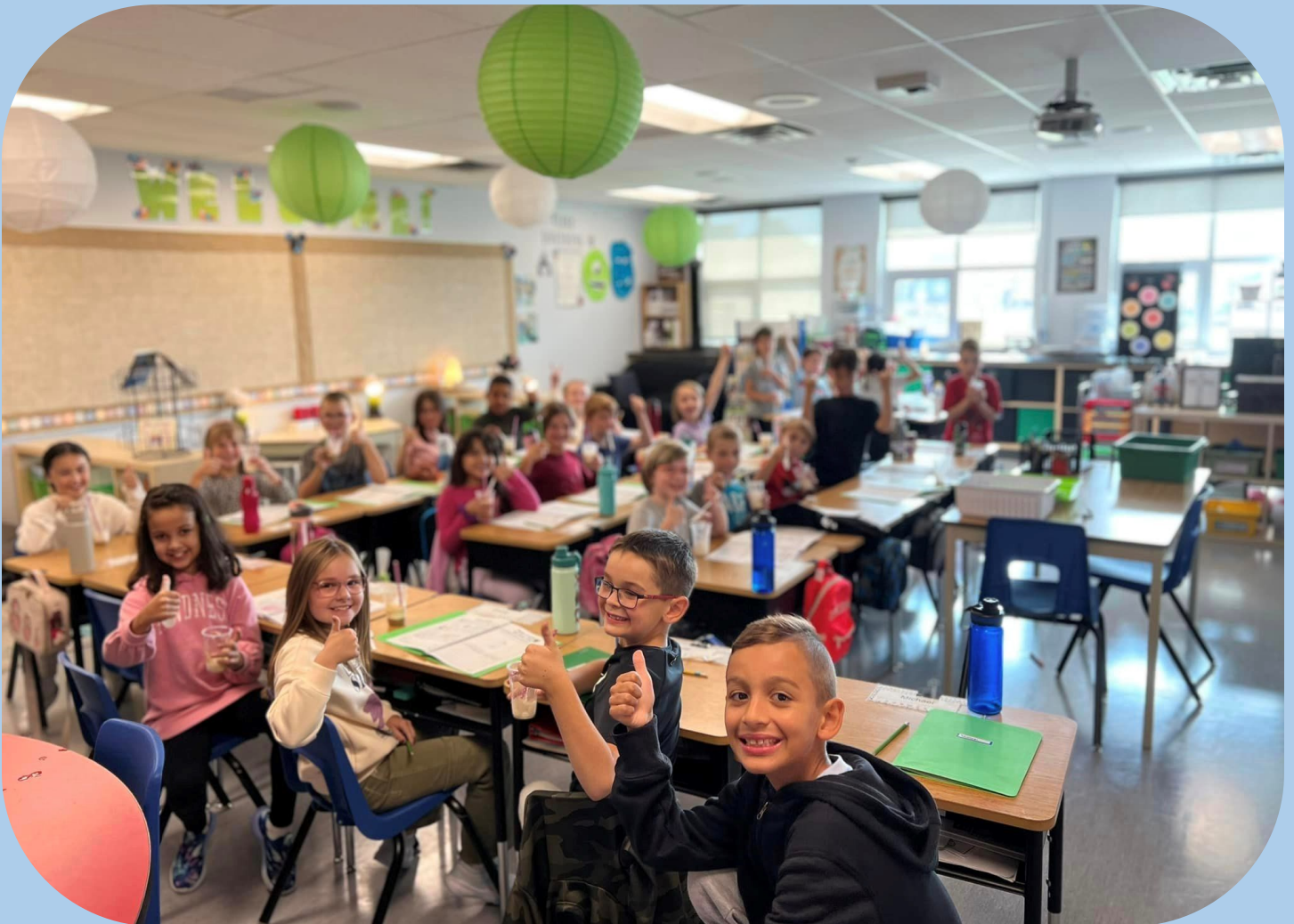


# St. Thomas Aquinas Roman Catholic

## Separate School Division

*Annual Education Results Report*

2022-2023



# BOARD CHAIR'S MESSAGE

## DONNA TUGWOOD



On behalf of your STAR Catholic Board of Trustees, I am pleased to present this Annual Education Results Report, the pages of which are a testament to the hard work and dedication that takes place in our Division every day.

Our Board of seven Trustees represents six communities where we take pride in advocating on behalf of our students, staff, and families. We are honoured to continue this work while promoting the gift of publicly funded Catholic education.

In our schools, students receive an education of the whole person: mind, body, and soul. Teachers instill in students the value of living a Christ-like life every day, and we are regularly inspired by good news stories, wonderful social justice initiatives, and moving moments.

We are dedicated to strengthening our valuable working relationships with parishes, community members and organizations, and educational counterparts. We are also committed to searching for new opportunities for collaboration and ways to capitalize on efficiencies.

Exciting things happen in our Division regularly, and our students and staff continuously humble and impress us. As our Board continues to work towards our key goals and priorities, we eagerly look forward to seeing what blessings the upcoming year brings.

Yours in Catholic Education,

Donna Tugwood  
Board Chair

# SUPERINTENDENT'S MESSAGE

## CHARLIE BOUCHARD



As Superintendent of St. Thomas Aquinas Roman (STAR) Catholic Schools, it gives me great pleasure to present this Annual Education Results Report.

This document provides clear evidence of the hard work of each valuable individual in our Division as we strive for excellence in areas such as growing and affirming Catholic identity, academics, parental involvement, mental health and well-being, and quality of education.

STAR Catholic School Division is blessed with a student population committed to learning and growth, a diverse team of passionate staff, and our many partners who demonstrate continued support for our schools.

Our achievements are a testament not only to the dedication of school communities, but also to the strong relationships we have with our families, parishes, communities, government representatives, and educational colleagues.

Everything we achieve, we do in His name. This year, we embark on the first year of a new four-year faith theme: "Encounter God". The spark of faith is lit through an encounter with God, and His deepest desire is for each of us to come to know, love, and serve him.

It is humbling to witness this service to God within the walls of our schools every day, and I look forward to seeing what other remarkable work is undergone in the months to come.

In His Name,

Charlie Bouchard  
Superintendent

# MEET OUR TRUSTEES



## Donna Tugwood

Board Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, step mother of four, grandmother of 18 and great grandmother to one — so far. 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 Past President of St. Stephen's Catholic Women's League. Donna loves to do art and travel. She is honoured and proud to be serving her second term as a STAR Catholic Trustee representing Lacombe. 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.



## Henry Effen

Vice Chair and Wetaskiwin Trustee

Henry Effen was born in Ghana, West Africa where he attended Catholic schools prior to moving to Canada and since making Alberta home. Henry, a social worker, was elected to the STAR Catholic Board of Trustees through a byelection in March 2012 and is serving his third term.

Henry is particularly interested in pragmatic governance and best practices that support primary and secondary education. Henry is an advocate for the preservation of publicly funded Catholic education in Alberta. Catholic education educates the whole person — body, mind, and soul. Henry and his family reside in Wetaskiwin; two of his children have graduated and one is yet to graduate from Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.



## 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-five 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 travelling. She is humbled and grateful to serve as a STAR Catholic Trustee and looks forward to building a stronger faith community within our schools.

# 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 provides 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 475 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. For the 2021-2022 school year, our Division once again saw an increase in enrollment, climbing from 4,068 students to 4,367. For the 2022-2023 school year, it once again increased to more than 4,700.

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.

In the spring of 2023 we were excited to celebrate the grand opening of Father Lacombe Catholic School. This new building 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](http://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 live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
<b>Parent Survey</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question
<b>Student Survey</b>	<b>Current Result*</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
We pray as a class or school every day.	97   89	96   89	97   89
The adults in my school treat me with respect.	New Question	New Question	New Question

\*Grades 4-6 | 7-12

## FAITH PD OPPORTUNITIES

- Reflection Day: introduction and exploration of faith theme “Disciples of The Word: Through Works.”
- Administration participated in monthly faith leadership learning sessions and, in turn, presented a minimum of three to staff. Sessions/topics included: *The Why of Charity and Social Justice*, *Planning for Liturgy (The Hows and Whys)*, *A Pastoral Letter from the Catholic Bishops of Canada to Young People*, *Servant Leadership: Call to Service*, *Leading Others to Encounters with Christ*, *Embracing and Sharing Your Faith in a Challenging World*, *God's Radical Love for All*, and *Indigenous Spirituality Parallels to Our Catholic Faith*.
- Faith sessions for new teacher orientation.

# FAITH PD OPPORTUNITIES (cntd)

- Theme “Disciples of The Word: Disciples through Works“: staff retreats focused on how we are called to demonstrate love through service to all people.
- Staff were inserviced on: *Growing in Faith*, *Growing in Christ Religion programs*, *Christian Anthropology/ Human Sexuality training*, *The 4th R*, *Grade 4-6 Growth and Development curriculum resources*.
- Financial support for 12 staff to attend the SPICE (Sharing Purpose in Catholic Education) retreat.
- Faith development sessions at the Religious Education Committee meetings.
- Promoted the use of Catholic learning resources developed by groups such as Archdiocese of Edmonton, Formed, Augustine Institute, and Dynamic Catholic.
- The Director of Faith strategized with school Religious Education Coordinators to assist staff in their work

# 2023-2024 SCHOOL YEAR STRATEGIES

1. Deepen staff understanding of Catholic virtues and how to incorporate them into daily living.
  - Sharing of information (professional development sessions with administrators and religious education committee, newsletters, etc.) with all staff on the development of virtues.
  - Sharing of best practices regarding how schools identify and recognize staff and student virtuous behaviours (e.g. “Gospel” awards, “Caught Being Good” celebrations etc.).
  - Development of staff and student retreats centered on virtues and gospel values.
2. Enhance staff capacity in regards to curricular and non-curricular permeation of faith.
  - Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents).
  - Study Canadian text, “Educating for Eternity: A Teacher’s Companion for Making Every Class Catholic”, Brett Salkeld, Ph.D.
  - Continue staff collaboration in the STAR Catholic permeation project resources.
  - Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass.
  - Implement effective assessment practices related to Religion outcomes.
3. Continue to deepen staff understanding of Christian anthropology and how our Catholic understanding of the human person impacts our schools.
  - Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
  - Support administrators and teachers in continuing to uphold inherent Christian dignity in discipline practices, classroom management, and behaviour supports.



## PROFESSIONAL LEARNING

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



# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

### MEASURES

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

\*Grades 4-6 | 7-12

### 2023-2024 SCHOOL YEAR STRATEGIES

1. Ensure students have access to effective and engaging Religious Education.

- Adhere to Religious Education time allocations as outlined in the Administrative Procedure.
- Assist staff in effectively accessing and utilizing endorsed religious education resources.
- Highlight aspects of the curriculum that focus on active participation, service, and permeation into daily living.

2. Provide opportunities for students to be involved in the liturgical life of the school.

- Invite and train students to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.).
- Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively, and consciously participate.

# 2023-2024 SCHOOL YEAR STRATEGIES (cntd)

- Encourage students to lead and participate in the prayer life of the school.
- Support the development of student faith-leadership teams.

### 3. Support grade-level student retreats.

- Ensure all students have the opportunity to participate in an annual retreat.
- Connect grade-level retreats to the curricular themes of the religious education program and, if possible, the Division theme (virtues).
- Use the 'STAR Catholic Best Practices for School-Based Retreats' document as a guide when planning retreats.

### PROFESSIONAL LEARNING

- Refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources.
- Sharing of best practices regarding assessment in Religious Education.
- Connect with the parish to provide students with specific liturgical training (altar servers, lectors, etc.).
- Leadership learning and training with student faith-leadership teams.
- Collaboration and planning opportunities for grade-level retreats through the Religious Education Committees or grade level teams.
- Provide guides and resources for engaging in various forms of prayer for both staff and students.
- Provide staff and student opportunities and resources for learning about the Holy Mass.



# 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.	86	85	86
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	99	97	98
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	97   94	96   95	96   94

\*Grades 4-6 | 7-12

### SOCIAL JUSTICE PROJECTS

- Participated in the ThinkFast and Mustard Seed Challenge promoted by Development and Peace
- Food bank drives
- Collecting school supplies for communities in need
- Coats for kids and winter gear drives
- Christmas gifts, cards, and visits for seniors in long term care facilities
- Personal toiletry collections for less fortunate and mental health facilities
- Collecting can tabs for wheelchairs
- Taking Care of Our World recycling and environmental projects
- Collecting gifts and personal items for teens in need (Alberta Children’s Hospital Teen Mental health ward)
- Coins for Christ: fundraising and prayers for St. Vincent de Paul Society
- Rosary Project: students made and donated rosaries to hospitals, long-term care centers
- Projects with Catholic Social Services: St. Zita ministry and Lurana Shelter
- Chalice School project: supporting sister schools in Africa during Lent
- Awaso Academy Sponsorship: supported sister school in Ghana (Wakeathon)
- Truth and Reconciliation days and events
- Leduc Hub: collected donations to support the unhoused in Leduc

# 2023-2024 SCHOOL YEAR STRATEGIES

## **Encounter God's Goodness**

1. Develop staff and student understanding of the role of virtues and Christian anthropology in acts of service.
  - Support staff in identifying opportunities to embed virtues in projects.
  - Students recognize their virtue development through project participation.
  - Staff and students will encounter the individuals they are serving whenever possible.
2. Enhance use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all schools and grade-levels.
  - Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and Catholic social teachings.
  - Involve students in project planning whenever possible.
  - Connect with Catholic service organizations whenever possible.
3. Support schools in planning for Charity and Social Justice projects, tied to the liturgical and school year.
  - Provide opportunities for long-range planning and choice of projects.
  - Encourage projects that maximize staff and student participation.
  - Strategically plan to maintain a balance between charity and social justice focused projects.
  - When possible, partner with the local parish and/or Archdiocese.

## **PROFESSIONAL LEARNING**

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

# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
<b>Parent Survey</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question
<b>Staff Survey (Teacher)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	99	98
<b>Staff Survey (Support Staff)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	95	95	95
<b>Student Survey</b>	<b>Current Result*</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
*Grades 4-6   7-12			
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question

## 2023-2024 SCHOOL YEAR STRATEGIES

### Encounter God's Goodness

1. Build and enhance relationships between the parish and schools.

- Plan for regular meetings between the parish priest and school administration (as per Archdiocese Standards for Preparing Children and Youth for the Sacraments).
- Invite the parish priest and parish staff to participate in various school activities (sports tournaments, art walk, spirit rallies, open house events, staff meals, Catholic Education Week, etc.).
- Invite parishioners to share areas of expertise and faith witness with students, especially centered around virtues and supporting charity/social justice work in the community.

# 2023-2024 SCHOOL YEAR STRATEGIES (cntd)

- Celebrate the Holy Mass in the local parish whenever possible.
  - Provide opportunities for small groups/grade-level staff to meet with the parish priest for fellowship and relationship building (weekly/monthly).
2. Engage in relationship building and faith connection activities.
- Communicate to stakeholders, the liturgical year celebrations (Advent, Christmas, Lent, Easter).
  - Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
  - Recognize and celebrate parishioners who have been active in school life utilizing school and parish platforms.
3. Enhance communication pathways.
- Intentionally share faith events through social media platforms.
  - Share parish information and events with families.
  - Invite the local priest to contribute to newsletters/social media campaigns etc.
  - Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.



## School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc.)

- Whole School Masses: Celebrated Mass or a Liturgy of the Word, at minimum, bi-monthly.
- 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 Retreats and/or Graduation Masses/Liturgies of the Word.
- Staff meet regularly to pray together in all schools.
- Advent & Lent Celebrations: Schools gathered to pray together.
- Schools lead students through the Stations of the Cross during the season of Lent.
- Priests visited schools during Advent and Lent to celebrate the Sacrament of Reconciliation.
- Central and school administrators met with the parish priest and Elders, from Our Lady of Seven Sorrows Catholic Parish in Maskwacis, to discuss the role of education and faith in Truth and Reconciliation.
- Every school prays together daily, typically over intercom or led by individual classroom teachers. Each school gathers weekly or monthly.
- 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.
- Schools participated in charity and social justice projects in cooperation with Chalice, Development and Peace, and Catholic Social Services.
- Archbishop Smith celebrated Mass and blessed the new Father Lacombe Catholic School.
- The Face to Face retreat team led some student retreats in the Division.

