



**Education Plan - St. Thomas Aquinas  
Catholic Schools 2024/2025  
School : St. Benedict School**



# STAR CATHOLIC Division Assurance Plan 2023-2027



## School Assurance Plan DIVISION OVERVIEW

Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
<b>Board Priority/ Local Goal</b>	<ol style="list-style-type: none"> <li>Staff are provided with faith formation opportunities.</li> <li>Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel.</li> <li>Staff and students witness the gospel.</li> <li>Enhance home, school, and parish relationships.</li> </ol>	<ol style="list-style-type: none"> <li>A focus on student mental health and well-being</li> </ol> <p>Provincial Goal: PAT Acceptable/Excellence &amp; Diploma Exam Acceptable/ Excellence</p> <ol style="list-style-type: none"> <li>Early Years Literacy &amp; Numeracy Assessments</li> </ol> <p>High School Completion*</p> <p>Citizenship*</p> <ol style="list-style-type: none"> <li>Student learning engagement.</li> </ol>	<ol style="list-style-type: none"> <li>Continue to build and develop staff capacity.</li> <li>Foster a culture of collaboration and leadership development.</li> <li>Staff are supported in their wellness.</li> </ol> <p>Education Quality *</p>	<ol style="list-style-type: none"> <li>First Nation, Métis, and Inuit students are successful.</li> <li>Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model.</li> </ol> <p>Welcoming, Caring, Respectful, and Safe Learning Environment*</p> <p>Access to supports and services*</p>	<p>Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.</p>
<b>Outcomes:</b>	<ol style="list-style-type: none"> <li>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.</li> <li>Students will hear, learn, and model their lives guided by faith and the Church.</li> <li>Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Learning improves when students find course content interesting and useful in their everyday lives.</li> </ol>	<ol style="list-style-type: none"> <li>Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.</li> <li>Staff are provided with structured opportunities to collaborate and to be involved in leadership.</li> <li>When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students.</li> <li>Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.</li> </ol>	<ol style="list-style-type: none"> <li>More First Nation, Métis, and Inuit students meet or exceed identified measures.</li> <li>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.</li> <li>Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.</li> <li>Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.</li> </ol>	<p>Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)</p>



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St. Benedict School Education Plan GOAL #1	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff are provided with faith formation opportunities.
<b>Outcomes:</b>	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.
<b>Measures:</b>	Survey Questions (link)
Results Report Components	
<b>Data &amp; Insights</b>	Link to PDF on landing page or bookmark in this document
<b>Insights to Data:</b>	<p><b>Insights:</b> 100% of support staff and teachers affirm that they are provided with faith formation opportunities.</p> <p><b>Implications:</b> Current practices effectively meet the faith formation needs of staff.</p> <p><b>Conclusion:</b> Continue with current practices to support staff in their faith formation journey.</p>
<b>Responding to the Data:</b> <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- Divisional Reflection Day focused on the divisional theme for the year.</li> <li>- Opening mass with our Leduc sister schools</li> <li>- Teaching mass with Fr. Matthew and Director of Faith Life</li> <li>- Three unique PD sessions offered to staff with a focus on school identified needs and based around the theme of the division.</li> <li>- September retreat will be held led by our Faith Life and Religious Education Coordinator followed by staff fellowship and relationship building.</li> <li>- PLC collaboration on grade level faith outcomes.</li> <li>- Face-to-Face Ministries will hold a school-wide retreat geared with messaging at the appropriate age level.</li> <li>- Opportunities for faith development are also made available through division based PD opportunities</li> </ul>

St. Benedict School Education Plan <b>GOAL #2</b>	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Students understand what it means to live in relationship with Jesus Christ
<b>Outcomes:</b>	Students will hear, learn, and model their lives guided by faith and the Church
<b>Measures:</b>	<a href="#">Survey Graphs (link)</a>
Results Report Components	
<b>Data &amp; Insights</b>	
<b>Insights to Data:</b>	<p><b>Insights:</b> Students consistently report over 98% agreement that they understand what it means to live in relationship with Jesus Christ.</p> <p><b>Implications:</b> Current practices effectively meet the spiritual and faith development needs of students.</p> <p><b>Conclusion:</b> Continue with current practices to support and nurture students' understanding of their relationship with Jesus Christ.</p>
<b>Responding to the Data:</b>	
<b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- Through permeation , teachers find opportunities to share their faith journey with students in all subject areas.</li> <li>- Connection Day: staff share personal faith stories while engaging students in faith based activities</li> <li>- Staff prayer daily as well as daily prayer during announcements brings focus to community faith needs.</li> <li>- Teachers are class leaders for prayers and in-class faith celebrations.</li> <li>- Monday morning school faith assembly</li> <li>- Weekly Gospel Assembly to recognize students with parent community in attendance</li> <li>- Opportunities for students to lead prayer, masses, or liturgies in-class or for the school community</li> <li>- Weekly grade level emails allow teachers and students the opportunity to share with parents the faith experiences that occurred during the week</li> <li>- Social media posts reflecting the Five Marks of An Excellent Catholic School to highlight how teachers lives are guided by faith.</li> <li>- Saint of the Month</li> <li>- Provide staff and students opportunities for learning about the Holy Mass at assembly (ie. Vestments, Vessels and Furnishings)</li> </ul>



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St. Benedict School Education Plan GOAL #3	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff and students witness the gospel
<b>Outcomes:</b>	Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity.
<b>Measures:</b>	<a href="#">Survey Graphs (link)</a>
Results Report Components	
<b>Data &amp; Insights</b>	<a href="#">Survey Graphs (link)</a>
<b>Insights to Data:</b>	<p><i>Insights: 98% of students and 95% of teachers affirm their participation in acts of social justice and charity.</i></p> <p><i>Implications: Current practices are effectively engaging staff and students in meaningful acts of social justice and charity.</i></p> <p><i>Conclusion: Continue with current practices to sustain and further promote involvement in social justice and charity initiatives.</i></p> <p><a href="#">Anecdotal List of School Social Justice Projects (AERR Nov.)</a></p>
<b>Responding to the Data:</b>	<ul style="list-style-type: none"> <li>- Grade Six Ministry Teams Organize social justice or charity projects for each Catholic season.</li> <li>- Monthly social justice activities involving student and parent participation, including food drives, Christmas hamper drives, and creating prayers for those in need.</li> <li>- Engage parents and community members in school-wide social justice projects through letters and social media.</li> <li>- Staff participate in a community service project, such as volunteering at the Mustard Seed or Leduc HUB.</li> <li>- Grade Four students lead the Development and Peace Project for Holy Childhood.</li> <li>- Peace Maker Week Aligns with Pink Shirt Day to promote gratitude and compassion as Christ's children.</li> <li>- Five Marks of an Excellent Catholic School: Focus on these marks with submissions to Grateful Advocates for Catholic Education (GRACE).</li> <li>- Donations from our Lost and Found are collected and distributed to those in need.</li> </ul>
<b>Implementation Plan &amp; Strategies:</b>	



