

# St. Thomas Aquinas Roman Catholic Separate School Division

*Annual Education Results Report*  
2023-2024



# BOARD CHAIR'S MESSAGE

## DONNA TUGWOOD



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

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

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

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

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

Yours in Catholic Education,

Donna Tugwood  
Board Chair

# SUPERINTENDENT'S MESSAGE

## LAURIE KARDYNAL



As Superintendent of St. Thomas Aquinas Roman Catholic Schools (STAR Catholic), it is an honor to present our Annual Education Results Report, a reflection of the dedication and achievements of everyone in our Division.

This report highlights the commitment of our Division to fostering a vibrant Catholic identity, academic success, engaged parent involvement, and robust mental health support, all aimed at delivering quality education for our students.

We are truly fortunate in the STAR Catholic School Division to have a student body eager to learn and grow, a team of devoted staff, and partners whose ongoing support strengthens our school communities.

Our success is a testament to the collaborative spirit that unites our school communities with families, parishes, communities, government officials, and educational partners.

Our new four-year faith theme, "Encounter God's Truth," begins this year, inviting each of us to deepen our relationship with God. It is through these encounters that we are called to know, love, and serve Him.

I am inspired daily by the dedication to faith and service within our schools and eagerly anticipate the positive impact that lies ahead.

In His Name,

Superintendent

Laurie Kardynal

# MEET OUR TRUSTEES



## Donna Tugwood

### Board Chair and Lacombe Trustee

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



## Dawn Miller

### Vice Chair and Leduc Trustee

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



## Marilyn Burke

### Ponoka Trustee

Marilyn Burke has lived and worked in Ponoka for over 30 years. Together with her husband Bernard, they raised 3 sons who are now married with their own families. They are blessed with 8 lovely grandchildren. Marilyn is an active member of St. Augustine parish. She is also a CWL member and contributes to fundraising activities. She loves STAR Catholic School Division and feels blessed that we can offer children the experience of getting the education they need in a faith-filled atmosphere. Marilyn loves to read, camp, and travel. As a trustee, she wants to ensure that people always have a choice for Catholic Education.



## Jolyne De Marco

### Leduc Trustee

Jolyne has proudly called Leduc home for over thirty years. Together with her husband, Paul, she enjoys raising their two children and actively participating in the local community. Throughout the years, Jolyne has dedicated her time to volunteering in schools, at St. Michael's parish, and with various community organizations. A lifelong learner, Jolyne returned to school to earn her Bachelor of Business Administration in Marketing from NAIT in August 2020. Her passion for travel has not only allowed her to explore the world but also to assist others through her travel advisor business. Jolyne feels both humbled and grateful to serve as a trustee for STAR Catholic and is eager to strengthen the faith community within our schools.

# MEET OUR TRUSTEES



**Michael Linner**

Drayton Valley Trustee

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



**Henry Effen**

Wetaskiwin Trustee

Henry Tettey Effen immigrated from Ghana in West Africa to Canada for new opportunities and beginnings in life. Before moving to Canada, Henry attended Catholic schools all through his primary and secondary education in Accra, the capital of Ghana. Henry and his wife, Carrie, and three children reside in Wetaskiwin. Henry and his family are members of Sacred Heart Parish in Wetaskiwin. Henry is an active volunteer at his church and community programs. Henry is a graduate of Social Work from Grant MacEwan University, a Registered Social Worker with Alberta College of Social Workers and a third term elected School Board Trustee with St. Thomas Aquinas Roman Catholic School Division. Henry is a member on the Board of Director of Catholic Social Service. Henry is passionate about social and primary education issues. When Henry is not working as a social worker or governing as a school trustee, Henry can be found helping others, coaching, or playing soccer, spending time with his family and friends. Henry believes our world is a better place with love and compassion.



**Liz Taylor-Sirois**

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 28 years. Liz is honoured to be re-elected in her 2nd term as STAR Catholic Trustee. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

# JURISDICTION

## PROFILE

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

We are served by seven trustees and more than 475 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. For the 2023-2024 school year, our Division once again saw an increase in enrollment, climbing from 4,502 students to 4,678.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 27% and 13% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

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

In the spring of 2023 we were excited to celebrate the grand opening of Father Lacombe Catholic School. This new building will ensure we are able to provide high-quality Catholic education to the students and families of Lacombe for years to come. We continue to advocate for additional capital projects that will allow us to accommodate the diverse needs of our communities.

STAR Catholic school profiles are available for viewing on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca)

# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

### MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                  |                     |
|--|--------------------------|------------------|---------------------|
| Parent Survey  | Current Result           | Prev Year Result | Prev 3 Year Average |
| My child's school upholds the dignity of every student as a child of God.  | 90                       | New Question     | New Question        |
| I am pleased with the opportunities my child has to pray and to grow in his or her faith.  | 90                       | New Question     | New Question        |
| Staff Survey (Teachers)  | Current Result           | Prev Year Result | Prev 3 Year Average |
| Staff at the school uphold the dignity of every student as a child of God.   | 99                       | New Question     | New Question        |
| I pray regularly with staff and/or students.   | 99                       | New Question     | New Question        |
| I speak about and demonstrate my faith to my students.   | 99                       | New Question     | New Question        |
| I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.) | 98                       | New Question     | New Question        |
| I am building capacity in my understanding of how to permeate faith into all school activities.  | 99                       | New Question     | New Question        |
| Student Survey   | Current Result*          | Prev Year Result | Prev 3 Year Average |
| We pray as a class or school every day.  | 96   90                  | 97   89          | 96   89             |
| The adults in my school treat me with respect.   | 93   90                  | New Question     | New Question        |

\*Grades 4-6 | 7-12

### FAITH PD OPPORTUNITIES

- Reflection Day: introduction and exploration of faith theme “Encounter God: Encountering God’s Goodness”
- Administration participated in monthly faith leadership learning sessions and, in turn presented a minimum of 3 to staff. Sessions/topics included: Introduction to Virtues, Christian Anthropology, Building Encounters into Retreats, CCCB Pastoral Letter on Social Media, Why Do Bad Things Happen to Good People, and Faith Permeation in Catholic Schools.
- All administrators and directors attended the ACSTA Blueprints Retreat, which focused on the theme of “Rooted in Faith” with Dr. Bob McCarty.

# FAITH PD OPPORTUNITIES (con't)

- Faith sessions for New Teacher Orientation.
- Theme “Encounter God: Encountering God’s Goodness” : staff retreats focused on how we are called to holiness, witness to the goodness of God found in the world and in each other, as well as how to answer God’s call to goodness through living a life of virtue.
- Staff were inserviced on: Growing in Faith, Growing in Christ Religion programs, Christian Anthropology/ Human Sexuality training, The 4th R, Grade 4-6 Growth and Development curriculum resources.
- Financial support for 12 staff to attend the SPICE (Sharing Purpose in Catholic Education) retreat.
- Faith development sessions at the Religious Education Committee meetings.
- Promoted the use of Catholic learning resources developed by groups such as Archdiocese of Edmonton,

## 2023-2024 SCHOOL YEAR STRATEGIES

### **Year 2: Encounter God’s Truth**

1. Continue to deepen staff understanding of central Church teachings in order to support Catholic culture and practices in schools.

- Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on scripture and revelation, Church traditions and teachings, belief and reason, science and faith, etc.
- Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass.
- Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
- Support administrators and teachers in permeating faith into discipline practices, classroom management and behavior supports.

2. Deepen staff understanding of Holy Scripture and how to incorporate it into daily prayer practices.

- Sharing of information (professional development sessions with administrators and religious education committee, videos, newsletters) with all staff on various prayer forms centered on Holy Scripture (Lectio Divina, Ignatian Meditation, praying the Psalms, etc.).
- Development of staff and student retreats centered on division faith theme and grade level RE topics/ themes.

3. Enhance staff capacity in regards to curricular and non-curricular permeation of faith, especially in the areas of science and mathematics.

- Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents).
- Provide collaboration opportunities for secondary science and mathematics teachers to create resources to support permeation of faith into specific subject classrooms.



## PROFESSIONAL LEARNING

### Year 2

- Reflection Day: How God reveals himself to us in scripture, tradition, and others; how we can learn to recognize God's revelations in daily life.
- Faith Leadership Professional learning sessions (Administrator Meetings) focused on identified staff areas of need and faith theme (Holy Scripture, Church traditions and teachings, belief and reason, etc.).
- School Based Staff Retreats (focus on scriptures, God's revelation in Scripture, Tradition, and in daily life, prayer, etc.).
- Sharing Purpose in Catholic Education (SPICE) retreat attendance support.
- Continue and expand subject area permeation project with secondary teachers.
- Grade level and subject specific presentations regarding human growth and development physical education and wellness outcomes (puberty, reproductive health etc. through a Catholic lens).



# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

### MEASURES

| Measure Category  | St. Thomas Aquinas RCSSD |                         |                            |
|---|--------------------------|-------------------------|----------------------------|
| <b>Parent Survey</b>  | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| My child has the opportunity to participate in religious celebrations and activities.                             | 96                       | New Question            | New Question               |
| <b>Staff Survey (Teacher)</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| Teachers help students understand how faith can guide the way they live their lives.                              | 98                       | 98                      | 98                         |
| The school provides students an opportunity to pray and grow in their faith.                                      | 100                      | New Question            | New Question               |
| I have the opportunity to participate in religious celebrations, activities or functions at the school or parish. | 100                      | New Question            | New Question               |
| <b>Student Survey</b>   | <b>Current Result*</b>   | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I learn about faith and God at school.  | 99   95                  | New Question            | New Question               |
| Teachers and students speak about faith, and I learn how to live the way God wants me to.                         | 95   82                  | New Question            | New Question               |
| I have the opportunity to participate in religious celebrations and activities.                                   | 93   92                  | New Question            | New Question               |

\*Grades 4-6 | 7-12

## 2023-2024 SCHOOL YEAR STRATEGIES

### Year 2: Encounter God's Truth

- Continue to ensure students have access to effective and engaging Religious Education
  - Continue to provide opportunities for staff to build capacity in meeting the curricular outcomes in Religious Education, including effective assessment.
  - Support full implementation of Kindergarten Growing in Faith, Growing in Christ program.
- Continue to provide opportunities for students to be involved in the liturgical life of the school.
  - Create opportunities to invite and train students to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.).
  - Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively and consciously participate.

# 2023-2024 SCHOOL YEAR STRATEGIES (con't)

- Encourage students to lead and participate in the prayer life of the school.
  - Support the development of student faith-leadership teams.
3. Continue support for grade-level and whole school student retreats.
- Ensure all students have the opportunity to participate in an annual retreat.
  - Connect grade-level retreats to the curricular themes of the religious education program and, if possible, the Division theme.
  - Use STAR Catholic Best Practices for School-Based Retreats document as a guide when planning retreats.
  - When possible, access support from Catholic retreat teams (FacetoFace, NET, etc.).

## PROFESSIONAL LEARNING

### Year 2

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



# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

## MEASURES

| Measure Category  | St. Thomas Aquinas RCSSD |                  |                     |
|---|--------------------------|------------------|---------------------|
| Parent Survey   | Current Result           | Prev Year Result | Prev 3 Year Average |
| The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.                     | 84                       | 86               | 85                  |
| Staff Survey (Teachers)   | Current Result           | Prev Year Result | Prev 3 Year Average |
| The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.                     | 100                      | 99               | 99                  |
| Student Survey  | Current Result*          | Prev Year Result | Prev 3 Year Average |
| My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes | 97   92                  | 97   94          | 97   94             |

\*Grades 4-6 | 7-12

## SOCIAL JUSTICE PROJECTS

- Participation in the ThinkFast and Share Lent programs promoted by Development and Peace
- Multiple food bank drives
- Visits to senior centres and lodges throughout the year in multiple communities; Christmas gifts, cards, and visits for seniors in long term care facilities.
- Collection of school supplies for communities in need
- Coats for Kids and winter gear drives
- Personal toiletry collections for less fortunate and mental health facilities.
- Collecting can tabs for wheelchairs (Knights of Columbus project)
- Recycling, water awareness, and environmental projects
- Collection of gifts and personal items for teens in need (Alberta Children's Hospital Teen Mental health ward); fundraising for Stollery Children's Hospital
- Advent Giving Trees
- Participation in Terry Fox Run
- Clothing and resource projects in collaboration Catholic Social Services
- Awaso Academy Sponsorship: supported sister school in Ghana (Wakeathon)
- Truth and Reconciliation days and events
- Leduc Hub: collected donations to support the homeless in Leduc
- Fundraising for St. Michael's Marian Grotto project

# 2023-2024 SCHOOL YEAR STRATEGIES

## Year 2: Encounter God's Truth

1. Develop staff and student understanding of how Holy Scripture and Catholic Social Teachings (CST) should influence our decision making, especially in regards to societal injustices and inequalities.
  - Support staff in identifying connections to Holy Scripture and CST in chosen projects.
  - Provide opportunities for students to learn about CST as a response to Jesus's command to "love one another" through projects and service.
  - Provide opportunities for staff and students to encounter the individuals they are serving through projects whenever possible.
2. Enhance use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all grade-levels.
  - Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and CST.
  - Involve students in project planning whenever possible.
  - Connect with Catholic service organizations whenever possible
3. Support schools in planning for Charity and Social Justice projects, tied to the liturgical and school year.
  - Provide opportunities for long-range planning and choice of projects.
  - Encourage whole-school and classroom based projects to ensure participation of as many staff and students as possible.
  - Strategically plan to maintain a balance between charity focused and social justice focused projects.
  - When possible, partner with local parish and/or Archdiocese to meet common needs/projects.

## PROFESSIONAL LEARNING

### Year 2

- Development and sharing of resources on Catholic Social Teaching for staff and students.
- Continued support and inserving on STAR Catholic Charity and Social Justice Project Planning Guide and Forms.
- Connecting and collaborating with Catholic service agencies.
- Continue to support use of reflection guides at various grade levels to encourage students to reflect on their learning through participation in projects.

# DOMAIN 1: GROW & AFFIRM

## CATHOLIC IDENTITY

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

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

## MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                         |                            |
|--|--------------------------|-------------------------|----------------------------|
| <b>Parent Survey</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| My child has the opportunity to participate in religious celebrations and activities.                            | 96                       | New Question            | New Question               |
| Faith is incorporated into school communications.  | 93                       | New Question            | New Question               |
| I am invited to school faith events.   | 85                       | New Question            | New Question               |
| <b>Staff Survey (Teacher)</b>  | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I have the opportunity to participate in religious celebrations, activities or functions at the school or parish | 100                      | 100                     | 100                        |
| <b>Staff Survey (Support Staff)</b>  | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I have the opportunity to participate in religious celebrations, activities or functions at the school or parish | 98                       | 95                      | 96                         |
| <b>Student Survey</b>  | <b>Current Result*</b>   | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| *Grades 4-6   7-12   |                          |                         |                            |
| I have the opportunity to participate in religious celebrations, and activities.                                 | 93   92                  | New Question            | New Question               |

## 2023-2024 SCHOOL YEAR STRATEGIES

### Year 2: Encounter God's Truth

1. Continue to build and enhance relationships between parish and schools.

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

# 2023-2024 SCHOOL YEAR STRATEGIES (con't)

- Celebrate Holy Mass in local parish whenever possible.
  - Promote Archdiocese and parish events whenever possible.
2. Continue to engage in relationship building and connectivity faith activities.
- Communicate regarding liturgical year celebrations (Advent, Christmas, Lent, Easter).
  - Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
  - Recognize and celebrate parishioners who have been active in school life, on school and parish platforms.
  - Host school supported sessions at the local parish (i.e. grief support sessions, etc.).
3. Enhance communication pathways.
- Intentionally share faith events through social media platforms.
  - Share parish information and events with families.
  - Invite the local priest to contribute to newsletters/social media campaigns etc.
  - Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.



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

- Whole School Masses: Celebrated Mass or a Liturgy of the Word, at minimum, bi-monthly.
- Grade Level Masses: Many schools celebrate grade level celebrations throughout the year, most notably the Grade 4 Mass and Bible Commissioning (part of the RE program) and Grade 12 Retreats and/or Graduation Masses/Liturgies of the Word.
- In all schools, staff meet regularly to pray together
- Every school prays together daily, typically over intercom or led by individual classroom teachers. Each school gathers weekly or monthly
- Advent & Lent Celebrations: Schools gathered to pray together.
- Schools lead students through the Stations of the Cross during the season of Lent.
- Priests visited schools during Advent and Lent to celebrate the Sacrament of Reconciliation; priests and deacons are invited into various classrooms throughout the year (especially during Advent and Lent)
- Schools prayed the Rosary, as classes or as a whole school, during the months of October and/or May. Many classes and/or student groups pray the Rosary on a regular basis with support from the local Catholic Womens' League and/or parishioners
- Schools participated in charity and social justice projects in cooperation with Chalice, Development and Peace, and Catholic Social Services
- Archbishop Smith visited schools in Leduc, Ponoka, and Lacombe
- The Canadian National Evangelization Team (NET) and Face to Face retreat team led various student retreats within the division
- In some communities, the local priest was invited to bless school classrooms
- Small group of seminarians visited Fr. Leduc School

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

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



# INSIGHTS, IMPLICATIONS, & CONCLUSIONS

## INSIGHTS

- Due to the inclusion of new questions last year, there is limited data to compare.
- The Division maintained very high results in this domain.
- Teaching staff reported 100% satisfaction with the opportunity to participate in religious ceremonies, activities, or functions at the school or parish, with support staff reporting a 3% increase to 98%. Student results in this area are slightly lower.
- Both elementary and secondary students report high levels of being treated with respect by the adults in their school
- Parents are aware of the opportunities their child has to participate in religious celebration and activities, but are less aware that they are invited to participate in those events.

## CONCLUSIONS

- Our results in this domain continue to be very high.
- Overall, staff, students, and parents all report high satisfaction with and awareness of efforts made to enhance our schools' Catholic identity.
- The focus over the last year to help secondary students feel respected by the adults within their schools has been effective.

## IMPLICATIONS

- Schools should continue to utilize strategies to provide a variety of opportunities for all stakeholders to participate in faith celebrations and events throughout the year. Parent communication strategies should be a focus.
- Secondary schools should continue to work with students in exploring ways they can feel respected, have their voices heard, and share their viewpoints appropriately.
- Schools should continue current strategies to encourage service projects at the same level as in previous years; all members of the school community value the ability to support those in need.
- Parent communication strategies should continue to be utilized to ensure they are aware of the multiple ways Catholic identity is shown and grown in our schools.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

## MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                         |                            |
|--|--------------------------|-------------------------|----------------------------|
| <b>Staff Survey (Teachers)</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I am able to develop trusting relationships with the students in my care.                                      | 100                      | New Question            | New Question               |
| I am able to support the social and emotional well-being of the student(s) I work with.                        | 98                       | 91                      | 93                         |
| I am able to effectively support student regulation.   | 91                       | New Question            | New Question               |
| Our school has internal supports and structures to assist students with their social and emotional well-being. | 93                       | New Question            | New Question               |
| The Third Path provides a framework that assists me in supporting students.                                    | 81                       | New Question            | New Question               |
| <b>Staff Survey (Support Staff)</b>  | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I am able to develop trusting relationships with the students in my care.                                      | 100                      | New Question            | New Question               |
| I am able to support the social and emotional well-being of the Student(s) I work with.                        | 97                       | 92                      | 94                         |
| I am able to effectively support student regulation.   | 90                       | New Question            | New Question               |
| Our school has internal supports and structures to assist students with their social and emotional well-being. | 85                       | New Question            | New Question               |
| The Third Path provides a framework that assists me in supporting students.                                    | 70                       | New Question            | New Question               |

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

| Student Survey (Elementary)  | Current Result | Prev Year Result | Prev 3 Year Average |
|--|----------------|------------------|---------------------|
| At my school there is at least one adult who listens and cares about me.         | 93             | New Question     | New Question        |
| My school is a place where I feel I belong.                                      | 83             | New Question     | New Question        |
| I know how to get help if I am struggling with my mental health.                 | 84             | New Question     | New Question        |
| I have a trusted adult in my school who I can ask for help.                      | 92             | New Question     | New Question        |
| I learn how to manage my emotions in stressful situations.                       | 84             | New Question     | New Question        |
| I have opportunities to be involved in and connected to my school.               | 93             | New Question     | New Question        |
| I feel safe at school.   | 90             | 85               | 88                  |
| I have a friend at school.   | 97             | 95               | 96                  |
| Student Survey (Secondary)   | Current Result | Prev Year Result | Prev 3 Year Average |
| I have a positive and healthy relationship with at least one adult in my school. | 90             | New Question     | New Question        |
| My school is a place where I feel I belong.                                      | 72             | New Question     | New Question        |
| I know how to get help if I am struggling with my mental health.                 | 76             | New Question     | New Question        |
| I have a trusted adult in my school who I can ask for help.                      | 82             | New Question     | New Question        |
| I learn how to manage my emotions in stressful situations.                       | 71             | New Question     | New Question        |
| I have opportunities to be involved in and connected to my school.               | 95             | New Question     | New Question        |
| I feel safe at school.   | 80             | 81               | 81                  |
| I have a friend at school.   | 96             | 96               | 96                  |

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year Two: Focus on Growth and Development of Social-Emotional, Behavioral, and Resiliency Skills

- Continue to embed Mental Health Literacy language and skills through universal strategies.
- Utilize, promote, and access support in schools from community stakeholders.
- Deepen collaborative opportunities with community stakeholders that enhance student wellness.
- Continue to build and promote student capacity in assisting to recognize feelings and regulation strategies.

## STUDENT LEARNING

### Year Two

- Social-Emotional education for students.
- Teach intentional strategies to increase resiliency and self-efficacy.
- Teach students to recognize feelings and regulation strategies to help to handle their emotions.

# INSIGHTS, IMPLICATIONS & CONCLUSIONS

## INSIGHTS

- As this is the first year of data for a number of questions, there is limited data to analyze.
- Overall, teachers and support staff report high levels of satisfaction with their ability to support students' social and emotional well-being.
- Support staff report limited awareness and understanding of the Third Path Framework.
- Overall, elementary students report high levels of feeling safe at school and having friends at school.
- Secondary students report a lessened sense of belonging.
- Secondary results also demonstrate more difficulty in managing emotions in stressful situations and accessing mental health supports.

## IMPLICATIONS

- Collaboration between schools and sharing of best practices, implementation of Supporting Individuals Through Valued Attachment philosophy, and a focus on Mental Health Literacy are proving to be effective.
- Awareness and understanding of The Third Path Framework is a priority in the division.
- The focus on relationship-based education and utilizing strategies in daily classroom activities assist staff in addressing student social and emotional well-being.
- The Division Wellness Coordinator should continue to play a crucial role in increasing staff efficacy in providing student support, as well as connecting with community resources and support.