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

- Schools provided communication links between parishes and parents.
- A number of staff assisted with parish sacramental preparation programs.
- Students who received sacraments were congratulated in school assemblies or through announcements.
- Priest and/or parish staff visited classes to share information about and invite students to parish First Communion, Reconciliation, and Confirmation preparation programs.
- Some staff have joined the Church through RCIA (Rite of Christian Initiation for Adults).
- In some parishes, school choirs and/or students provided music ministry for specific Sunday Masses.
- Parish volunteers have visited schools and trained staff and students in various ministries.
- The Knights of Columbus, in a number of communities, supported the purchase of bibles for the grade 4 program, the basketball free throw competition as well as numerous other projects.
- In a number of schools, parents, the Catholic Women's League, and the Knights of Columbus, cooked the pancake breakfast for Shrove Tuesday.
- The Catholic Women's League (CWL), in some schools, ran rosary clubs, regularly prayed the rosary with individual classes, and ran colouring competitions.
- Joy Bags, during Advent, were sent home to help families prepare for Christmas together.
- Schools often engaged in charity and social justice projects that benefited the local community including:
  - \* collected food for the local food bank;
  - \* fundraised for local parishes;
  - \* fundraised for the St. Vincent de Paul Society;
  - \* provided funds and clothing to local shelters/community safe spaces.
- Facilitated guest speakers, from Catholic Social Services, to highlight the impact of service work in the community to assist the most vulnerable.



# INSIGHTS, IMPLICATIONS, & CONCLUSIONS

## INSIGHTS

- Due to the inclusion of new questions, included in the Division survey, there is limited data to analyze.
- The Division maintained very high results, or small increases in most areas.
- Teaching staff reported 100% satisfaction with the opportunity to participate in religious ceremonies, activities, or functions at the school or parish, which is an improvement over results experienced during COVID-19.
- Only 75% of secondary students report being treated with respect by the adults in the school. This is an area of need in growth.

## CONCLUSIONS

- Our results in this domain continue to be very high.
- Overall, staff, students, and parents all report high satisfaction with — and awareness of — efforts made to enhance our schools' Catholic identity.
- Efforts need to be made to help secondary students feel respected by the adults within their schools.

## IMPLICATIONS

- Schools should continue current strategies to provide a variety of opportunities for all stakeholders to participate in faith celebrations and events throughout the year.
- Secondary schools should consult students to explore ways they can feel respected, have their voices heard, and share their viewpoints appropriately.
- Schools should continue current strategies 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.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

## MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with.	91	91	92
I am able to effectively support student regulation.	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question
<b>Staff Survey (Support Staff)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question
I am able to support the social and emotional well-being of the Student(s) I work with.	92	93	94
I am able to effectively support student regulation.	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. 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
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question
I feel safe at school.	85	New Question	New Question
I have a friend at school.	95	New Question	New Question
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question
I feel safe at school.	81	New Question	New Question
I have a friend at school.	96	New Question	New Question

# 2023-2024 SCHOOL YEAR STRATEGIES

- Deepen understanding and awareness of foundational elements of social, emotional, and physical well-being.
  - \* Continue implementation of high school Mental Health Literacy curriculum to promote understanding of mental health.
  - \* Continued implementation of The Third Path framework.
- Continue to build and sustain strong connectivity between students and staff.
  - \* Ensure all schools have identified staff appropriately trained to support mental health.
  - \* Continue to provide training and support to Family School Liaison Workers and school-based counselors.
  - \* Model and practice the essential conditions of the Third Path.

## PROFESSIONAL LEARNING

- Mental Health Literacy Curriculum inservice and implementation (High School).
- Deepen understanding of mental health and stigmas attached to mental health.
- Social-Emotional professional development and classroom presentations and resource supports.
- Educational opportunities to explore resiliency and skill building.
- Continue Community of Practice for Family School Liaison Workers and school-based counselors to support student wellness (book study, outside agency presentations, etc.).
- School presentations on Trauma Informed Practices to support organizational change.
- Violent Threat Risk Assessment Level 1 training.

# INSIGHTS, IMPLICATIONS & CONCLUSIONS

## INSIGHTS

- Due to the amount of new questions on the Division survey there is limited data to analyze.
- Teachers and support staff continue to be satisfied with their ability to support students' social and emotional well-being.
- Overall, students report high levels of feeling safe at school and having friends at school.

## IMPLICATIONS

- Continued collaboration between schools and sharing of best practices, to utilize the Third Path framework, Supporting Individuals Through Valued Attachment, and Mental Health Literacy are vital.
- The focus on relationship-based education and utilizing strategies in daily classroom activities assist staff in addressing student social and emotional well-being.
- The Division Wellness Coordinator should continue to play a crucial role to increase staff efficacy in providing student support, as well as to connect with community resources and support.

## CONCLUSIONS

- As there is no data to compare, conclusions regarding student mental health and well-being are limited.

# 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

## 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.

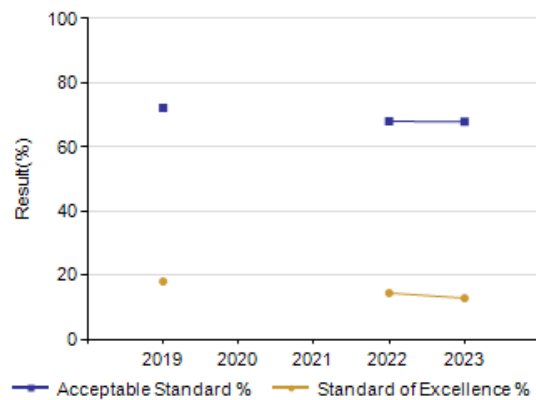


# PROVINCIAL ACHIEVEMENT TEST RESULTS — BY NUMBER ENROLLED MEASURE HISTORY

PAT Results By Number Enrolled Measure History

	St. Thomas Aquinas Roman Catho					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	705	n/a	n/a	701	746	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard	72.1	n/a	n/a	68.0	67.8	n/a	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	18.0	n/a	n/a	14.4	12.8	n/a	n/a	n/a	20.8	n/a	n/a	17.7	16.0

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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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

2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# PROVINCIAL ACHIEVEMENT TESTS—MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	Authority	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

**Notes:**

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

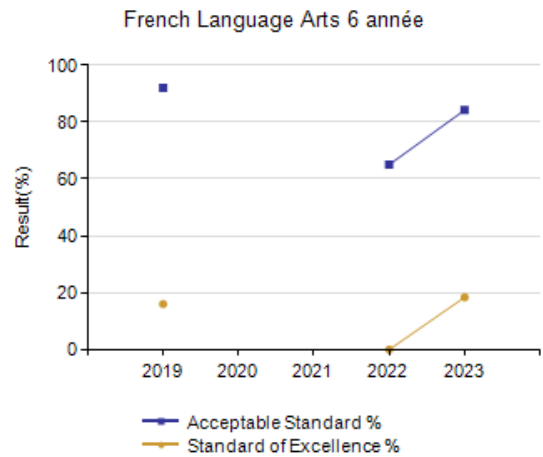
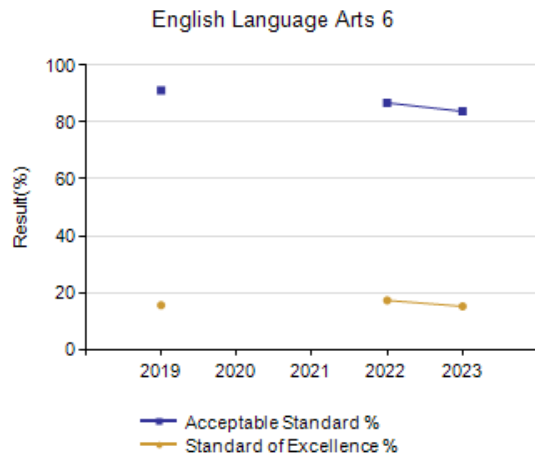
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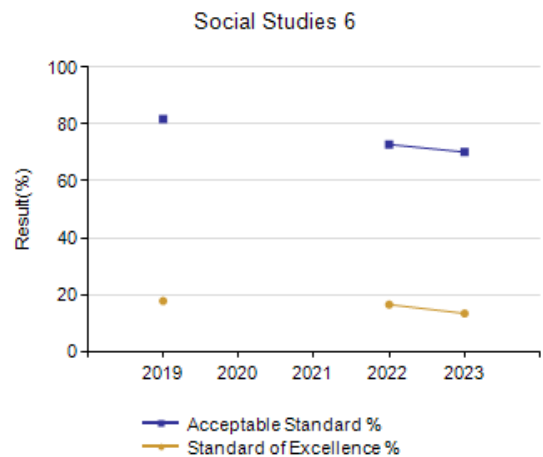
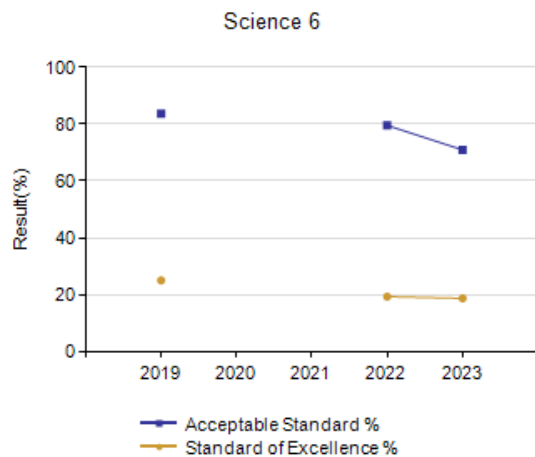
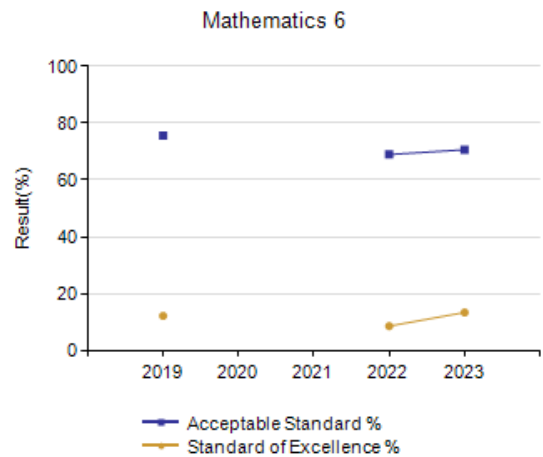
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Graph of Provincial Achievement Test Results by Course



[No Data for Français 6]



Notes:

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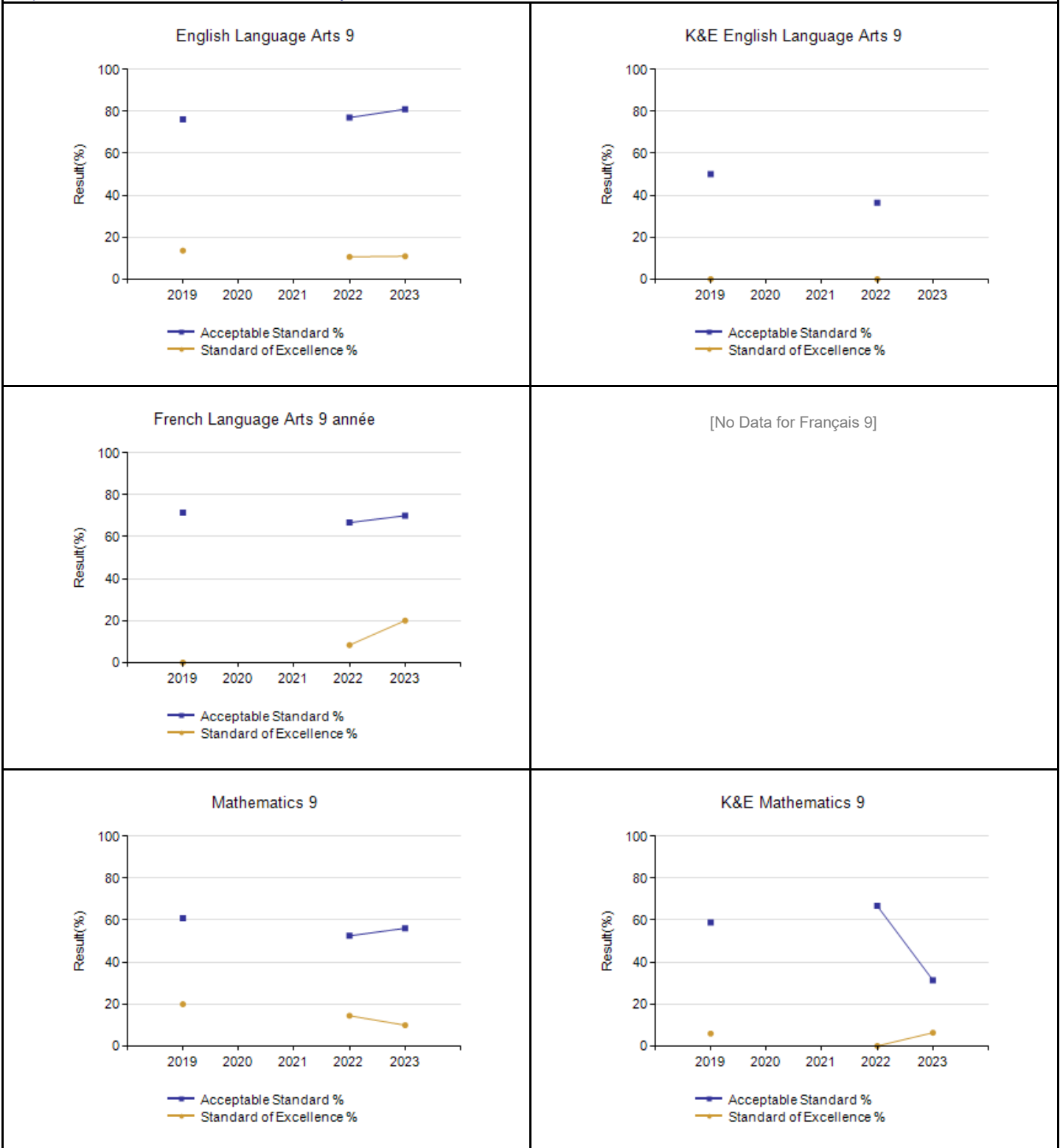
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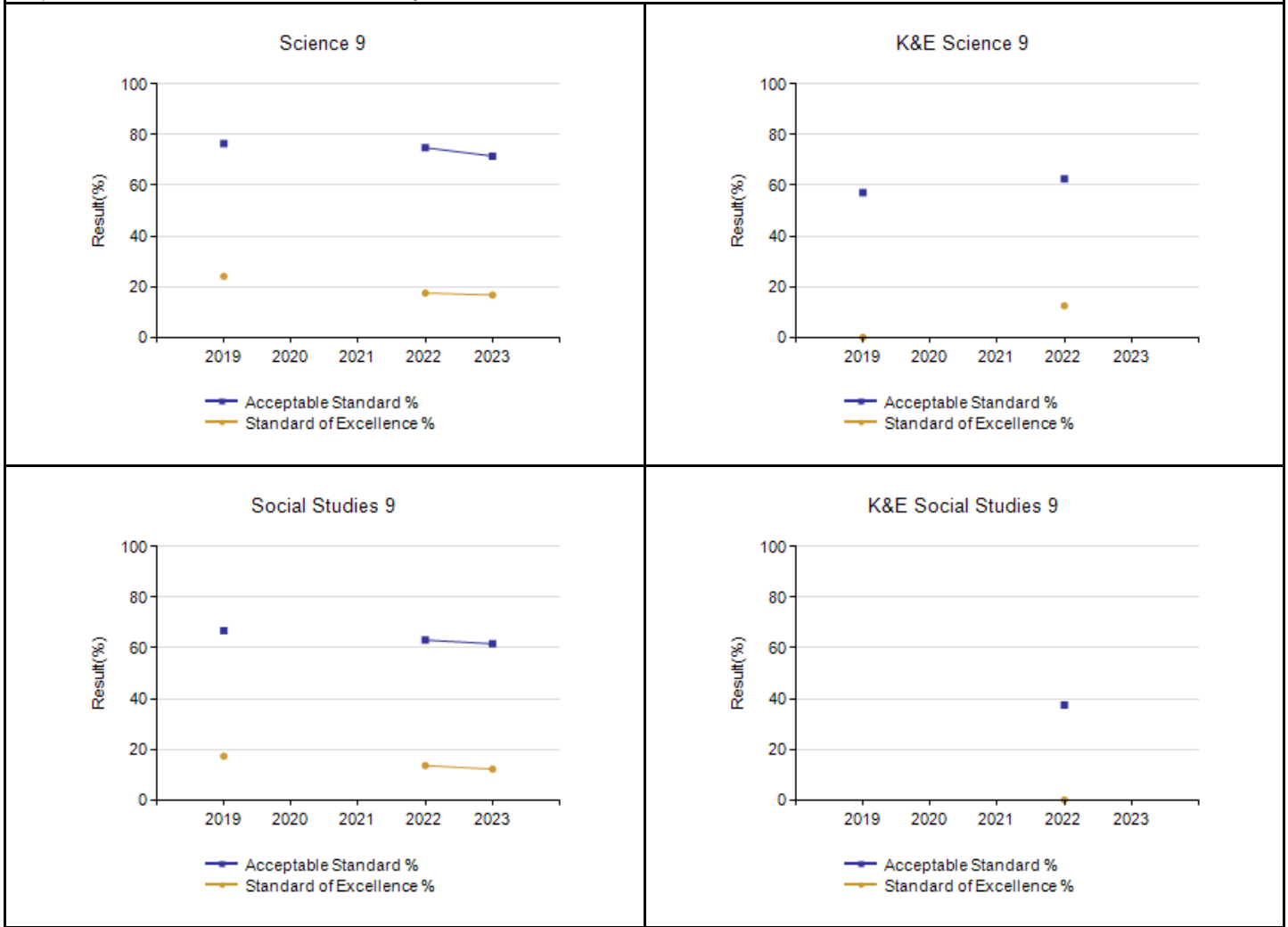