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<b>St. Benedict School Education Plan GOAL #5</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Board Priority</b>	A focus on mental health and well-being
<b>Outcomes:</b>	When we support mental health, we support student success. Student in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.
<b>Measures:</b>	Survey Graphs (link)
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- A certificated teacher delivers a wellness program for Kindergarten to Grade Six, aligned with curriculum goals and addressing student-identified needs.</li> <li>- School staff implement universal (Tier One) strategies with all students, utilizing the Mind Up program to enhance emotional awareness and the Growth Mindset program to equip students with coping strategies for various situations.</li> <li>- School-wide student surveys are conducted to identify and implement necessary planning changes.</li> <li>- The School Leadership Team and Student Intervention Team prioritize addressing the social and emotional needs of the school community.</li> <li>- Connection Day (Fish out of Water) provides opportunities for certificated and support staff to build relationships with all students.</li> <li>- Monthly meetings are held with grade level teachers and the School Intervention Team to monitor student wellness.</li> <li>- Implementation of Mental Health Literacy and The Third Path programs, both focused on building resilience in students.</li> <li>- Adult assistance is available for students experiencing stress and dysregulation. A sensory room, sensory bins, and individualized response plans are in place to support these students.</li> <li>- The Classroom Buddies program fosters relationships between students of different grades.</li> <li>- The Grade Six Student Ministry Leadership Team actively participates in school leadership.</li> <li>- Student birthdays are recognized during morning announcements with a special recognition item</li> <li>- Students are also recognized during our weekly Gospel Assembly.</li> </ul>



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<b>St. Benedict School Education Plan GOAL #6</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Provincial Achievement Tests</b>	
<b>Provincial Goal</b>	PAT Acceptable/Excellence
<b>Background</b>	<p>Background: 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.</p> <p>Provincial Achievement Tests (PATs): PAT exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.</p>
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)
<b>Insights to Data:</b>	<p><i>Insights: Our school's PAT results showed significant improvement, with the acceptable percentage increasing from 73% to 88%, and the Standard of Excellence rising from 8% to 23%. When compared to the provincial average, St. Benedict students performed 20% better in acceptable scores and 3% better in the Standard of Excellence.</i></p> <p><i>Implications: The success of the strategies we implemented is evident in these improved results.</i></p> <p><i>Conclusion: Continue to build on and reinforce the successful strategies that have contributed to these gains.</i></p>

<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- We are committed to focusing on student learning by proactively guiding decision-making through a Response to Intervention (RTI) framework.</li> <li>- Continuation of school-wide screening using Alberta Education approved resources for literacy and numeracy.</li> <li>- Ongoing analysis of screening data to create targeted intervention sessions for identified students.</li> <li>- Dedicated Professional Development Day focused on examining Alberta Provincial Achievement Data to identify areas of success and need.</li> <li>- Development of an instructional plan to address areas of need in collaboration with the STAR Learning Coach.</li> <li>- Administration shares results and implications with parents during School Council meetings.</li> <li>- Provision of Alberta Education information, practice tests, and online resources regarding Grade Six Provincial Achievement Tests to our parent community.</li> <li>- Staff participation in STAR District Learning Day and Curriculum Implementation Professional Development Days.</li> <li>- Continued partnership with an Indigenous Coach to strengthen the integration of best practices.</li> <li>- Ongoing collaboration with SWISS to engage new English Learners and their families.</li> <li>- Participation in field testing for Mathematics.</li> <li>- Engaging students in opportunities to practice test-taking skills and wellness strategies for stress management.</li> <li>- Providing a variety of learning modalities to ensure all students achieve essential learning outcomes.</li> </ul>
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<b>St. Benedict School Education Plan GOAL #7</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Provincial Goal</b>	Citizenship
<b>Background</b>	Background: 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 satisfied that students model the characteristics of active citizenship..
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)



<b>Insights to Data:</b>	<p><i>Insights: Overall, students, staff, and parents are satisfied with how students model the characteristics of active citizenship. St. Benedict School outperformed the provincial standard by 5%, with 84% of students expressing satisfaction, compared to 69% provincially.</i></p> <p><i>Implications: The positive results suggest that strategies such as professional development, faith initiatives, retreats, and the school's culture are contributing to this strong sense of active citizenship.</i></p> <p><i>Conclusion: Continue with current strategies and further engage students in school-appropriate decision-making processes to nurture and reinforce their active citizenship.</i></p> <p><b>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</b></p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p><b>Commitment to Inclusivity and Community Engagement at St. Benedict School:</b></p> <ul style="list-style-type: none"> <li>- St. Benedict School will develop a personalized Land Acknowledgement with input from students and staff, honoring our commitment to Treaty Six land.</li> <li>- Recognition of Significant Days: Indigenous Day / Moose Hide Day / Witness Day / Red Dress Day / National Indigenous History Month / National Indigenous Peoples Day / National Veteran's Day / Black History Month / Orange Shirt Day / Pink Shirt Day / Remembrance Day</li> <li>- We will intentionally instruct our community on what Christ-Centered Citizenship means and how it looks in practice.</li> <li>- Establishing and upholding collaborative school-wide expectations and celebrating achievements together.</li> <li>- Various Faith Based Social Justice Projects and Works of Charity</li> <li>- Various Student-Led Initiatives:</li> </ul> <p>Grade Four Recycling Team: Promotes environmental responsibility.  Grade Five AMA Safety Patrols: Ensures student safety and responsibility.  Grade Five and Six Bear Buddies: Fosters cross-grade mentorship and support.  Grade Six Ministries and Leadership: Encourages leadership and community service.</p>

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<b>St. Benedict Education Plan GOAL #8</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>