## CONCLUSIONS

- As there is limited data to compare, conclusions regarding student mental health and well-being are restricted.
- Adolescent brain development and shifts in social structures for secondary students often result in additional challenges and stresses.
- Overall, teaching and support staff are confident in their ability to develop trusting relationships and support students in their emotional well-being.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

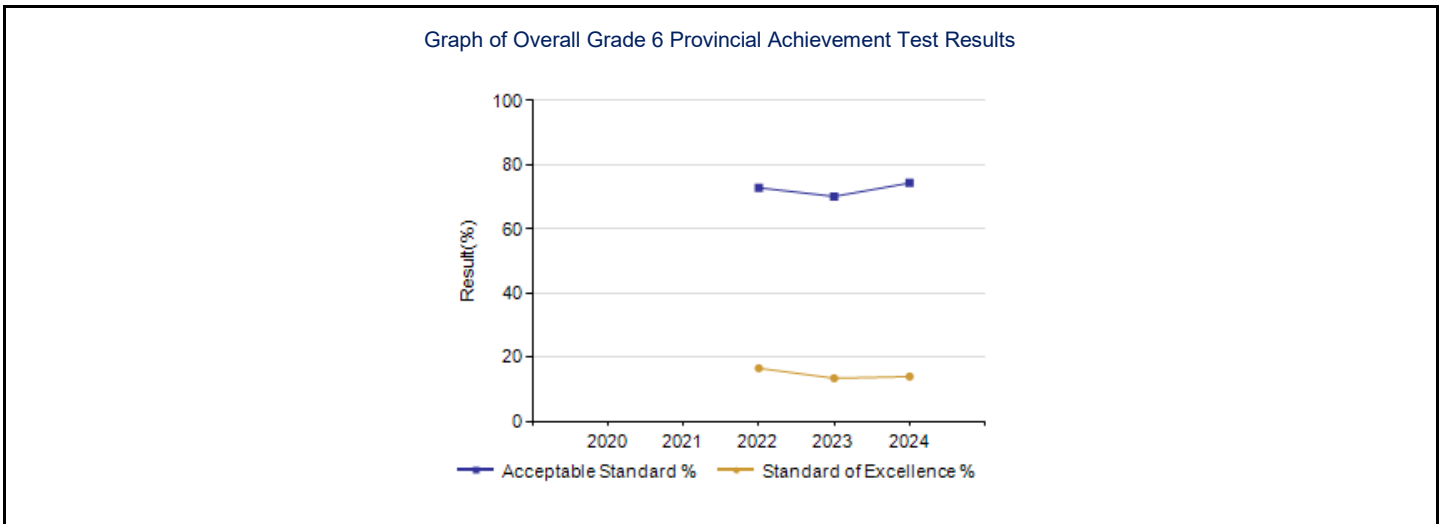
## PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

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



# PROVINCIAL ACHIEVEMENT TEST RESULTS — BY NUMBER ENROLLED MEASURE HISTORY

| Grade 6 PAT Results By Number Enrolled Measure History |                                |      |      |      |      |                    |             |         |         |      |        |        |        |
|--|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|--------|--------|--------|
|  | St. Thomas Aquinas Roman Catho |      |      |      |      | Measure Evaluation |             |         | Alberta |      |        |        |        |
|  | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020    | 2021 | 2022   | 2023   | 2024   |
| N  | n/a                            | n/a  | 405  | 374  | 424  | n/a                | n/a         | n/a     | n/a     | n/a  | 56,482 | 57,655 | 60,804 |
| Acceptable Standard                                    | n/a                            | n/a  | 72.8 | 70.1 | 74.3 | Intermediate       | n/a         | n/a     | n/a     | n/a  | 67.8   | 66.2   | 68.5   |
| Standard of Excellence %                               | n/a                            | n/a  | 16.5 | 13.4 | 13.9 | Intermediate       | n/a         | n/a     | n/a     | n/a  | 20.1   | 18.0   | 19.8   |



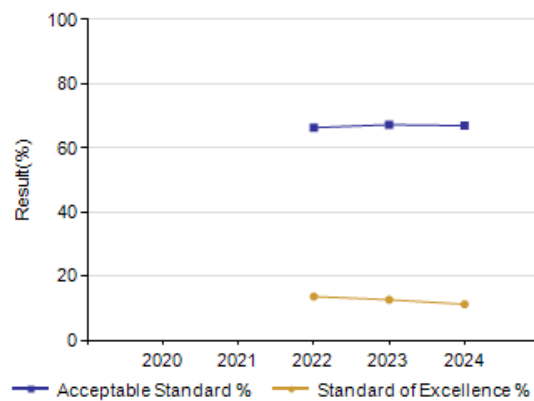
Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).  
 Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.  
 Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.  
 Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

# PROVINCIAL ACHIEVEMENT TEST RESULTS — BY NUMBER ENROLLED MEASURE HISTORY

Grade 9 PAT Results By Number Enrolled Measure History

|                          | St. Thomas Aquinas Roman Catho |      |      |      |      | Measure Evaluation |             |         | Alberta |      |        |        |        |
|--------------------------|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|------|--------|--------|--------|
|                          | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020    | 2021 | 2022   | 2023   | 2024   |
| N                        | n/a                            | n/a  | 296  | 372  | 426  | n/a                | n/a         | n/a     | n/a     | n/a  | 53,039 | 57,925 | 60,682 |
| Acceptable Standard      | n/a                            | n/a  | 66.3 | 67.2 | 66.9 | Low                | n/a         | n/a     | n/a     | n/a  | 62.9   | 62.6   | 62.5   |
| Standard of Excellence % | n/a                            | n/a  | 13.6 | 12.6 | 11.2 | Low                | n/a         | n/a     | n/a     | n/a  | 16.8   | 15.5   | 15.4   |

Graph of Overall Grade 9 Provincial Achievement Test Results



**Notes:**

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

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

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

# PROVINCIAL ACHIEVEMENT TESTS—MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.

|                              |           | Results (in percentages) |     |      |     |      |      |      |      |      |      | Target |   |
|------------------------------|-----------|--------------------------|-----|------|-----|------|------|------|------|------|------|--------|---|
|                              |           | 2020                     |     | 2021 |     | 2022 |      | 2023 |      | 2024 |      | 2024   |   |
|                              |           | A                        | E   | A    | E   | A    | E    | A    | E    | A    | E    | A      | E |
| French Language Arts 6 année | Authority | n/a                      | n/a | n/a  | n/a | 65.0 | 0.0  | 84.2 | 18.4 | 68.1 | 14.9 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 76.9 | 10.6 | 77.6 | 12.5 | 69.9 | 9.3  |        |   |
| Français 6 année             | Authority | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 83.0 | 20.2 | 78.9 | 19.4 | 80.4 | 18.5 |        |   |
| Science 6                    | Authority | n/a                      | n/a | n/a  | n/a | 79.5 | 19.3 | 70.9 | 18.7 | 77.8 | 28.6 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 71.5 | 23.7 | 66.7 | 21.8 | 68.8 | 24.8 |        |   |
| Social Studies 6             | Authority | n/a                      | n/a | n/a  | n/a | 72.8 | 16.5 | 70.1 | 13.4 | 74.3 | 13.9 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 67.8 | 20.1 | 66.2 | 18.0 | 68.5 | 19.8 |        |   |
| English Language             | Authority | n/a                      | n/a | n/a  | n/a | 77.0 | 10.6 | 81.0 | 10.9 | 78.5 | 11.0 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 69.6 | 12.9 | 71.4 | 13.4 | 69.5 | 11.8 |        |   |
| K&E English Language         | Authority | n/a                      | n/a | n/a  | n/a | 36.4 | 0.0  | n/a  | n/a  | *    | *    |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 50.5 | 5.0  | 50.2 | 5.7  | 49.6 | 5.6  |        |   |
| French Language Arts 9 année | Authority | n/a                      | n/a | n/a  | n/a | 66.7 | 8.3  | 70.0 | 20.0 | 71.4 | 19.0 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 73.5 | 9.9  | 76.1 | 10.9 | 76.6 | 10.6 |        |   |
| Français 9 année             | Authority | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 80.0 | 25.0 | 81.6 | 22.3 | 83.1 | 19.7 |        |   |
| Mathematics 9                | Authority | n/a                      | n/a | n/a  | n/a | 52.5 | 14.4 | 56.1 | 9.9  | 52.7 | 8.0  |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 53.0 | 16.7 | 54.4 | 13.5 | 52.7 | 14.0 |        |   |
| K&E Mathematics 9            | Authority | n/a                      | n/a | n/a  | n/a | 66.7 | 0.0  | 31.3 | 6.3  | 60.0 | 30.0 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 55.3 | 11.1 | 52.7 | 11.3 | 52.2 | 9.9  |        |   |
| Science 9                    | Authority | n/a                      | n/a | n/a  | n/a | 74.8 | 17.5 | 71.5 | 16.7 | 72.1 | 13.4 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 68.0 | 22.6 | 66.3 | 20.1 | 67.6 | 20.8 |        |   |
| K&E Science 9                | Authority | n/a                      | n/a | n/a  | n/a | 62.5 | 12.5 | n/a  | n/a  | 57.1 | 0.0  |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 57.8 | 11.0 | 52.9 | 10.9 | 52.3 | 8.9  |        |   |
| Social Studies 9             | Authority | n/a                      | n/a | n/a  | n/a | 63.1 | 13.6 | 61.6 | 12.2 | 64.7 | 11.5 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 60.8 | 17.2 | 58.4 | 15.9 | 60.5 | 15.8 |        |   |
| K&E Social Studies           | Authority | n/a                      | n/a | n/a  | n/a | 37.5 | 0.0  | *    | *    | 42.9 | 28.6 |        |   |
|                              | Province  | n/a                      | n/a | n/a  | n/a | 53.2 | 14.1 | 49.6 | 10.6 | 50.4 | 11.3 |        |   |

**Notes:**

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement

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

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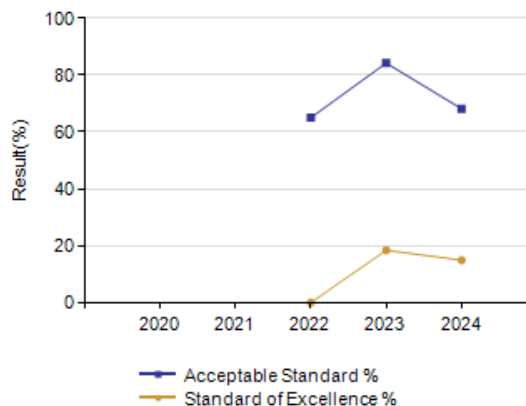
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Graph of Provincial Achievement Test Results by Course

[No Data for English Language Arts 6]

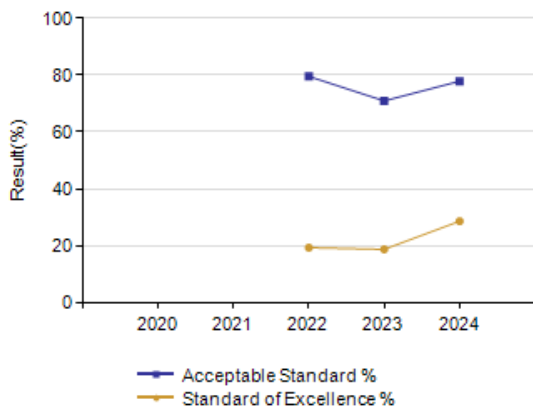
French Language Arts 6 année



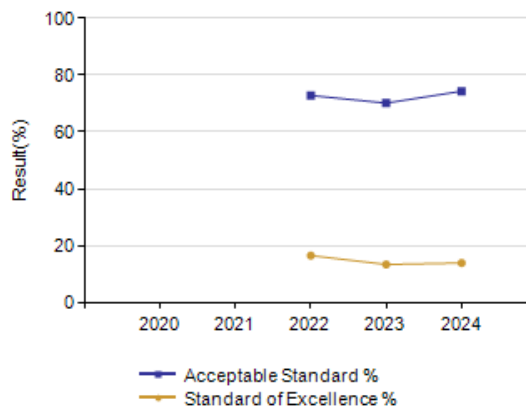
[No Data for Français 6]

[No Data for Mathematics 6]

Science 6



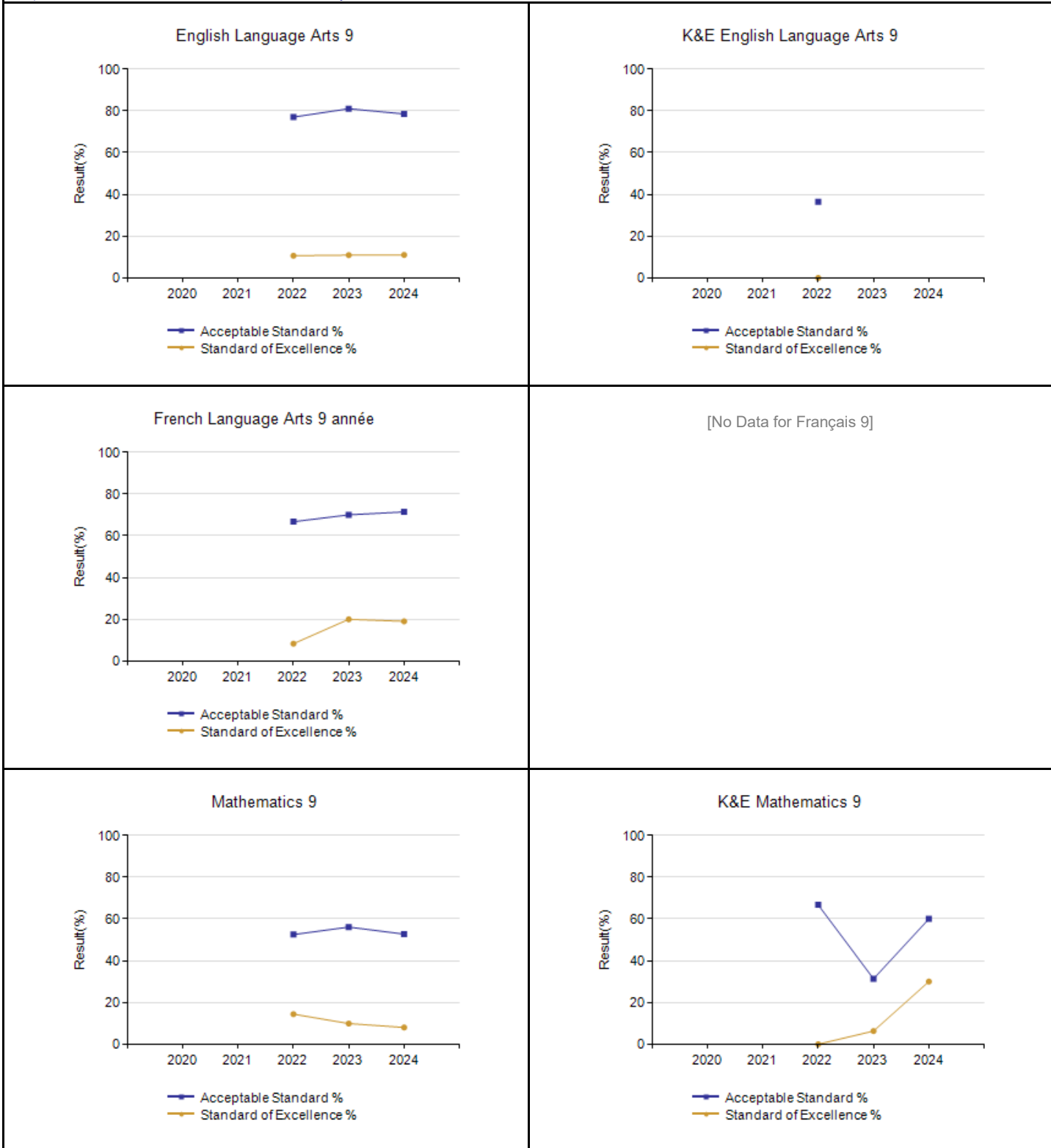
Social Studies 6



Notes:

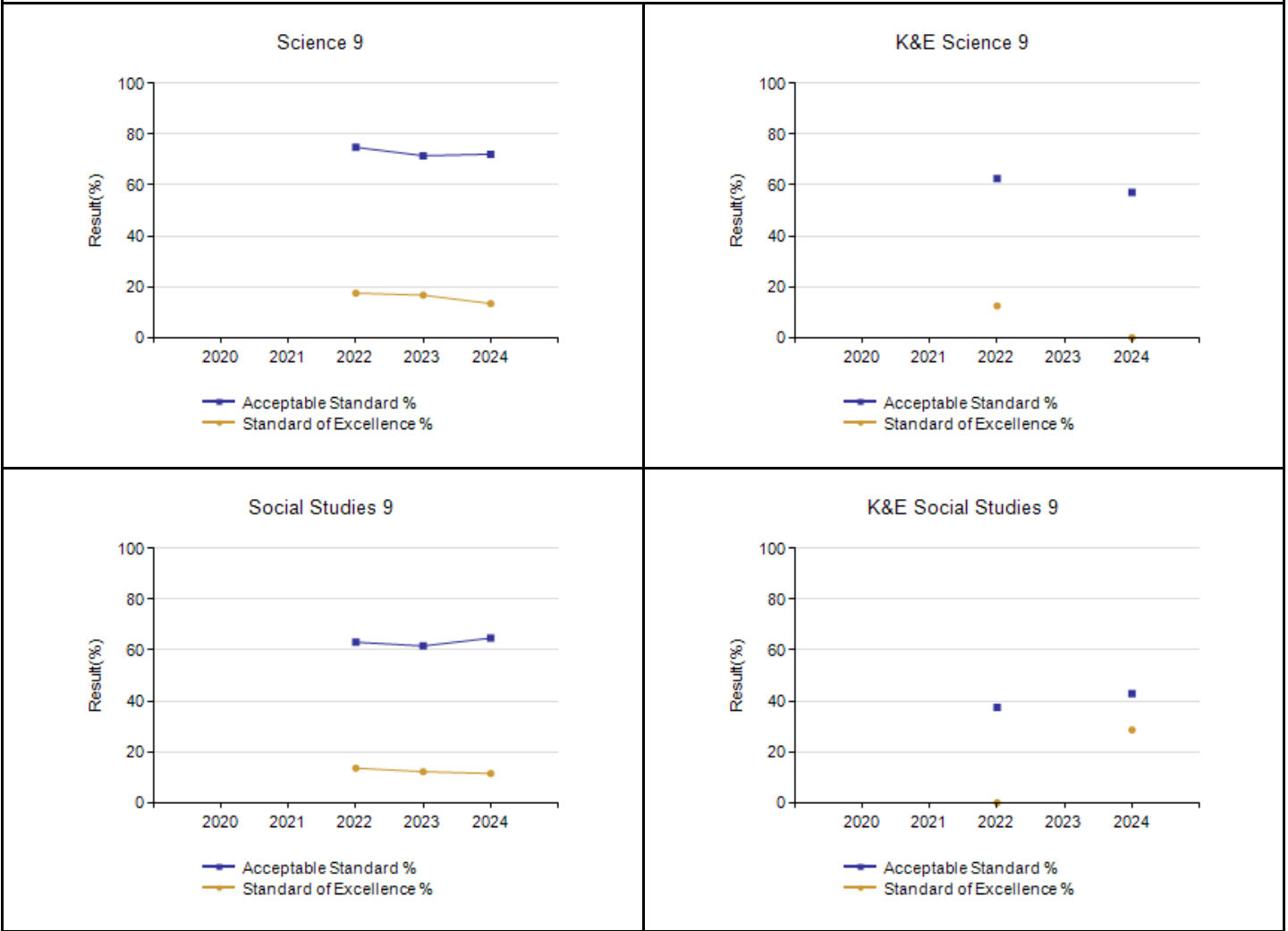
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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

|                              |                        | St. Thomas Aquinas Roman Catho |             |         |      |      |                     |     | Alberta |      |                     |      |
|------------------------------|------------------------|--------------------------------|-------------|---------|------|------|---------------------|-----|---------|------|---------------------|------|
|                              |                        | Achievement                    | Improvement | Overall | 2024 |      | Prev 3 Year Average |     | 2024    |      | Prev 3 Year Average |      |
| Course                       | Measure                |                                |             |         | N    | %    | N                   | %   | N       | %    | N                   | %    |
| French Language Arts 6 année | Acceptable Standard    | Low                            | n/a         | n/a     | 47   | 68.1 | n/a                 | n/a | 1,870   | 69.9 | 3,131               | 77.6 |
|                              | Standard of Excellence | Intermediate                   | n/a         | n/a     | 47   | 14.9 | n/a                 | n/a | 1,870   | 9.3  | 3,131               | 12.5 |
| Français 6 année             | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 504     | 80.4 | 578                 | 78.9 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 504     | 18.5 | 578                 | 19.4 |
| Science 6                    | Acceptable Standard    | Low                            | n/a         | n/a     | 370  | 77.8 | n/a                 | n/a | 53,806  | 68.8 | 54,859              | 66.7 |
|                              | Standard of Excellence | High                           | n/a         | n/a     | 370  | 28.6 | n/a                 | n/a | 53,806  | 24.8 | 54,859              | 21.8 |
| Social Studies 6             | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 424  | 74.3 | n/a                 | n/a | 60,804  | 68.5 | 57,655              | 66.2 |
|                              | Standard of Excellence | Intermediate                   | n/a         | n/a     | 424  | 13.9 | n/a                 | n/a | 60,804  | 19.8 | 57,655              | 18.0 |
| English Language Arts 9      | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 418  | 78.5 | n/a                 | n/a | 59,096  | 69.5 | 56,255              | 71.4 |
|                              | Standard of Excellence | Intermediate                   | n/a         | n/a     | 418  | 11.0 | n/a                 | n/a | 59,096  | 11.8 | 56,255              | 13.4 |
| K&E English Language Arts 9  | Acceptable Standard    | *                              | *           | *       | 7    | *    | n/a                 | n/a | 1,465   | 49.6 | 1,254               | 50.2 |
|                              | Standard of Excellence | *                              | *           | *       | 7    | *    | n/a                 | n/a | 1,465   | 5.6  | 1,254               | 5.7  |
| French Language Arts 9 année | Acceptable Standard    | Low                            | n/a         | n/a     | 21   | 71.4 | n/a                 | n/a | 3,308   | 76.6 | 3,215               | 76.1 |
|                              | Standard of Excellence | High                           | n/a         | n/a     | 21   | 19.0 | n/a                 | n/a | 3,308   | 10.6 | 3,215               | 10.9 |
| Français 9 année             | Acceptable Standard    | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 615     | 83.1 | 575                 | 81.6 |
|                              | Standard of Excellence | n/a                            | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a | 615     | 19.7 | 575                 | 22.3 |
| Mathematics 9                | Acceptable Standard    | Low                            | n/a         | n/a     | 412  | 52.7 | n/a                 | n/a | 58,577  | 52.7 | 55,447              | 54.4 |
|                              | Standard of Excellence | Very Low                       | n/a         | n/a     | 412  | 8.0  | n/a                 | n/a | 58,577  | 14.0 | 55,447              | 13.5 |
| K&E Mathematics 9            | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 10   | 60.0 | n/a                 | n/a | 1,967   | 52.2 | 1,815               | 52.7 |
|                              | Standard of Excellence | High                           | n/a         | n/a     | 10   | 30.0 | n/a                 | n/a | 1,967   | 9.9  | 1,815               | 11.3 |
| Science 9                    | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 419  | 72.1 | n/a                 | n/a | 59,072  | 67.6 | 56,311              | 66.3 |
|                              | Standard of Excellence | High                           | n/a         | n/a     | 419  | 13.4 | n/a                 | n/a | 59,072  | 20.8 | 56,311              | 20.1 |
| K&E Science 9                | Acceptable Standard    | Low                            | n/a         | n/a     | 7    | 57.1 | n/a                 | n/a | 1,411   | 52.3 | 1,197               | 52.9 |
|                              | Standard of Excellence | Low                            | n/a         | n/a     | 7    | 0.0  | n/a                 | n/a | 1,411   | 8.9  | 1,197               | 10.9 |
| Social Studies 9             | Acceptable Standard    | Intermediate                   | n/a         | n/a     | 416  | 64.7 | n/a                 | n/a | 59,125  | 60.5 | 56,309              | 58.4 |
|                              | Standard of Excellence | Low                            | n/a         | n/a     | 416  | 11.5 | n/a                 | n/a | 59,125  | 15.8 | 56,309              | 15.9 |
| K&E Social Studies 9         | Acceptable Standard    | Low                            | n/a         | n/a     | 7    | 42.9 | n/a                 | n/a | 1,351   | 50.4 | 1,140               | 49.6 |
|                              | Standard of Excellence | High                           | n/a         | n/a     | 7    | 28.6 | n/a                 | n/a | 1,351   | 11.3 | 1,140               | 10.6 |