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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		St. Thomas Aquinas Roman Catholic							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	374	83.7	n/a	n/a	52,108	78.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	374	15.2	n/a	n/a	52,108	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	38	84.2	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	38	18.4	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	374	70.6	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	374	13.4	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	374	70.9	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	374	18.7	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	374	70.1	n/a	n/a	57,855	66.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	374	13.4	n/a	n/a	57,855	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	311	81.0	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	311	10.9	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	10	70.0	n/a	n/a	3,215	78.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	10	20.0	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	294	56.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	294	9.9	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	16	31.3	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	16	6.3	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	372	71.5	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	372	16.7	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	370	61.6	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	370	12.2	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	1,140	10.6	n/a	n/a

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# Student Growth and Achievement (Grades K-9)



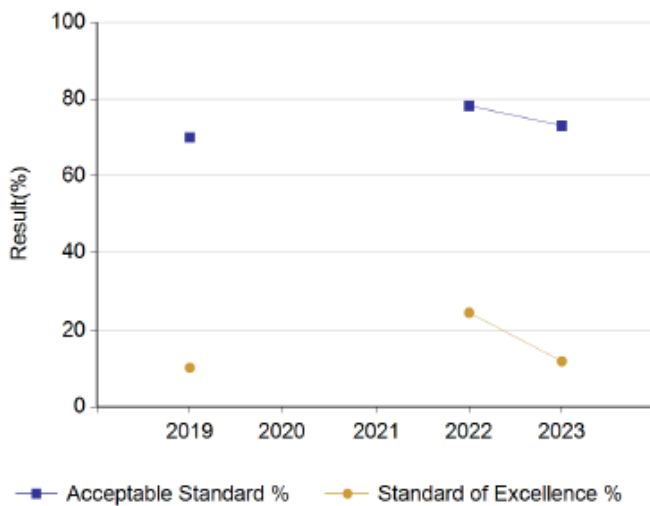
## PAT Results By Number Enrolled Measure History

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

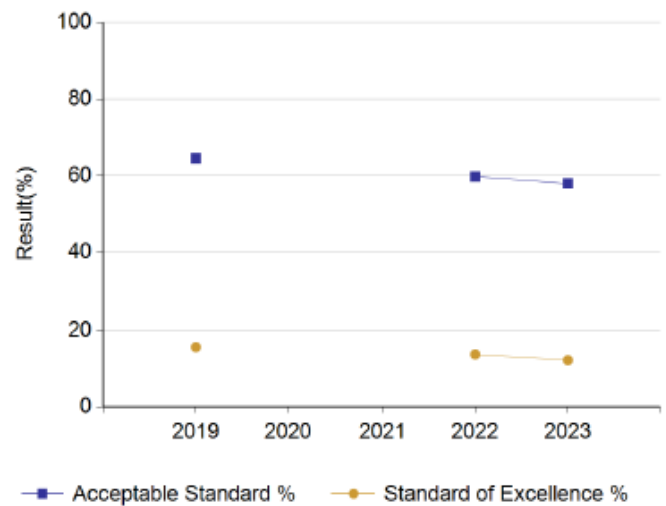
Province: Alberta (EAL)

	St. Thomas Aquinas Roman Catho (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	81	n/a	n/a	70	87	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	69.9	n/a	n/a	78.2	73.0	n/a	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	10.2	n/a	n/a	24.6	11.9	n/a	n/a	n/a	15.6	n/a	n/a	13.7	12.2

St. Thomas Aquinas Roman Catho (EAL)



Alberta (EAL)



Notes:

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

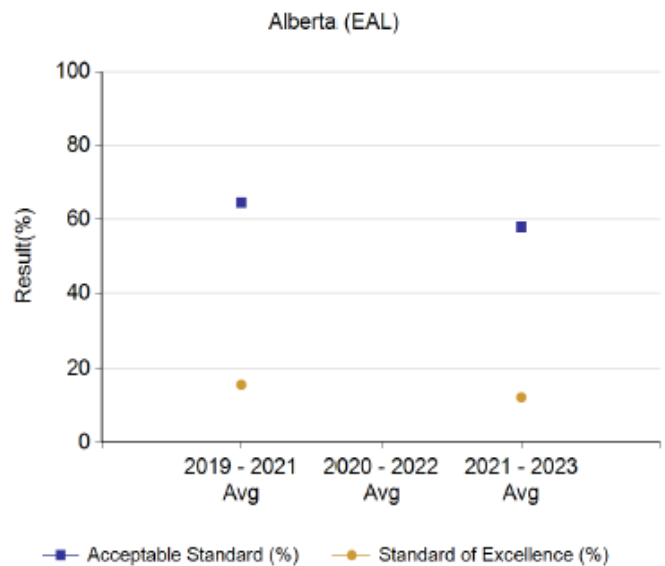
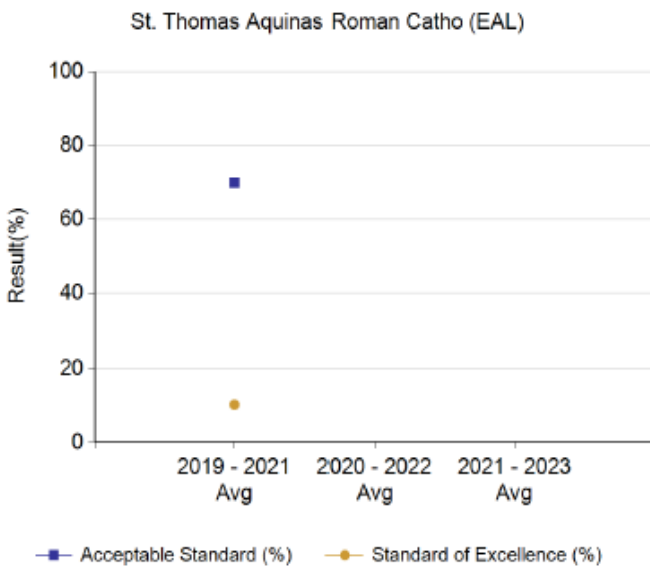


## PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (EAL)

	St. Thomas Aquinas Roman Catho (EAL)			Alberta (EAL)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	81	n/a	n/a	16,165	n/a	17,260
Acceptable Standard (%)	69.9	n/a	n/a	64.5	n/a	57.9
Standard of Excellence (%)	10.2	n/a	n/a	15.6	n/a	12.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

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

Course		Measure		St. Thomas Aquinas Roman Catho (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Language Arts 6</a>	Acceptable Standard	n/a	n/a	n/a	61	83.6	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	61	18.0	n/a	n/a	9,044	13.9	n/a	n/a		
<a href="#">French Language Arts 6, année</a>	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	188	13.8	n/a	n/a		
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
<a href="#">Mathematics 6</a>	Acceptable Standard	n/a	n/a	n/a	61	82.0	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	61	16.4	n/a	n/a	9,076	15.2	n/a	n/a		
<a href="#">Science 6</a>	Acceptable Standard	n/a	n/a	n/a	61	73.8	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	61	14.8	n/a	n/a	9,728	17.2	n/a	n/a		
<a href="#">Social Studies 6</a>	Acceptable Standard	n/a	n/a	n/a	61	83.6	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	61	11.5	n/a	n/a	10,098	15.7	n/a	n/a		
<a href="#">English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	23	78.3	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	23	13.0	n/a	n/a	6,969	6.6	n/a	n/a		
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
<a href="#">French Language Arts 9, année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
<a href="#">Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	22	54.5	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	22	9.1	n/a	n/a	6,930	12.0	n/a	n/a		
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	177	5.6	n/a	n/a		
<a href="#">Science 9</a>	Acceptable Standard	n/a	n/a	n/a	26	73.1	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	26	15.4	n/a	n/a	6,975	15.0	n/a	n/a		
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
<a href="#">Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	25	60.0	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	25	12.0	n/a	n/a	6,983	11.0	n/a	n/a		
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	137	39.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	137	1.5	n/a	n/a		

Notes:

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- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these

# Student Growth and Achievement (Grades K-9)



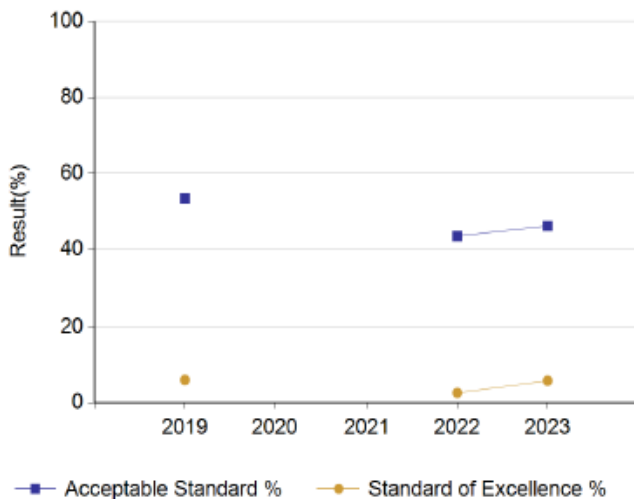
## PAT Results By Number Enrolled Measure History

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

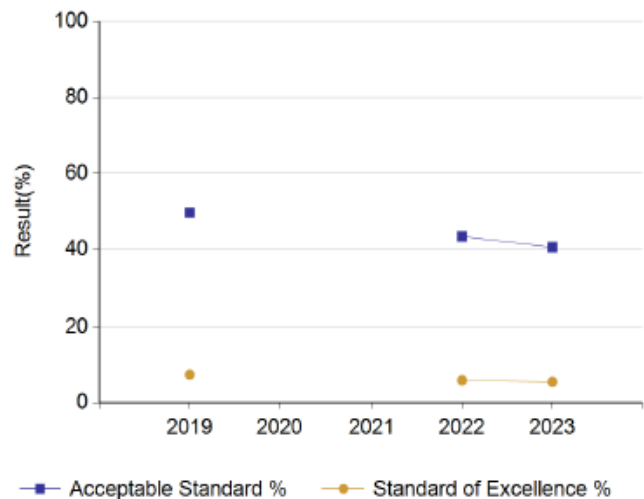
Province: Alberta (FNMI)

	St. Thomas Aquinas Roman Catho (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	76	n/a	n/a	84	90	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	53.3	n/a	n/a	43.4	46.1	n/a	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	6.0	n/a	n/a	2.6	5.8	n/a	n/a	n/a	7.4	n/a	n/a	5.9	5.5

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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

# Student Growth and Achievement (Grades K-9)

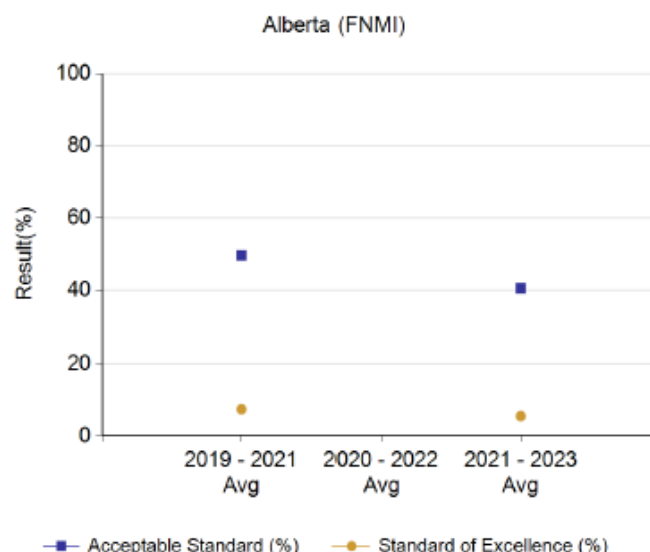
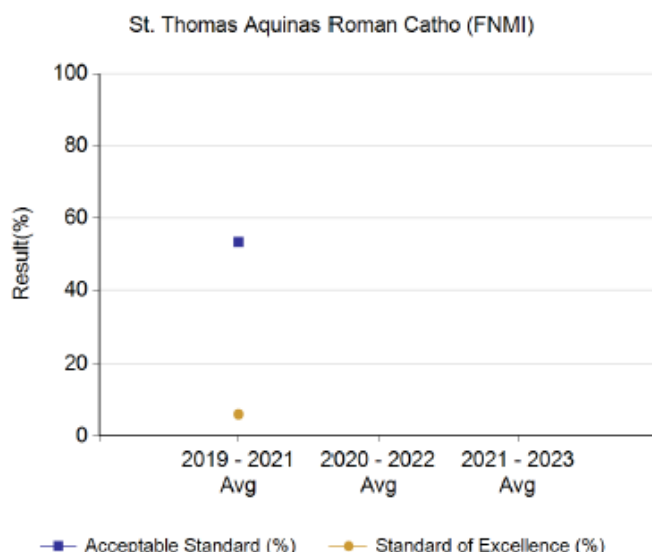


## PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (FNMI)

	St. Thomas Aquinas Roman Catho (FNMI)			Alberta (FNMI)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	76	n/a	n/a	7,791	n/a	9,049
Acceptable Standard (%)	53.3	n/a	n/a	49.6	n/a	40.5
Standard of Excellence (%)	6.0	n/a	n/a	7.4	n/a	5.5