<b>Provincial Goal</b>	Student Learning Engagement
<b>Background</b>	Background: learning improves when students find course content interesting and useful in their everyday lives.
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	<b>Survey Graphs (link)</b>
<b>Insights to Data:</b>	<p><i>Insights: Overall results declined by 1% from the previous year. Student results align with the provincial average, both scoring 70%. Parent satisfaction is at 81%, with an increase in survey participation (7 respondents compared to 4 the previous year). Teachers scored 3% higher (98% vs. 95%) than their provincial counterparts. In student feedback, 84% expressed enjoyment of language arts, compared to 53% for math. Among parents, 100% believe their child's literacy skills are useful, 86% find numeracy skills useful, and 57% feel their child is learning what they need to know.</i></p> <p><i>Implications: The slight decline in overall results, coupled with limited parent survey participation, may not fully represent the school community's views. The disparity in student preference for language arts over math and parents' concerns about their child's learning needs warrant further investigation.</i></p> <p><i>Conclusion: Engage in continued discussions at School Council meetings and the provincial level to better understand parental perspectives on what they believe is missing from their child's education. Address student engagement in math and ensure alignment between curriculum delivery and parent expectations.</i></p> <p><b>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</b></p>
<b>Responding to the Data:</b> <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- Teachers at our school employ a diverse range of activities rooted in research-based pedagogy. This encompasses technology-integrated learning, hands-on manipulatives to reinforce conceptual understanding, various student groupings for collaborative learning, teacher-led direct instruction, engaging project-based learning experiences, and student mentorship opportunities.</li> <li>- Personalized Learning Surveys are conducted to assess individual learning styles, with results shared among staff to inform instructional practices and support personalized learning experiences.</li> <li>- Regular updates on learning activities, school events, and celebrations are disseminated to parents and the school community through School Messenger, social media platforms, and grade-level weekly emails.</li> <li>- Administrative reports focusing on STAR Board Priorities, supplemented with examples of school events, are presented at each School Council meeting to ensure transparency and alignment with organizational goals.</li> <li>- Curriculum learning is enhanced through a variety of experiences, including in-class and out-of-school field trips, guest presentations, and virtual excursions, providing enriching opportunities for hands-on learning.</li> <li>- PowerSchool portal offers parents convenient access to real-time information regarding their child's progress and learning journey.</li> <li>- Student-led conferences are held in November and April, providing opportunities for students to take ownership of their learning and showcase their achievements to their parents and teachers.</li> <li>- Events such as the Science Fair, Cultural Fair, and Book Fair serve as additional platforms for parent engagement, fostering a sense of community and collaboration.</li> <li>- The Welcome to Kindergarten Program invites incoming kindergarten students and their parents to participate in hands-on experiences aligned with essential learning outcomes, facilitating a smooth transition into school life.</li> </ul>



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St. Benedict Education Plan GOAL #9	
<b>Domain 3:</b>	<b>Teaching and Leading</b>
<b>Board Priority</b>	Continue to build and develop staff capacity
<b>Outcome:</b>	Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.
<b>Measures:</b>	Survey Graphs (links)
Results Report Components	
<b>Data &amp; Insights</b>	Survey Graphs (link)
<b>Insights to Data:</b>	<p><i><b>Insights:</b> Of the 50% of teachers who responded to the STAR survey, 80% believe they have opportunities for meaningful professional development. However, only 34% feel this development is directly related to their role, and 66% indicate they have access to division and school supports for professional development.</i></p> <p><i><b>Implications:</b> The low response rate from teachers and support staff may not provide a comprehensive representation of the broader school community's perspectives on professional development opportunities.</i></p> <p><i><b>Conclusion:</b> Focus on strategies to improve survey participation for more representative data. Additionally, gather input from Educational Assistants regarding their professional development needs. Continue supporting teachers in accessing the ATA Professional Development Fund to enhance role-specific growth.</i></p> <p style="background-color: yellow;"><i>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</i></p> <p style="background-color: #90ee90;"><i>List of Professional Development Sessions During the School Year (Populated in AERR)</i></p>

<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<ul style="list-style-type: none"> <li>- The School Leadership Team plans Professional Development Days to align with Divisional priorities and objectives, ensuring targeted growth and progress.</li> <li>- Staff members receive valuable insights into divisional learning opportunities through resources like the Division Central Office Learning Team newsletter, ERLC newsletter, and Alberta Assessment Newsletters, enhancing their professional development.</li> <li>- Certificated staff are encouraged to take on leadership roles through avenues such as the School Leadership Team, Professional Learning Communities, School Intervention Team, and engagement with the Learning Support Facilitator.</li> <li>- The Student Learning Services team, comprising professionals like Psychologists, Occupational Therapists, Physical Therapists, and Speech Therapists, offer scheduled consultations with staff to support student learning and development.</li> <li>- Educational Assistants benefit from dedicated opportunities for growth, including attendance at the Educational Assistants Conference, participation in a weekly EA community of practice led by the Learning Support Facilitator, and involvement in School-Based Professional Development Days</li> <li>- Staff members actively participate in various professional development events, including STAR Reflection Day, STAR Learning Day, ATA Institute Day, Indigenous Retreat Day, and Faith Retreat Day, enriching their knowledge and skills.</li> <li>- Staff have access to valuable resources and opportunities provided by the Alberta Teachers' Association (ATA) for continuous professional development and growth</li> </ul>
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<b>St. Benedict School Education Plan GOAL #10</b>	
<b>Domain 3: Teaching and Leading</b>	
<b>Board Priority</b>	Foster a culture of collaboration and leadership development.
<b>Outcome:</b>	Staff are provided with structured opportunities to collaborate and to be involved in leadership.
<b>Measures:</b>	Survey Graphs (links)
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)

<b>Insights to Data:</b>	<p><i><b>Insights:</b> All teachers (100%) value and collaborate in professional learning communities, and 88% feel they have opportunities to participate in school leadership.</i></p> <p><i><b>Implications:</b> Teachers are satisfied with the administration's support for professional learning through scheduled time during the school week. There is also a positive response to leadership opportunities, indicating the value of fostering further engagement.</i></p> <p><i><b>Conclusion:</b> Maintain the scheduling of professional learning time during the school week and continue inviting teachers to take on leadership opportunities at both the school and district levels.</i></p> <p><i>Data will be linked to a dashboard or pdf's in the interim on your local and/or division website</i></p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<ul style="list-style-type: none"> <li>- Certificated teachers are continually invited to participate in the School Leadership Team, ensuring diverse perspectives and expertise guide decision-making processes.</li> <li>- Engagement in Various Leadership Roles: Certificated teachers play active roles in Professional Learning Communities, the School Intervention Team, the Religious Education Committee, the First Nations, Métis, and Inuit Teacher Lead, Numeracy Lead, Literacy Lead, PowerSchool Lead, Occupational Health and Safety Member, and the Third Path community of Practice.</li> <li>- Staff members are trained as Designated Principals to ensure effective leadership in the absence of administration.</li> <li>- Designated time during the school day is provided for each staff member to participate in Professional Learning Communities, fostering collaboration and continuous professional growth.</li> <li>- Staff members have opportunities for cross-school collaboration within Professional Learning Communities, enriching their professional development and expanding their networks.</li> <li>- Grade-level Professional Learning Community opportunities for new curriculum development are available at Central Office, ensuring alignment and coherence in curriculum implementation across grade levels.</li> <li>- Staff are encouraged to engage in coaching or managing student clubs or sports teams as well as bringing new initiatives to our school body.</li> </ul>

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<b>St. Benedict School Education Plan GOAL #11</b>	
<b>Domain 3:</b>	<b>Teaching and Leading</b>
<b>Board Priority</b>	Staff are supported in their wellness
<b>Outcome:</b>	When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.
<b>Measures:</b>	Survey Graphs (links)
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)