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

# Student Growth and Achievement (Grades K-9)



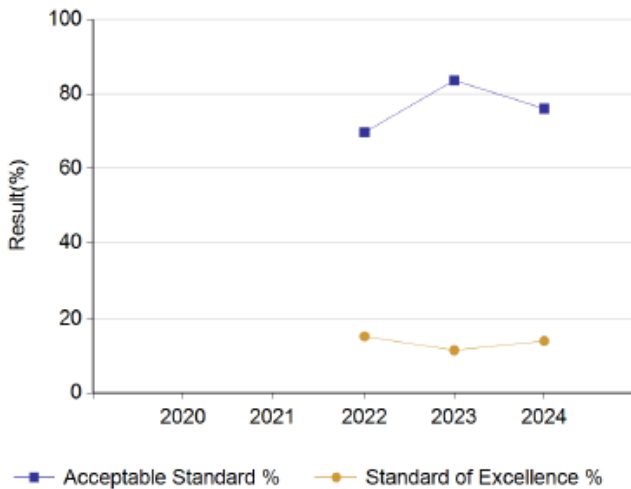
## Grade 6 PAT Results By Number Enrolled Measure History

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

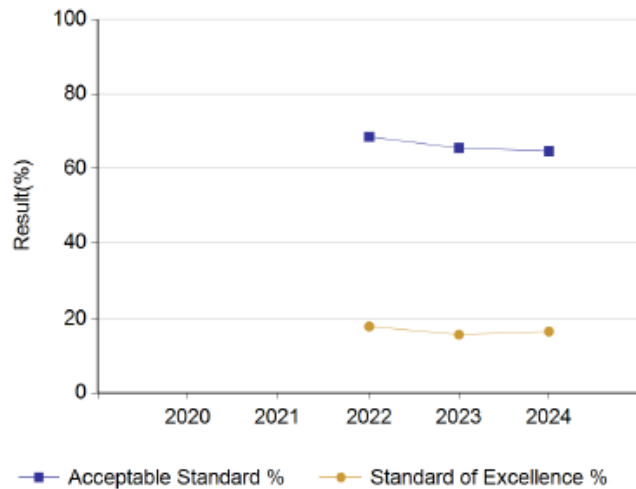
Province: Alberta (EAL)

|                          | St. Thomas Aquinas Roman Catho (EAL) |      |      |      |      | Measure Evaluation |             |         | Alberta (EAL) |      |       |        |        |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|---------------|------|-------|--------|--------|
|                          | 2020                                 | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020          | 2021 | 2022  | 2023   | 2024   |
| N                        | n/a                                  | n/a  | 46   | 61   | 50   | n/a                | n/a         | n/a     | n/a           | n/a  | 9,378 | 10,098 | 11,278 |
| Acceptable Standard %    | n/a                                  | n/a  | 69.6 | 83.6 | 76.0 | Intermediate       | n/a         | n/a     | n/a           | n/a  | 68.4  | 65.4   | 64.6   |
| Standard of Excellence % | n/a                                  | n/a  | 15.2 | 11.5 | 14.0 | Intermediate       | n/a         | n/a     | n/a           | n/a  | 17.9  | 15.7   | 16.5   |

St. Thomas Aquinas Roman Catho (EAL)



Alberta (EAL)



**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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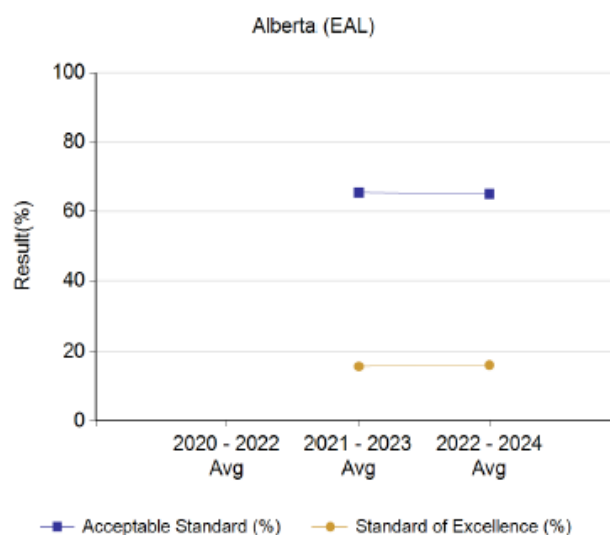
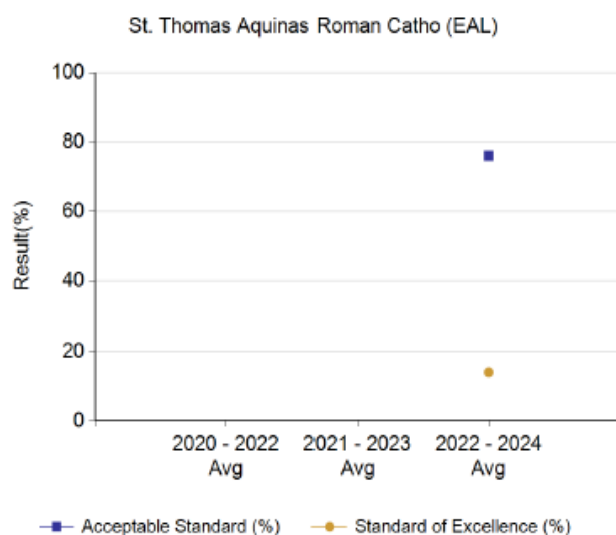
## Student Growth and Achievement (Grades K-9)

### Grade 6 PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (EAL)

|                            | St. Thomas Aquinas Roman Catho (EAL) |                 |                 | Alberta (EAL)   |                 |                 |
|----------------------------|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | 2020 - 2022 Avg                      | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                          | n/a                                  | n/a             | 50              | n/a             | 10,098          | 10,688          |
| Acceptable Standard (%)    | n/a                                  | n/a             | 76.0            | n/a             | 65.4            | 65.0            |
| Standard of Excellence (%) | n/a                                  | n/a             | 14.0            | n/a             | 15.7            | 16.1            |



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: Social Studies (Grades 6).
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## Student Growth and Achievement (Grades K-9)

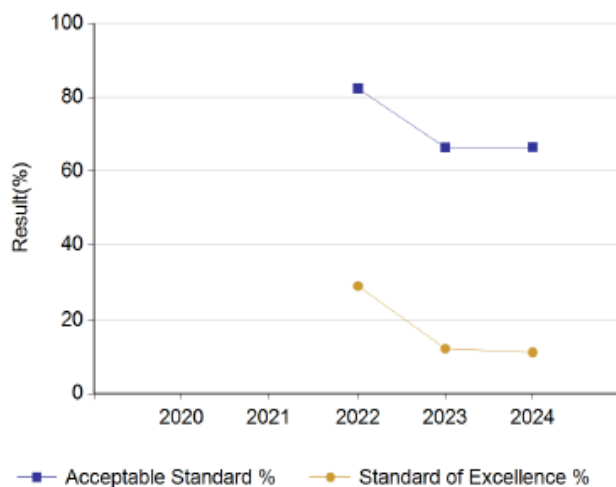
### Grade 9 PAT Results By Number Enrolled Measure History

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

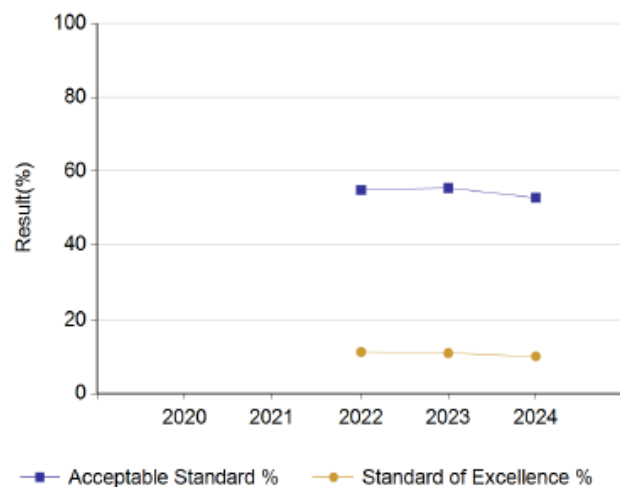
Province: Alberta (EAL)

|                          | St. Thomas Aquinas Roman Catho (EAL) |      |      |      |      | Measure Evaluation |             |         | Alberta (EAL) |      |       |       |       |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|---------------|------|-------|-------|-------|
|                          | 2020                                 | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020          | 2021 | 2022  | 2023  | 2024  |
| N                        | n/a                                  | n/a  | 24   | 26   | 38   | n/a                | n/a         | n/a     | n/a           | n/a  | 6,575 | 7,162 | 7,405 |
| Acceptable Standard %    | n/a                                  | n/a  | 82.3 | 66.3 | 66.4 | Low                | n/a         | n/a     | n/a           | n/a  | 54.8  | 55.3  | 52.7  |
| Standard of Excellence % | n/a                                  | n/a  | 29.2 | 12.2 | 11.2 | Low                | n/a         | n/a     | n/a           | n/a  | 11.3  | 11.0  | 10.1  |

St. Thomas Aquinas Roman Catho (EAL)



Alberta (EAL)



#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
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# Student Growth and Achievement (Grades K-9)

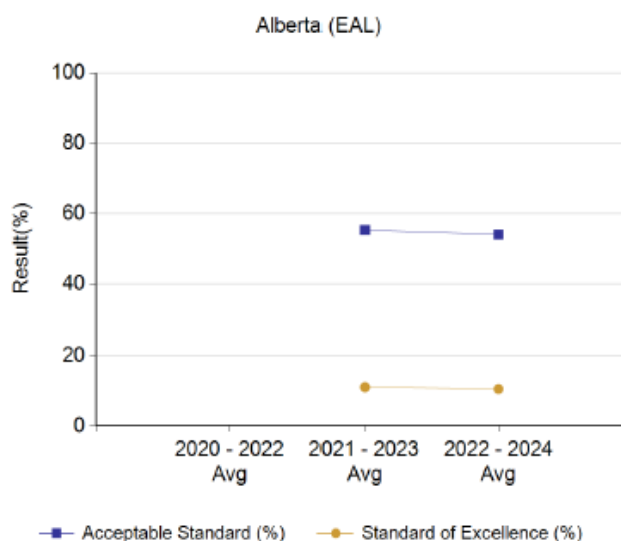
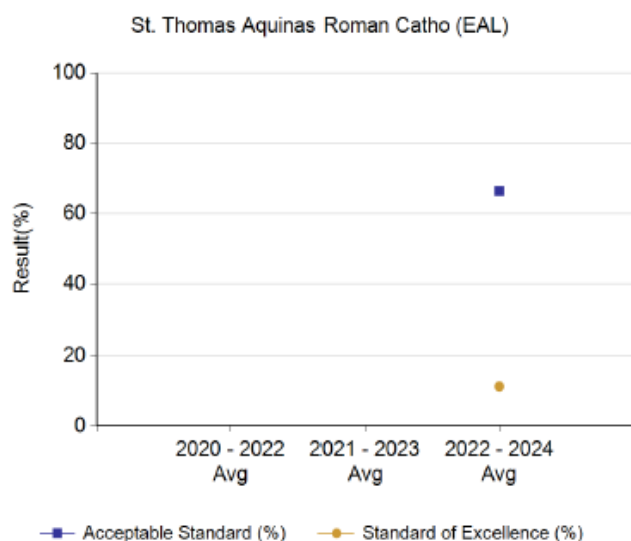


## Grade 9 PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (EAL)

|                            | St. Thomas Aquinas Roman Catho (EAL) |                 |                 | Alberta (EAL)   |                 |                 |
|----------------------------|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | 2020 - 2022 Avg                      | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                          | n/a                                  | n/a             | 38              | n/a             | 7,162           | 7,284           |
| Acceptable Standard (%)    | n/a                                  | n/a             | 66.4            | n/a             | 55.3            | 54.0            |
| Standard of Excellence (%) | n/a                                  | n/a             | 11.2            | n/a             | 11.0            | 10.5            |



### Notes:

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

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

| Course  |                        | Measure      |     | St. Thomas Aquinas Roman Catho (EAL) |             |         |      |     |                     | Alberta (EAL) |        |      |                     |   |
|---|------------------------|--------------|-----|--------------------------------------|-------------|---------|------|-----|---------------------|---------------|--------|------|---------------------|---|
|   |                        |              |     | Achievement                          | Improvement | Overall | 2024 |     | Prev 3 Year Average |               | 2024   |      | Prev 3 Year Average |   |
|   |                        |              |     |                                      |             |         | N    | %   | N                   | %             | N      | %    | N                   | % |
| <a href="#">French Language Arts 6 année</a>    | Acceptable Standard    | *            | *   | *                                    | 1           | *       | n/a  | n/a | 110                 | 74.5          | 188    | 75.5 |                     |   |
|   | Standard of Excellence | *            | *   | *                                    | 1           | *       | n/a  | n/a | 110                 | 12.7          | 188    | 13.8 |                     |   |
| <a href="#">Français 6 année</a>                | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 77                  | 75.3          | 79     | 65.8 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 77                  | 11.7          | 79     | 10.1 |                     |   |
| <a href="#">Science 6</a>                       | Acceptable Standard    | Intermediate | n/a | n/a                                  | 45          | 82.2    | n/a  | n/a | 10,323              | 63.8          | 9,728  | 64.7 |                     |   |
|   | Standard of Excellence | Intermediate | n/a | n/a                                  | 45          | 24.4    | n/a  | n/a | 10,323              | 18.4          | 9,728  | 17.2 |                     |   |
| <a href="#">Social Studies 6</a>                | Acceptable Standard    | Intermediate | n/a | n/a                                  | 50          | 76.0    | n/a  | n/a | 11,278              | 64.6          | 10,098 | 65.4 |                     |   |
|   | Standard of Excellence | Intermediate | n/a | n/a                                  | 50          | 14.0    | n/a  | n/a | 11,278              | 16.5          | 10,098 | 15.7 |                     |   |
| <a href="#">English Language Arts 9</a>         | Acceptable Standard    | Low          | n/a | n/a                                  | 38          | 73.7    | n/a  | n/a | 7,249               | 56.9          | 6,969  | 62.2 |                     |   |
|   | Standard of Excellence | Intermediate | n/a | n/a                                  | 38          | 10.5    | n/a  | n/a | 7,249               | 5.4           | 6,969  | 6.6  |                     |   |
| <a href="#">K&amp;E English Language Arts 9</a> | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 150                 | 46.7          | 149    | 34.9 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 150                 | 4.0           | 149    | 1.3  |                     |   |
| <a href="#">French Language Arts 9 année</a>    | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 174                 | 67.8          | 194    | 71.1 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 174                 | 9.2           | 194    | 11.3 |                     |   |
| <a href="#">Français 9 année</a>                | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 79                  | 60.8          | 84     | 64.3 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 79                  | 7.6           | 84     | 11.9 |                     |   |
| <a href="#">Mathematics 9</a>                   | Acceptable Standard    | Intermediate | n/a | n/a                                  | 38          | 65.8    | n/a  | n/a | 7,201               | 46.7          | 6,930  | 50.1 |                     |   |
|   | Standard of Excellence | Low          | n/a | n/a                                  | 38          | 10.5    | n/a  | n/a | 7,201               | 11.5          | 6,930  | 12.0 |                     |   |
| <a href="#">K&amp;E Mathematics 9</a>           | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 197                 | 49.7          | 177    | 39.5 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 197                 | 12.2          | 177    | 5.6  |                     |   |
| <a href="#">Science 9</a>                       | Acceptable Standard    | Intermediate | n/a | n/a                                  | 38          | 65.8    | n/a  | n/a | 7,236               | 57.7          | 6,975  | 59.4 |                     |   |
|   | Standard of Excellence | High         | n/a | n/a                                  | 38          | 13.2    | n/a  | n/a | 7,236               | 14.2          | 6,975  | 15.0 |                     |   |
| <a href="#">K&amp;E Science 9</a>               | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 146                 | 41.1          | 151    | 33.1 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 146                 | 5.5           | 151    | 3.3  |                     |   |
| <a href="#">Social Studies 9</a>                | Acceptable Standard    | Low          | n/a | n/a                                  | 38          | 60.5    | n/a  | n/a | 7,249               | 49.4          | 6,983  | 50.4 |                     |   |
|   | Standard of Excellence | Low          | n/a | n/a                                  | 38          | 10.5    | n/a  | n/a | 7,249               | 9.6           | 6,983  | 11.0 |                     |   |
| <a href="#">K&amp;E Social Studies 9</a>        | Acceptable Standard    | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 135                 | 44.4          | 137    | 39.4 |                     |   |
|   | Standard of Excellence | n/a          | n/a | n/a                                  | n/a         | n/a     | n/a  | n/a | 135                 | 7.4           | 137    | 1.5  |                     |   |

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# Student Growth and Achievement (Grades K-9)



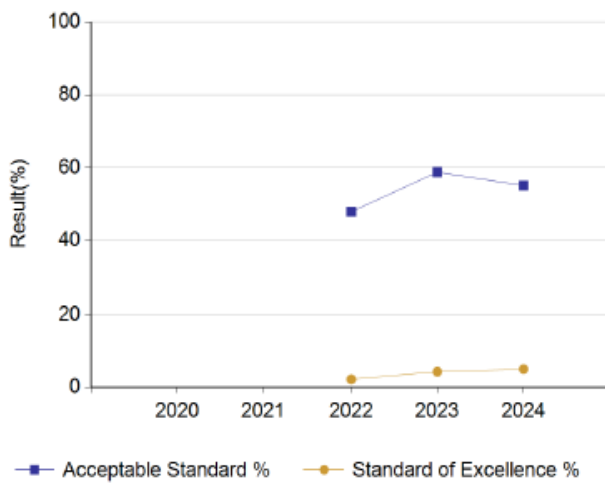
## Grade 6 PAT Results By Number Enrolled Measure History

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

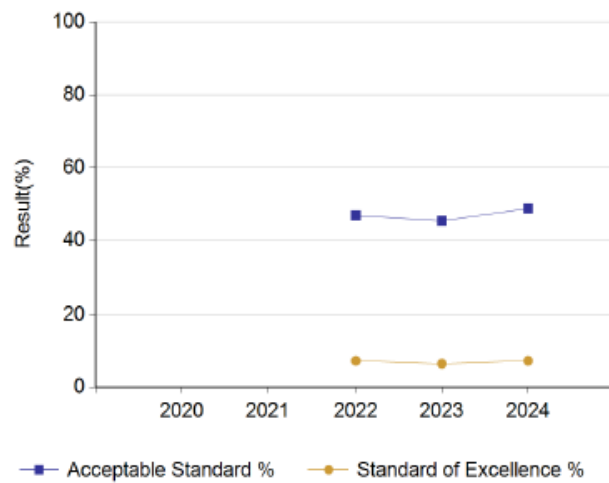
Province: Alberta (FNMI)

|                          | St. Thomas Aquinas Roman Catho (FNMI) |      |      |      |      | Measure Evaluation |             |         | Alberta (FNMI) |      |       |       |       |
|--------------------------|---------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|------|-------|-------|-------|
|                          | 2020                                  | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020           | 2021 | 2022  | 2023  | 2024  |
| N                        | n/a                                   | n/a  | 46   | 46   | 60   | n/a                | n/a         | n/a     | n/a            | n/a  | 4,396 | 4,332 | 4,556 |
| Acceptable Standard %    | n/a                                   | n/a  | 47.8 | 58.7 | 55.0 | Very Low           | n/a         | n/a     | n/a            | n/a  | 46.8  | 45.3  | 48.7  |
| Standard of Excellence % | n/a                                   | n/a  | 2.2  | 4.3  | 5.0  | Very Low           | n/a         | n/a     | n/a            | n/a  | 7.3   | 6.5   | 7.3   |

St. Thomas Aquinas Roman Catho (FNMI)



Alberta (FNMI)



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# Student Growth and Achievement (Grades K-9)

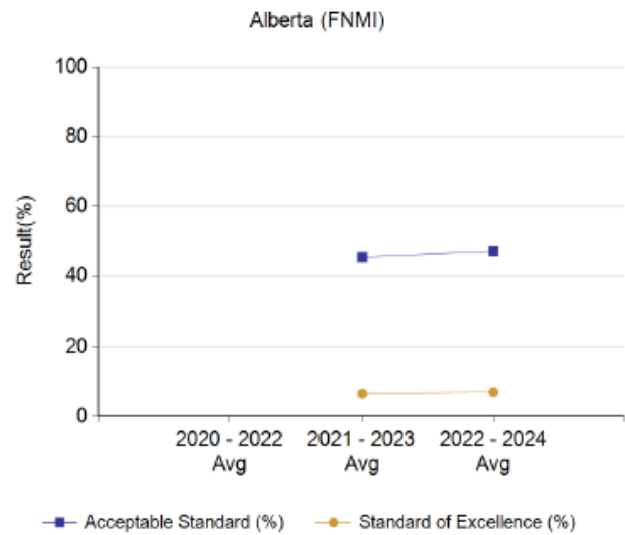
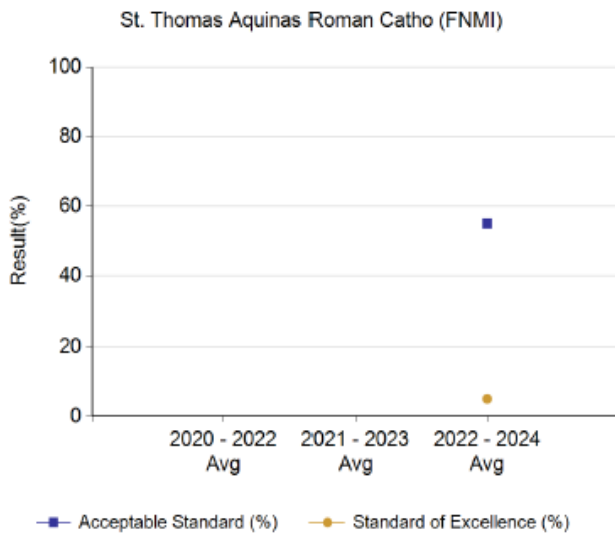


## Grade 6 PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (FNMI)

|                            | St. Thomas Aquinas Roman Catho (FNMI) |                 |                 | Alberta (FNMI)  |                 |                 |
|----------------------------|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | 2020 - 2022 Avg                       | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                          | n/a                                   | n/a             | 60              | n/a             | 4,332           | 4,444           |
| Acceptable Standard (%)    | n/a                                   | n/a             | 55.0            | n/a             | 45.3            | 47.0            |
| Standard of Excellence (%) | n/a                                   | n/a             | 5.0             | n/a             | 6.5             | 6.9             |