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



## 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	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Language Arts 6</a>	Acceptable Standard	n/a	n/a	n/a	46	78.3	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	46	8.7	n/a	n/a	3,891	7.1	n/a	n/a		
<a href="#">French Language Arts 6, année</a>	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	132	5.3	n/a	n/a		
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
<a href="#">Mathematics 6</a>	Acceptable Standard	n/a	n/a	n/a	46	50.0	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	46	8.7	n/a	n/a	3,907	5.6	n/a	n/a		
<a href="#">Science 6</a>	Acceptable Standard	n/a	n/a	n/a	46	58.7	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	46	6.5	n/a	n/a	3,990	9.0	n/a	n/a		
<a href="#">Social Studies 6</a>	Acceptable Standard	n/a	n/a	n/a	46	58.7	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	46	4.3	n/a	n/a	4,332	6.5	n/a	n/a		
<a href="#">English Language Arts 7</a>	Acceptable Standard	n/a	n/a	n/a	36	55.6	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	36	2.8	n/a	n/a	4,375	4.4	n/a	n/a		
<a href="#">K&amp;E English Language Arts 8</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
<a href="#">French Language Arts 8, année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
<a href="#">Français 8 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
<a href="#">Mathematics 8</a>	Acceptable Standard	n/a	n/a	n/a	29	34.5	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	29	3.4	n/a	n/a	4,197	3.8	n/a	n/a		
<a href="#">K&amp;E Mathematics 8</a>	Acceptable Standard	n/a	n/a	n/a	7	*	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	7	*	n/a	n/a	440	11.1	n/a	n/a		
<a href="#">Science 8</a>	Acceptable Standard	n/a	n/a	n/a	44	43.2	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	44	11.4	n/a	n/a	4,380	7.1	n/a	n/a		
<a href="#">K&amp;E Science 8</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
<a href="#">Social Studies 8</a>	Acceptable Standard	n/a	n/a	n/a	44	38.6	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	44	6.8	n/a	n/a	4,393	4.9	n/a	n/a		
<a href="#">K&amp;E Social Studies 8</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a		

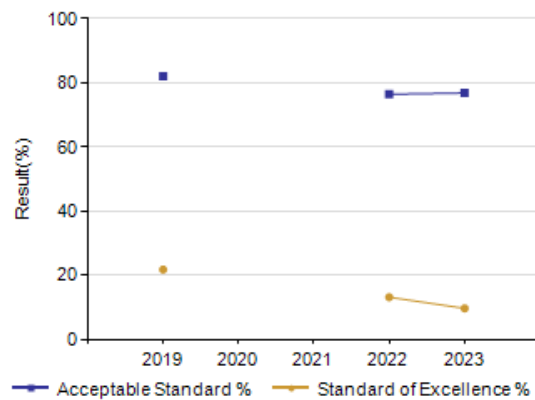
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## Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	St. Thomas Aquinas Roman Catho					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	192	n/a	n/a	210	200	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	82.0	n/a	n/a	76.4	76.8	Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	21.7	n/a	n/a	13.1	9.6	Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2

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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# DIPLOMA EXAMS—MEASURE DETAILS

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3	96.2	9.4		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
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	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
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	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0	74.1	11.1		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

**Notes:**

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

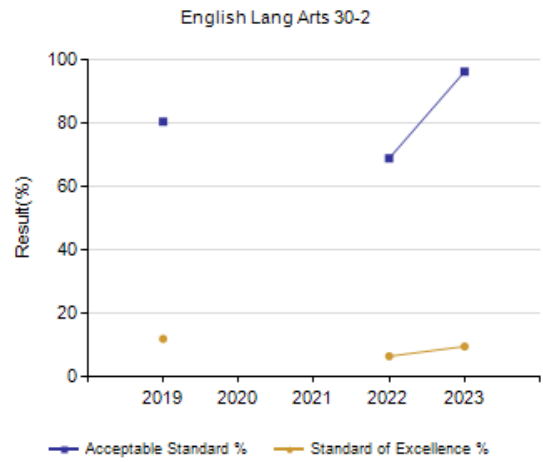
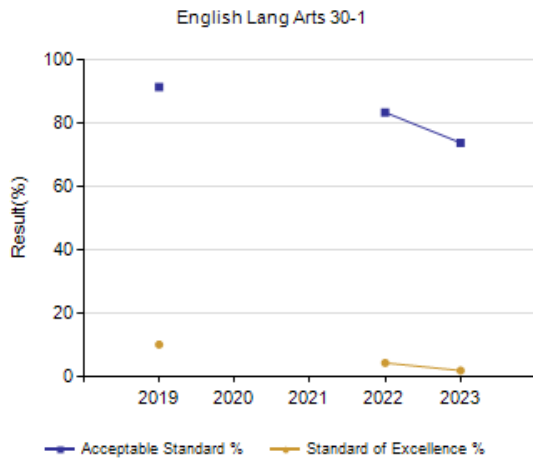
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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

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

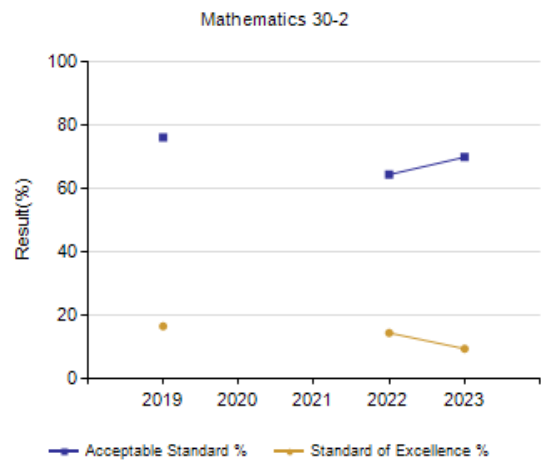
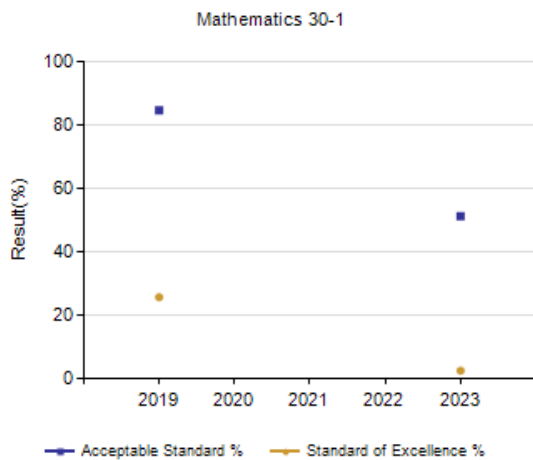
A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

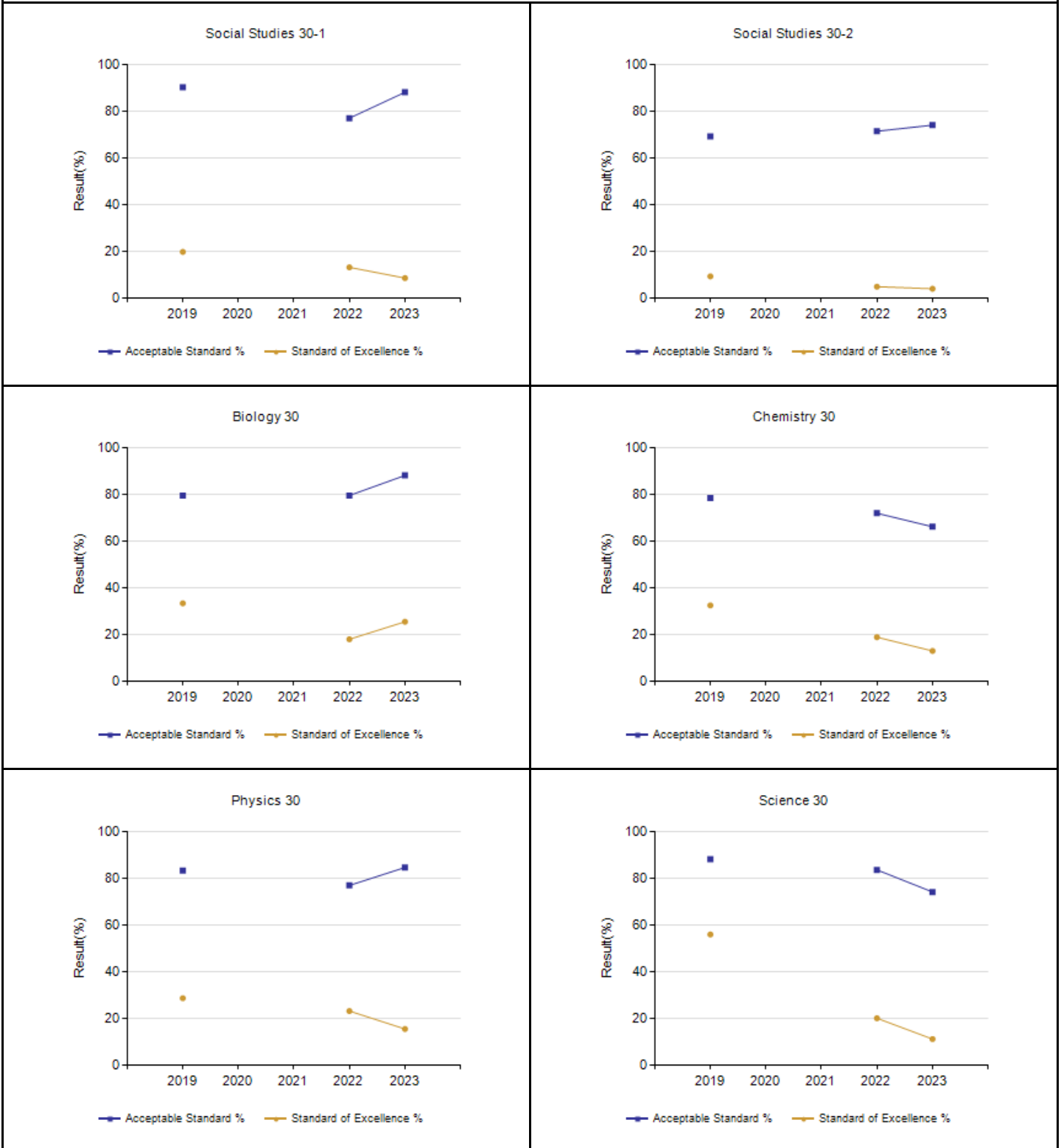
[No Data for Français 30]



Notes:

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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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		St. Thomas Aquinas Roman Catho							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	57	73.7	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	57	1.8	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	High	n/a	n/a	53	96.2	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	53	9.4	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	41	51.2	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	41	2.4	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	43	69.8	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	43	9.3	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	59	88.1	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	59	8.5	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Low	n/a	n/a	77	74.0	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	77	3.9	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	High	n/a	n/a	59	88.1	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	59	25.4	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	62	66.1	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	62	12.9	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	High	n/a	n/a	13	84.6	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	13	15.4	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	Low	n/a	n/a	27	74.1	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	27	11.1	n/a	n/a	8,007	23.1	n/a	n/a

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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

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

# Student Growth and Achievement (Grades 10-12)

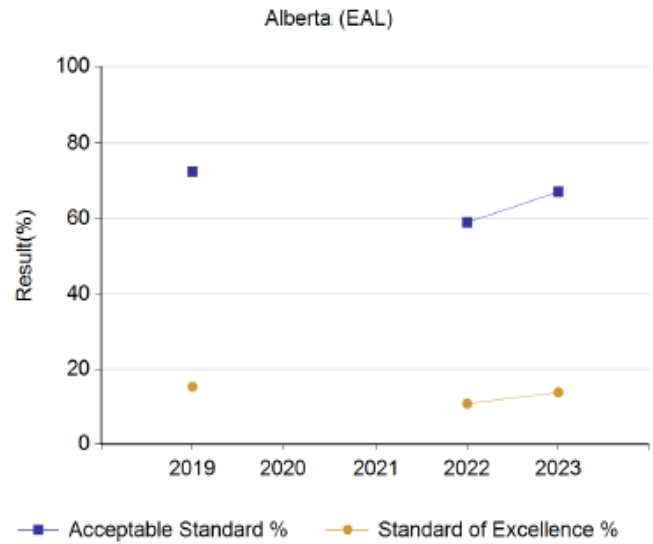
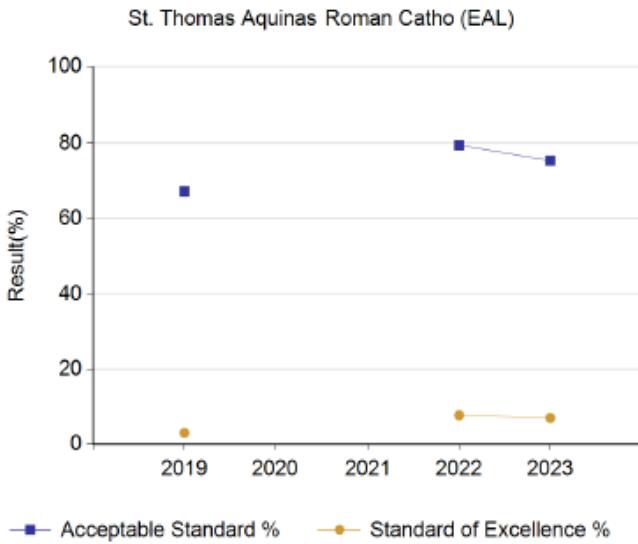


## Diploma Exam Results By Students Writing Measure History

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

Province: Alberta (EAL)

	St. Thomas Aquinas Roman Catho (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	28	n/a	n/a	22	22	n/a	n/a	n/a	6,239	n/a	n/a	5,396	6,167
Acceptable Standard %	67.2	n/a	n/a	79.5	75.4	Low	n/a	n/a	72.5	n/a	n/a	59.0	67.1
Standard of Excellence %	3.0	n/a	n/a	7.7	7.0	Very Low	n/a	n/a	15.3	n/a	n/a	10.8	13.8



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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Student Growth and Achievement (Grades 10-12)

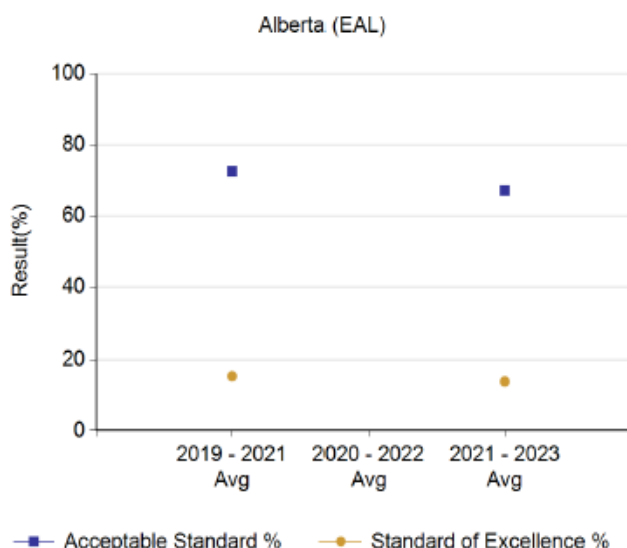
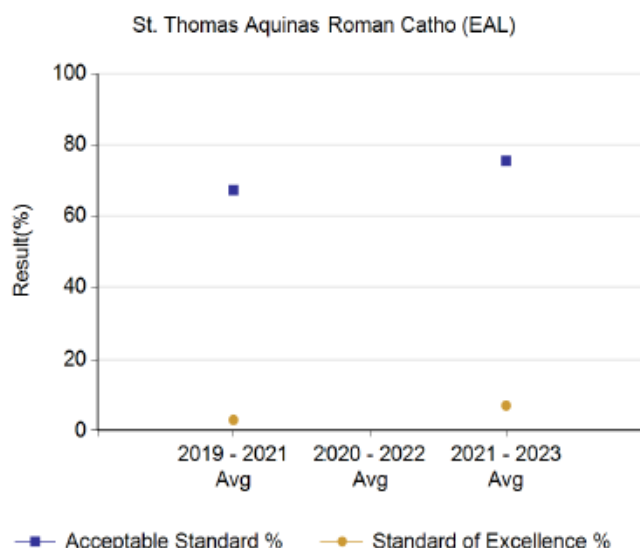


## Diploma Exam Results By Students Writing - 3 Year Rolling Average

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

Province: Alberta (EAL)