<p><b>Insights to Data:</b></p>	<p><i><b>Insights:</b> The leadership team is effective in promoting wellness and incorporating wellness strategies into the school community. However, a notable proportion of staff (22%) and educational assistants (33%) either do not utilize or are unsure of the available resources, raising questions about awareness and accessibility.</i></p> <p><i><b>Implications:</b> While most staff and educational assistants understand the importance of wellness and actively incorporate it into their work, there are areas of disconnect in resource utilization and awareness. These disparities suggest a need for clearer communication and improved access to wellness supports.</i></p> <p><i><b>Conclusion:</b> Conduct further inquiry to identify barriers preventing staff from accessing and utilizing wellness resources. Develop strategies to enhance awareness and accessibility, ensuring all staff can fully benefit from the available supports.</i></p> <p><b>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</b></p>
<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<ul style="list-style-type: none"> <li>- Staff members have access to essential support resources, including the contact number for Homewood Health, Employee and Family Assistance Program brochures, and information about the emergency crisis helpline, prominently displayed in key locations throughout the school.</li> <li>- A staff faith retreat is organized, focusing on promoting staff wellness and well-being practices, fostering spiritual renewal and personal growth.</li> <li>- The agenda for Professional Development Days includes brain breaks, wellness activities, and sessions focusing on social, emotional, and physical wellness, ensuring staff members have the tools and strategies to maintain a healthy work-life balance.</li> <li>- Staff members are encouraged to participate in daily prayer sessions, enjoy Wellness Wednesday snacks, partake in June Potluck events. Administration organizes gratitude initiatives, nurturing a supportive and positive environment where well-being is prioritized.</li> <li>- A welcoming culture is cultivated, providing staff with a safe space to share their needs with administration, fostering open communication and support.</li> <li>- Staff members receive valuable wellness resources and information via email through the STAR COLT "Wellness Wisdom" program, empowering them to prioritize their well-being.</li> <li>- The social committee organizes opportunities for staff to gather outside of school hours, promoting camaraderie, and building strong relationships through social events and activities.</li> <li>- Staff engagement activities include group Halloween costumes, Spirit Days, participation in sports teams, and showcasing talents in the Talent Show, enhancing team spirit and fostering a sense of community.</li> <li>- School Council dedicates Staff Appreciation Week to recognize the dedication and hard work of staff members.</li> <li>- Administration and staff come together to acknowledge the invaluable contributions of Administrative Assistants with a special day of recognition.</li> <li>- A gift fund is established to support staff members during significant life events such as a death, birth, marriage, or other significant occasions. Additionally, staff members are recognized with special awards during the Gospel Assembly, and their birthdays are celebrated during morning announcements with monthly birthday cake gatherings.</li> </ul>

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**St. Benedict School Education Plan GOAL #12**

**Domain 3: Teaching and Leading**

 Provincial Goal	Education Quality
Outcome:	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
Measures:	Survey Graphs (links)
<b>Results Report Components</b>	
Data & Insights	Survey Graphs (link)
Insights to Data:	<p><i>Insights: Overall, parents, students, and staff are satisfied with the quality of education at St. Benedict. Students report a 10% higher satisfaction rate (95%) compared to the provincial average (85%). Teachers and parents are aligned with the provincial average in their satisfaction. However, 14% of parent respondents selected "do not know" as their response in some areas.</i></p> <p><i>Implications: The community—students, staff, and parents—demonstrates strong satisfaction with the teaching and learning at St. Benedict. However, the "do not know" responses from parents indicate a potential gap in understanding or awareness of specific educational expectations.</i></p> <p><i>Conclusion: Maintain current effective practices. Work with the School Council to develop strategies for increasing parental engagement and understanding, particularly in areas related to the new curriculum, to enhance awareness and involvement.</i></p> <p><b>Data will be linked to a dashboard or pdf's in the interim on your local and/or division website</b></p>
Responding to the Data:	Commitment to staff efficacy through school-based embedded professional development that aligns with our common goals. We consistently emphasize the use of formative assessment in teaching practices to guide instructional pedagogy and enhance Tier 1 instruction across all classes. The School Leadership Team (SLT) and Professional Learning Communities (PLCs) provide a structured approach to examining data gathered from students, parents, and staff, ensuring authentic learning by sharing best practices. Our staff are actively engaged in purposeful, collaborative professional development aimed at mastering instructional pedagogy.
Implementation Plan & Strategies:	<p>An intentional and systematic Tier Two process is in place, guided by classroom teachers based on student learning assessments. Targeted support is provided for reading, writing, and mathematics in small groups led by a certificated teacher or educational assistant, ensuring that students receive the focused instruction they need.</p> <p>Tier Three programming aims to meet individual student needs based on intensive assessments and supports. Collaboration with the Learning Support Teacher, Student Services team, and community professionals helps create Individual Program Plans (IPPs). Parents play a vital role in the goal-setting process for their child's IPP, ensuring personalized and effective support.</p> <p>We conduct an annual survey of parents to gauge their satisfaction with the quality of basic education, focusing on areas of growth and success. Additionally, feedback is solicited during School Council meetings to identify trends and gather data.</p> <p>Staff regularly meet with the School Intervention Team (including the Learning Support Facilitator and Administration) to discuss academic, behavioral, social-emotional, and attendance needs of students.</p> <p>Student-led conferences, timely communication, PowerSchool updates and IPP meetings provide opportunities for staff and parents to discuss student learning in depth, fostering collaboration and shared responsibility for student success.</p> <p>-Staff participate in ongoing, in-depth discussions of the Annual Education Results Report (AERR) to identify areas needing additional support, ensuring continuous improvement and responsiveness to student needs.</p>



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<b>St. Benedict School Education Plan GOAL #13</b>	
<b>Domain 4: Learning Supports</b>	
<b>Board Priority</b>	First Nation, Metis, and Inuits students are successful.
<b>Outcome:</b>	More First Nation, Metis and Inuit students meet or exceed identified measures.
<b>Measures:</b>	Survey Graphs (links)
<b>Results Report Components</b>	
<b>Data &amp; Insights</b>	Survey Graphs (link)
<b>Insights to Data:</b>	<p><i>Implications: Provincial Measures results are unavailable due to a respondent or student count of fewer than six, limiting the ability to draw conclusions or comparisons.</i></p> <p><i>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</i></p> <p><i>Accountability Pillar &amp; PAT/DIP results specific to First Nations, Metis and Inuit students [Populated in AERR]</i></p>