# Student Growth and Achievement (Grades K-9)



## Grade 9 PAT Results By Number Enrolled Measure History

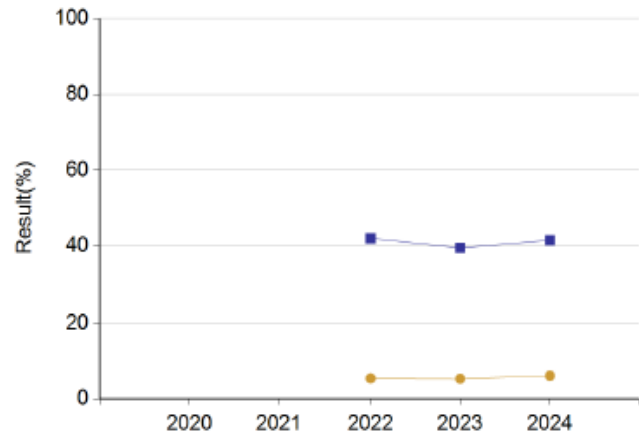
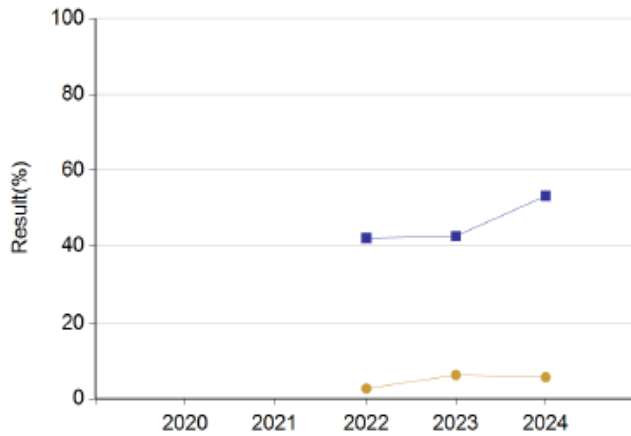
Authority: 0020 The St. Thomas Aquinas Roman Catholic Separate School Division (FNMI)

Province: Alberta (FNMI)

|                          | St. Thomas Aquinas Roman Catho (FNMI) |      |      |      |      | Measure Evaluation |             |         | Alberta (FNMI) |      |       |       |       |
|--------------------------|---------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|------|-------|-------|-------|
|                          | 2020                                  | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020           | 2021 | 2022  | 2023  | 2024  |
| N                        | n/a                                   | n/a  | 38   | 44   | 52   | n/a                | n/a         | n/a     | n/a            | n/a  | 4,188 | 4,717 | 4,868 |
| Acceptable Standard %    | n/a                                   | n/a  | 42.0 | 42.5 | 53.1 | Very Low           | n/a         | n/a     | n/a            | n/a  | 41.9  | 39.4  | 41.4  |
| Standard of Excellence % | n/a                                   | n/a  | 2.7  | 6.3  | 5.7  | Very Low           | n/a         | n/a     | n/a            | n/a  | 5.4   | 5.3   | 6.1   |

St. Thomas Aquinas Roman Catho (FNMI)

Alberta (FNMI)



■ Acceptable Standard %    ● Standard of Excellence %

■ Acceptable Standard %    ● Standard of Excellence %

Notes:

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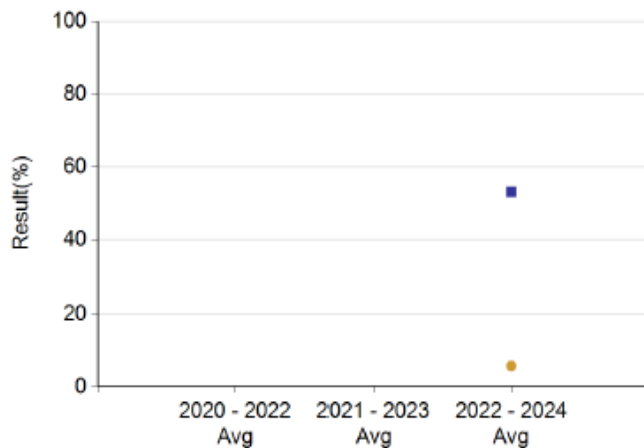
## Grade 9 PAT Results By Students Enrolled - 3 Year Rolling Average

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

Province: Alberta (FNMI)

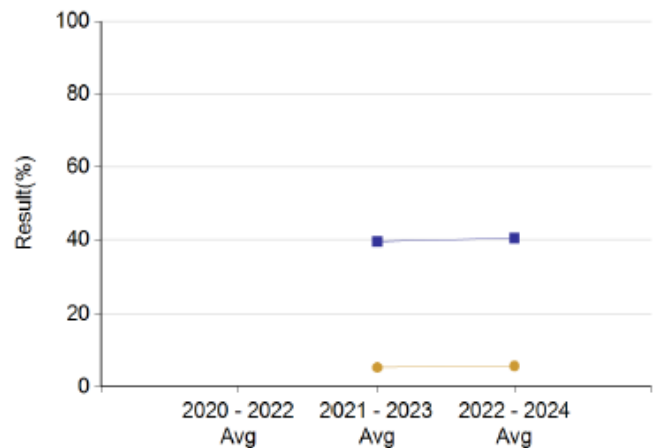
|                            | St. Thomas Aquinas Roman Catho (FNMI) |                 |                 | Alberta (FNMI)  |                 |                 |
|----------------------------|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                            | 2020 - 2022 Avg                       | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                          | n/a                                   | n/a             | 52              | n/a             | 4,717           | 4,793           |
| Acceptable Standard (%)    | n/a                                   | n/a             | 53.1            | n/a             | 39.4            | 40.4            |
| Standard of Excellence (%) | n/a                                   | n/a             | 5.7             | n/a             | 5.3             | 5.7             |

St. Thomas Aquinas Roman Catho (FNMI)



■ Acceptable Standard (%)    ● Standard of Excellence (%)

Alberta (FNMI)



■ Acceptable Standard (%)    ● Standard of Excellence (%)

**Notes:**

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# Student Growth and Achievement (Grades K-9)

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

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



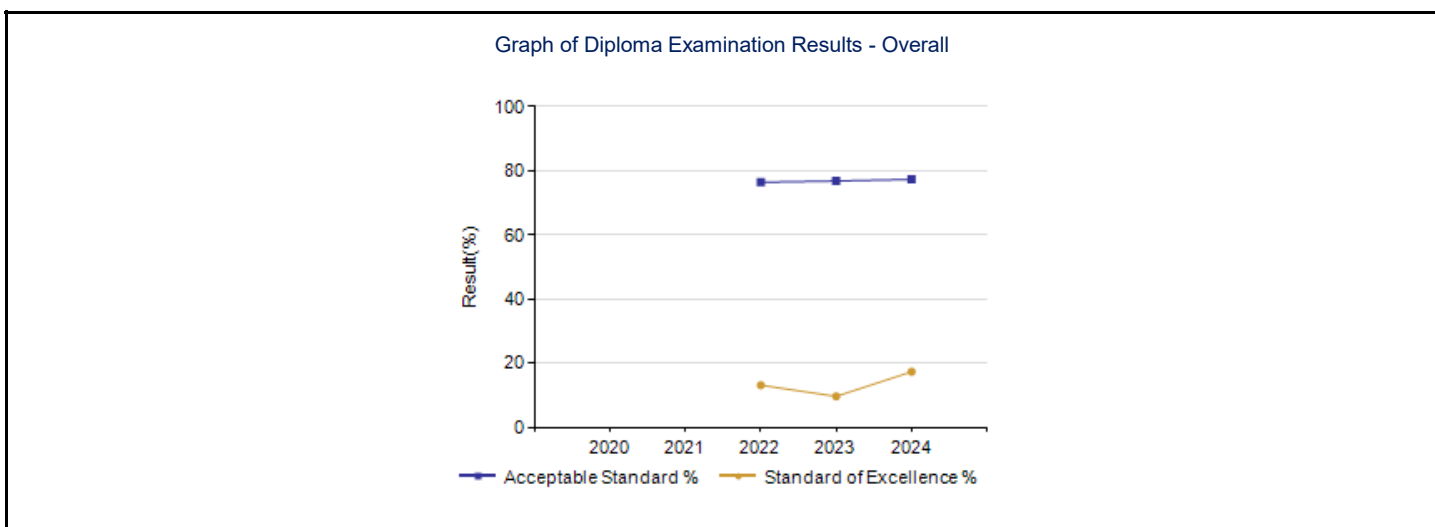
| Course                          |                        | Measure      |     | St. Thomas Aquinas Roman Catho (FNMI) |             |         |      |     |                     | Alberta (FNMI) |       |      |                     |   |
|---------------------------------|------------------------|--------------|-----|---------------------------------------|-------------|---------|------|-----|---------------------|----------------|-------|------|---------------------|---|
|                                 |                        |              |     | Achievement                           | Improvement | Overall | 2024 |     | Prev 3 Year Average |                | 2024  |      | Prev 3 Year Average |   |
|                                 |                        |              |     |                                       |             |         | N    | %   | N                   | %              | N     | %    | N                   | % |
| French Language Arts 6<br>année | Acceptable Standard    | *            | *   | *                                     | 3           | *       | n/a  | n/a | 102                 | 56.9           | 132   | 65.9 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 3           | *       | n/a  | n/a | 102                 | 2.9            | 132   | 5.3  |                     |   |
| Français 6 année                | Acceptable Standard    | n/a          | n/a | n/a                                   | n/a         | n/a     | n/a  | n/a | 14                  | 57.1           | 16    | 81.3 |                     |   |
|                                 | Standard of Excellence | n/a          | n/a | n/a                                   | n/a         | n/a     | n/a  | n/a | 14                  | 0.0            | 16    | 31.3 |                     |   |
| Science 6                       | Acceptable Standard    | Very Low     | n/a | n/a                                   | 41          | 58.5    | n/a  | n/a | 3,851               | 51.4           | 3,990 | 46.0 |                     |   |
|                                 | Standard of Excellence | Low          | n/a | n/a                                   | 41          | 12.2    | n/a  | n/a | 3,851               | 12.3           | 3,990 | 9.0  |                     |   |
| Social Studies 6                | Acceptable Standard    | Very Low     | n/a | n/a                                   | 60          | 55.0    | n/a  | n/a | 4,556               | 48.7           | 4,332 | 45.3 |                     |   |
|                                 | Standard of Excellence | Very Low     | n/a | n/a                                   | 60          | 5.0     | n/a  | n/a | 4,556               | 7.3            | 4,332 | 6.5  |                     |   |
| English Language Arts 9         | Acceptable Standard    | Very Low     | n/a | n/a                                   | 49          | 63.3    | n/a  | n/a | 4,465               | 49.5           | 4,375 | 49.2 |                     |   |
|                                 | Standard of Excellence | Low          | n/a | n/a                                   | 49          | 6.1     | n/a  | n/a | 4,465               | 4.7            | 4,375 | 4.4  |                     |   |
| K&E English Language Arts 9     | Acceptable Standard    | *            | *   | *                                     | 3           | *       | n/a  | n/a | 388                 | 42.8           | 297   | 43.8 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 3           | *       | n/a  | n/a | 388                 | 4.9            | 297   | 3.7  |                     |   |
| French Language Arts 9<br>année | Acceptable Standard    | *            | *   | *                                     | 1           | *       | n/a  | n/a | 160                 | 63.8           | 136   | 65.4 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 1           | *       | n/a  | n/a | 160                 | 5.6            | 136   | 4.4  |                     |   |
| Français 9 année                | Acceptable Standard    | n/a          | n/a | n/a                                   | n/a         | n/a     | n/a  | n/a | 24                  | 79.2           | 20    | 75.0 |                     |   |
|                                 | Standard of Excellence | n/a          | n/a | n/a                                   | n/a         | n/a     | n/a  | n/a | 24                  | 12.5           | 20    | 10.0 |                     |   |
| Mathematics 9                   | Acceptable Standard    | Very Low     | n/a | n/a                                   | 48          | 33.3    | n/a  | n/a | 4,361               | 28.7           | 4,197 | 28.7 |                     |   |
|                                 | Standard of Excellence | Very Low     | n/a | n/a                                   | 48          | 2.1     | n/a  | n/a | 4,361               | 4.8            | 4,197 | 3.8  |                     |   |
| K&E Mathematics 9               | Acceptable Standard    | *            | *   | *                                     | 4           | *       | n/a  | n/a | 485                 | 43.7           | 440   | 48.9 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 4           | *       | n/a  | n/a | 485                 | 6.2            | 440   | 11.1 |                     |   |
| Science 9                       | Acceptable Standard    | Intermediate | n/a | n/a                                   | 49          | 67.3    | n/a  | n/a | 4,477               | 46.0           | 4,380 | 42.1 |                     |   |
|                                 | Standard of Excellence | Low          | n/a | n/a                                   | 49          | 4.1     | n/a  | n/a | 4,477               | 8.5            | 4,380 | 7.1  |                     |   |
| K&E Science 9                   | Acceptable Standard    | *            | *   | *                                     | 3           | *       | n/a  | n/a | 373                 | 46.6           | 281   | 48.4 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 3           | *       | n/a  | n/a | 373                 | 7.2            | 281   | 8.2  |                     |   |
| Social Studies 9                | Acceptable Standard    | Very Low     | n/a | n/a                                   | 49          | 51.0    | n/a  | n/a | 4,498               | 39.0           | 4,393 | 34.1 |                     |   |
|                                 | Standard of Excellence | Low          | n/a | n/a                                   | 49          | 10.2    | n/a  | n/a | 4,498               | 6.3            | 4,393 | 4.9  |                     |   |
| K&E Social Studies 9            | Acceptable Standard    | *            | *   | *                                     | 3           | *       | n/a  | n/a | 351                 | 46.2           | 262   | 45.4 |                     |   |
|                                 | Standard of Excellence | *            | *   | *                                     | 3           | *       | n/a  | n/a | 351                 | 9.4            | 262   | 7.3  |                     |   |

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## Diploma Examination Results – By Students Writing Measure History

| Diploma Exam Results By Students Writing Measure History |                                |      |      |      |      |                    |                        |         |         |      |        |        |        |
|--|--------------------------------|------|------|------|------|--------------------|------------------------|---------|---------|------|--------|--------|--------|
|  | St. Thomas Aquinas Roman Catho |      |      |      |      | Measure Evaluation |                        |         | Alberta |      |        |        |        |
|  | 2020                           | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement            | Overall | 2020    | 2021 | 2022   | 2023   | 2024   |
| N  | n/a                            | n/a  | 210  | 200  | 257  | n/a                | n/a                    | n/a     | n/a     | n/a  | 58,444 | 67,294 | 72,444 |
| Acceptable Standard                                      | n/a                            | n/a  | 76.4 | 76.8 | 77.3 | Low                | Maintained             | Issue   | n/a     | n/a  | 75.2   | 80.3   | 81.5   |
| Standard of Excellence %                                 | n/a                            | n/a  | 13.1 | 9.6  | 17.3 | Intermediate       | Improved Significantly | Good    | n/a     | n/a  | 18.2   | 21.2   | 22.6   |



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

# DIPLOMA EXAMS—MEASURE DETAILS

| Diploma Exam Course by Course Results by Students Writing. |           |                          |     |      |     |      |      |      |      |      |      |        |   |
|--|-----------|--------------------------|-----|------|-----|------|------|------|------|------|------|--------|---|
|  |           | Results (in percentages) |     |      |     |      |      |      |      |      |      | Target |   |
|  |           | 2020                     |     | 2021 |     | 2022 |      | 2023 |      | 2024 |      | 2024   |   |
|  |           | A                        | E   | A    | E   | A    | E    | A    | E    | A    | E    | A      | E |
| English Lang Arts 30-1                                     | Authority | n/a                      | n/a | n/a  | n/a | 83.3 | 4.2  | 73.7 | 1.8  | 80.6 | 8.7  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 78.8 | 9.4  | 83.7 | 10.5 | 84.2 | 10.1 |        |   |
| English Lang Arts 30-2                                     | Authority | n/a                      | n/a | n/a  | n/a | 68.8 | 6.3  | 96.2 | 9.4  | 78.7 | 5.3  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 80.8 | 12.3 | 86.2 | 12.7 | 85.7 | 12.9 |        |   |
| French Language  | Authority | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 91.9 | 6.8  | 93.1 | 6.1  | 95.3 | 8.6  |        |   |
| Français 30-1  | Authority | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 98.8 | 44.2 | 99.2 | 30.7 | 99.4 | 26.3 |        |   |
| Mathematics 30-1   | Authority | n/a                      | n/a | n/a  | n/a | *    | *    | 51.2 | 2.4  | 65.5 | 27.3 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 63.6 | 23.0 | 70.8 | 29.0 | 75.4 | 34.9 |        |   |
| Mathematics 30-2   | Authority | n/a                      | n/a | n/a  | n/a | 64.3 | 14.3 | 69.8 | 9.3  | 70.3 | 3.1  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 61.5 | 11.8 | 71.1 | 15.2 | 70.9 | 15.4 |        |   |
| Social Studies 30-1  | Authority | n/a                      | n/a | n/a  | n/a | 77.0 | 13.1 | 88.1 | 8.5  | 91.5 | 16.0 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 81.5 | 15.8 | 83.5 | 15.9 | 85.2 | 18.7 |        |   |
| Social Studies 30-2  | Authority | n/a                      | n/a | n/a  | n/a | 71.4 | 4.8  | 74.0 | 3.9  | 55.6 | 3.7  |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 72.5 | 13.2 | 78.1 | 12.3 | 77.6 | 12.7 |        |   |
| Biology 30   | Authority | n/a                      | n/a | n/a  | n/a | 79.5 | 17.9 | 88.1 | 25.4 | 80.9 | 37.2 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 74.3 | 25.2 | 82.7 | 32.8 | 83.1 | 33.7 |        |   |
| Chemistry 30   | Authority | n/a                      | n/a | n/a  | n/a | 71.9 | 18.8 | 66.1 | 12.9 | 75.4 | 29.0 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 77.1 | 31.1 | 80.5 | 37.0 | 82.9 | 38.0 |        |   |
| Physics 30   | Authority | n/a                      | n/a | n/a  | n/a | 76.9 | 23.1 | 84.6 | 15.4 | 83.3 | 26.7 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 78.5 | 34.6 | 82.3 | 39.9 | 85.1 | 43.1 |        |   |
| Science 30   | Authority | n/a                      | n/a | n/a  | n/a | 83.6 | 20.0 | 74.1 | 11.1 | 90.6 | 24.5 |        |   |
|  | Province  | n/a                      | n/a | n/a  | n/a | 75.7 | 17.2 | 79.4 | 23.1 | 81.3 | 24.6 |        |   |

**Notes:**

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement

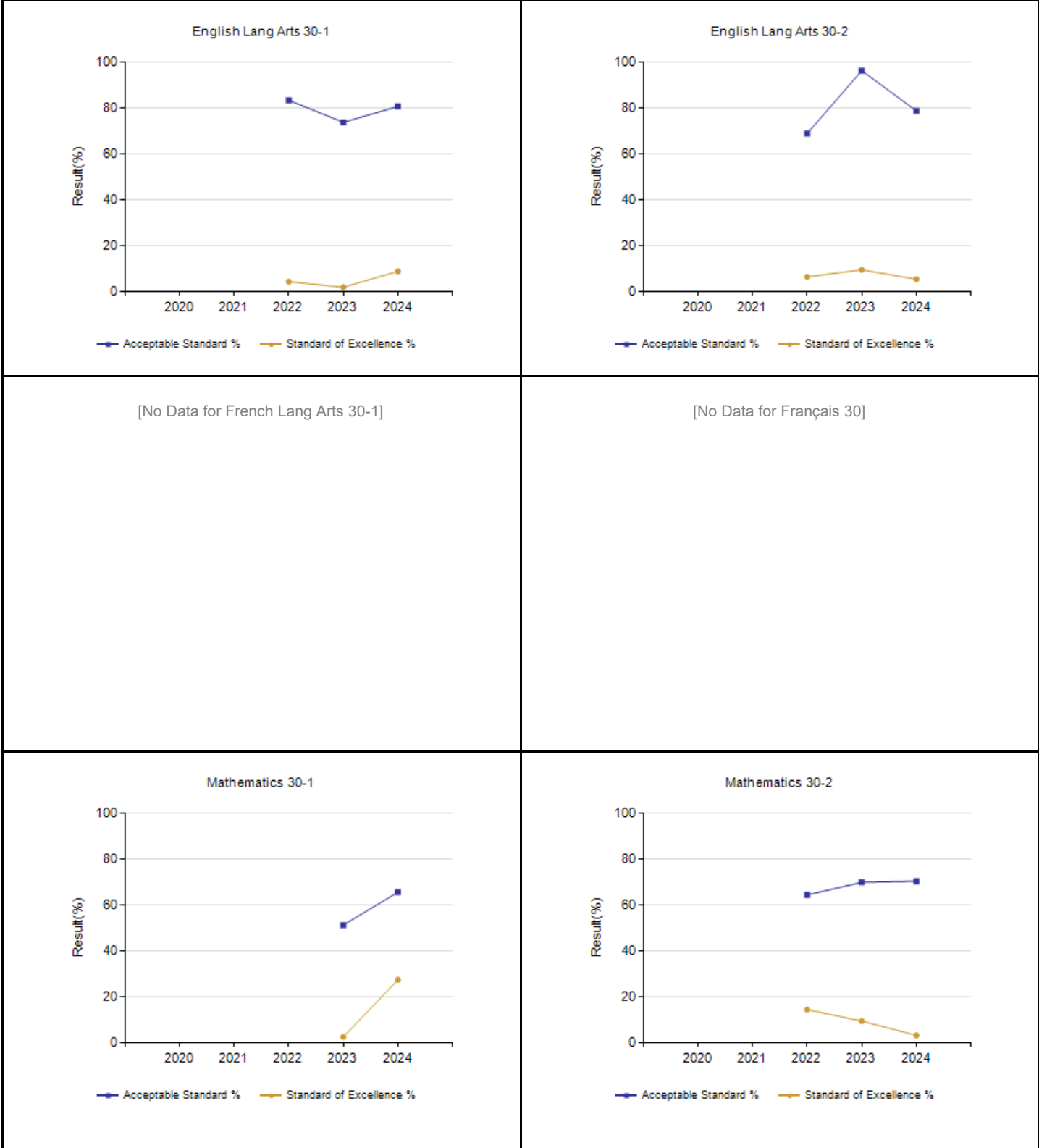
Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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