	St. Thomas Aquinas Roman Catho (EAL)			Alberta (EAL)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	28	n/a	22	6,239	n/a	6,167
Acceptable Standard %	67.2	n/a	75.4	72.5	n/a	67.1
Standard of Excellence %	3.0	n/a	7.0	15.3	n/a	13.8



### 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 COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



# Student Growth and Achievement (Grades 10-12)



## Diploma Exam Results Course By Course Summary With Measure Evaluation

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

Course		Measure		St. Thomas Aquinas Roman Catho (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	9	44.4	n/a	n/a	2,482	63.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	2,482	3.7	n/a	n/a		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	2,284	71.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	2,284	5.5	n/a	n/a		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,714	61.1	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,714	23.1	n/a	n/a		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	9	88.9	n/a	n/a	1,327	58.5	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	9	22.2	n/a	n/a	1,327	9.7	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	6	100.0	n/a	n/a	1,415	72.7	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	1,415	8.8	n/a	n/a		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	8	62.5	n/a	n/a	2,749	62.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	8	0.0	n/a	n/a	2,749	7.8	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	12	100.0	n/a	n/a	1,790	72.8	n/a	n/a		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	12	16.7	n/a	n/a	1,790	24.7	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,479	73.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,479	29.9	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	715	75.7	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	715	32.3	n/a	n/a		
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	714	67.4	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	714	16.1	n/a	n/a		

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 COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

# Student Growth and Achievement (Grades 10-12)

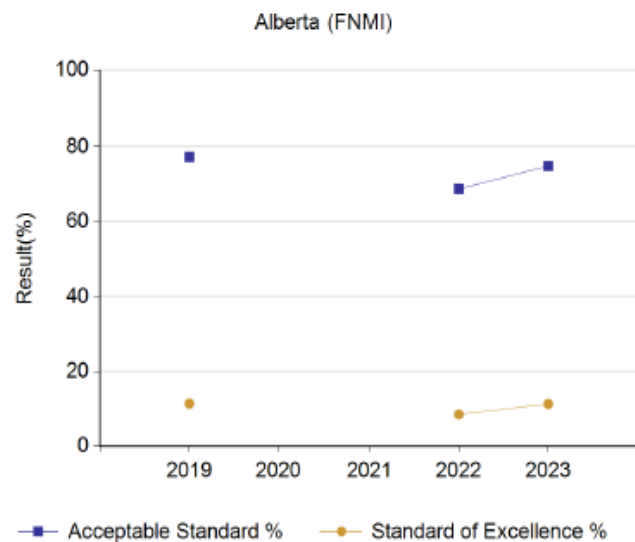
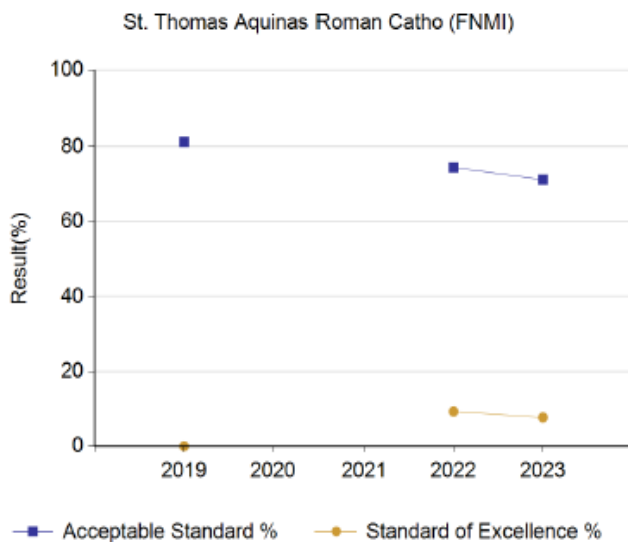


## Diploma Exam Results By Students Writing Measure History

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

Province: Alberta (FNMI)

	St. Thomas Aquinas Roman Catho (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	9	n/a	n/a	28	23	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,049
Acceptable Standard %	81.3	n/a	n/a	74.4	71.2	Very Low	n/a	n/a	77.2	n/a	n/a	68.7	74.8
Standard of Excellence %	0.0	n/a	n/a	9.3	7.7	Very Low	n/a	n/a	11.4	n/a	n/a	8.5	11.3



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Student Growth and Achievement (Grades 10-12)

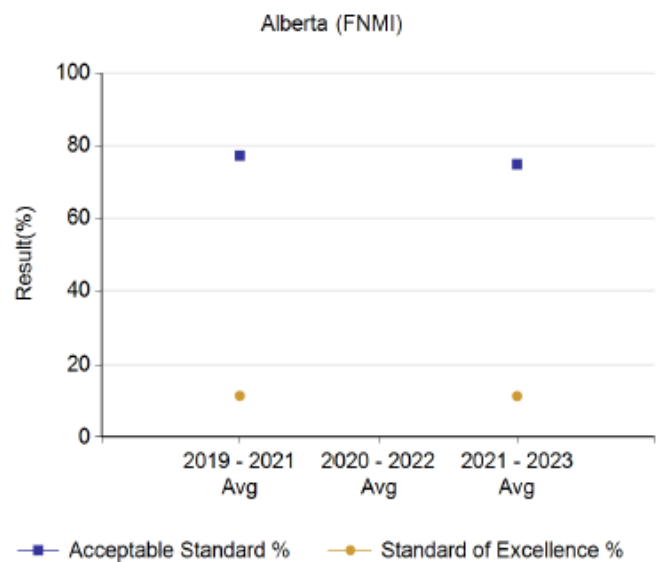
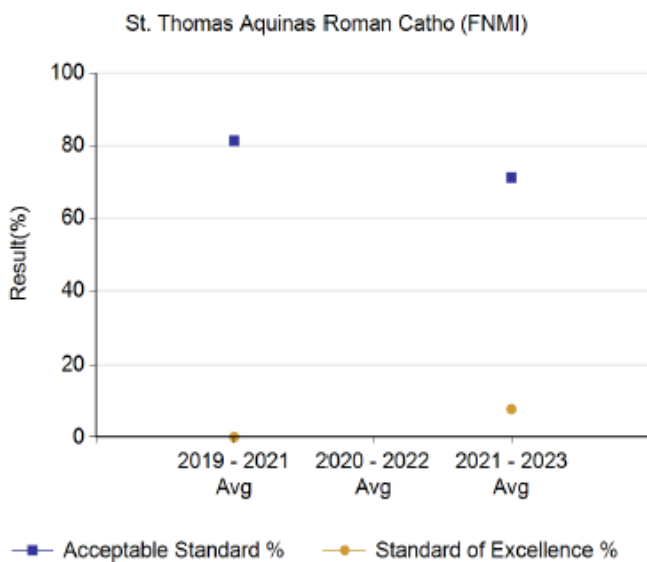


## Diploma Exam Results By Students Writing - 3 Year Rolling Average

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

Province: Alberta (FNMI)

	St. Thomas Aquinas Roman Catho (FNMI)			Alberta (FNMI)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	9	n/a	23	3,452	n/a	3,949
Acceptable Standard %	81.3	n/a	71.2	77.2	n/a	74.8
Standard of Excellence %	0.0	n/a	7.7	11.4	n/a	11.3



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

# Student Growth and Achievement (Grades 10-12)



## Diploma Exam Results Course By Course Summary With Measure Evaluation

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	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	1,286	78.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	1,286	6.1	n/a	n/a		
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	12	91.7	n/a	n/a	1,833	86.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	1,833	9.9	n/a	n/a		
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	83.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	2.7	n/a	n/a		
<a href="#">Français 30-1</a>	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		
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	566	60.6	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	566	15.0	n/a	n/a		
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	742	65.8	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	742	12.1	n/a	n/a		
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	986	73.0	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	986	8.6	n/a	n/a		
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	13	61.5	n/a	n/a	1,933	72.3	n/a	n/a		
	Diploma Examination Standard of Excellence	High	n/a	n/a	13	15.4	n/a	n/a	1,933	5.4	n/a	n/a		
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	902	72.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	902	19.1	n/a	n/a		
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	550	70.0	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	550	24.0	n/a	n/a		
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	250	72.0	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	250	26.8	n/a	n/a		
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	470	75.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	470	18.7	n/a	n/a		

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Teams utilize data from the provincial assessments to drive instructional practices.
- Identify required accommodations for students needing extra support such as English as an Additional Language Learners.
- Assist teachers in identifying students who need intervention, including enrichment.

## PROFESSIONAL LEARNING

- Inservice teachers on evidence-based test taking strategies and self-regulation.
- Work with Central Office staff or outside experts to analyze data and interpret results.
- Review how formative assessment can drive ALL interventions, including enrichment to assist students in moving from the acceptable standard to the standard of excellence.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall, our Division's students performed above the provincial average related to the Acceptable Standard.
- Overall, our Division's students performed slightly below the provincial average related to the Standard of Excellence.

### Grade 6

- In every subject area, Division grade 6 PAT results are higher than the provincial average in the Acceptable Standard.
- In almost every subject area, our Division grade 6 PAT results are slightly below the provincial average in the Standard of Excellence.
- In French Language Arts, our Division scores are above the province in both the Acceptable Standard (by 6.6%) and Standard of Excellence (by 5.9%).

### Grade 9

- In every subject area, the Division Grade 9 PAT results are higher than the provincial average in the Acceptable Standard.
- In almost every subject area, our Division Grade 9 PAT data demonstrates students are slightly below the Provincial Standard of Excellence.
- Our Division French Immersion Language Arts Grade 9 data indicate students achieved 9.1% higher than the provincial average in the Standard of Excellence.

### Grade 12

- In English 30-2, Social Studies 30-1, Biology 30, and Physics 30, the Division performed above the provincial average in the Acceptable Standard.
- In English 30-1, Math 30-1, Math 30-2, Social Studies 30-2, Chemistry 30, and Science 30, the Division performed below the provincial average in the Acceptable Standard.
- In every subject area, the Division performed below the provincial average in the Standard of Excellence, with an average score of 10%.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## ENGLISH AS A SECOND LANGUAGE (ESL)

- The Division English as an Additional Language grade 6 and 9 scores are above the provincial average in the Acceptable Standard by 15.1%.
- The Division English as an Additional Language grade 6 and 9 scores are equal to the provincial average in the Standard of Excellence.
- The Standard of Excellence results from English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, and Biology 30 are below the provincial average.
- The Acceptance Standard scores for the Division are above the provincial average in English 30-2 (28.5%), Social Studies 30-1 (27.3%), and Biology 30 (27.2%).

## FIRST NATION, MÉTIS, AND INUIT STUDENTS

- The data shows the grade 6 Division results are above the provincial Acceptable Standard results. However, the Division results are only above the provincial Standard of Excellence for English Language Arts and Mathematics, and below for Science and Social Studies.
- The data shows the grade 9 Division results are below the provincial Standard of Excellence for both English Language Arts and Mathematics.
- The grade 12 Division data is above the provincial average only in the Acceptable Standard for English Language Arts 30-2 (5.2%) and the Standard of Excellence for Social Studies (10%).

## CONCLUSIONS

- Knowledge and Employability Mathematics course results are an area of concern both divisionally and provincially.
- The Division grade 6 results show current strategies are effective.
- Math results are a particular concern divisionally and provincially.
- Overall, the Division's performance, in comparison to the province, has been inconsistent regarding the Acceptable standard and below the provincial average regarding the Standard of Excellence.
- The Division continues to have small numbers of First Nations, Métis, and Inuit students writing diploma level courses.

## IMPLICATIONS

- Each school must continue to analyze their data to plan for improved pedagogical practices to support all students.
- Further investigation of Knowledge and Employability strategies is required to meet the diverse needs of students.
- The Division should consider reviewing and collaborating with teachers to improve strategies regarding English 30-1.
- The Division should continue current strategies implemented in English 30-2.
- It may be beneficial to continue collaborating with other school divisions to identify and develop best practices to address deficiencies in Math throughout the province.
- It may 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.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

### MEASURE DETAILS

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

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



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

List of approved AB screening Assessments						
Literacy- Acadience	Literacy- Acadience	Numeracy- Provincial Numeracy Screening				
Grade Level	Total # of students assessed at beginning of schools year	Number of students identified as a risk in...				
		BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	327	143	238	211	95	47
2	354	148	173	179	123	55
3	370	133	156	180	141	46
Average months...						
			Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy
1			6	3	6	4
2			12	5	6	3
3			8	6	12	6
Summary of Support Strategies- Literacy						
Levelled Literacy Intervention was new last year. Some teachers were inserviced on the program, and are new to the implementation process.						
Summary of Support Strategies- Numeracy						
Numeracy- Mathology was new last year. Teachers were inserviced on the program, and are new to the implementation process.						



# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Create a data driven culture that supports all students.
  - \* Analyze diagnostic assessment data to identify and address trends at the school and Division levels.
  - \* Assessment data will identify students in need of targeted and intensive supports, including gifted students.
  - \* Increase proficiency and understanding of intervention tools.
  - \* Utilize the Specialized Learning Support Team ( i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports.

## PROFESSIONAL LEARNING

- Inservice all teachers on:
  - \* Utilizing assessment data to identify student needs and refine instruction.
  - \* Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Grade 1 students at risk have decreased by 9% in literacy over the school year.
- Grade 2 students at risk have increased by 4% in literacy over the school year.
- Grade 3 students at risk have increased by 13% in literacy over the school year.
- An average of 57% decrease in the number of students at risk in numeracy.
- The average number of months behind for all three grades, in both literacy and numeracy, has been reduced.
- The total number of students assessed at the beginning of the school year changed, compared to the total number of students assessed at the end of the school year. For example, there were 24 more grade 3 students assessed in June than were assessed in September.

## CONCLUSIONS

- The data shows the effectiveness of numeracy strategies used within our Division with Grades 1, 2, and 3 students.
- Students in Grades 2 and 3 literacy struggle to maintain their literacy understanding.

## IMPLICATIONS

- These results indicate the continued need to intentionally embed targeted literacy strategies into classroom interventions.
- It would be beneficial for schools to continue utilization of their numeracy strategies in lower elementary.
- There is a need to provide professional development coaching on the assessments and interventions to all elementary administrators and teachers.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

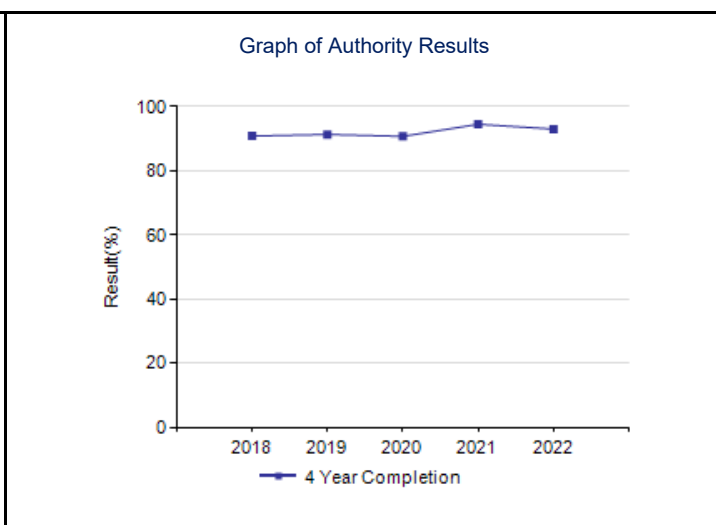
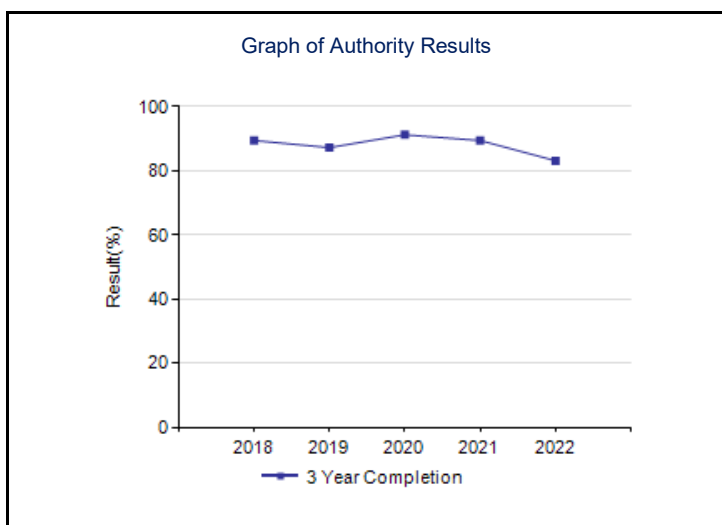
## PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

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.