<p><b>Responding to the Data:</b></p> <p><b>Implementation Plan &amp; Strategies:</b></p>	<p>Provide a 0.1 FTE allocation to a certificated teacher to serve as the FNMI Learning Lead. This role focuses on enhancing Indigenous education within the school. Provide explicit teaching about FNMI terminology, knowledge, culture, and traditions across all grade levels.</p> <p>collaboration with the FNMI Learning Lead, develop professional development sessions centered on Indigenous learning. Plan parent engagement evenings and create student feedback groups to foster inclusive dialogue and understanding.</p> <p>Prioritize the acquisition of books that share Indigenous culture, stories, and traditions for the school library, enriching the available resources and promoting cultural awareness.</p> <p>Engage and invite community members, such as Elders, dancers, and storytellers, to participate in school events and activities, providing authentic learning experiences for students.</p> <p>Incorporate Treaty Land Acknowledgement at assemblies and meetings to honor and recognize reconciliation.</p> <p>Organize school-wide Indigenous events to build awareness and understanding among students, staff, and the school community. These events will highlight Indigenous history, culture, and contributions.</p> <p>Set up a tipi on school grounds for class use, creating a visible and meaningful space for learning.</p> <p>Invite parents to join students and Elders in setting up the tipi, fostering community involvement and cultural exchange.</p> <p>Utilize Under One Sun resources for Kindergarten to Grade Six to provide comprehensive Indigenous education.</p> <p>Integrate FNMI learning into all subject areas, ensuring a holistic approach to education.</p> <p>Incorporate Indigenous games during Sports Day and Physical Education classes to promote cultural inclusivity and physical activity.</p> <p>All staff will attend a full-day Indigenous Retreat, beginning with Mass at Sacred Heart Church of the First Peoples, to deepen their understanding and commitment to Indigenous education and reconciliation.</p>
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St. Benedict School Education Plan GOAL #14	
Domain 4: Learning Supports	
<b>Board Priority</b>	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model.
<b>Outcome:</b>	<ol style="list-style-type: none"> <li>1) Quality core instruction foundational to success for all and is grounded in solid assessment practice.</li> <li>2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students</li> <li>3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</li> </ol>
<b>Measures:</b>	Survey Graphs (links)
Results Report Components	
<b>Data &amp; Insights</b>	Survey Graphs (link)

<b>Insights to Data:</b>	<p><i>Implications: As this is a new question, there is no comparative data available.</i></p> <p><i>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</i>  <i>Accountability Pillar &amp; PAT/DIP results specific to First Nations, Metis and Inuit students [Populated in AERR]</i></p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p>We are dedicated to supporting the diverse learning needs of all students through dynamic and engaging lessons. Our approach is based on the Response to Intervention (RTI) framework, ensuring that every student receives the appropriate level of support.</p> <p>Teachers utilize student data from various screens, pre-assessments, formative assessments, and assessments for learning to inform lesson planning and instructional strategies. Classroom management techniques are tailored to reflect individual student learning needs and styles. This personalized approach helps create an optimal learning environment. Varied Instructional Strategies are delivered through a mix of individual teaching, small group work, peer learning, and whole class instruction to meet the diverse learning goals of all students.</p> <p>Teachers provide timely and constructive feedback using student conferences, rubrics, outlines, and study guides, ensuring students understand their progress and areas for improvement.</p> <p>Our professional development plan focuses on aligning student assessments with essential learning outcomes, creating indicators of success, and designing school-wide assessment rubrics in writing, reading, and mathematics. We also develop intentional intervention plans to support student learning.</p> <p>We have introduced a faith-based Program Unit Funding (PUF) Early Years Intervention program for three- and four-year-old students, providing targeted support at a critical stage of development.</p> <p>The Student Intervention Team meets monthly with grade-level teachers to review individual student academic and social-emotional growth. This collaboration ensures that interventions are tailored to each student's needs.</p> <p>Teachers and educational assistants receive training in intervention resources such as Mathology, Early Literacy Learning, and Phonemic Awareness programs. Additionally, our Learning Support Teacher participates in professional development for Level B and advanced assessments.</p> <p>Teachers maintain regular communication with parents and guardians through weekly emails, PowerSchool updates, Google Classroom, Student-Led Conferences, report cards, Individual Program Plan meetings, and as needed for ongoing dialogue.</p> <p>The Student Learning Support Team from the STAR District collaborates with our staff and the Student Intervention Team to design Individual Program Plans and engage with families.</p> <p>We purchase specific equipment to meet individual student needs, including translators, bathroom equipment, and speech-to-text tools, ensuring all students have the resources they need to succeed.</p> <p>Teachers employ a backward design approach to pedagogy, focusing on assessment for learning to guide instructional planning and student progress.</p> <p>Students benefit from the support of trained educational assistants, who receive ongoing training through weekly communities of practice and professional development sessions.</p> <p>Our commitment to inclusive education and student success is deeply rooted in our dedication to incorporating Indigenous perspectives into every aspect of our teaching and support practices.</p>

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<b>St. Benedict School Education Plan GOAL #15</b>	
<b>Domain 4:</b>	<b>Learning Supports</b>
<b>Provincial Goal</b>	Welcoming, Caring, Respectful, and Safe Learning Environment
<b>Outcome:</b>	Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for respected and safe.
<b>Measures:</b>	Survey Graphs (links)

Results Report Components	
Data & Insights	Survey Graphs (link)
Insights to Data:	<p><b>Insights:</b> The Assurance results show that overall satisfaction is 4% lower than the provincial average. 92% of students report high satisfaction. Additionally, 23% of teachers indicate difficulty accessing student programs or services, while 93% of students feel they can access help for non-academic problems at school.</p> <p><b>Implications:</b> There is a disparity between teacher perceptions of program accessibility and students' confidence in the support they receive. This suggests a need to align and address differing perspectives on available resources and support systems.</p> <p><b>Conclusion:</b> Facilitate open discussions with teachers and the parent community to identify and implement needed supports. Strengthen communication channels between students, staff, and the community to ensure a shared understanding of resources and improve teacher satisfaction.</p> <p>Data will be linked to a dashboard or pdfs in the interim on your local and/or division website</p>
Responding to the Data:	<p>At St. Benedict School, we place a strong emphasis on building meaningful connections with our Indigenous families, ensuring their rich cultural heritage is respected and integrated into our educational environment.</p> <p>Engage staff, students, and the parent community in decision-making processes to reflect shared values, commitments, and beliefs.</p>
Implementation Plan & Strategies:	<p>Ongoing training for certificated staff in critical areas including Violent Threat Risk Assessment (VTRA), Supporting Individuals through Valued Attachments (SIVA), Traumatic Event Systems (TES), Applied Suicide Intervention Skills Training (ASIST), Third Path, Mental Health Literacy, and First Aid.</p> <p>Implement school-wide expectations and a student code of conduct, supported by predictable consequences and restorative circles for resolving conflicts.</p> <p>Utilize "Cub Calls" to make positive phone calls home, highlighting students' positive deeds and achievements.</p> <p>Provide a daily nutrition program offering fruit, healthy snacks, milk, breakfast, and lunch to the entire school community.</p> <p>Ensure active supervision with administration and staff greeting and engaging in conversations with students, as well as supervising during recesses.</p> <p>Host a variety of in-person assemblies to recognize student success and achievements.</p> <p>Highlight student activities, celebrations, classroom learning, clubs, and sports through our social media platforms.</p> <p>Recognize all staff and student birthdays during announcements and celebrate with a monthly birthday cake shared with the administration.</p> <p>Encourage student and staff participation in school spirit activities, responding to student interests and fostering a positive school culture.</p> <p>Administration provides informational sessions for volunteers to support their involvement in school activities.</p>