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

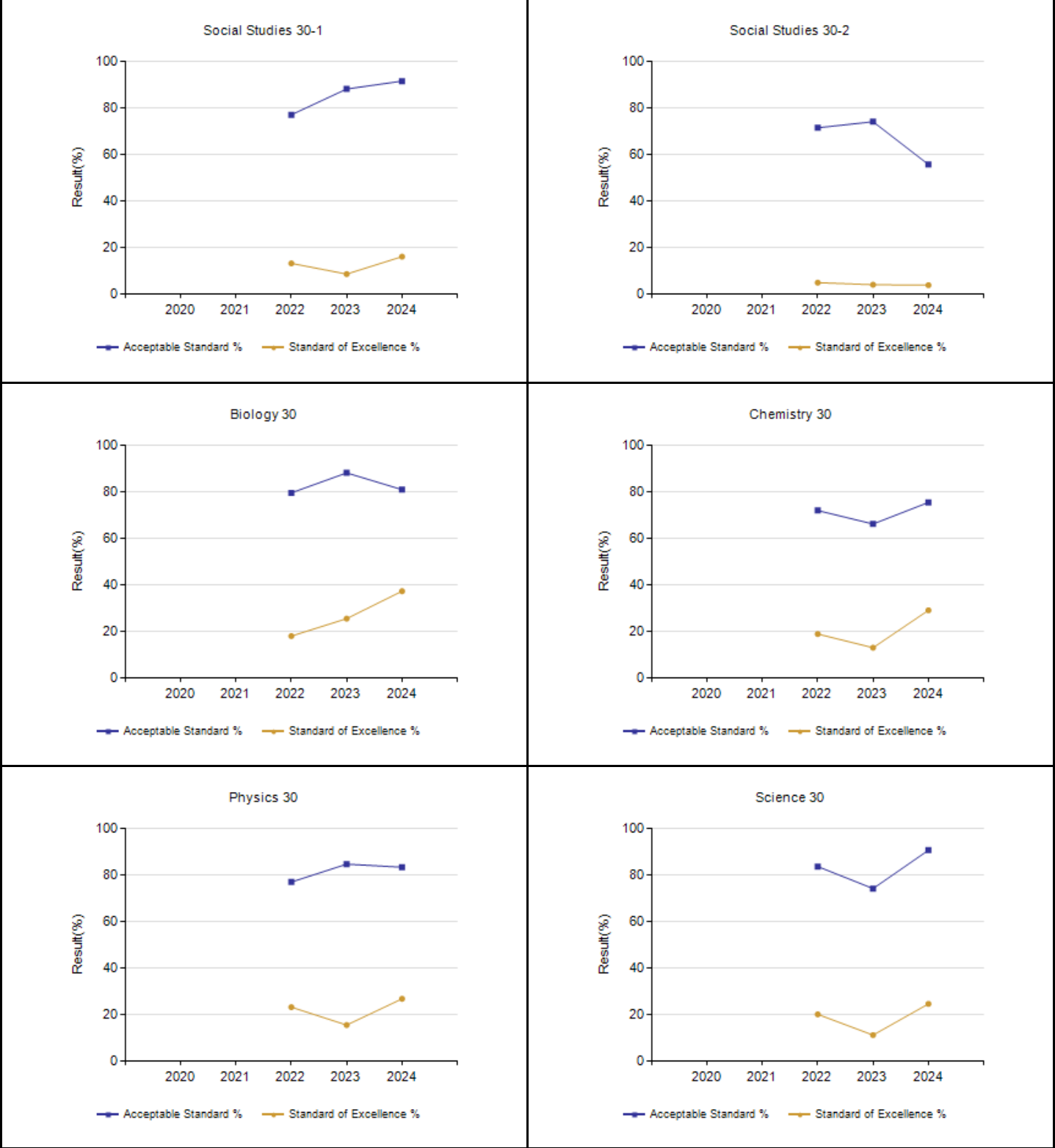


Diploma Examination Results by Course



Notes:  
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Diploma Examination Results by Course



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Diploma Examination Results Course By Course Summary With Measure Evaluation

|                           |                        | St. Thomas Aquinas Roman Catho |                        |            |      |      |                     |      | Alberta |      |                     |      |
|---------------------------|------------------------|--------------------------------|------------------------|------------|------|------|---------------------|------|---------|------|---------------------|------|
|                           |                        | Achievement                    | Improvement            | Overall    | 2024 |      | Prev 3 Year Average |      | 2024    |      | Prev 3 Year Average |      |
| Course                    | Measure                |                                |                        |            | N    | %    | N                   | %    | N       | %    | N                   | %    |
| English Lang Arts 30-1    | Acceptable Standard    | Very Low                       | Improved               | Issue      | 103  | 80.6 | 57                  | 73.7 | 33,001  | 84.2 | 31,493              | 83.7 |
|                           | Standard of Excellence | Intermediate                   | Improved               | Good       | 103  | 8.7  | 57                  | 1.8  | 33,001  | 10.1 | 31,493              | 10.5 |
| English Lang Arts 30-2    | Acceptable Standard    | Very Low                       | Declined Significantly | Concern    | 75   | 78.7 | 53                  | 96.2 | 19,219  | 85.7 | 17,112              | 86.2 |
|                           | Standard of Excellence | Low                            | Maintained             | Issue      | 75   | 5.3  | 53                  | 9.4  | 19,219  | 12.9 | 17,112              | 12.7 |
| French Language Arts 30-1 | Acceptable Standard    | n/a                            | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 1,200   | 95.3 | 1,236               | 93.1 |
|                           | Standard of Excellence | n/a                            | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 1,200   | 8.6  | 1,236               | 6.1  |
| Français 30-1             | Acceptable Standard    | n/a                            | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 160     | 99.4 | 127                 | 99.2 |
|                           | Standard of Excellence | n/a                            | n/a                    | n/a        | n/a  | n/a  | n/a                 | n/a  | 160     | 26.3 | 127                 | 30.7 |
| Mathematics 30-1          | Acceptable Standard    | n/a                            | Improved               | n/a        | 55   | 65.5 | 41                  | 51.2 | 21,035  | 75.4 | 19,763              | 70.8 |
|                           | Standard of Excellence | n/a                            | Improved Significantly | n/a        | 55   | 27.3 | 41                  | 2.4  | 21,035  | 34.9 | 19,763              | 29.0 |
| Mathematics 30-2          | Acceptable Standard    | n/a                            | Maintained             | n/a        | 64   | 70.3 | 43                  | 69.8 | 15,676  | 70.9 | 14,418              | 71.1 |
|                           | Standard of Excellence | n/a                            | Declined               | n/a        | 64   | 3.1  | 43                  | 9.3  | 15,676  | 15.4 | 14,418              | 15.2 |
| Social Studies 30-1       | Acceptable Standard    | High                           | Maintained             | Good       | 94   | 91.5 | 59                  | 88.1 | 25,167  | 85.2 | 24,023              | 83.5 |
|                           | Standard of Excellence | High                           | Improved               | Good       | 94   | 16.0 | 59                  | 8.5  | 25,167  | 18.7 | 24,023              | 15.9 |
| Social Studies 30-2       | Acceptable Standard    | Very Low                       | Declined Significantly | Concern    | 81   | 55.6 | 77                  | 74.0 | 23,985  | 77.6 | 21,045              | 78.1 |
|                           | Standard of Excellence | Very Low                       | Maintained             | Concern    | 81   | 3.7  | 77                  | 3.9  | 23,985  | 12.7 | 21,045              | 12.3 |
| Biology 30                | Acceptable Standard    | Intermediate                   | Declined               | Issue      | 94   | 80.9 | 59                  | 88.1 | 24,414  | 83.1 | 23,270              | 82.7 |
|                           | Standard of Excellence | Very High                      | Improved               | Excellent  | 94   | 37.2 | 59                  | 25.4 | 24,414  | 33.7 | 23,270              | 32.8 |
| Chemistry 30              | Acceptable Standard    | Intermediate                   | Improved               | Good       | 69   | 75.4 | 62                  | 66.1 | 19,955  | 82.9 | 18,364              | 80.5 |
|                           | Standard of Excellence | Intermediate                   | Improved Significantly | Good       | 69   | 29.0 | 62                  | 12.9 | 19,955  | 38.0 | 18,364              | 37.0 |
| Physics 30                | Acceptable Standard    | High                           | Maintained             | Good       | 30   | 83.3 | 13                  | 84.6 | 9,955   | 85.1 | 9,241               | 82.3 |
|                           | Standard of Excellence | Intermediate                   | Maintained             | Acceptable | 30   | 26.7 | 13                  | 15.4 | 9,955   | 43.1 | 9,241               | 39.9 |
| Science 30                | Acceptable Standard    | High                           | Improved               | Good       | 53   | 90.6 | 27                  | 74.1 | 8,439   | 81.3 | 8,007               | 79.4 |
|                           | Standard of Excellence | Intermediate                   | Improved               | Good       | 53   | 24.5 | 27                  | 11.1 | 8,439   | 24.6 | 8,007               | 23.1 |

Notes:

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

Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average.

Caution should be used when interpreting trends over time.

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

# Student Growth and Achievement (Grades 10-12)



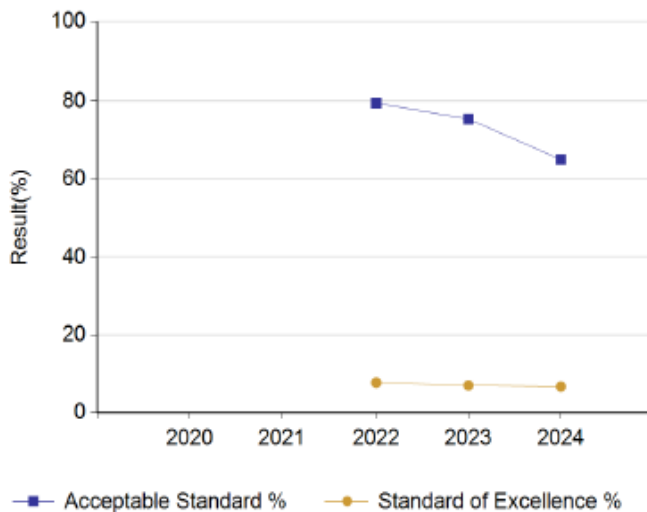
## Diploma Exam Results By Students Writing Measure History

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

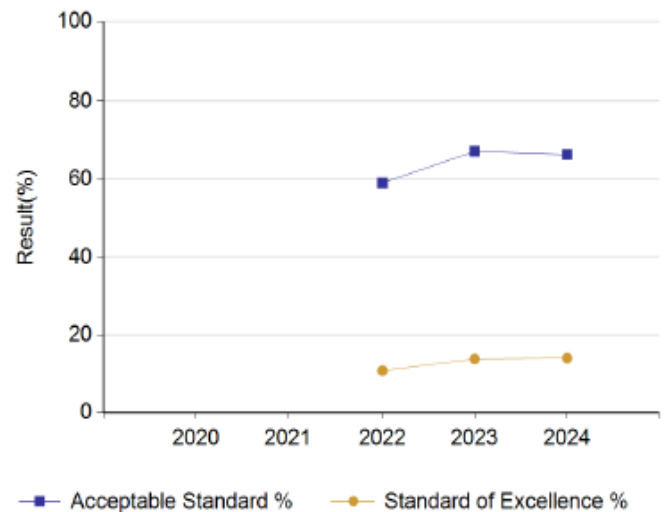
Province: Alberta (EAL)

|                          | St. Thomas Aquinas Roman Catho (EAL) |      |      |      |      | Measure Evaluation |             |         | Alberta (EAL) |      |       |       |       |
|--------------------------|--------------------------------------|------|------|------|------|--------------------|-------------|---------|---------------|------|-------|-------|-------|
|                          | 2020                                 | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020          | 2021 | 2022  | 2023  | 2024  |
| N                        | n/a                                  | n/a  | 22   | 22   | 26   | n/a                | n/a         | n/a     | n/a           | n/a  | 5,396 | 6,167 | 5,610 |
| Acceptable Standard %    | n/a                                  | n/a  | 79.5 | 75.4 | 65.0 | Very Low           | Maintained  | Concern | n/a           | n/a  | 59.0  | 67.1  | 66.3  |
| Standard of Excellence % | n/a                                  | n/a  | 7.7  | 7.0  | 6.7  | Very Low           | Maintained  | Concern | n/a           | n/a  | 10.8  | 13.8  | 14.0  |

St. Thomas Aquinas Roman Catho (EAL)



Alberta (EAL)



Notes:

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3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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# Student Growth and Achievement (Grades 10-12)

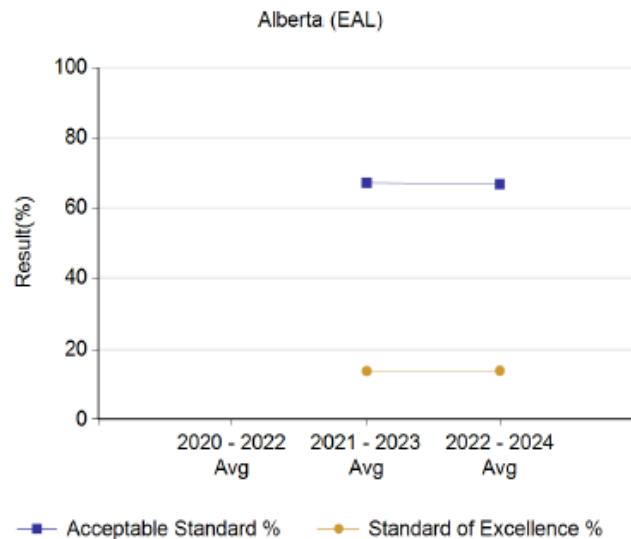
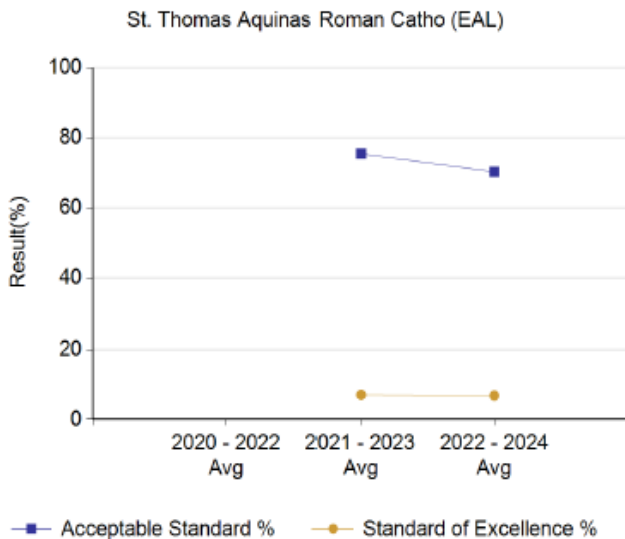


## Diploma Exam Results By Students Writing - 3 Year Rolling Average

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

Province: Alberta (EAL)

|                          | St. Thomas Aquinas Roman Catho (EAL) |                 |                 | Alberta (EAL)   |                 |                 |
|--------------------------|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                          | 2020 - 2022 Avg                      | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                        | n/a                                  | 22              | 24              | n/a             | 6,167           | 5,889           |
| Acceptable Standard %    | n/a                                  | 75.4            | 70.2            | n/a             | 67.1            | 66.7            |
| Standard of Excellence % | n/a                                  | 7.0             | 6.8             | n/a             | 13.8            | 13.9            |



**Notes:**

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# Student Growth and Achievement (Grades 10-12)



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

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

| Course                    |  | Measure  |            | St. Thomas Aquinas Roman Catho (EAL) |             |         |      |       |                     | Alberta (EAL) |       |       |                     |   |
|---------------------------|--|----------|------------|--------------------------------------|-------------|---------|------|-------|---------------------|---------------|-------|-------|---------------------|---|
|                           |  |          |            | Achievement                          | Improvement | Overall | 2024 |       | Prev 3 Year Average |               | 2024  |       | Prev 3 Year Average |   |
|                           |  |          |            |                                      |             |         | N    | %     | N                   | %             | N     | %     | N                   | % |
| English Lang Arts 30-1    | Diploma Examination Acceptable Standard    | Very Low | Maintained | Concern                              | 10          | 60.0    | 9    | 44.4  | 2,095               | 61.3          | 2,482 | 63.3  |                     |   |
|                           | Diploma Examination Standard of Excellence | Very Low | Maintained | Concern                              | 10          | 0.0     | 9    | 0.0   | 2,095               | 2.7           | 2,482 | 3.7   |                     |   |
| English Lang Arts 30-2    | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 4           | *       | 6    | 100.0 | 2,333               | 70.0          | 2,284 | 71.5  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 4           | *       | 6    | 0.0   | 2,333               | 5.2           | 2,284 | 5.5   |                     |   |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard    | n/a      | n/a        | n/a                                  | n/a         | n/a     | n/a  | n/a   | 21                  | 85.7          | 27    | 85.2  |                     |   |
|                           | Diploma Examination Standard of Excellence | n/a      | n/a        | n/a                                  | n/a         | n/a     | n/a  | n/a   | 21                  | 19.0          | 27    | 0.0   |                     |   |
| Français 30-1             | Diploma Examination Acceptable Standard    | n/a      | n/a        | n/a                                  | n/a         | n/a     | n/a  | n/a   | 27                  | 100.0         | 11    | 100.0 |                     |   |
|                           | Diploma Examination Standard of Excellence | n/a      | n/a        | n/a                                  | n/a         | n/a     | n/a  | n/a   | 27                  | 11.1          | 11    | 9.1   |                     |   |
| Mathematics 30-1          | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 1           | *       | n/a  | n/a   | 1,543               | 64.0          | 1,714 | 61.1  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 1           | *       | n/a  | n/a   | 1,543               | 27.6          | 1,714 | 23.1  |                     |   |
| Mathematics 30-2          | Diploma Examination Acceptable Standard    | n/a      | Maintained | n/a                                  | 8           | 75.0    | 9    | 88.9  | 1,250               | 57.7          | 1,327 | 58.5  |                     |   |
|                           | Diploma Examination Standard of Excellence | n/a      | Declined   | n/a                                  | 8           | 0.0     | 9    | 22.2  | 1,250               | 9.0           | 1,327 | 9.7   |                     |   |
| Social Studies 30-1       | Diploma Examination Acceptable Standard    | Low      | Declined   | Issue                                | 8           | 75.0    | 6    | 100.0 | 1,110               | 70.5          | 1,415 | 72.7  |                     |   |
|                           | Diploma Examination Standard of Excellence | Very Low | Maintained | Concern                              | 8           | 0.0     | 6    | 0.0   | 1,110               | 10.7          | 1,415 | 8.8   |                     |   |
| Social Studies 30-2       | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 5           | *       | 8    | 62.5  | 2,904               | 63.2          | 2,749 | 62.5  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 5           | *       | 8    | 0.0   | 2,904               | 8.3           | 2,749 | 7.8   |                     |   |
| Biology 30                | Diploma Examination Acceptable Standard    | Low      | Declined   | Issue                                | 16          | 75.0    | 12   | 100.0 | 1,509               | 69.7          | 1,790 | 72.8  |                     |   |
|                           | Diploma Examination Standard of Excellence | Low      | Maintained | Issue                                | 16          | 12.5    | 12   | 16.7  | 1,509               | 23.6          | 1,790 | 24.7  |                     |   |
| Chemistry 30              | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 5           | *       | n/a  | n/a   | 1,364               | 73.2          | 1,479 | 73.5  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 5           | *       | n/a  | n/a   | 1,364               | 29.6          | 1,479 | 29.9  |                     |   |
| Physics 30                | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 1           | *       | n/a  | n/a   | 645                 | 71.3          | 715   | 75.7  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 1           | *       | n/a  | n/a   | 645                 | 32.9          | 715   | 32.3  |                     |   |
| Science 30                | Diploma Examination Acceptable Standard    | *        | *          | *                                    | 2           | *       | n/a  | n/a   | 591                 | 69.0          | 714   | 67.4  |                     |   |
|                           | Diploma Examination Standard of Excellence | *        | *          | *                                    | 2           | *       | n/a  | n/a   | 591                 | 16.2          | 714   | 16.1  |                     |   |

### Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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# Student Growth and Achievement (Grades 10-12)

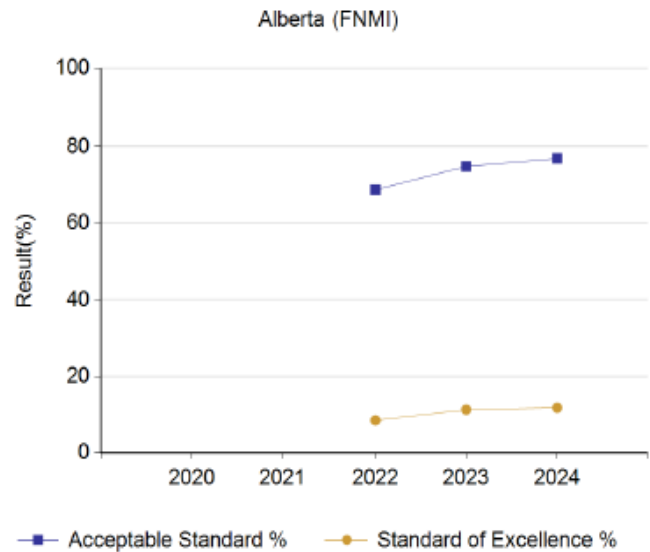
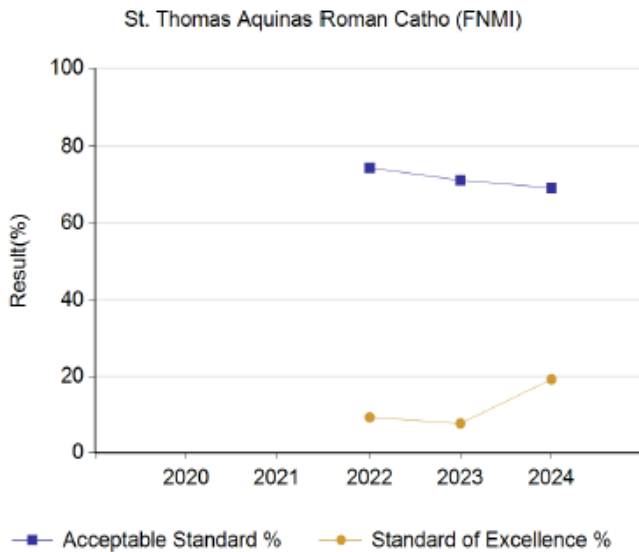


## Diploma Exam Results By Students Writing Measure History

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

Province: Alberta (FNMI)

|                          | St. Thomas Aquinas Roman Catho (FNMI) |      |      |      |      | Measure Evaluation |             |         | Alberta (FNMI) |      |       |       |       |
|--------------------------|---------------------------------------|------|------|------|------|--------------------|-------------|---------|----------------|------|-------|-------|-------|
|                          | 2020                                  | 2021 | 2022 | 2023 | 2024 | Achievement        | Improvement | Overall | 2020           | 2021 | 2022  | 2023  | 2024  |
| N                        | n/a                                   | n/a  | 28   | 23   | 31   | n/a                | n/a         | n/a     | n/a            | n/a  | 3,107 | 3,949 | 4,258 |
| Acceptable Standard %    | n/a                                   | n/a  | 74.4 | 71.2 | 69.2 | Very Low           | Maintained  | Concern | n/a            | n/a  | 68.7  | 74.8  | 76.9  |
| Standard of Excellence % | n/a                                   | n/a  | 9.3  | 7.7  | 19.2 | Intermediate       | Improved    | Good    | n/a            | n/a  | 8.5   | 11.3  | 11.8  |



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# Student Growth and Achievement (Grades 10-12)

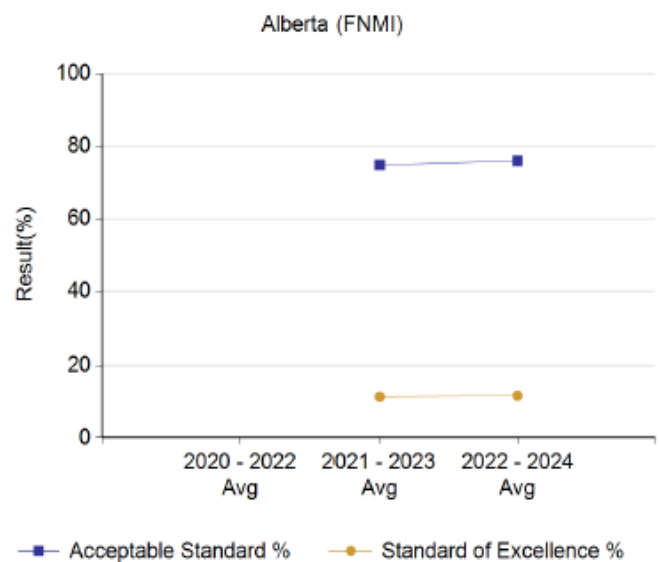
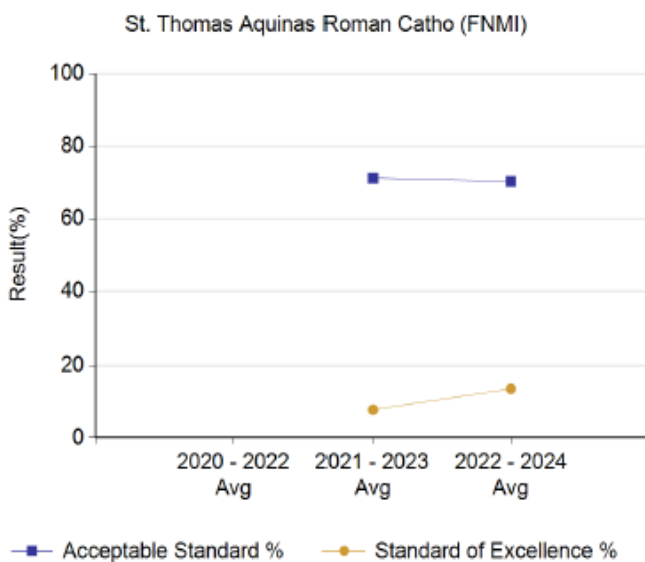