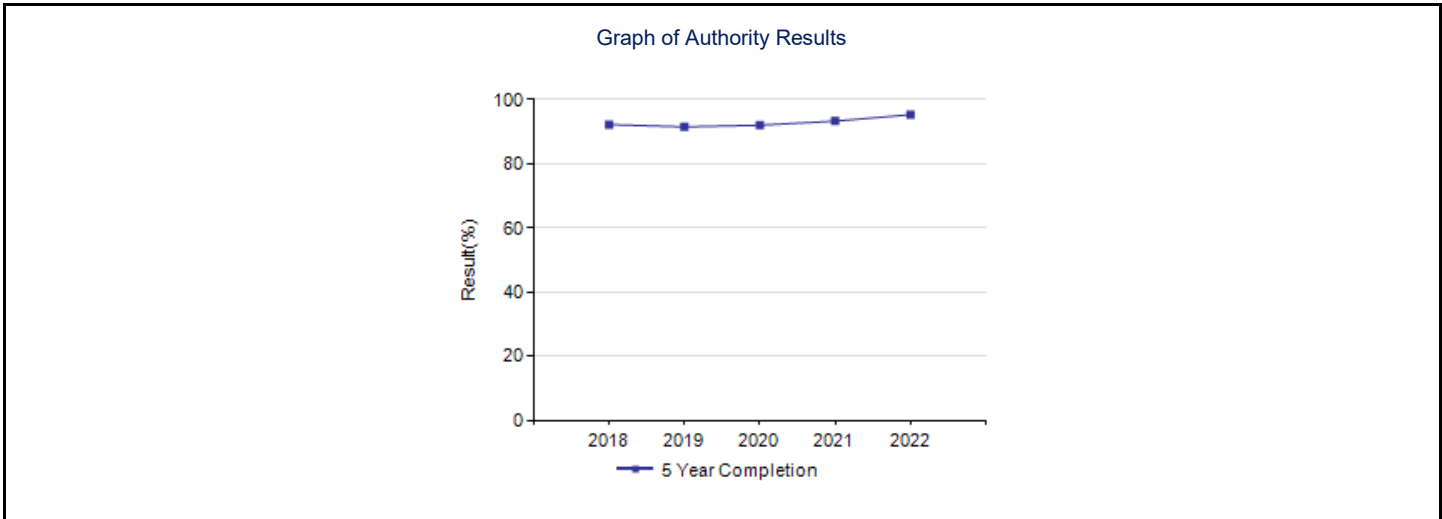
## HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	Intermediate	Declined	Issue	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	133	90.8	115	91.3	137	90.7	125	94.5	136	93.0	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	128	92.2	133	91.5	115	92.0	137	93.3	125	95.3	Very High	Improved	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



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

# HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS



Notes:  
 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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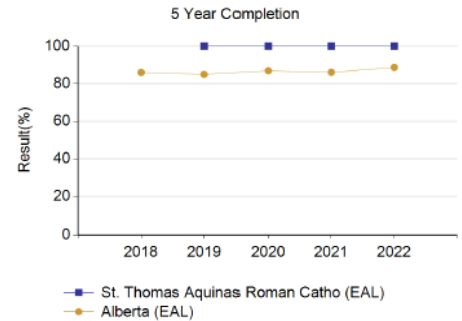
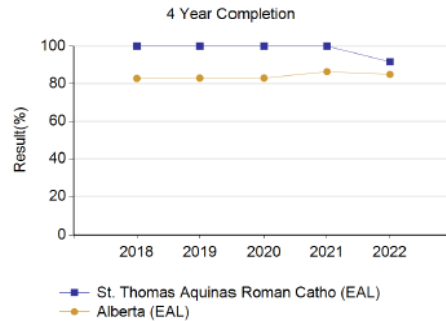
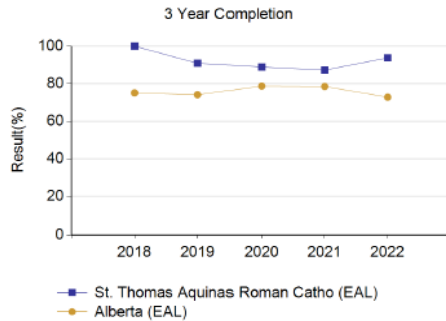
# HIGH SCHOOL COMPLETION RATE: ESL

## High School Completion Rates - Measure History

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

Province: Alberta (EAL)

	St. Thomas Aquinas Roman Catho (EAL)										Measure Evaluation			Alberta (EAL)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	100.0	11	90.9	18	88.9	23	87.2	16	93.8	Very High	Maintained	Excellent	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	6	100.0	9	100.0	8	100.0	15	100.0	22	91.7	Very High	Maintained	Excellent	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	2	*	6	100.0	9	100.0	8	100.0	15	100.0	Very High	Maintained	Excellent	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7



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

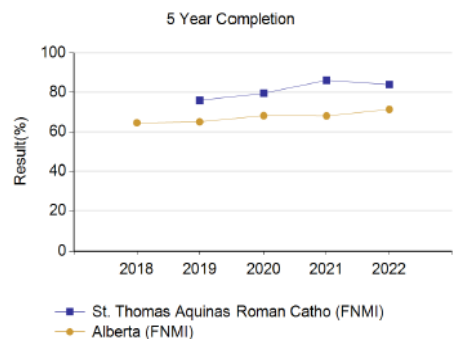
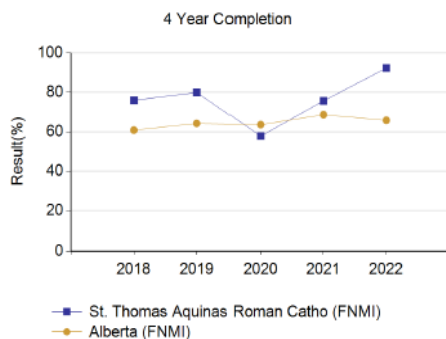
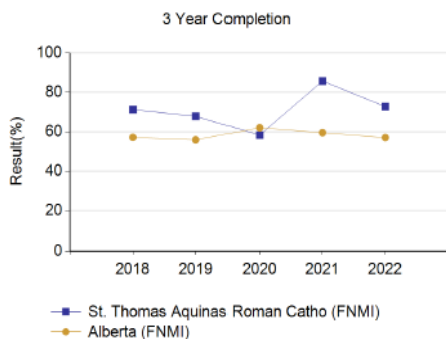
# HIGH SCHOOL COMPLETION RATE: FNMI

## High School Completion Rates - Measure History

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)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	13	71.2	9	67.8	12	58.3	14	85.7	22	72.7	Low	Maintained	Issue	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	8	75.9	13	79.9	7	57.8	12	75.6	13	92.3	Very High	Improved	Excellent	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	4	*	8	75.9	13	79.5	7	86.1	12	83.9	Intermediate	Maintained	Acceptable	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Key school personnel analyze district, 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.
- Indigenous Education Coach works with school staff to help connect with Indigenous students and their families to support graduation.

## PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans.
- Continue the Sheltered Instruction Observation Protocol (SIOP) training for English As an Additional Language Leads.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The percentage of students who have completed high school within four and five years has achieved a result of very high, and have been maintained or improved.
- The percentage of students who complete high school in three years has declined in comparison to the previous three year results, which ranged from 89.4 to 91.2 %, whereas the 2023 year declined to 83.1%. This result is 3.4% higher than the provincial average.
- For the 3-year completion rate, the Division generally outperforms the province, but both experienced declines, with the Division showing a sharper decrease in 2022.
- In the 4-year completion rate, the Division's performance is notably higher compared to the province, especially in 2022.
- Similarly, the Division consistently outperforms the province in the 5-year completion rate, with both showing improvement, especially the Division, with a higher increase by 2022.

## CONCLUSIONS

- It can be concluded that though the high school completion rate is high at STAR Catholic, there is still work to be done in supporting students to complete high school in three years. It was determined that one school had declined in three year high school completion, particularly with the Indigenous population at a rate of 57%, though this is on par with the provincial average. Both the Division and the province have shown improvement in the 4 and 5-year completion rates, with the Division consistently maintaining higher rates.

## IMPLICATIONS

- Schools should continue current strategies and processes in place, to maintain the positive graduation rates.
- The Indigenous Education Coach will need to work closely with staff and students to determine the reasons for Indigenous students not graduating, and develop strategies to support these students.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

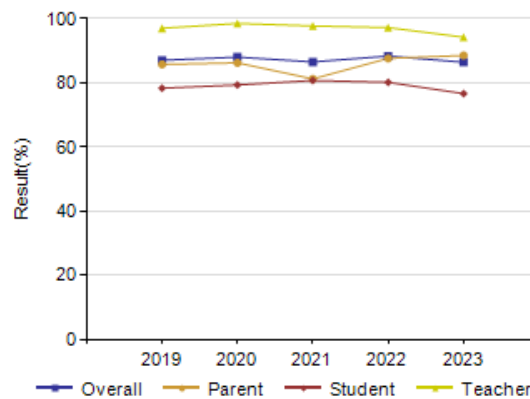
## PROVINCIAL GOAL: CITIZENSHIP

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

### CITIZENSHIP - MEASURE DETAILS

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	Very High	Declined Significantly	Acceptable	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	High	Declined	Acceptable	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

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.

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools.
- Positive communication and 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 student access to mentorship programs, career counseling 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 students new to Canada.
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness.

## PROFESSIONAL LEARNING

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

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall in the citizenship domain, the results are very high, and 6.4% higher than the province. However, there has been a 2% decline in results, as indicated in the graph.
- Parents and teachers that were surveyed expressed high satisfaction, at 88.5% and 94.2% respectively. However, the student results have declined in comparison to the last three years. The previous three year results have hovered around 80%, while the results from 2023 decreased to 76.6%, which impacted the improvement result to “declined significantly”, even though the achievement has been rated as very high.
- Across all categories (teachers, parents, students), the Division consistently showed higher satisfaction percentages compared to the province. Teacher satisfaction in the Division was notably higher than in the province every year.
- Parent satisfaction in the Division was also generally higher compared to the province.
- Student satisfaction in the Division fluctuated and, in some years, was slightly lower than the provincial average.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (cntd)

## CONCLUSIONS

- In conclusion, the results in the citizenship domain have declined slightly overall, however the student results have had the most impact.
- STAR results were consistently higher than the provincial results.

## IMPLICATIONS

- The majority of schools have excellent results in the number of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- However, the few schools who have declined in results will need to analyze their data in depth and engage with their stakeholders to determine the reason for the decline and how they can address the issues. It will be important to be strategic and to have an open mindset, to understand the reason for these results.





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

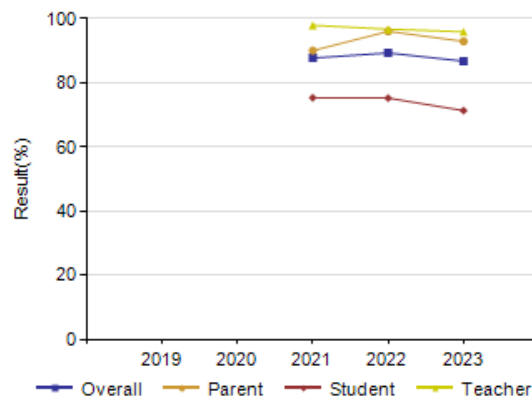
**Outcome:** Learning improves when students find course content interesting and useful in their everyday lives.

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019	2020	2021	2022	2023					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	Declined Significa	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Par-	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	Declined Significa	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teac	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Graph of Authority Results



**Notes:**

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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students to target specific areas of growth.
- Differentiation- As curriculum is implemented; teachers will strive to include voice and choice when planning collaborative units.

## PROFESSIONAL LEARNING

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The Division is above the provincial average on the Student Learning Engagement measures.
- The lowest measure came from students who rated themselves 24.6% lower in this measure than teachers and 21.6% lower in this measure than parents.
- The highest measure came from teachers.
- Both students and parents believe the level of engagement has declined from the previous year.

## IMPLICATIONS

- Student satisfaction with their engagement is an area of concern.

## CONCLUSIONS

- While teachers believe students in STAR Catholic have maintained the same level of engagement, students did not share the same view.
- The Division finds the survey questions asked of students to be problematic. Students are asked of their perceived usefulness of courses, as well as, whether they find their courses interesting. For example, students find math somewhat useful but express very low satisfaction that math is interesting. The data also shows that students across Alberta are unsatisfied to the same extent as the Division's students.
- There may be a continued misalignment in satisfaction between parents/teachers and students due to the nature of the questions. To attempt to address this discrepancy almost seems futile.

# 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	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	92	85	89
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	78	76	81

### PROFESSIONAL DEVELOPMENT

During the 2022-2023 school year the Division offered professional development sessions in the following areas:

#### Professional Development

- Faith Reflection Day
- Learning Day
- Education Assistants Conference
- 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 for all Elementary Teachers (with a focus on Language Arts and Literature and Mathematics)
- Assessment and Reporting (ex: math assessment through Mathology)

#### Other

- Mental Health, Wellness, and Resiliency
- Best Practices working with English as an Additional Language Learners
- Faith Growth and Professional Development
- First Nations, Metis & Inuit Cultural Awareness
- Social Emotional Learning in the Classroom

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

1. Increase staff awareness of evidence-based practices that enhance the quality of supports, teaching, learning and leading.

### Elementary Teachers

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

### Secondary Teachers

- Introduce new curriculum as it is released.
- Enhance and deepen staff use of universal tools, such as:
  - \* Read and Write Google- Literacy
  - \* Equatio - Numeracy
  - \* My Blueprints - graduation planning

### Administrators

- Mentorship for new administrators.
- Regular professional development provided at Admin Meetings, which is related to the Leadership Quality Standard and the Marks of a Catholic Leader.
- School administrators, in collaboration with their School Leadership Team, create a strategic Professional Development Plan that addresses Education Plan goals.

### Educational Assistants

- Provide opportunities for job-specific training.
- Strive to include educational assistants in school-based professional development opportunities.
- Administrative Assistants & Learning Commons Staff.
- Virtual meetings focused on job-contextual needs.

## PROFESSIONAL LEARNING

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

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Teachers are satisfied with professional development in the division, reporting above 90% satisfaction for this indicator.
- Teachers show an increase of 7% in their satisfaction with access to Division and school supports.
- Support staff report a decrease of 3% in their satisfaction with professional development opportunities related to their role.
- Support staff show an increase of 2% in their satisfaction with access to Division and school supports.

## IMPLICATIONS

- There would be a benefit in exploring a possible increase of individualized or small group professional development learning opportunities for support staff.
- It would be beneficial for the division to explore methods for support staff to attend collaboration and professional development opportunities on a regular basis.

## CONCLUSIONS

- Teachers are satisfied with the variety and quality of professional development opportunities offered by Central Office in alignment with Division and Alberta Education goals.
- Teachers are accessing the professional development opportunities provided within the division.
- Support staff data indicates their satisfaction with professional development opportunities is lower than teachers.