St. Benedict School Education Plan GOAL #16	
<b>Domain 5: Governance</b>	
<b>Provincial Goal</b>	Parental Involvement
<b>Outcome:</b>	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)
<b>Measures:</b>	Survey Graphs (links)
Results Report Components	
<b>Data &amp; Insights</b>	Survey Graphs (link)
<b>Insights to Data:</b>	<p><i>Insights: Parent responses to the Assurance Survey are low, with only seven parents participating.</i></p> <p><i>Implications: The data collected may not accurately represent the perspectives of the entire St. Benedict parent community.</i></p> <p><i>Conclusion: Collaborate closely with the School Council to encourage and facilitate a higher rate of parent participation in future surveys.</i></p> <p><i>Data will be linked to a dashboard or pdf's in the interim on your local and/or division website</i></p>

<b>Responding to the Data:</b>	<p>School Council is integral to the consultation process with administration, advising on educational issues, programs, initiatives, and budget matters to ensure alignment with community needs.</p>
<b>Implementation Plan &amp; Strategies:</b>	<p>The fundraising society (P.E.A.C.E.) focuses on enriching the learning environment for all students, organizing events and initiatives to provide additional resources and opportunities.</p> <p>The STAR Senior Administration and STAR Board of Trustees host Council of School Council Meetings, providing an invaluable opportunity for Council Chairpersons and Administrators to connect with colleagues from across the district. These meetings facilitate discussions on topics that are of interest to Council members, promoting collaboration and the exchange of ideas to enhance the educational experience within our schools.</p> <p>STAR Board of Trustees sponsors two School Council members to attend the Alberta School Councils' Conference and Annual General Meeting</p> <p>Parents are deeply involved in various school events, including hot lunch programs, school dances, field trip supervision, assisting in the learning commons, and the Welcome BBQ &amp; fellowship events.</p> <p>The school community actively participates in the Alberta Education Accountability Pillar Survey, STAR Catholic Survey, and various school-based surveys to provide valuable feedback and drive continuous improvement.</p> <p>Alberta School Council Engagement Grant sponsors family engagement sessions, enhancing the home-school connection and supporting student success.</p> <p>We ensure parents are well-informed about student learning and events through Student Led Conferences, PowerSchool information sessions, and weekly school updates.</p> <p>The school community is engaged in providing feedback regarding school expectations, programs, and initiatives, fostering a collaborative environment.</p> <p>Sponsored by the STAR Wellness Coordinator, parenting sessions such as the "Understanding Anxiety—A Four-Part Series" provide valuable support and education for families.</p> <p>Administration partners with the School Council to extend a warm welcome to new school families, ensuring they feel connected and supported.</p> <p>We maintain an open-door communication policy for families, encouraging transparent and ongoing dialogue.</p>

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<b>St. Benedict School STAKEHOLDER ENGAGEMENT</b>	
<b>Domain 5:</b>	<b>Governance</b>
<b>Provincial Goal</b>	Stakeholder Engagement
<b>Outcome:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures:</b>	Survey Graphs (links)
<b>Summary of Engagement</b>	

The development of our School Education Plan involved comprehensive input from various stakeholders, including staff, students, and parents. As an administration team, we conducted in-house surveys of students and parents. The results of these surveys were thoroughly analyzed, and strategies were developed to address the feedback received. A cross-section of students from grades four, five, and six were interviewed by the administration regarding areas that received less positive responses on the Annual Education Results Report (AERR). These insights were shared with teachers, and corresponding strategies were incorporated into the education plan. The School Leadership Team convened to review these strategies and brainstorm additional actions to benefit our students further. During our April meeting, we also consulted the School Council, incorporating their feedback and suggestions into the school strategies. This collaborative approach ensures our education plan is reflective of our community's needs and aspirations.

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St. Benedict School STAKEHOLDER ENGAGEMENT	
<b>Domain 5:</b>	<b>Governance</b>
<b>Provincial Goal</b>	Stakeholder Engagement
<b>Outcome:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures:</b>	Survey Graphs (links)
Supplemental Documents	
<b>Budget 2024-2025</b>	

**APPENDIX: SURVEY DATA: DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY**

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						



My child's school upholds the dignity of every student as a child of God.	90	New Question	90	90	New Question	90
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	90	New Question	90	90	New Question	90
<b>Staff Survey (Teachers)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	100	New Question	100	99	New Question	99
I pray regularly with staff and/or students.	100	New Question	100	99	New Question	99
I speak about and demonstrate my faith to my students.	100	New Question	100	98	New Question	98
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	New Question	100	97	New Question	97
I am building capacity in my understanding of how to permeate faith into all school activities.	100	New Question	100	98	New Question	98
<b>Student Survey</b>	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	99	94	94	97	97	97
The adults in my school treat me with respect	95	90	91	92	90	91



## DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child has the opportunity to participate in religious celebrations and activities.	97	New Question	97	95	New Question	95
<b>Staff Survey (Teacher)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	95	97	98	98	98
The school provides students an opportunity to pray and grow in their faith.	100	New Question	100	99	New Question	99
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	100	New Question	100	99	New Question	99
<b>Student Survey</b>						
I learn about faith and God at school.	98	New Question	98	97	New Question	97
Teachers and students speak about faith, and I learn how to live the way God wants me to.	96	New Question	96	94	New Question	94
I have the opportunity to participate in religious celebrations and activities.	93	New Question	93	92	New Question	92





## DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	91	85	87	86	83	85
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	89	100	96	99	99	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	98	99	96	97	96

## DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY



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

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

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	100	New Question		96	New Question	
Faith is incorporated into school communications.	100	New Question		92	New Question	
I am invited to school faith events.	100	New Question		84	New Question	
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	100	99
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	87	91	98	95	97
Student Survey						
I have the opportunity to participate in religious celebrations, and activities.	93	New Question	93	92	New Question	New Question

**DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT**



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

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

Measure Category	St. Benedict School STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	99	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	95	91	93
I am able to effectively support student regulation	100	New Question	New Question	91	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	78	New Question	New Question	98	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	78	New Question	New Question	80	New Question	New Question
<b>Staff Survey (Support)</b>						
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	100	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	97	93	94
I am able to effectively support student regulation	33	New Question	New Question	89	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	100	New Question	New Question	85	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	67	New Question	New Question	68	New Question	New Question

**DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT**



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

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

Measure Category	St. Benedict School STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey (Elementary)</b>						
At my school there is at least one adult who listens and cares about me.	98	New Question	New Question	92	New Question	New Question
My school is a place where I feel I belong.	86	New Question	New Question	83	New Question	New Question
I know how to get help if I am struggling with my mental health.	89	New Question	New Question	84	New Question	New Question
I have a trusted adult in my school who I can ask for help.	98	New Question	New Question	93	New Question	New Question
I learn how to manage my emotions in stressful situations.	89	New Question	New Question	83	New Question	New Question
I have opportunities to be involved in and connected to my school.	98	New Question	New Question	93	New Question	New Question
I feel safe at school.	<b>94</b>	New Question	New Question	<b>90</b>	New Question	New Question
I have a friend at school.	<b>98</b>	New Question	New Question	<b>98</b>	New Question	New Question
<b>Student Survey (Secondary)</b>						
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question



Measure Category	St. Benedict School STAR Catholic Schools					
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	New Question	New Question	New Question	81	New Question	New Question
I have a friend at school.	New Question	New Question	New Question	96	New Question	New Question



## DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

### PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

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

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 6</b>	School	100.0	20.8	n/a	n/a	n/a	n/a	96.2	20.3	95.7	18.8		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
<b>French Language Arts 6 année</b>	School	92.0	16.0	n/a	n/a	n/a	n/a	77.8	0.0	90.0	25.0		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
<b>Français 6 année</b>	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
<b>Mathematics 6</b>	School	86.1	12.5	n/a	n/a	n/a	n/a	63.3	1.3	82.6	18.8		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
<b>Science 6</b>	School	86.1	16.7	n/a	n/a	n/a	n/a	86.1	13.9	73.9	27.5		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
<b>Social Studies 6</b>	School	83.3	13.9	n/a	n/a	n/a	n/a	79.7	7.6	69.6	18.8		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
<b>English Language Arts 9</b>	School	85.7	17.9	n/a	n/a	n/a	n/a	89.6	12.5	82.0	13.1		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		



PAT Course by Course Results by Number Enrolled.													
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	School	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	57.1	21.4	n/a	n/a	n/a	n/a	58.3	6.3	60.3	8.6		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	89.3	28.6	n/a	n/a	n/a	n/a	72.9	8.3	73.8	9.8		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	71.4	25.0	n/a	n/a	n/a	n/a	56.3	10.4	63.9	8.2		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		



**PAT Results Course By Course Summary By Enrolled With Measure Evaluation**

Course		Measure		École Mother d'Youville School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	69	95.7	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	Intermédiaire	n/a	n/a	20	90.0	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	Very High	n/a	n/a	20	25.0	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a			
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a			
Mathematics 6	Acceptable Standard	High	n/a	n/a	69	82.6	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	69	18.8	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	69	73.9	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	69	27.5	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	Intermédiaire	n/a	n/a	69	69.6	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	Intermédiaire	n/a	n/a	69	18.8	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	Intermédiaire	n/a	n/a	61	82.0	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	Intermédiaire	n/a	n/a	61	13.1	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a			
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a			
French Language Arts 9 année	Acceptable Standard	Low	n/a	n/a	10	70.0	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	10	20.0	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a			
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a			
Mathematics 9	Acceptable Standard	Low	n/a	n/a	58	60.3	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	58	8.6	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,815	11.3	n/a	n/a		





Science 9	Acceptable Standard	High	n/a	n/a	61	73.8	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	61	9.8	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	61	63.9	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	61	8.2	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	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a



**DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT**

**PROVINCIAL GOAL: CITIZENSHIP**

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

**CITIZENSHIP - MEASURE DETAILS**

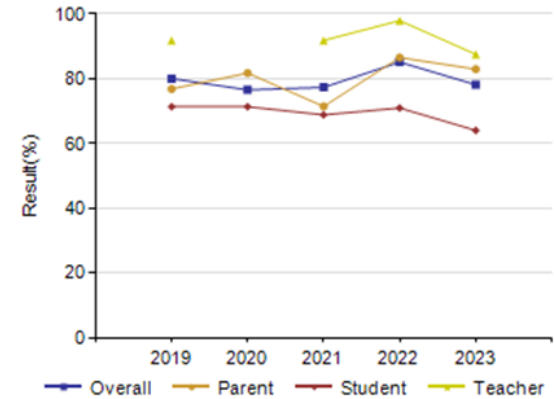
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	89	80.0	69	76.5	80	77.3	105	85.1	91	78.1	High	Maintained	Good	2,143	87.0	1,905	88.0	1,751	86.5	2,003	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	14	76.8	12	81.7	10	71.4	18	86.5	7	82.9	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	58	71.3	57	71.3	53	68.8	68	70.9	6	64.0	Intermediate	Maintained	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	17	91.8	n/a	n/a	17	91.8	19	97.9	1	87.5	Intermediate	Declined	Issue	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

**Notes:**

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

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

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



**PROVINCIAL GOAL:**



## STUDENT LEARNING ENGAGEMENT

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

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

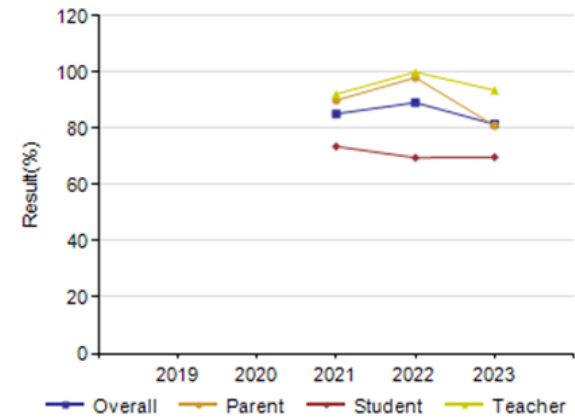
### STUDENT LEARNING ENGAGEMENT:

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	80	85.2	105	89.2	91	81.5	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	10	90.0	18	98.1	7	81.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	53	73.6	68	69.6	68	69.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	17	92.2	19	100.0	16	93.6	n/a	Declined	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

**Notes:**

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

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



### DOMAIN 3: TEACHING & LEADING

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

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



Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
I have opportunities for meaningful Professional Development	79	100	87	95	93	94
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)	78	100	99	92	92	91
<b>Staff Survey (Support Staff)</b>						
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	33	70	59	58	63	65
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)	67	70	62	82	78	81

### DOMAIN 3: TEACHING & LEADING

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

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



Measure Category	St. Benedict School      STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	78	86	88	96	93	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	97	96
Teachers in our school value professional learning communities (PLC)	100	100	94	94	94	94

**DOMAIN 3: TEACHING & LEADING**

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

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



Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
I am aware of available resources to support my wellness.	78	New Question	New Question	92	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	78	New Question	New Question	80	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	100	New Question	New Question	98	New Question	New Question
We learn about and incorporate wellness in my workplace.	100	New Question	New Question	88	New Question	New Question