## Diploma Exam Results By Students Writing - 3 Year Rolling Average

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

Province: Alberta (FNMI)

|                          | St. Thomas Aquinas Roman Catho (FNMI) |                 |                 | Alberta (FNMI)  |                 |                 |
|--------------------------|---------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                          | 2020 - 2022 Avg                       | 2021 - 2023 Avg | 2022 - 2024 Avg | 2020 - 2022 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg |
| N                        | n/a                                   | 23              | 27              | n/a             | 3,949           | 4,104           |
| Acceptable Standard %    | n/a                                   | 71.2            | 70.2            | n/a             | 74.8            | 75.9            |
| Standard of Excellence % | n/a                                   | 7.7             | 13.5            | n/a             | 11.3            | 11.6            |



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# Student Growth and Achievement (Grades 10-12)



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

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

| Course                    | Measure                                    | St. Thomas Aquinas Roman Catho (FNMI) |             |         |      |       |                     | Alberta (FNMI) |       |      |                     |      |
|---------------------------|--|---------------------------------------|-------------|---------|------|-------|---------------------|----------------|-------|------|---------------------|------|
|                           |  | Achievement                           | Improvement | Overall | 2024 |       | Prev 3 Year Average |                | 2024  |      | Prev 3 Year Average |      |
|                           |  |                                       |             |         | N    | %     | N                   | %              | N     | %    | N                   | %    |
| English Lang Arts 30-1    | Diploma Examination Acceptable Standard    | Very Low                              | n/a         | n/a     | 7    | 71.4  | n/a                 | n/a            | 1,402 | 81.7 | 1,286               | 78.3 |
|                           | Diploma Examination Standard of Excellence | Very High                             | n/a         | n/a     | 7    | 28.6  | n/a                 | n/a            | 1,402 | 6.9  | 1,286               | 6.1  |
| English Lang Arts 30-2    | Diploma Examination Acceptable Standard    | Very Low                              | Declined    | Concern | 20   | 75.0  | 12                  | 91.7           | 2,010 | 86.0 | 1,833               | 86.5 |
|                           | Diploma Examination Standard of Excellence | Intermediate                          | Improved    | Good    | 20   | 10.0  | 12                  | 0.0            | 2,010 | 10.8 | 1,833               | 9.9  |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard    | n/a                                   | n/a         | n/a     | n/a  | n/a   | n/a                 | n/a            | 36    | 88.9 | 37                  | 83.8 |
|                           | Diploma Examination Standard of Excellence | n/a                                   | n/a         | n/a     | n/a  | n/a   | n/a                 | n/a            | 36    | 0.0  | 37                  | 2.7  |
| Français 30-1             | Diploma Examination Acceptable Standard    | n/a                                   | n/a         | n/a     | n/a  | n/a   | n/a                 | n/a            | 4     | *    | n/a                 | n/a  |
|                           | Diploma Examination Standard of Excellence | n/a                                   | n/a         | n/a     | n/a  | n/a   | n/a                 | n/a            | 4     | *    | n/a                 | n/a  |
| Mathematics 30-1          | Diploma Examination Acceptable Standard    | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 634   | 64.4 | 566                 | 60.6 |
|                           | Diploma Examination Standard of Excellence | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 634   | 17.0 | 566                 | 15.0 |
| Mathematics 30-2          | Diploma Examination Acceptable Standard    | n/a                                   | n/a         | n/a     | 6    | 66.7  | n/a                 | n/a            | 785   | 64.8 | 742                 | 65.8 |
|                           | Diploma Examination Standard of Excellence | n/a                                   | n/a         | n/a     | 6    | 0.0   | n/a                 | n/a            | 785   | 10.1 | 742                 | 12.1 |
| Social Studies 30-1       | Diploma Examination Acceptable Standard    | Intermediate                          | n/a         | n/a     | 8    | 87.5  | n/a                 | n/a            | 1,071 | 79.1 | 986                 | 73.0 |
|                           | Diploma Examination Standard of Excellence | Very High                             | n/a         | n/a     | 8    | 25.0  | n/a                 | n/a            | 1,071 | 10.6 | 986                 | 8.6  |
| Social Studies 30-2       | Diploma Examination Acceptable Standard    | Very Low                              | Declined    | Concern | 19   | 36.8  | 13                  | 61.5           | 2,091 | 72.9 | 1,933               | 72.3 |
|                           | Diploma Examination Standard of Excellence | Low                                   | Maintained  | Issue   | 19   | 5.3   | 13                  | 15.4           | 2,091 | 6.6  | 1,933               | 5.4  |
| Biology 30                | Diploma Examination Acceptable Standard    | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 1,041 | 72.8 | 902                 | 72.5 |
|                           | Diploma Examination Standard of Excellence | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 1,041 | 17.0 | 902                 | 19.1 |
| Chemistry 30              | Diploma Examination Acceptable Standard    | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 614   | 78.2 | 550                 | 70.0 |
|                           | Diploma Examination Standard of Excellence | *                                     | *           | *       | 3    | *     | n/a                 | n/a            | 614   | 23.5 | 550                 | 24.0 |
| Physics 30                | Diploma Examination Acceptable Standard    | *                                     | *           | *       | 2    | *     | n/a                 | n/a            | 280   | 80.4 | 250                 | 72.0 |
|                           | Diploma Examination Standard of Excellence | *                                     | *           | *       | 2    | *     | n/a                 | n/a            | 280   | 23.2 | 250                 | 26.8 |
| Science 30                | Diploma Examination Acceptable Standard    | Very High                             | n/a         | n/a     | 7    | 100.0 | n/a                 | n/a            | 480   | 78.1 | 470                 | 75.3 |
|                           | Diploma Examination Standard of Excellence | Very High                             | n/a         | n/a     | 7    | 57.1  | n/a                 | n/a            | 480   | 18.5 | 470                 | 18.7 |

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# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Continue explicit teaching of test-taking strategies and self-regulation to assist in reducing anxiety regarding summative assessments.
- Review how formative can drive ALL interventions, including enrichment to assist students in moving from the acceptable standard to the standard of excellence.
- Support excellent Tier 1 teaching practices and teacher awareness of learner outcomes.
- School administrators will utilize data from the provincial assessments to build vertical planning with their teachers within their school.
- Continue to build and embed universal supports to meet the needs of our English as an Additional Language Learners.
- Continue to develop strategies and find resources to support enrichment and students who require tier 2 and tier 3 supports.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall, our Division's Grade 6 and 9 students are performing above the provincial average for the Acceptable Standard.
- Overall, our Division's students are performing below the provincial average for the Standard of Excellence.

### Grade 6

- In June 2024, as directed by Alberta Education, the Grade 6 English Language Arts and Mathematics Provincial Achievement Tests were not administered.
- When compared to the provincial average, the divisions' grade 6 PAT results are 5.8% higher in the Acceptable Standard, and below for the Standard of Excellence by 5.9%.
- Division Grade 6 French Language Arts and Literature, we are slightly below the provincial acceptable standard by 1.8% but above the standard of excellence by 5.6%
- Division Grade 6 Science, we are above for both the Acceptable Standard and Standard of Excellence.
- Division Grade 6 Social Studies, we are above the provincial acceptable standard by 5.8 % but below the standard of excellence by 5.9%.
- Overall, the Division Grade 6 PAT the average percent of students achieving the Acceptable Standard is 4.3% above the provincial percentage of students and the average percentage of students achieving the Standard of Excellence is 1.2% above the provincial percentage.

### Grade 9

- When compared to the provincial average, the divisions' grade 9 PAT results are 4.4% higher in the Acceptable Standard, and below for the Standard of Excellence by 4.2%.
- For Grade 9 Language Arts and Literature, the English stream performed higher than the provincial average in the Acceptable Standard but 9%, and the French Language Arts and Literature stream performed higher than the provincial average in the Standard of Excellence by 8.4%.
- For Mathematics 9, the division average and provincial average for the Acceptable Standard is 52.7%.
- For K&E Mathematics, the division average is higher than the provincial average in both the Acceptable Standard and the Standard of Excellence.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- For Social Studies 9, the division is above the provincial average for the Acceptable standard and also above the Standard of Excellence for K&E Social Studies.
- Overall, the Division Grade 9 PAT the average percent of students achieving the Acceptable Standard is 2.2% above the provincial percentage of students and the average percentage of students achieving the Standard of Excellence is 2.36% above the provincial percentage.

## Grade 12

- When compared to the provincial average, the divisions' grade 12 Diploma results are 4.2% below the provincial average in the Acceptable Standard, and 5.3% below for the Standard of Excellence.
- For English Language Arts and Literature, the division performed below the provincial acceptable standard by an average of 6.0%, and below the standard of Excellence by an average of 4.5%
- For Mathematics, the division performed below the provincial acceptable standard by an average of 5.3%, and below the standard of Excellence by an average of 10%.
- For Social Studies, the division performed below the provincial acceptable standard by an average of 7.9%, and below the standard of Excellence by an average of 5.9%.
- For Biology, the division performed below the provincial acceptable standard by 2.2%, and above the standard of Excellence by 3.5%.
- For Chemistry 30, the division performed below the provincial acceptable standard by 7.5%, and below the standard of Excellence by 9%.
- For Physics 30, the division performed below the provincial acceptable standard by 1.8%, and below the standard of Excellence by 16.4%.
- For Science 30, the division performed above the provincial acceptable standard by 9.3%, and below the standard of Excellence by 0.01%.
- Overall, the Division Grade 12 Diploma average percent of students achieving the Acceptable Standard is 4% below the provincial percentage of students and the average percentage of students achieving the Standard of Excellence is 6.3% below the provincial percentage

## First Nations, Metis, and Inuit Students

- For Grade 6 and 9 PATs, the division data shows we are above the provincial Acceptable Standard but below the provincial average for the Standard of Excellence.
- As a division, we decreased the number of students achieving the acceptable standard in grade 6 but increased the number of students achieving the Standard of Excellence.
- As a division, we increased in the number of Grade 9 students achieving the Acceptable Standard and the number of students achieving the Standard of Excellence.
- Overall, our Division FNMI students performed below the provincial Acceptable Standard by 7.7% but above the provincial Standard of Excellence by 7.4%.
- Overall, the Division Grade 12 Diploma average for Acceptable Standard is -4.2%, and the average percentage for the Standard of Excellence is 5%.
- First Nations, Metis, and Inuit students make up 3 out of 7 K&E ELA 9, 4 out of 10 K&E Math 9, 3 out of 7 K&E Science 9, and 3 out of 7 K&E Social 9.

## English as an Additional Language (EAL)

- For Grade 6 and 9 PATs, the division data shows we are above the provincial Acceptable Standard and above the provincial average for the Standard of Excellence.
- For the Acceptable Standard, the Grade 6 results show the division is above the provincial average by 11.4% and the Grade 9 results show the division is above the provincial average by 13.7%
- For the Standard of Excellence, the Grade 6 results show the division is above the provincial average by 2.5% and the Grade 9 results show the division is above the provincial average by 1.1%

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The Division English as an Additional Language grade 6 and 9 scores show we are above the provincial average for the Acceptable Standard. Some significant scores above the provincial average include Science 6 with 18.4% above, Social Studies 6 with 11.4% above, English Language Arts 9 with 16.8% above, Mathematics 9 with 19.1 % above, Science 9 with 8.1% above, and Social Studies 9 with 11.1% above.
- For the Standard of Excellence, the division scored above the provincial average in all subject areas except for three courses with an average slightly below the provincial average of either 1% or 2.5%. These three courses include Social Studies 6, Mathematics 9, and Science 9.
- For K&E Social Studies 9, the Divisions' score is 5.6% above the Acceptable Standard and 0.2 below the provincial average for the Standard of Excellence.
- Grade 12 English as an Additional Language Learner division scores were below the provincial average in both the Acceptable Standard by 1.3% and the Standard of Excellence by 7.3%.
- Overall, the Division Grade 12 EAL Diploma average percent of students achieving the Acceptable Standard is 6.5% above the provincial percentage of students and the average percentage of students achieving the Standard of Excellence is 8.4% below the provincial percentage.

## Conclusions

- Data from both the Grade 6 and Grade 9 PAT show a positive average in both the Acceptable Standard and Standard of Excellence, implicating growth overall.
- The Division PAT results show current strategies are effective.
- The data for the grade 6 and 9 PAT results is consistent with our data over the past three years.
- Math results continue to be an area of concern both divisionally and provincially.
- The data shows a discrepancy in Grade 6 French Language Arts and Literature student achievement. There is also no three-year average with which to compare the data to conclude.
- 2024 was the first year Grade 6 students wrote the French Language Arts and Literacy PAT.
- Overall, the Division's Diploma performance scores are an area of concern across all subject areas in both the Acceptable Standard and the Standard of Excellence.
- However, the score for the Standard of Excellence in English Language Arts 30-1 has been multiplied by 5 when comparing the data from the previous data set for 2023 to the current data set for 2024.
- The score for the Standard of Excellence in Mathematics 30-1 has been multiplied by 11 when comparing the data from the previous data set for 2023 to the current data set for 2024.
- The scores for the Standard of Excellence has approximately doubled for the following courses: Social Studies 30-1, Biology 30, Chemistry 30, Physics 30, and Science 30.
- The Division continues to have small numbers of First Nations, Métis, and Inuit students writing diploma-level courses.

## Implications

- Each school must continue to analyze its data to plan for improved pedagogical practices to support all students.
- It may be beneficial to continue collaborating with other school divisions to identify and develop best practices to address deficiencies in Math throughout the province.
- Examine the criteria and process for registering in Knowledge & Employability in grades 8 and/or 9, and implications for High School Completion rates (i.e. number of students receiving a certificate of completion or Knowledge & Employability Certificate).

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

### MEASURE DETAILS

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

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



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

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

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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

Year 2

### **Maintain a data-driven culture and utilize results to drive instruction.**

- Continue to analyze diagnostic assessment data to identify and address trends at the school and division levels.
- Continue to use assessment data to identify students in need of targeted and intensive supports, including gifted students.
- Increase proficiency and understanding of intervention tools through intra school collaboration opportunities.
- Incorporate a scheduled progress monitoring system to evaluate effectiveness of interventions.
- Utilize the Specialized Learning Support Team ( i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to offer universal strategies and provide tiered supports.
- Provide in-services on sharing reports, developing plans and determining strategies.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The Grade 1 numeracy assessment, initially optional in September 2022, became mandatory under Alberta Education in September 2023.
- Numeracy data collected in 2023 showed that 803 students in Grades 1–3 were assessed, with 26% performing below the 25th percentile and identified as at-risk. Specifically:
  - Grade 1: 21% of students were at risk.
  - Grade 2: 36% of students were at risk.
  - Grade 3: 17% of students were at risk.
- By the second half of the school year, all three grades demonstrated a significant reduction in at-risk students, decreasing by more than half. Similar positive trends were observed in data for Grades 4–7.
- Grade 1 assessment data shows a large number of students at risk at the beginning of the year with a significant decrease of at-risk students by the end of the year.
- Grades 2- 6 % of at-risk students are consistent throughout the year.
- By Grade 6 the % of students at risk for Literacy is significantly lower.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (contd.)

## CONCLUSIONS

- The numeracy data shows the implementation of Grade 1 numeracy assessment appears to be an effective step in identifying at-risk students early, enabling targeted interventions.
- The significant reduction (over 50%) in at-risk students across Grades 1–3 by mid-year indicates that interventions and support systems implemented following the assessment are yielding positive results.
- The data suggests that ongoing assessment and targeted support are effective in reducing the number of students at risk, contributing to overall improvements in numeracy proficiency across grade levels.
- The Acadience data shows the effective use of universal screens to identify students at risk in order to make informed decisions regarding instruction and intervention.
- Students in gr 2-5 are able to maintain growth as reading levels increase.
- Effective instruction and intervention provide a solid foundation in basic early literacy and reading skills.

## IMPLICATIONS

- Early intervention can prevent long-term learning gaps, leading to better outcomes as students progress through higher grades.
- Continued success in reducing at-risk numbers may positively impact division-wide academic performance and student confidence in numeracy.
- While Grades 4–7 are showing positive trends, further analysis is needed to determine how intervention strategies used in lower grades can be adapted for older students.
- Regular monitoring of at-risk students and continued data collection are essential to measure the long-term effectiveness of interventions.
- There is a continued need to provide professional development and coaching on the assessments and interventions to all administrators and teachers.
- Analyzing and utilizing data to drive instruction is most useful when it is regularly integrated into the teaching process.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

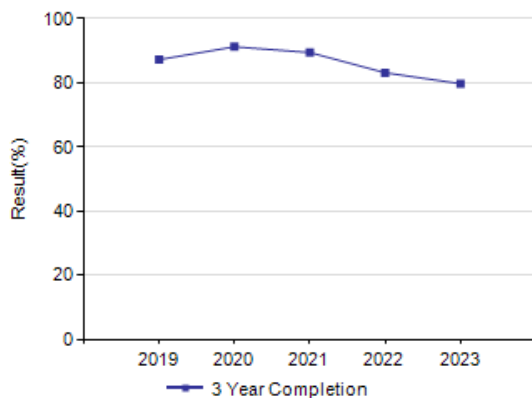
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

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

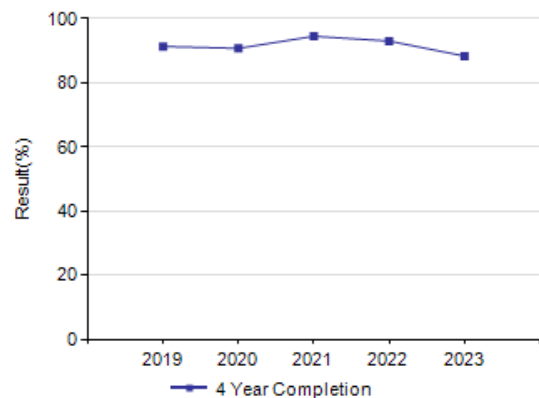
## HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

| High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10. |           |      |      |      |      |      |      |      |      |      |                    |             |            |          |      |        |      |        |      |        |      |        |      |
|---|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|--------|------|--------|------|--------|------|--------|------|
|   | Authority |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |            | Province |      |        |      |        |      |        |      |        |      |
|   | 2019      |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      |                    |             |            | 2019     |      | 2020   |      | 2021   |      | 2022   |      | 2023   |      |
|   | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall    | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| 3 Year Completion   | 138       | 87.2 | 125  | 91.2 | 136  | 89.4 | 175  | 83.1 | 159  | 79.7 | Intermediate       | Declined    | Issue      | 45,354   | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 | 49,297 | 80.4 |
| 4 Year Completion   | 115       | 91.3 | 137  | 90.7 | 125  | 94.5 | 136  | 93.0 | 174  | 88.3 | High               | Declined    | Acceptable | 44,980   | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 | 48,296 | 85.1 |
| 5 Year Completion   | 133       | 91.5 | 115  | 92.0 | 137  | 93.3 | 125  | 95.3 | 136  | 94.5 | Very High          | Maintained  | Excellent  | 44,988   | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 | 47,659 | 88.1 |

Graph of Authority Results



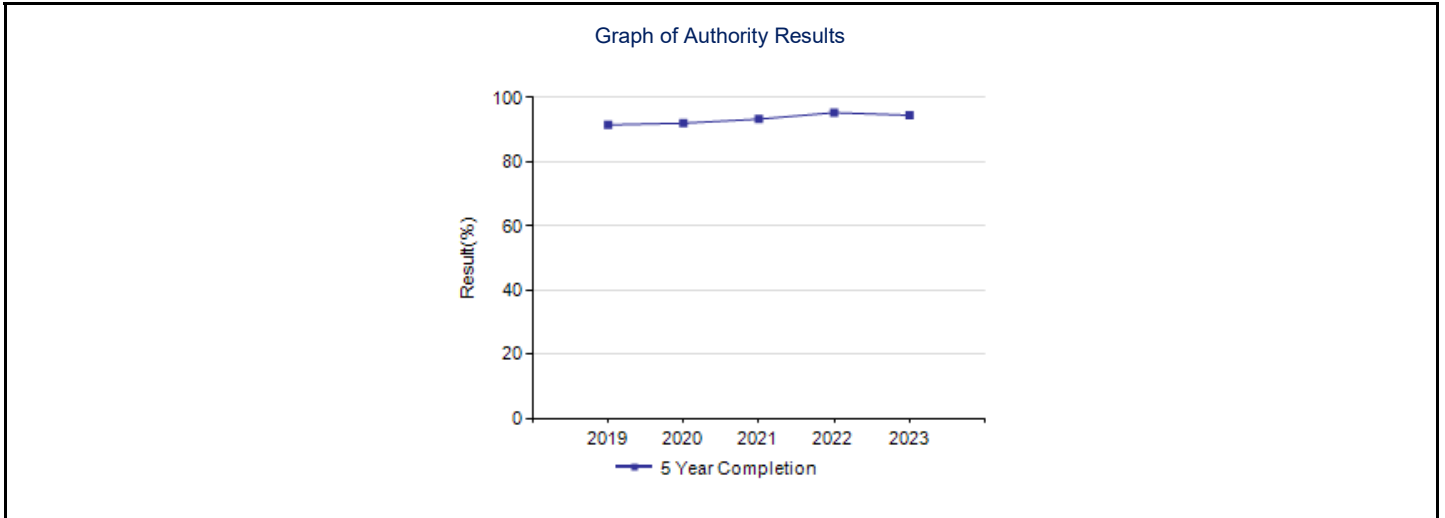
Graph of Authority Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*). Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

# HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS



Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.