# 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.)	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	97	99	96
Teachers in our school value professional learning communities (PLC)	94	95	94

### 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.

#### Inclusive Education

- Vision for Inclusive Education
- Response to Intervention: Review & Refresher
- The Third Path: From a Leadership Perspective

#### Instructional Leadership:

- Student Centered Leadership
- Indigenous Education (1 hour)
- Trauma Informed /Safe Schools

#### Visionary Leadership

- System Framework Review

#### Management

- PowerSchool
- MyBudget File

# 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 counselor, 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)
- Curriculum & Assessment Leads

## 2023-2024 SCHOOL YEAR STRATEGIES

1. Consolidate guiding frameworks for leadership roles, which establish roles and responsibilities.

- School Leadership Teams (SLT)
- Student Intervention Teams (SIT)
- Professional Learning Communities (PLCs)
- Religious Education Committee
- Indigenous Education Leads
- Learning Support Facilitators
- PowerSchool Leads
- Counsellor &/or Family School Liaison Workers
- Crisis Intervention Team

# 2023-2024 SCHOOL YEAR STRATEGIES (cntd)

2. Continued Divisional meetings for leads (i.e. REC, Indigenous Education, etc.).

3. Assign FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.

## PROFESSIONAL LEARNING

- Learning sessions at Administrator Meetings
- Mentorship for new school administrators
- Leads in each school assist in sharing resources and supporting staff
- Regular meetings with school leads that include components of professional development
- Committee opportunities regarding emergent issues (i.e Report Card Committee, etc.)
- Continued participation in the ExCEL (Excellence in Catholic Education Leadership) cohort with other Catholic school divisions and Newman Theological College





# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- While the results show a very high satisfaction with teacher and administrator opportunities for leadership, there has been a slight decline in all measures.
- The most significant is the 4% decline in teachers reporting opportunities to participate in leadership at their school.

## IMPLICATIONS

- Current strategies are proving effective.
- Continue to support the school and Division-based leadership cohorts so staff can experience and participate in various forms of leadership.
- Schools should review the communication of leadership opportunities, in order to ensure all staff are aware of various opportunities.

## CONCLUSIONS

- There is no need for targeted or remedial measures as staff are very satisfied as indicated in the survey responses.



# DOMAIN 3:

## TEACHING & LEADING

**Board Priority/Local Goal:** Staff are supported in their wellness.

**Outcome:** When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

### MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
<b>Staff Survey (Teacher)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I am aware of available resources to support my wellness.	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question
<b>Staff Survey (Support)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I am aware of available resources to support my wellness.	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question

# 2023-2024 SCHOOL YEAR STRATEGIES

1. Foster positive organizational culture.
2. The Division will build an awareness amongst staff of the Dimensions of Wellness, specifically focusing on:  
Social: Develop a sense of connection, belonging, and a well developed support system.
  - Create structures that facilitate open and respectful communication.
    - \* Central Office newsletters (i.e. Wellness Wisdom)
    - \* Communication following lead meetings to ensure continuity between Central Office and school sites
  - Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)

Emotional: Coping effectively with life and creating satisfying relationships.

- Facilitate connection opportunities to build relationships.
  - \* Model and provide opportunities for wellness activities with staff.
- Build awareness of confidential supports.
  - \* Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.)
  - \* Foster and deepen effective relationships with community supports

Physical: Recognizing the need for physical activity, diet, sleep and nutrition.

- Increase awareness of Health and Wellness account.
- Sharing best practices in Division newsletters and administrator meetings.

## **PROFESSIONAL LEARNING**

- Continued support for the utilization of the Third Path Framework for staff.
- Professional development on the Dimensions of Wellness, specifically social, emotional, and physical wellbeing.
- Traumatic Event Systems (TES) Training for school teams.
- Division supported wellness activities and events.
- Share how to access confidential supports available to employees (i.e. ASEBP & Inkblot, other service providers).
- Model wellness strategies at administrator meetings.
- Continue sharing wellness strategies through Central Office communications.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- STAR Catholic Schools implemented Staff Wellness as a new Board Priority as outlined in the 2023-2027 Annual Education Report. There is no current data to support this outcome.

# DOMAIN 3:

## TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

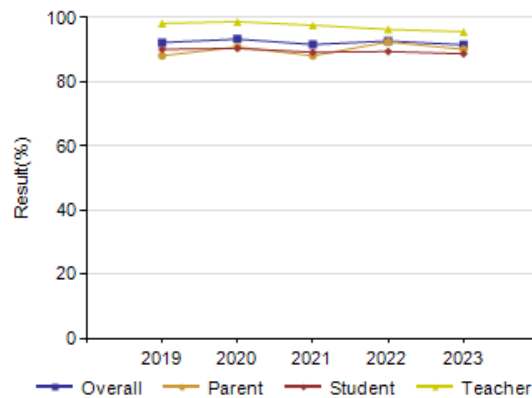
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

### EDUCATION QUALITY: MEASURE DETAILS

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

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	Very High	De- clined	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	Very High	Main- tained	Ex- cellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	High	De- clined	Ac- ceptable	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	High	De- clined	Ac- ceptable	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

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.

# 2023-2024 SCHOOL YEAR STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students to target specific areas of growth.
- Differentiation: As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units.

## PROFESSIONAL LEARNING

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Results in the measure of satisfaction with the overall quality of basic education are very high, and continue to be above the province's results.
- 90.1% of parents are very satisfied with the quality of education, and report 6% higher satisfaction than the provincial average.
- 88.7% of the students are satisfied with their education quality, a result which is essentially maintained from the previous year and is 3% higher than the province.
- Teachers continue to be satisfied with the quality of education at 95.6% and the result continues to be slightly higher than the provincial average.

## IMPLICATIONS

- Continue with the current strategies as they have proven effective.
- Continue communication efforts with stakeholders, so all are aware of the strategies and implementation of best practices in schools.

## CONCLUSIONS

- All stakeholders are highly satisfied with the quality of education, despite showing a very slight decline in satisfaction.

# DOMAIN 4:

## LEARNING SUPPORTS

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

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

### MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	98	98
<b>Staff Survey (Support Staff)</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	92	93	92
<b>Student Survey (Elementary)</b>	<b>Current Result*</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	97	95
<b>Student Survey (Secondary)</b>	<b>Current Result*</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	91	89	89

# DOMAIN 4:

## LEARNING SUPPORTS

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

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

### MEASURES (cntd)

Measure Category	St. Thomas Aquinas RCSSD
<b>Student Survey (Self-identified Indigenous only)</b>	<b>Current Result*</b>
My school is a place where I feel I belong.	77   63
I feel safe at school.	81   79
I have a friend at school.	92   94
(Elementary) At my school there is at least one adult who listens and cares about me	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	85

\*Grades 4-6 | 7-12

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	72.7	85.7	70.6	57.0	59.5	59.1	Low	Maintained	Issue
	<a href="#">5-year High School Completion</a>	83.9	86.1	80.5	71.3	68.0	67.0	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Acceptable</a>	46.1	43.4	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	5.8	2.6	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	71.2	74.4	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	7.7	9.3	n/a	11.3	8.5	n/a	Very Low	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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



# 2023-2024 SCHOOL YEAR STRATEGIES

- Consulting First Nations, Métis and Inuit stakeholders to create a strong foundation and relationships to build the Division's future planning.
- Knowing:
  - \* Provide Professional Development for Indigenous Education Leads who will share their learning with staff.
  - \* Enhance understanding of how to be culturally aware and sensitive.
- Being:
  - \* Develop a contact list of Elder(s) and Knowledge Keepers for each community (i.e. Leduc/Beaumont, Drayton Valley, Lacombe/Ponoka/Wetaskiwin).
  - \* Create stakeholder engagement groups to consult on success markers, priorities and strategies in the Education Plan, and to build an implementation plan for the Division. These groups will consist of Elders, caregivers, parents, students, and Indigenous staff.
- Doing:
  - \* Collaboration with stakeholders, Elders, caregivers, students and families to build trust.
  - \* Create a cohort of Elders and Knowledge keepers.
  - \* Form a First Nations, Métis and Inuit Stakeholder Advisory Group.
- Relating/Belonging:
  - \* Facilitate, design, and create Indigenous spaces and prominent visuals within the schools.

## PROFESSIONAL LEARNING

- Provide opportunities to support teachers in their ability to meet the Teacher Quality Standards relating to Indigenous education.
- STAR Indigenous Education Leads will receive professional development about learnings from Elders and Knowledge Keepers.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Students completing high school in 3 years has decreased by 13% but is still higher than the Division's 3 year average.
- The Division current year result is above the provincial average for 3 year graduation rates by 15.7%.
- Students completing high school in 5 years has decreased by 2.2% but is 3.4% higher than the Division's 3 year average.
- The PAT acceptable standard has increased 2.7% in grade 9 at the Division and remains higher than the province by 6%.
- The PAT excellence standard has improved by 3.2% and are on par with the province.
- The acceptable standard for diplomas has decreased by 3.2% for FNMI students and is 3.6% lower than the province.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (cntd)

- The excellence standard for diplomas has decreased by 1.6% for FNMI students at the Division and is lower than the province.
- Measures on the Division's survey related to teachers have increased. Of note, there was a 19% increase on the question referring to First Nations, Métis and Inuit elders/knowledge keepers, cultural advisors or community members being invited into our schools.
- High results in local measures were maintained with support staff, elementary students and secondary students.

## IMPLICATIONS

- The Division should continue supporting schools' invitations to First Nations, Métis, and Inuit elders/knowledge keepers and cultural advisors.
- The Division may need to explore why there was a significant drop in high school completion within 3 years.

## CONCLUSIONS

- There continues to be a need to improve graduation rates.
- Students and staff overall indicate that they are receiving more opportunities for professional development regarding First Nation, Métis, and Inuit history and culture.



# DOMAIN 4:

## LEARNING SUPPORTS

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

**Outcome #1:** Quality core instruction foundational to success for all and is grounded in solid assessment practice.

**Outcome #2:** Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

**Outcome #3:** Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

## MEASURES

Measure Category	St. Thomas Aquinas RCSSD		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average
I use data to establish intervention targets for students who have not mastered core concepts.	New Question	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	New Question	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	New Question	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	New Question	New Question	New Question
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).	New Question	New Question	New Question
At school, adults help me when I ask.	93	95	94
I get feedback from my teacher on assignments.	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, rubrics).	New Question	New Question	New Question
I have opportunities to practice and improve my learning before a test.	New Question	New Question	New Question

# DOMAIN 4:

## LEARNING SUPPORTS

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

**Outcome #1:** Quality core instruction foundational to success for all and is grounded in solid assessment practice.

**Outcome #2:** Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

**Outcome #3:** Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

## MEASURES (cntd)

Measure Category	St. Thomas Aquinas RCSSD		
	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey (Secondary)</b>			
I understand how I learn best and am able to communicate this with my teacher.	77	77	78
Adults help me when I ask.	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question
<b>Parent Survey</b>	<b>Current Result</b>	<b>Prev Year Result</b>	<b>Prev 3 Year Average</b>
My child receives the support he/she needs to be successful in school.	85	86	87

# 2023-2024 SCHOOL YEAR STRATEGIES

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

## PROFESSIONAL LEARNING

- Inservice all teachers on:
  - \* The Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
  - \* Utilizing assessment data to identify student needs and refine instruction.
  - \* Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.
- Inservice targeted staff on the Implementing a Continuum of Supports and Services framework.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Due to the vast amount of new questions on the division survey, there is limited data to analyze.
- Secondary students’ understanding of how they learn best continues to be an area of concern.
- Secondary students report an increase in satisfaction when seeking adult support.
- Parent satisfaction with their perceived support their child receives at school is consistently in the mid-eighties and continues to be an area to address.

## IMPLICATIONS

- The Division may wish to consider communications to parents regarding the continuum of supports available to students in the classroom and the school as a whole.

## CONCLUSIONS

- As there is limited data, conclusions regarding recognizing and supporting the diverse learning needs of all students are difficult to glean.
- The Response to Intervention framework addresses the majority of learning needs for students.

# DOMAIN 4:

## LEARNING SUPPORTS

### WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

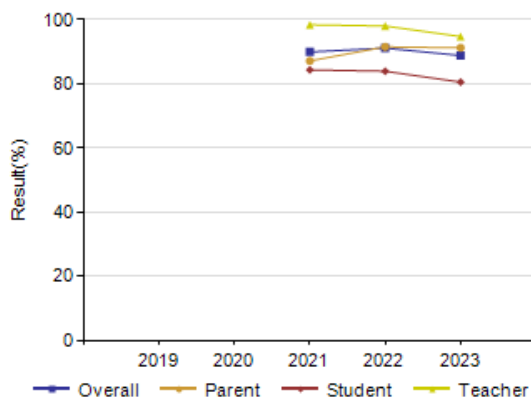
**Welcoming, Caring, Respectful & Safe Learning Environments:** This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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:

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improve	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

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.

# 2023-2024 SCHOOL YEAR STRATEGIES

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Schools are encouraged to share 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.) through social media channels.
- The Division follows the ARTO Process “Assessment at Risk to Others”.
- The Division uses the “Supporting Students through Valued Attachments” (SIVA) Model.

## PROFESSIONAL LEARNING

- Mental Health Go-to Educators refresher learning sessions for The Third Path and Mental Health Literacy.
- Mental Health Go-to Educator Community of Practice focuses on sharing of best practice.
- Sessions for staff that focus on trauma-informed care, grief, and loss.
- The Division Wellness Coordinator offers student, staff and parent sessions.
- Administrators renew and new administrators are trained in VTRA levels 1 and 2.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff.
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall, the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe, declined by 2.3%.
- The parent results have been maintained at 91.2%.
- The student results declined by 3.4%. The teacher results also declined by 3.4%.

## IMPLICATIONS

- The decline in results might raise concerns and prompt a closer examination of factors influencing the perception of welcoming, caring, respectful and safe learning environments.
- An investigation should be conducted to help understand the ongoing trend and whether efforts to improve the learning environment have been successful or not.
- Schools will need to consult with stakeholders to determine the reasons why results have declined, and determine what strategies would help to address the issues.

## CONCLUSIONS

- The trend indicates a decline in the perceived welcoming, caring, respectful, and safe learning environment for teachers and students over the years.
- Parent satisfaction that learning environments are welcoming, caring, respectful and safe has remained stable.

# DOMAIN 4:

## LEARNING SUPPORTS

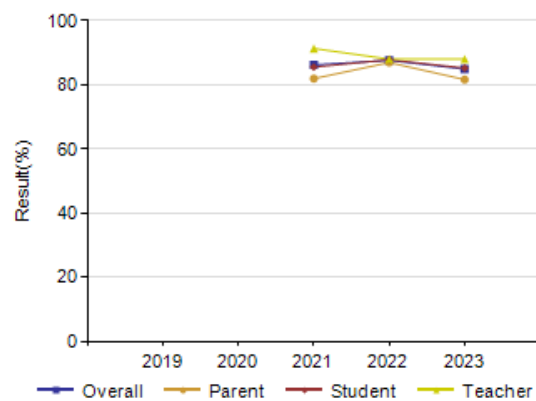
### PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

### ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023					2019	2020	2021	2022	2023					
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

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.



# 2023-2024 SCHOOL YEAR STRATEGIES

## SCHOOL AND DIVISION SUPPORTS

- 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.)
- Success in Schools Program for children and youth in provincial government care
- Settlement Workers in Schools
- Wellness Resiliency and Partnership (WRAP)

## 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.
- Continue to build capacity of Crisis Response Team members.
- School Learning Support Facilitators collaborate with community partners
- Settlement Worker in Schools (SWIS)
- Wellness Resiliency and Partnership (WRAP)
- Primary Care Network

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Although experiencing a slight decrease in the current year score, the Division result is still higher than the provincial score.
- It would appear that parent satisfaction with access to supports and services has most impacted the current score.
- Parents of students in grades 4 to 9 express satisfaction ranging close to 81% while parents of students in grades 10 to 12 express 87% satisfaction.
- The lowest parental satisfaction is related to the question, “Your child can get help at school with problems that are not related to school work.” Specifically, the grade 4-6 parents were at 70% satisfaction, parents of grade 7-9 students were at 72%, and grades 10-12 were at 88%.

## IMPLICATIONS

- Schools with students in grades 4 to 9 will need to determine if adequate supports for students (outside of school work) are sufficient. If supports are deemed sufficient, then communication with parents regarding the available supports should be an area of focus. If supports are deemed insufficient, then an appropriate course of action should be pursued.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (cntd)

## CONCLUSIONS

- Although the division results are higher than the province, there is still work to be done with parent satisfaction in this area.
- An area of concern and need expressed by parents is access to mental health supports. Many of these supports are not readily available in the school, or may be limited and sometimes outside of the school's mandate. Further, we are aware that referrals to community agencies are not timely and are over subscribed. It is important to seek remedies to this reality.