### DOMAIN 3: TEACHING & LEADING

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

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



Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	67	New Question	New Question	90	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	67	New Question	New Question	67	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	100	New Question	New Question	96	New Question	New Question
We learn about and incorporate wellness in my workplace.	67	New Question	New Question	74	New Question	New Question

### DOMAIN 3: TEACHING & LEADING

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



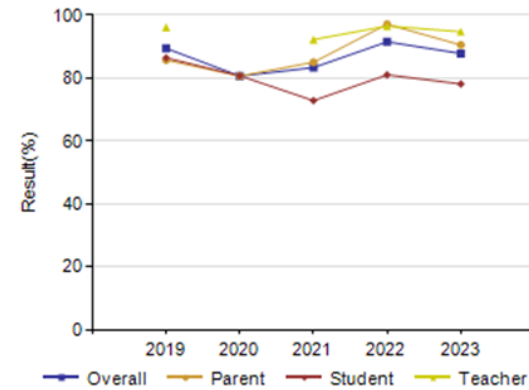
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	89	89.4	69	80.6	80	83.0	105	91.5	91	87.5	High	Maintained	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.9	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	14	85.7	12	80.6	10	85.0	18	97.1	7	90.5	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	58	86.4	57	80.7	53	72.8	68	81.0	6	78.1	Very Low	Maintained	Concern	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	17	96.1	n/a	n/a	17	92.2	19	96.5	1	94.7	Intermediate	Maintained	Acceptable	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

**Notes:**

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



### DOMAIN 4: LEARNING SUPPORTS

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





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

Measure Category	St. Benedict School STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	78	79	63	89	93	85
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	93	92	95	96	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	100	100	95	98	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	100	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	90	97	98	92	94
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	98	90	96	94	96	95



Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions						

**DOMAIN 4: LEARNING SUPPORTS**

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

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



Measure Category	St. Benedict School	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	92	77
I feel safe at school.	100	81
I have a friend at school.	92	92
(Elementary) At my school there is at least one adult who listens and cares about me	92	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.		85



## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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

Assurance Domain	Measure	École Mother d'Youville School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	<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>	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a



**DOMAIN 4: LEARNING SUPPORTS**

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

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

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

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

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use data to establish intervention targets for students who have not mastered core concepts.	100	New Question	New Question	97	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	100	New Question	New Question	94	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	100	New Question	New Question	95	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	100	New Question	New Question	100	New Question	New Question
Student Survey (Elementary)						
In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).	100	New Question	New Question	95	New Question	New Question



At school, adults help me when I ask.	95	81	92	94	95	94
I get feedback from my teacher on assignments.	97	New Question	New Question	93	New Question	New Question
I know what is expected on assignments (i.e. outlines, rubrics).	96	New Question	New Question	91	New Question	New Question
I have opportunities to practice and improve my learning before a test.	98	New Question	New Question	New Question	New Question	New Question

**DOMAIN 4: LEARNING SUPPORTS**

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

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

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

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

Measure Category	St. Benedict School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher.				78	77	78
Adults help me when I ask.				89	92	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question



I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	83	84	85	85	86	87

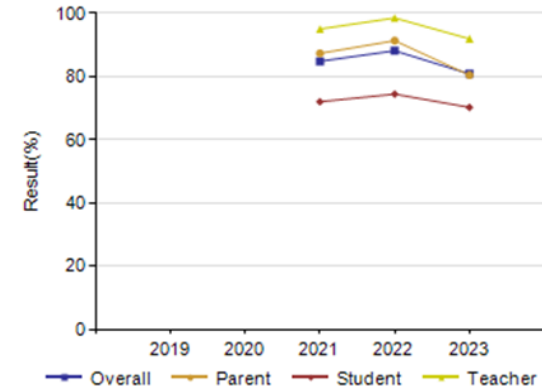
#### DOMAIN 4: LEARNING SUPPORTS

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

Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

#### Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	80	84.8	105	88.1	91	80.8	n/a	Declined	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	10	87.3	18	91.3	7	80.4	n/a	Maintained	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	53	72.0	68	74.4	68	70.2	n/a	Maintained	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	17	95.0	19	98.5	16	91.9	n/a	Maintained	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



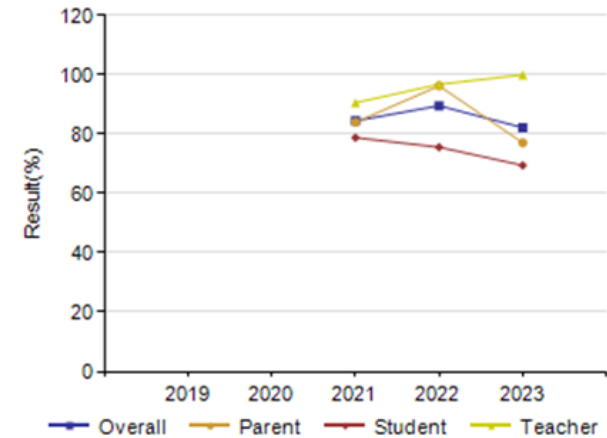
### DOMAIN 4: LEARNING SUPPORTS

#### PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

#### Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	80	84.5	104	89.6	91	82.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	10	84.0	18	96.3	7	77.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	53	78.8	67	75.6	68	69.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	17	90.6	19	96.8	16	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



## DOMAIN 5: GOVERNANCE

### PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

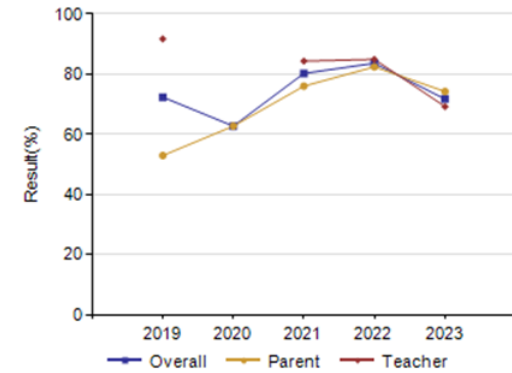
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	72.3	127	62.7	27	80.2	37	83.6	23	71.3	Low	Maintained	Issue	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1



Parent	14	52.9	12	62.7	10	76.0	18	82.4	7	74.2	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	17	91.7	n/a	n/a	17	84.3	19	84.9	16	69.2	Very Low	Declined	Concern	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



### Fall 2023 Required Alberta Education

### Assurance Measures—Overall Summary

### Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	École Mother d'Youville School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	89.2	89.2	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	78.1	85.1	80.8	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a



	PAT: Acceptable	69.7	72.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	12.1	8.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	91.5	86.1	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.8	88.1	88.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.2	89.6	89.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.7	83.6	73.2	79.1	78.8	80.3	Low	Maintained	Issue

Notes:

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



5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.