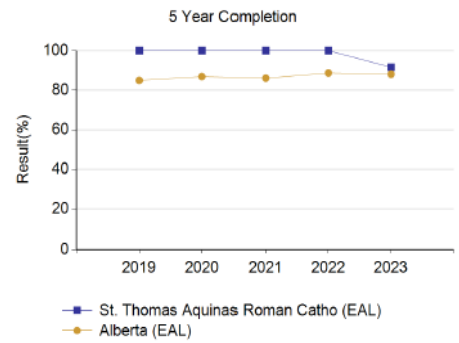
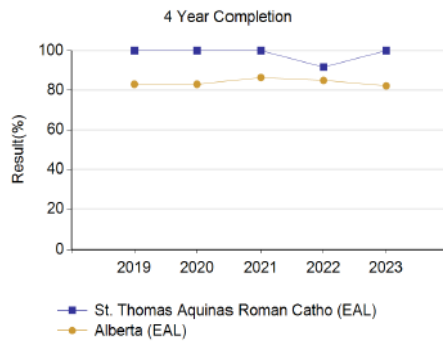
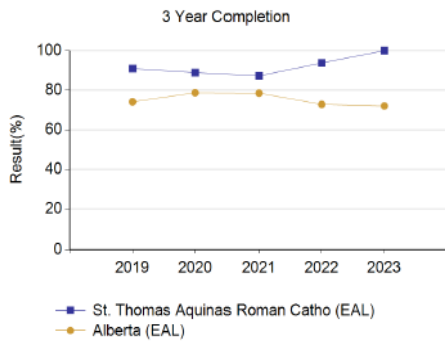
# HIGH SCHOOL COMPLETION RATE: EAL

## High School Completion Rates - Measure History

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

Province: Alberta (EAL)

|                   | St. Thomas Aquinas Roman Catho (EAL) |       |      |       |      |       |      |       |      |       | Alberta (EAL)      |             |           |       |      |       |      |       |      |       |      |       |      |
|-------------------|--------------------------------------|-------|------|-------|------|-------|------|-------|------|-------|--------------------|-------------|-----------|-------|------|-------|------|-------|------|-------|------|-------|------|
|                   | 2019                                 |       | 2020 |       | 2021 |       | 2022 |       | 2023 |       | Measure Evaluation |             |           | 2019  |      | 2020  |      | 2021  |      | 2022  |      | 2023  |      |
|                   | N                                    | %     | N    | %     | N    | %     | N    | %     | N    | %     | Achievement        | Improvement | Overall   | N     | %    | N     | %    | N     | %    | N     | %    | N     | %    |
| 3 Year Completion | 11                                   | 90.9  | 18   | 88.9  | 23   | 87.2  | 16   | 93.8  | 12   | 100.0 | Very High          | Improved    | Excellent | 3,307 | 74.1 | 3,654 | 78.7 | 3,646 | 78.5 | 3,805 | 72.8 | 3,883 | 72.0 |
| 4 Year Completion | 9                                    | 100.0 | 8    | 100.0 | 15   | 100.0 | 22   | 91.7  | 15   | 100.0 | Very High          | Maintained  | Excellent | 3,076 | 83.0 | 2,993 | 83.0 | 3,278 | 86.4 | 3,337 | 85.0 | 3,247 | 82.2 |
| 5 Year Completion | 6                                    | 100.0 | 9    | 100.0 | 8    | 100.0 | 15   | 100.0 | 22   | 91.6  | High               | Maintained  | Good      | 2,664 | 85.0 | 2,960 | 86.9 | 2,874 | 86.1 | 3,151 | 88.7 | 3,135 | 88.1 |



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

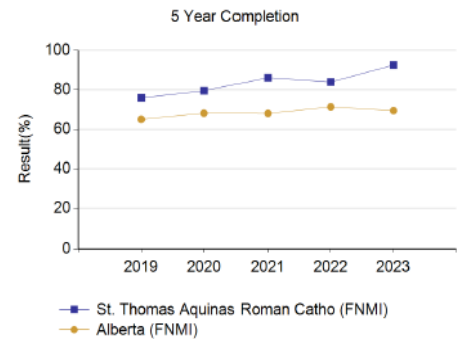
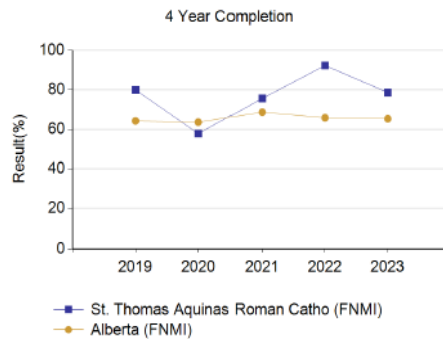
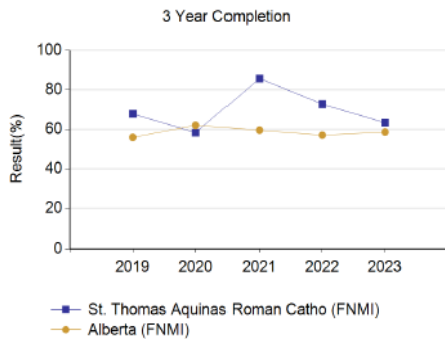
# HIGH SCHOOL COMPLETION RATE: FNMI

## High School Completion Rates - Measure History

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

Province: Alberta (FNMI)

|                   | St. Thomas Aquinas Roman Catho (FNMI) |      |      |      |      |      |      |      |      |      | Alberta (FNMI)     |             |            |       |      |       |      |       |      |       |      |       |      |
|-------------------|---------------------------------------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|-------|------|-------|------|-------|------|-------|------|-------|------|
|                   | 2019                                  |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |            | 2019  |      | 2020  |      | 2021  |      | 2022  |      | 2023  |      |
|                   | N                                     | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall    | N     | %    | N     | %    | N     | %    | N     | %    | N     | %    |
| 3 Year Completion | 9                                     | 67.8 | 12   | 58.3 | 14   | 85.7 | 22   | 72.7 | 24   | 63.3 | Very Low           | Maintained  | Concern    | 3,750 | 55.9 | 3,814 | 62.0 | 3,972 | 59.5 | 3,943 | 57.0 | 4,222 | 58.6 |
| 4 Year Completion | 13                                    | 79.9 | 7    | 57.8 | 12   | 75.6 | 13   | 92.3 | 23   | 78.6 | Intermediate       | Maintained  | Acceptable | 3,524 | 64.2 | 3,670 | 63.6 | 3,729 | 68.6 | 3,936 | 65.8 | 3,902 | 65.3 |
| 5 Year Completion | 8                                     | 75.9 | 13   | 79.5 | 7    | 86.1 | 12   | 83.9 | 13   | 92.5 | Very High          | Maintained  | Excellent  | 3,407 | 65.0 | 3,469 | 68.1 | 3,593 | 68.0 | 3,719 | 71.3 | 3,909 | 69.4 |



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

# 2023-2024 SCHOOL YEAR STRATEGIES

## CONTINUE WITH THE FOLLOWING STRATEGIES

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

## PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans.
- Continue the Sheltered Instruction Observation Protocol (SIOP) training for English As an Additional Language Leads.
- Hold an administrator professional learning session on Response to Intervention specific to improving attendance.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The percentage of students who have completed high school within five years has achieved a result of very high and have been maintained.
- The percentage of students who have completed high school within four has achieved a result of high and have declined
- The percentage of students who complete high school in three years has declined in comparison to the previous three year results, which ranged from 89.4 to 91.2 %, whereas the 2024 year declined to 79.7%. This result is .7% lower than the provincial average.
- For the 3-year completion rate, the Division generally outperforms the province, but both experienced declines, with the Division showing a sharper decrease in 2023.
- In the 4-year completion rate, the Division's performance is notably higher compared to the province, especially in 2023.
- Similarly, the Division consistently outperforms the province in the 5-year completion rate, with both showing improvement, especially the Division, with a higher increase by 2023.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (con't)

## CONCLUSION

- In conclusion, while STAR Catholic maintains a high overall high school completion rate, there is still room for improvement in supporting students to graduate within three years. One school, in particular, showed a decline in three-year completion rates, especially among Indigenous students, who completed at a rate of 57%, aligning with the provincial average. Addressing these specific challenges will be key to enhancing timely graduation for all students
- The division is showing a decline in 3 year average for 3 year completion and 4 year completion. The division is showing an increase in the 3 year average for 5 year completion with a significant increase over the provincial average.

## IMPLICATIONS:

- Schools should continue current strategies and processes in place, to maintain the graduation rates.
- To improve indigenous graduation rates the Indigenous education leads with the support of the wellness coordinator and assistant superintendent will need to work closely with staff and students to determine the reasons for Indigenous students not graduating, and develop strategies to support these students.
- Indigenous leads at STAR Catholic high schools will continue to guide students through three-year graduation plans to complete high school course work.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

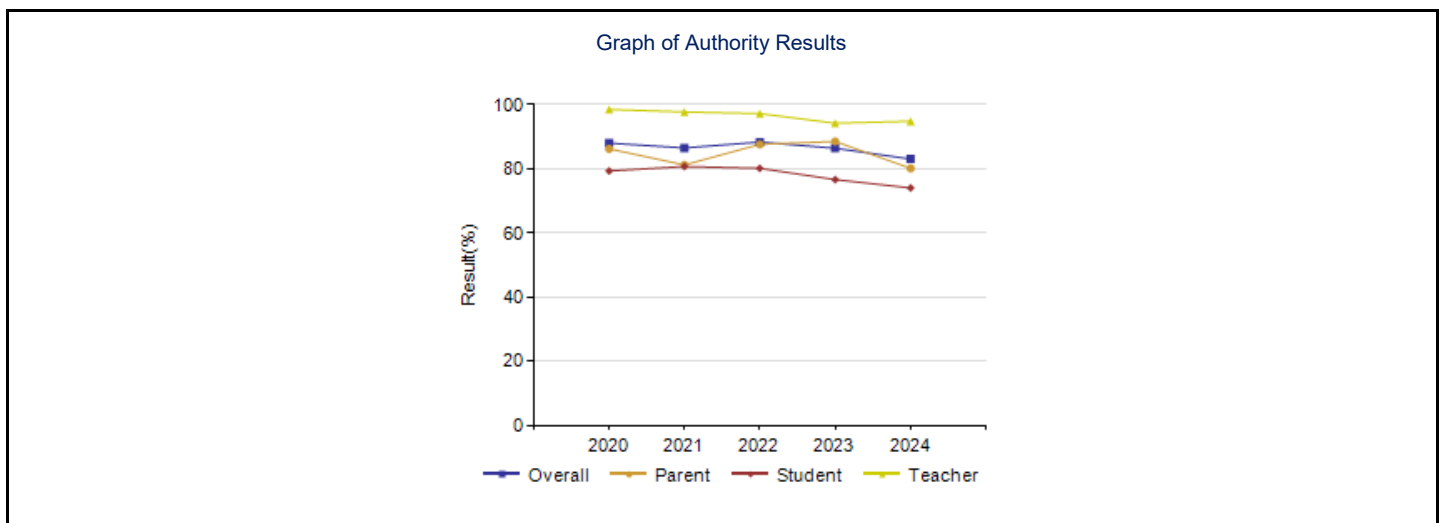
## PROVINCIAL GOAL: CITIZENSHIP

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.

|         | Authority |      |       |      |       |      |       |      |       |      | Measure Evaluation |                        |            | Province |      |         |      |         |      |         |      |         |      |
|---------|-----------|------|-------|------|-------|------|-------|------|-------|------|--------------------|------------------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |      | 2021  |      | 2022  |      | 2023  |      | 2024  |      | Achievement        | Improvement            | Overall    | 2020     |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %    | N     | %    | N     | %    | N     | %    | N     | %    |                    |                        |            | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 1,905     | 88.0 | 1,751 | 86.5 | 2,001 | 88.3 | 1,738 | 86.4 | 1,878 | 83.0 | Very High          | Declined Significantly | Acceptable | 264,413  | 83.3 | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 |
| Parent  | 180       | 86.2 | 144   | 81.2 | 201   | 87.6 | 175   | 88.5 | 154   | 80.1 | High               | Declined Significantly | Issue      | 36,891   | 82.4 | 30,905  | 81.4 | 31,689  | 80.4 | 31,869  | 79.4 | 33,217  | 78.7 |
| Student | 1,540     | 79.3 | 1,402 | 80.7 | 1,608 | 80.1 | 1,368 | 76.6 | 1,515 | 74.0 | Very High          | Declined Significantly | Acceptable | 193,577  | 73.8 | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 |
| Teacher | 185       | 98.5 | 205   | 97.7 | 192   | 97.2 | 195   | 94.2 | 209   | 94.8 | Very High          | Maintained             | Excellent  | 33,945   | 93.6 | 30,197  | 94.1 | 30,961  | 91.7 | 32,347  | 90.3 | 32,067  | 89.8 |



**Notes:**

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

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

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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools.
- Continue to develop positive communication and connections between the school staff, the student, and their family.
- Focus on building strong and meaningful connections between students and at least one adult in their school.
- Ensure student access to mentorship programs, career counseling opportunities, and family-school liaison workers in order for students to find the support they need to graduate.
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect students new to Canada.
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness.

## PROFESSIONAL LEARNING

- Continued support of The Third Path framework, which is a relationship-based education that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.
- Continue to provide professional development and share best practices with administrators on Restorative Practices.
  - ⇒ Embed Catholic teachings on:
    - forgiveness and reconciliation
    - dignity of the human person
  - ⇒ reconciliation strategies/restorative practices
- Inservice Family School Liaison Workers and Learning Support Facilitators on increasing cultural aware-

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall in the citizenship domain, the results are very high, and 3.6% higher than the province. However, there has been a 3.4% decline in results, as indicated in the graph.
- Parents and teachers that were surveyed expressed high satisfaction, at 80.1% and 94.8% respectively. However, the student results have continued to decline in the last three years. The previous three year results have hovered around 80%, while the results from 2024 decreased to 74%, which impacted the improvement result to “declined significantly”, even though the achievement has been rated as very high.
- Across all categories (teachers, parents, students), the Division consistently showed higher satisfaction percentages compared to the province. Teacher satisfaction in the Division was notably higher than in the province every year.
- Parent satisfaction in the Division was also generally higher compared to the province.
- Student satisfaction in the Division fluctuated and, in some years, was slightly lower than the provincial average.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (con't)

## CONCLUSIONS

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

## IMPLICATIONS

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





# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

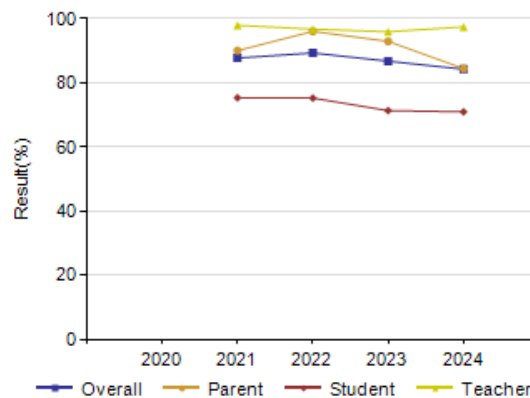
**Outcome:** Learning improves when students find course content interesting and useful in their everyday lives.

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

|         | Authority |     |       |      |       |      |       |      |       |      | Measure Evaluation |                    |         | Province |     |         |      |         |      |         |      |         |      |
|---------|-----------|-----|-------|------|-------|------|-------|------|-------|------|--------------------|--------------------|---------|----------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021  |      | 2022  |      | 2023  |      | 2024  |      | Achievement        | Improvement        | Overall | 2020     |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %   | N     | %    | N     | %    | N     | %    | N     | %    |                    |                    |         | N        | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 1,752 | 87.7 | 2,001 | 89.3 | 1,738 | 86.7 | 1,878 | 84.2 | n/a                | Declined Significa | n/a     | n/a      | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 |
| Parent  | n/a       | n/a | 144   | 90.0 | 201   | 96.0 | 175   | 92.9 | 153   | 84.4 | n/a                | Declined Significa | n/a     | n/a      | n/a | 30,994  | 89.0 | 31,694  | 88.7 | 31,862  | 87.3 | 33,209  | 86.7 |
| Student | n/a       | n/a | 1,403 | 75.3 | 1,608 | 75.2 | 1,368 | 71.3 | 1,516 | 70.9 | n/a                | Declined           | n/a     | n/a      | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 |
| Teacher | n/a       | n/a | 205   | 97.9 | 192   | 96.7 | 195   | 95.9 | 209   | 97.4 | n/a                | Maintained         | n/a     | n/a      | n/a | 30,173  | 96.0 | 30,944  | 95.5 | 32,323  | 95.1 | 32,047  | 95.1 |

Graph of Authority Results



**Notes:**

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

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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2

- Increased use of formative assessment strategies focused on triangulation (observations, conversation and products).
- Provide teachers with structured collaboration time to develop engaging activities to meet all student needs.
- Develop outcomes based assessment practices to build vertical alignment and planning across grade levels.
- Differentiation- teachers will continue to embed student choice throughout their planning.

## PROFESSIONAL LEARNING

### Year 2

- Continue to provide opportunities for teachers to collaborate to develop engaging activities and alternative forms of assessment.
- School administrators will continue to embed PLCs to support teachers in developing engaging learning opportunities for all students.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Similar to the provincial trend, there has been a decline in the overall engagement measure, as well as the parent and student engagement measure.
- Teacher engagement has increased, similar to the provincial trend.
- The division engagement scores are above the provincial scores in three areas including the overall score of 0.5%, student score of 1.6%, the teacher score of 2.3% above.
- The teacher engagement measure within the division has increased by 1.5% over the past year.
- The division engagement score is below the provincial score by 2.3%.
- Student engagement scores have been on a decline since 2021, with a difference of 4.4%.
- Students are 26.5% less engaged than staff and parents are 13% less engaged than staff.

## IMPLICATIONS

- The data shows the division engagement scores are generally above the provincial engagement scores.
- The data shows that student perception and parent perception of student engagement with learning is low.

## CONCLUSIONS

- While teachers believe students in STAR Catholic have maintained the same level of engagement, students and parents did not share the same view.
- There may be a continued misalignment in satisfaction between teachers and parents/students due to the nature of the overgeneralized questions. Some of the questions include:

The literacy skills your child is learning at school are useful.

The numeracy skills your child is learning at school are useful.

Your child is learning what they need to know.

# DOMAIN 3:

## TEACHING & LEADING

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

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

## MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                  |                     |
|--|--------------------------|------------------|---------------------|
|  | Current Result           | Prev Year Result | Prev 3 Year Average |
| <b>Staff Survey (Teacher)</b>  |                          |                  |                     |
| I have opportunities for meaningful Professional Development   | 95                       | 93               | 93                  |
| I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development) | 92                       | 92               | 90                  |
| <b>Staff Survey (Support Staff)</b>  |                          |                  |                     |
| I have opportunities for meaningful Professional Development related to my role  | 58                       | 63               | 62                  |
| 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)  | 82                       | 78               | 78                  |

## PROFESSIONAL DEVELOPMENT

During the 2024-2025 school year, the Division offered professional development sessions in the following areas:

### Professional Development

- Faith Reflection Day
- Learning Day
- Education Assistants Conference
- ATA Institute Day
- Two Year Mentorship for New Teachers (to the profession and the Division)
- Teacher Leader Sessions for various priority areas (ex: Indigenous education, Faith, Learning Supports)
- New Curriculum for all Elementary Teachers (with a focus on Language Arts & Literature, Mathematics, and Science)
- Assessment and Reporting (in alignment with the new assessment AP 360)

### Other

- The Third Path
- Faith Growth and Professional Development
- First Nations, Metis & Inuit Cultural Awareness
- Response to Intervention
- PowerSchool

# 2023-2024 SCHOOL YEAR STRATEGIES

## Year 2: Foster a Network of Mentorship and Collaboration to Enhance Expertise

- Continue to develop, enhance, and support the application of exceptional professional practices in alignment with the Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard, to support student achievement and diverse needs.

### Elementary Teachers

- Building on their knowledge and expertise, teachers will develop a deepened understanding of universal teaching strategies and embed assessment triangulation practices to provide targeted learning opportunities for all students.
- Embed structured virtual collaboration opportunities focused on research-based best teaching practices.
- Embed opportunities for grade level and vertical planning within and between schools to support student learning.
- Continued support of new curriculum implementation
  - Review the big rocks for the core subjects.
  - Backwards Design Lesson plans and resources.
  - Refine assessment practices.

### Secondary Teachers

- Build vertical planning to address students' learning gaps.
- Continue to deepen teachers' understanding of universal supports and best assessment practices.

### Education Assistants

- Optional virtual meetings focused on job-contextual needs.
- Optional participation in Professional Learning Community opportunities.
- Continue to offer opportunities to participate in the provincial educational assistant professional development pilot program.

### Administrative Assistants & Learning Commons Staff

- Continued virtual meetings focused on job-contextual needs.
- Continued access to remote technical assistance as needed.

### Administrators

- Continued mentorship of new administrators.
- Provide opportunities for collaboration and mentorship between schools.

## PROFESSIONAL LEARNING (FOR ALL)

### Year 2

- Provide mentorship opportunities for administrators to showcase a strength(s) within their school to build partnerships within the division. (i.e.: How to effectively implement Acadience, LLI, and Mathology).
- Grade-specific professional development opportunities to support new curriculum implementation.
- A variety of professional development sessions related to the Leadership Quality Standard, the Teacher Quality Standard and the Education Plan.
- Continue to use external learning consultants to enhance divisional expertise.
- Annual Learning Day.
- Institute Day.
- Reflection Day.
- Education Assistant Conference Day and/or regular opportunities for professional development.
- Administrative Assistant Day and/or regular opportunities for professional development.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Teacher Satisfaction with Professional Development: Over 90% satisfied, with a 2% increase from the previous year.
- Teacher Satisfaction with Division and School Supports: 2% increase in satisfaction.
- Support Staff Satisfaction with Professional Development: 4% decrease in satisfaction with role-related opportunities.
- Support Staff Satisfaction with Division and School Supports: 4% increase in satisfaction.

## IMPLICATIONS

- Current professional development offerings meet most teacher needs, though there's still room for enhancement.
- Rising satisfaction with support for both teachers and educational assistants shows that recent initiatives are working and should continue.
- Lower satisfaction among support staff suggests a need for more individualized or small-group PD opportunities that address their specific roles.
- Regular opportunities for support staff to engage in collaboration and PD could enhance alignment with division goals and increase engagement.
- Differentiated, role-focused PD for educational assistants would help bridge satisfaction gaps and foster overall engagement.

## CONCLUSION

- Continue implementing learning opportunities for all staff, as the data indicates that current strategies are effective in supporting student success.
- The decline in support staff PD satisfaction highlights the need to review and provide more tailored, role-specific training.
- Continuing to offer individualized or small-group professional development opportunities can enhance support staff engagement and effectiveness.

# DOMAIN 3:

## TEACHING & LEADING

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

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

### MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                  |                     |
|--|--------------------------|------------------|---------------------|
|  | Current Result           | Prev Year Result | Prev 3 Year Average |
| Staff Survey (Teacher)   |                          |                  |                     |
| I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.) | 96                       | 93               | 95                  |
| I have the opportunity to collaborate in a professional learning community (PLC)   | 97                       | 97               | 98                  |
| Teachers in our school value professional learning communities (PLC)   | 94                       | 94               | 94                  |

### PD SESSIONS RELATED TO LEADERSHIP

#### Faith:

- Faith professional development sessions for school leaders are provided at monthly meetings. They are designed for administrators to take back to deliver to their staff during professional development days.
- Continuation and conclusion of two year ExCEL (Excellence in Catholic Education Leadership) program.  
7 STAR Catholic teachers/administrators completed the program.
- Blueprints Retreat for all administrators and directors

#### Inclusive Education:

- Response to Intervention Structures (Focus on Tier 2 and 3 supports)
- The Third Path Framework

#### Instructional Leadership:

- Probationary Contract Evaluations
- Best Practices for Effective Assessments; Assessment AP

#### Visionary Leadership

- Traumatic Events Systems (TES) Training (2 days) with Kevin Cameron
- Restorative Justice and Trauma Informed Practices
- Parental Involvement and Communication

#### Management

- Powerschool
- MyBudget File
- Employee Agreements

# DOMAIN 3:

## TEACHING & LEADING

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

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

## COLLABORATIVE LEADERSHIP STRUCTURES

### School-Based:

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

### Division-Based:

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

## 2023-2024 SCHOOL YEAR STRATEGIES

### CONTINUED STRATEGIES

1. Create Terms of Reference for leadership roles, which establish roles and responsibilities.

- School Leadership Teams (SLT)
- Student Intervention Teams (SIT)
- Professional Learning Communities (PLCs)
- Religious Education Committee
- Indigenous Education Leads
- Learning Support Facilitators

# 2023-2024 SCHOOL YEAR STRATEGIES (con't)

- Counsellor &/or Family School Liaison Workers
- Crisis Intervention Team
- Continued Divisional meetings for leads (i.e. REC, Indigenous Education, etc.)
- Continue to support Assigned FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.