# DOMAIN 5:

## GOVERNANCE

### PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

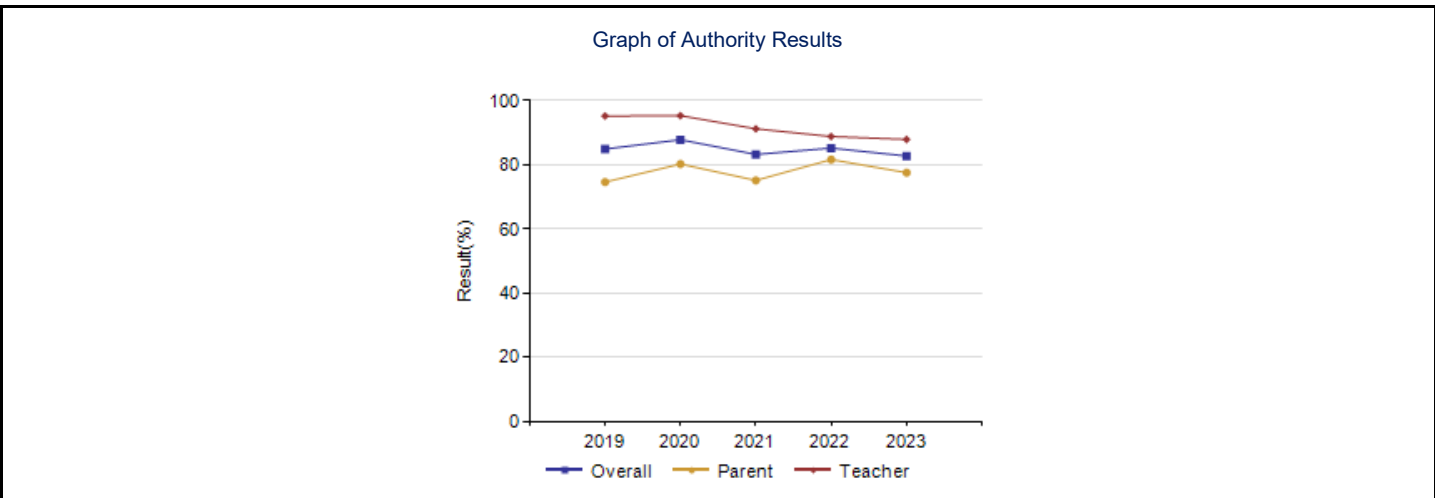
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events, and face-to-face meetings.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	Very High	Declined	Good	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	Intermediate	Declined	Issue	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



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

# 2023-2024 SCHOOL YEAR STRATEGIES

- Senior Administration will model communication strategies, stakeholder involvement with activities and decision making.
- Schools will be strategic in consulting stakeholders regarding their Education Plans.

## PROFESSIONAL LEARNING

- Council of School Councils (COSC) will share their preferred methods for the following:
  - \* Communication
  - \* Involving parents in school activities
  - \* Offering opportunities to involve parents in decision making
- Admin will be inserviced and will share best practices in:
  - \* Communication
  - \* Involving parents in school activities
  - \* Offering opportunities to involve parents in decision making

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Although the Overall result is 3.6% higher than the province, there is a decline of 2.5%.
- Parent satisfaction is very high, but has declined by 4.1%.
- Teacher satisfaction has declined over the past 2 years from 95% to 87.9%.
- The Division consistently has higher satisfaction rates, as perceived by teachers, related to parental involvement in decisions about their child's education.
- While both the Division and province experienced slight declines in teacher satisfaction with parental involvement in decisions about their child's education over the years, the Division maintained higher percentages.

## IMPLICATIONS

- The Division may wish to investigate these data trends to identify factors contributing to changes in satisfaction levels in parental involvement and consider strategies to improve satisfaction with parental involvement among both teachers and parents.

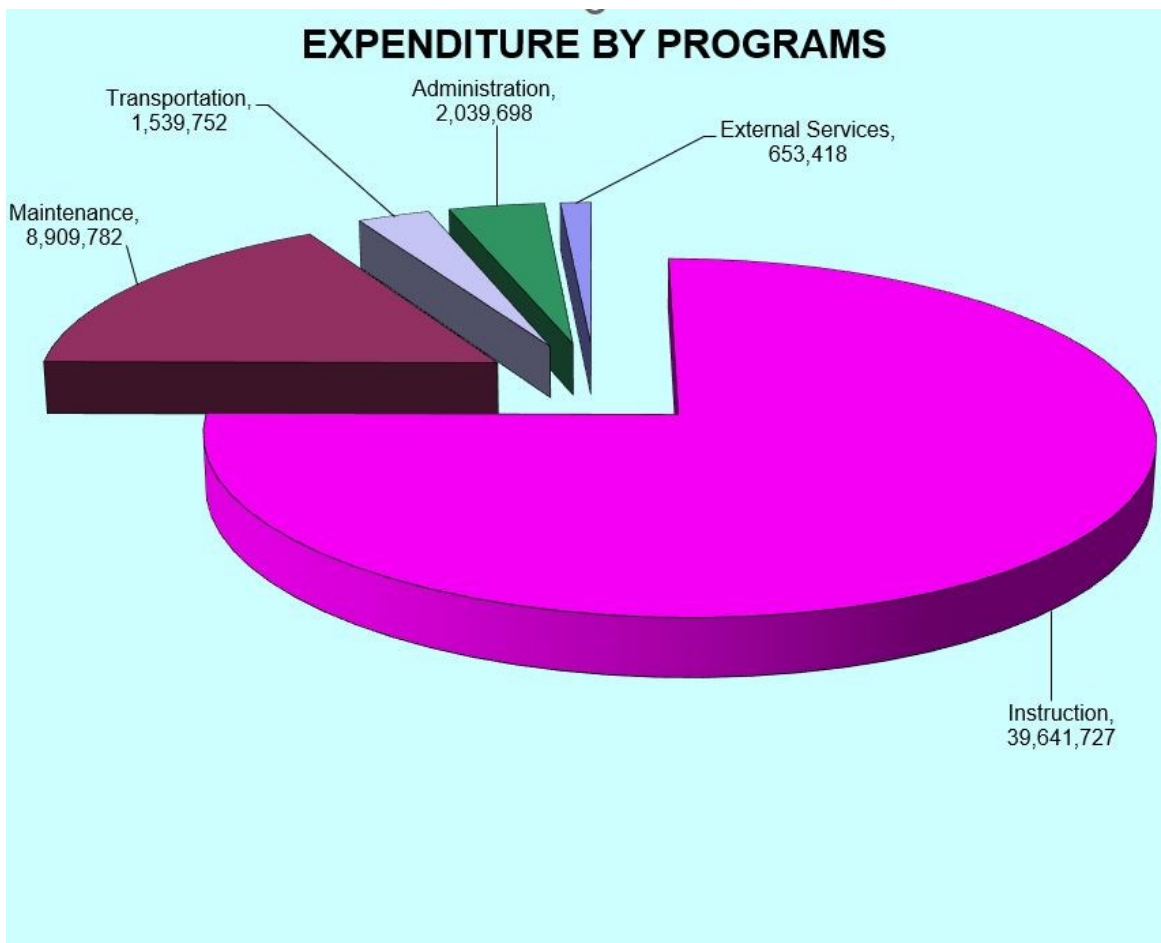
## CONCLUSIONS

- Though results are very high, and higher than the province, the overall and teacher results have declined.

# DOMAIN 5:

# GOVERNANCE

## 2022-2023 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 Maskwacis Education Schools Commission and share other professional development activities with neighbouring school authorities.

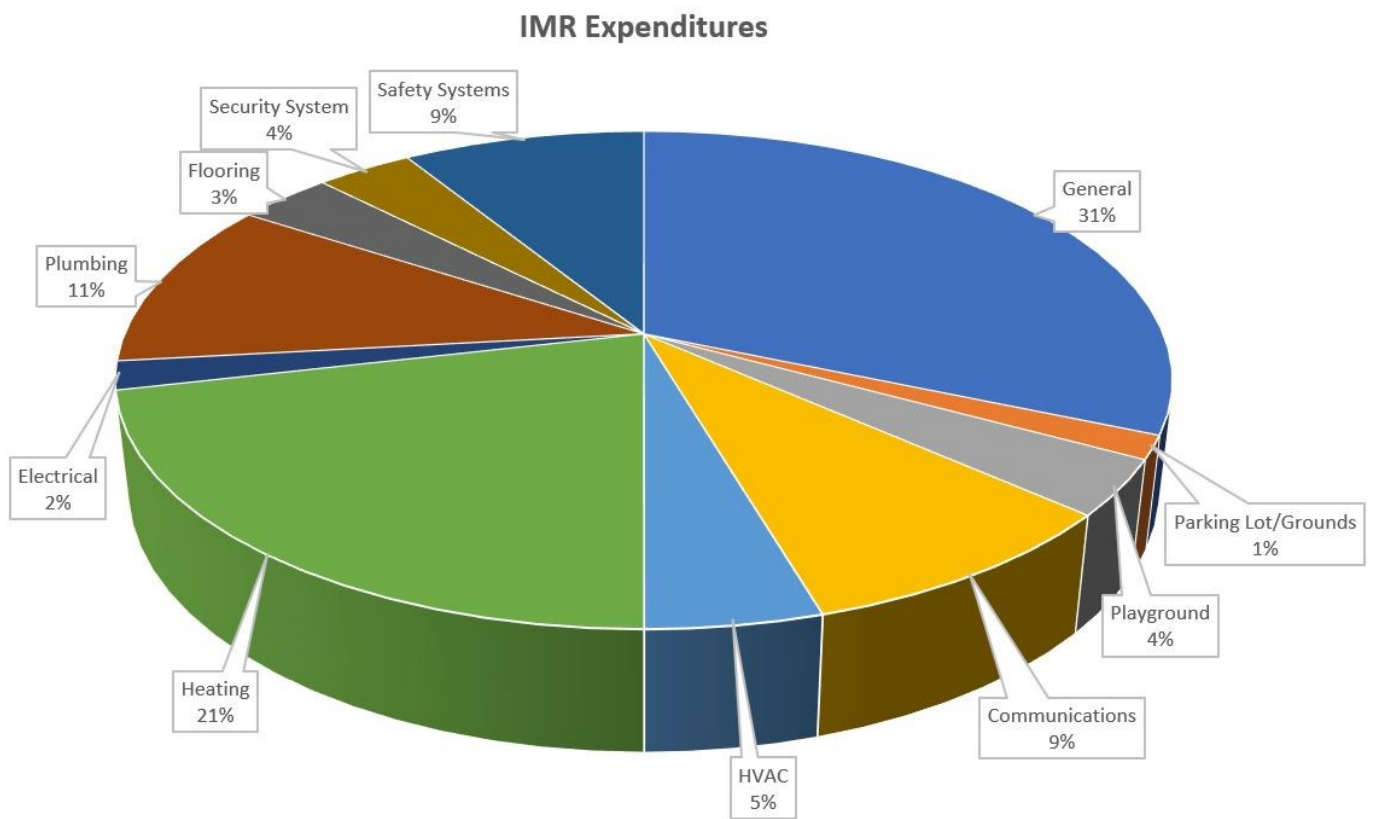
**[Division Audited Financial Statements for the Year Ended August 31, 2023](#)**

**[Provincial Audited Financial Statements Roll Up](#)**

# DOMAIN 5:

# GOVERNANCE

## EXPENDITURES BY PROGRAM



## DOMAIN 5:

## GOVERNANCE

### 2022-2023 EXPENSE BUDGET—ACTUAL

#### EXPENSE BY PROGRAMS

Expenses	Actual (\$)	Budget (\$)	Actual to Budget Variance(\$)	Actual to Budget Variance
	2023	2023	2023	2023
Instruction - ECS	1,452,338	1,399,524	52,814	4%
Instruction - Grades 1 - 12	38,189,389	36,869,968	1,319,421	4%
Operations and Maintenance	8,909,782	8,784,979	124,803	1%
Transportation	1,539,752	1,551,008	(11,256)	-1%
System Administration	2,039,698	2,060,383	(20,685)	-1%
External Services	653,418	632,875	20,543	3%
<b>Total Expenses</b>	<b>52,784,377</b>	<b>51,298,737</b>	<b>1,485,640</b>	<b>3%</b>

The total actual expenses were \$1.5 million (3%) above the budget. This was mainly due to enrolment growth resulting in an increase in staffing of FTE, higher payroll costs following the collective agreement settlement in June 2022, and increased support for the Jordan's Principle program. The other costs were related to roll out of other programs such as new curriculum implementation, learning loss disruption, mental health initiative, literacy and numeracy, low incidence, and Ukrainian student support.

# DOMAIN 5:

## GOVERNANCE

### COMPLETED CMR PROJECTS

- Painting at St. Benedict School
- Pump/expansion tank replacement at Sacred Heart School
- Ventilation/HVAC upgrade at Father Leduc Catholic School
- Ventilation/HVAC upgrade at St. Benedict School
- Sidewalk addition at Christ The King School
- Sidewalk replacement at St. Benedict School
- Replacement of telephone system at Christ The King
- Painting at Ecole Notre Dame School
- Site drainage repairs to St. Augustine Primary School
- Replacement of telephone system at St. Benedict School
- Painting of St. Benedict School gym due to water damage

### SUPPLEMENTAL DOCUMENTS

- [Budget Report 2023-2024](#)
- [Capital Plan 2023](#)

For more financial information, please contact Secretary-Treasurer Nick Masviken at [nick.masviken@starcatholic.ab.ca](mailto:nick.masviken@starcatholic.ab.ca)





## DOMAIN 5:

### GOVERNANCE

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for St. Thomas Aquinas Roman Catholic School Division for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022-2023 was approved by the Board on November 29, 2023.



Donna Tugwood  
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](http://www.starcatholic.ab.ca). The Division received no disclosures in 2022-2023.

## STAKEHOLDER ENGAGEMENT

During the 2022-2023 school year, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to provide feedback to guide the Board of Trustees in the creation of its 2023-2027 key goals and priorities. This consultation process included:

- Parent/guardian and parishioner surveys
- Student consultations at each school
- Staff consultations at each school

This led to a Division Community Consultation Day, which was attended by representatives from each of these groups. The feedback gathered during this event was also incorporated into the planning process and led to the Board approved key goals and priorities for 2023-2027.

# DOMAIN 5:

## GOVERNANCE

### ACCOUNTABILITY/ASSURANCE

The following processes assure the public and stakeholders that schools and the Division are working toward continuous improvement:

- School Annual Education Result Reports are submitted to central office for review by November 30th.
- After Central Office review, schools publish their AERR to their school websites.
- Between December 1st and April 30th, schools will use their AERR to consult with stakeholders. Stakeholder consultation will include, but is not limited to, the following groups: parents/guardians, students, teachers, and school councils (as outlined in the School Councils Regulation). The consultation process involves:
  - ◇ Sharing data from the AERR.
  - ◇ Reviewing current strategies outlined in the May Education Plan.
  - ◇ Seeking stakeholder feedback on strategies and methods with the objective to modify and improve practices to positively address current results.
- Stakeholder feedback is used to continue, refine, or eliminate current strategies with the objective of producing an updated May Education Plan.



# FALL 2023 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	86.7	89.3	89.3	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	86.4	88.3	88.1	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	83.1	89.4	89.2	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	95.3	93.3	92.3	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	67.8	68.0	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	12.8	14.4	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	76.8	76.4	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	9.6	13.1	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	91.5	92.7	93.0	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	91.1	91.1	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.9	87.6	87.6	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	82.7	85.2	86.5	79.1	78.8	80.3	Very High	Declined	Good

Notes:

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

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

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

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

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

2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30