## PROFESSIONAL LEARNING

- Provide learning sessions based on Education Plan at Administrator Meetings.
- Provide mentorship and professional learning for new school administrators.
- Continue to utilize leads in each school to assist in sharing resources and supporting staff.
- Continue to embed professional learning during regular meetings with school leads.
- Allow for committee opportunities regarding emergent issues (i.e Assessment, Artificial Intelligence (AI), etc.





# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## Insights

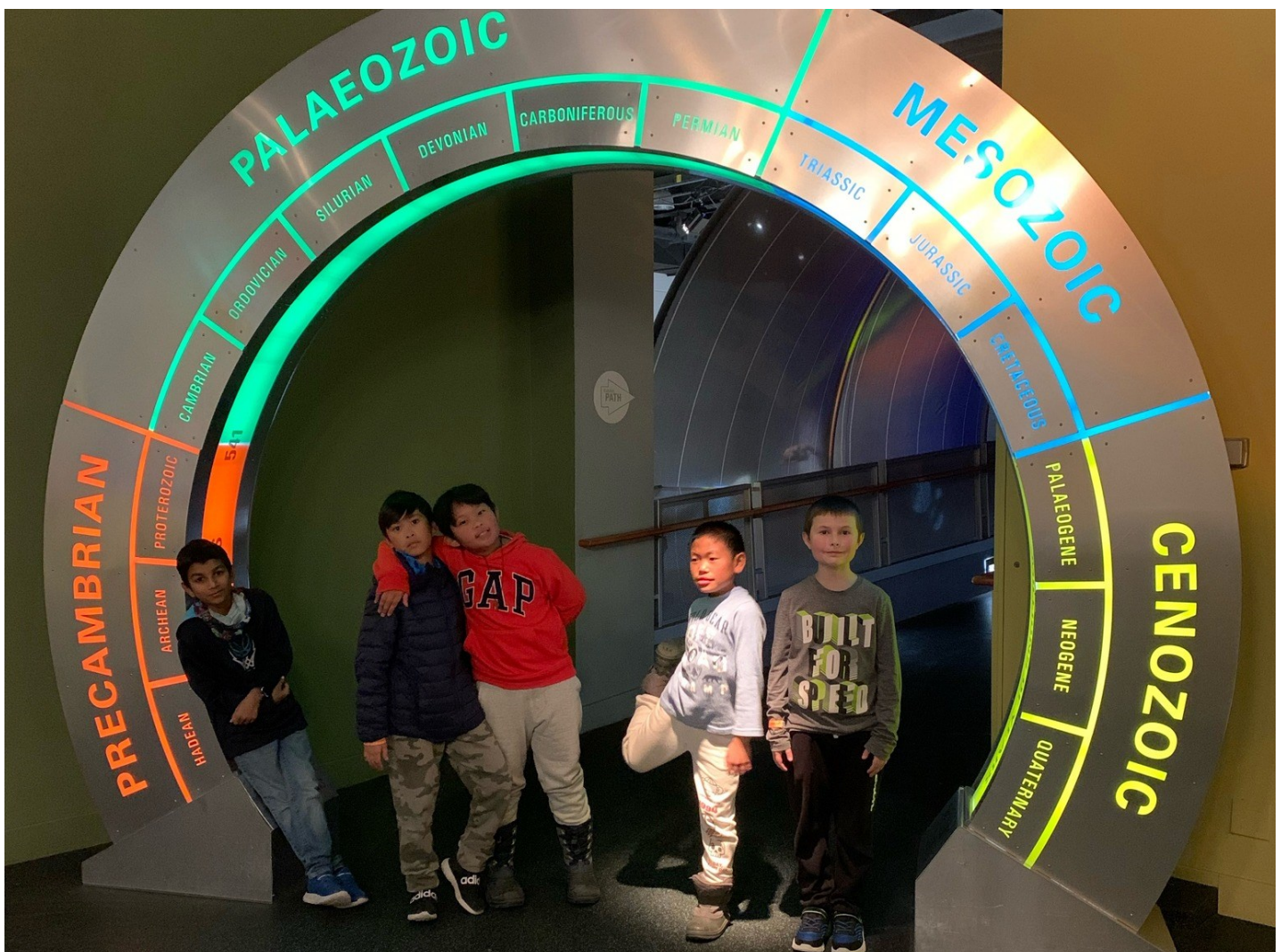
- The results show a very high satisfaction with teacher and administrator opportunities for leadership, with measures maintained or showing a slight increase.
- Teachers report an increase in opportunities to participate in school leadership.

## Conclusion

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

## Implications

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



# DOMAIN 3:

## TEACHING & LEADING

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

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

### MEASURES

| Measure Category  | St. Thomas Aquinas RCSSD |                         |                            |
|---|--------------------------|-------------------------|----------------------------|
| <b>Staff Survey (Teacher)</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I am aware of available resources to support my wellness.   | 92                       | New Question            | New Question               |
| I utilize the resources and information that are provided to support my wellness.                         | 79                       | New Question            | New Question               |
| I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional) | 98                       | New Question            | New Question               |
| We learn about and incorporate wellness in my workplace.  | 89                       | New Question            | New Question               |
| <b>Staff Survey (Support)</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I am aware of available resources to support my wellness.   | 80                       | New Question            | New Question               |
| I utilize the resources and information that are provided to support my wellness.                         | 68                       | New Question            | New Question               |
| I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional) | 97                       | New Question            | New Question               |
| We learn about and incorporate wellness in my workplace.  | 75                       | New Question            | New Question               |

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2: Focus on Growth & Development

#### 1. Embedding of Year 1 Strategies

- Maintain momentum in utilizing the Division initiatives (Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment (SIVA), Traumatic Events Systems (TES).
- Set priorities and goals for staff wellness grounded in an understanding of mental health and wellness.
- Communicate essential priorities and available resources to support staff wellness.
- Identify strengths and areas of growth with Division initiatives.

#### 2. Increase awareness of psychological supports and protections.

- Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.).
- Foster and deepen effective relationships with community supports.

#### 3. Continue to facilitate connection opportunities to build relationships.

- Model and provide opportunities for wellness activities with staff.

#### 4. Continue to promote overall culture of efficacy and wellness.

- Promote Division supported wellness activities and events.

## PROFESSIONAL LEARNING

### Year 2

- Provide presentations to enhance staff understanding of Trauma Informed Practices and psychological safety.
- Ongoing training for Violent Threat Risk Assessment Level 1 for School Mental Health Teams.
- Continued support for utilization of the Third Path Framework.
- Annual Training for staff on Supporting Individuals through Valued Attachment (SIVA).
- Continue to utilize the Traumatic Event Systems (TES) Framework.
- Continue to model wellness strategies at administrator meetings.
- Continue sharing wellness strategies through Central Office communications.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## Insights:

- Staff, overall, feel supported in their wellness

## Conclusions:

- Resources for wellness would need to be reviewed as both support staff and teaching staff highlighted resource use a low ( 68 % & 79%)

## Implications:

- Continue to share resources with staff in monthly communications highlight resources available through schools and benefits program.

# DOMAIN 3:

## TEACHING & LEADING

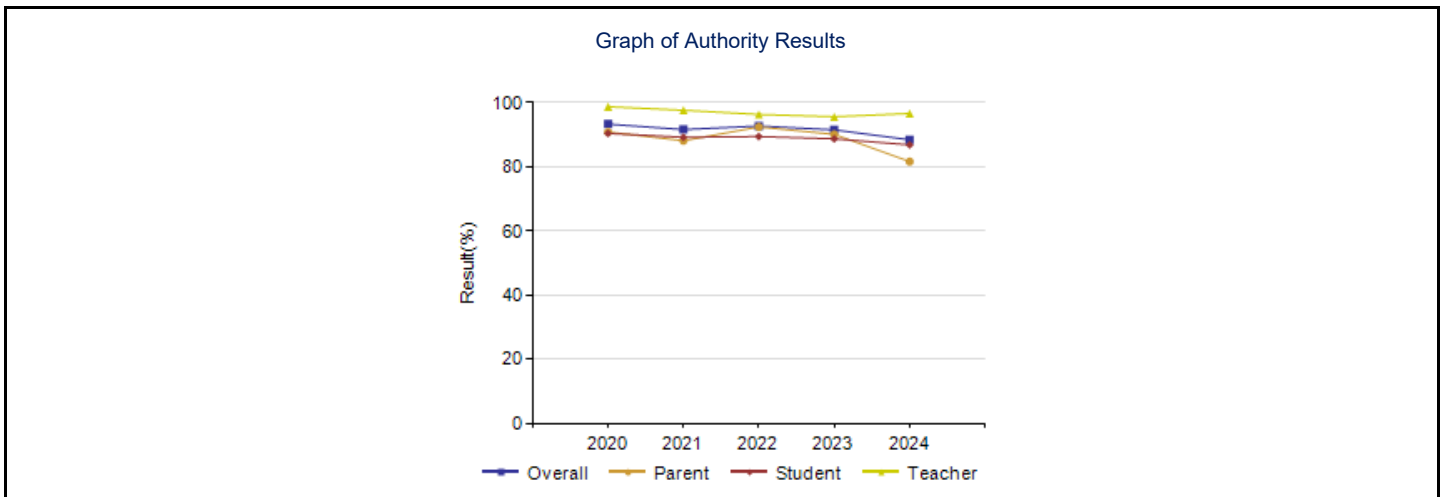
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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

### EDUCATION QUALITY: MEASURE DETAILS

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

|         | Authority |      |       |      |       |      |       |      |       |      | Measure Evaluation |                        |            | Province |      |         |      |         |      |         |      |         |      |
|---------|-----------|------|-------|------|-------|------|-------|------|-------|------|--------------------|------------------------|------------|----------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |      | 2021  |      | 2022  |      | 2023  |      | 2024  |      |                    |                        |            | 2020     |      | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %    | N     | %    | N     | %    | N     | %    | N     | %    | Achievement        | Improvement            | Overall    | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 1,907     | 93.3 | 1,753 | 91.6 | 1,999 | 92.7 | 1,740 | 91.5 | 1,879 | 88.4 | High               | Declined Significantly | Issue      | 264,623  | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 |
| Parent  | 180       | 90.8 | 144   | 88.1 | 201   | 92.4 | 175   | 90.1 | 153   | 81.6 | Intermediate       | Declined Significantly | Issue      | 36,907   | 86.7 | 31,024  | 86.7 | 31,728  | 86.1 | 31,890  | 84.4 | 33,250  | 83.8 |
| Student | 1,542     | 90.4 | 1,404 | 89.2 | 1,606 | 89.4 | 1,370 | 88.7 | 1,517 | 86.8 | High               | Declined               | Acceptable | 193,763  | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 |
| Teacher | 185       | 98.7 | 205   | 97.6 | 192   | 96.3 | 195   | 95.6 | 209   | 96.6 | High               | Maintained             | Good       | 33,953   | 96.4 | 30,201  | 95.7 | 30,970  | 95.0 | 32,351  | 94.4 | 32,071  | 93.9 |



**Notes:**

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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued support for analysis and deepening teacher understanding of screeners, diagnostic assessments, and interventions to target specific skills for student growth.
- As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units
- Review, update and refine the STAR Catholic Administrative Procedure 360.
- Align assessment best practices to Teacher Quality Standard and Assessment Administrative Procedure 360.

## PROFESSIONAL LEARNING

### Year 2

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.
- Complete the assessment administrative procedure and provide staff with professional learning to implement its use.
- Support the creation and implementation of a “Guide to Assessment” implementation document.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The measure of satisfaction with the overall quality of basic education remains high, consistently surpassing provincial averages.
- 81.6% of parents express satisfaction with the education quality, though this is 2% below the provincial benchmark.
- 86% of students are content with their education, maintaining last year’s levels and exceeding the provincial average by 2%.
- Teacher satisfaction with the quality of education stands strong at 96.6%, slightly above the provincial average.

## IMPLICATIONS

- Overall, achievement is high across all stakeholders but results are not improving; reviewing data and strategies across all schools would be valuable.
- Maintain and enhance communication with stakeholders to ensure widespread understanding and support for ongoing best practices in schools.

## CONCLUSIONS

- Overall, stakeholders exhibit high satisfaction with the quality of education.

# DOMAIN 4:

## LEARNING SUPPORTS

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

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

### MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                         |                            |
|--|--------------------------|-------------------------|----------------------------|
| <b>Staff Survey (Teachers)</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school   | 89                       | 93                      | 85                         |
| Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values   | 95                       | 96                      | 95                         |
| 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 | 95                       | 98                      | 97                         |
| I am building capacity in my understanding of First Nations, Métis, and Inuit Culture  | 98                       | 100                     | 99                         |
| <b>Staff Survey (Support Staff)</b>  | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values   | 97                       | 92                      | 94                         |
| <b>Student Survey (Elementary)</b>   | <b>Current Result*</b>   | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| I learn about First Nations, Métis, and Inuit history, culture, and traditions   | 94                       | 96                      | 96                         |
| <b>Student Survey (Secondary)</b>  | <b>Current Result*</b>   | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions   | 87                       | 91                      | 89                         |

# DOMAIN 4:

## LEARNING SUPPORTS

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

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

### MEASURES (con't)

| Measure Category   | St. Thomas Aquinas RCSSD |                  |                     |
|--|--------------------------|------------------|---------------------|
|  | Current Result           | Prev Year Result | Prev 3 Year Average |
| Student Survey (Self-identified Indigenous only)   |                          |                  |                     |
| My school is a place where I feel I belong.  | 79                       | 77   63          |                     |
| I feel safe at school.   | 83                       | 81   79          |                     |
| I have a friend at school.   | 98                       | 92   94          |                     |
| (Elementary) At my school there is at least one adult who listens and cares about me         | 89                       | 88               |                     |
| (Secondary) I have a positive and healthy relationship with at least one adult in my school. |                          | 85               |                     |

\*Grades 4-6 | 7-12 unavailable

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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

| Assurance Domain               | Measure   | St. Thomas Aquinas Roman Catho (FNMI) |                  |                     | Alberta (FNMI) |                  |                     | Measure Evaluation |             |           |
|--------------------------------|---|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
|                                |   | Current Result                        | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall   |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Citizenship</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">3-year High School Completion</a>   | 63.3                                  | 72.7             | 72.3                | 58.6           | 57.0             | 59.5                | Very Low           | Maintained  | Concern   |
|                                | <a href="#">5-year High School Completion</a>   | 92.5                                  | 83.9             | 83.2                | 69.4           | 71.3             | 69.1                | Very High          | Maintained  | Excellent |
|                                | <a href="#">PAT6: Acceptable</a>  | 55.0                                  | 58.7             | n/a                 | 48.7           | 45.3             | 45.3                | Very Low           | n/a         | n/a       |
|                                | <a href="#">PAT6: Excellence</a>  | 5.0                                   | 4.3              | n/a                 | 7.3            | 6.5              | 6.5                 | Very Low           | n/a         | n/a       |
|                                | <a href="#">PAT9: Acceptable</a>  | 53.1                                  | 42.5             | n/a                 | 41.4           | 39.4             | 39.4                | Very Low           | n/a         | n/a       |
|                                | <a href="#">PAT9: Excellence</a>  | 5.7                                   | 6.3              | n/a                 | 6.1            | 5.3              | 5.3                 | Very Low           | n/a         | n/a       |
|                                | <a href="#">Diploma: Acceptable</a>   | 69.2                                  | 71.2             | 71.2                | 76.9           | 74.8             | 74.8                | Very Low           | Maintained  | Concern   |
|                                | <a href="#">Diploma: Excellence</a>   | 19.2                                  | 7.7              | 7.7                 | 11.8           | 11.3             | 11.3                | Intermediate       | Improved    | Good      |
| Teaching & Leading             | <a href="#">Education Quality</a>   | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |
|                                | <a href="#">Access to Supports and Services</a>                                       | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |
| Governance                     | <a href="#">Parental Involvement</a>  | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a         | n/a       |

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.



# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

**Year 2: Collaborate to create a comprehensive plan that assists the division in best practices in supporting First Nations, Métis, and Inuit students and families.**

### Being:

- Continue to build relationships with elders, knowledge keepers and stakeholders.
- Consult Indigenous students on strategies to support their feeling of belonging.

### Doing:

- Support student achievement by engaging in collaborative, research-based approaches to capacity building in First Nations, Métis, and Inuit education.

### Relating/Belonging:

- Develop a strategic plan for developing and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.

## PROFESSIONAL LEARNING

### Year 2: Knowing

- Empower staff through professional development focused on the competency and indicators in relation to the Teacher Quality Standard through the lens of the Seven Sacred Grandfather Teachings.

⇒ Understanding the historical, social, economic, and political implications of:

treaties and agreements with First Nations;

legislation and agreements negotiated with Métis; and

residential schools and their legacy.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- The division 3 and 5 high school completion rates for FNMI students continue to be above the provincial average.
- While 3 year completion rates continue to decline, 5 year completion rates have increased significantly.
- The grade 9 PAT acceptable standard has significantly increased and remains higher than the province.
- While the division FNMI students' acceptable standard for diploma exams is lower than the province, the excellence standard is significantly above the province.
- Self-identified indigenous elementary students report an increase in all measures.
- High results in local measures were maintained with teachers, support staff, elementary students and secondary students.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (con't)

## CONCLUSIONS

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

## IMPLICATIONS

- Indigenous leads in schools should continue to implement strategies from the First Nations, Metis and Inuit 4-year plan.
- The division will continue supporting schools' invitations to First Nations, Metis and Inuit elders/ knowledge keepers, and cultural advisors.
- The division should examine trends regarding 3 year high school completion rates.
- Continue to have Indigenous leads reviewing graduation plans with high school Indigenous students yearly



# DOMAIN 4:

## LEARNING SUPPORTS

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

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

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

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

## MEASURES

| Measure Category   | St. Thomas Aquinas RCSSD |                  |                     |
|--|--------------------------|------------------|---------------------|
| Staff Survey (Teachers)  | Current Result           | Prev Year Result | Prev 3 Year Average |
| I use data to establish intervention targets for students who have not mastered core concepts.                               | 97                       | New Question     | New Question        |
| I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment. | 94                       | New Question     | New Question        |
| I am comfortable with utilizing available intervention strategies, tools and supports.                                       | 95                       | New Question     | New Question        |
| I provide criteria for assignments to students (i.e. outlines, rubrics).   | 100                      | New Question     | New Question        |
| Student Survey (Elementary)  | Current Result           | Prev Year Result | Prev 3 Year Average |
| In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).                        | 96                       | New Question     | New Question        |
| At school, adults help me when I ask.  | 94                       | 93               | 94                  |
| I get feedback from my teacher on assignments.   | 93                       | New Question     | New Question        |
| I know what is expected on assignments (i.e. outlines, rubrics).   | 91                       | New Question     | New Question        |
| I have opportunities to practice and improve my learning before a test.  | 94                       | New Question     | New Question        |

# DOMAIN 4:

## LEARNING SUPPORTS

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

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

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

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

## MEASURES (con't)

| Measure Category   | St. Thomas Aquinas RCSSD |                         |                            |
|--|--------------------------|-------------------------|----------------------------|
|  | Current Result           | Prev Year Result        | Prev 3 Year Average        |
| <b>Student Survey (Secondary)</b>  |                          |                         |                            |
| I understand how I learn best and am able to communicate this with my teacher. | 78                       | 77                      | 77                         |
| Adults help me when I ask.   | 89                       | 92                      | 90                         |
| I get feedback from my teacher on assignments.                                 | 86                       | New Question            | New Question               |
| I know what is expected on assignments (i.e. outlines, criteria, rubrics)      | 88                       | New Question            | New Question               |
| Teachers provide exam outlines, so I know what to study.                       | 85                       | New Question            | New Question               |
| I have opportunities to practice and develop my understanding before a test.   | 89                       | New Question            | New Question               |
| <b>Parent Survey</b>   | <b>Current Result</b>    | <b>Prev Year Result</b> | <b>Prev 3 Year Average</b> |
| My child receives the support he/she needs to be successful in school.         | 81                       | 85                      | 84                         |

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

**Year 2: Develop an Integrated pathway to support students through the Response to Intervention Framework. (Remove Barriers - AB Ed continuum of supports pg. 6)**

1. Identify roles of Learning Support facilitator, Family School Liaison Workers, leadership, and intervention teams.
2. Incorporate the expertise of the Specialized Learning Support Team ( Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to collaborate, assess, observe and provide targeted intervention.
3. Collaborate with School Intervention Teams (SIT) to facilitate effective Interventions.
4. Finalize Division Competency Based Individual Program Plan. Share with all stakeholders (parents, staff, leaders).
5. Implement purposeful and holistic planning using the Assessment of Lagging Skills & Unsolved Problems model.

Focus on strengths

Prioritize skills

Work to remove barriers

## PROFESSIONAL LEARNING

### Year 2

- Review and ensure Professional Learning Community/School Intervention Team’s purpose and focus.
- Provide support in vertical Planning including a focus on enrichment.
- Review Level B Assessment analysis.
- Collaborate on strategies to modifying and adapting instruction to meet student needs.
- Continue to enhance progress monitoring strategies and structures.
- Improve documentation and communication of student growth.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- As this is the first year of data for most questions, there are limited results to analyze.
- Overall, teachers report high levels of satisfaction with their ability to recognize and support all students through the Response to Intervention Model.
- Elementary students report a slight increase in accessing adult help.
- Parent results are lower than teachers or students and have shown a slight decline.
- Both Elementary and Secondary students report high levels of satisfaction with opportunities to practice and improve learning before a test.
- Difficulties with learning in different ways and communicating how they learn best is reflected in both elementary and secondary student results.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## CONCLUSIONS

- As there is limited data to compare, conclusions regarding utilizing data to establish interventions are limited.
- The Response to Intervention Model for supporting learning needs is proving to be an effective framework.
- Parents may be unaware of specific interventions their child is receiving.

## IMPLICATIONS

- Students need opportunities to explore different modes of learning and advocate for their specific needs.
- Awareness and understanding of the Response to Intervention Model needs to be intentionally shared with our parent community.
- Utilizing student data (e.g. school surveys, qualitative feedback) should continue to play a crucial role in establishing learning targets and interventions.

# DOMAIN 4:

## WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

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

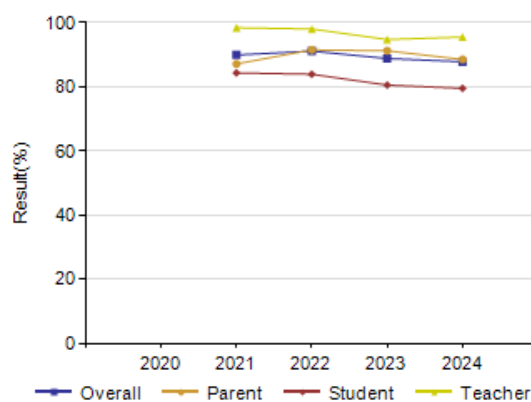
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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

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

|         | Authority |     |       |      |       |      |       |      |       |      | Measure Evaluation |                        |         | Province |     |         |      |         |      |         |      |         |      |
|---------|-----------|-----|-------|------|-------|------|-------|------|-------|------|--------------------|------------------------|---------|----------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021  |      | 2022  |      | 2023  |      | 2024  |      |                    |                        |         | 2020     |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %   | N     | %    | N     | %    | N     | %    | N     | %    | Achievement        | Improvement            | Overall | N        | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 1,751 | 89.9 | 2,003 | 91.1 | 1,739 | 88.8 | 1,879 | 87.8 | n/a                | Declined Significantly | n/a     | n/a      | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 |
| Parent  | n/a       | n/a | 144   | 87.1 | 201   | 91.5 | 175   | 91.2 | 154   | 88.5 | n/a                | Maintained             | n/a     | n/a      | n/a | 30,980  | 88.2 | 31,715  | 86.9 | 31,885  | 85.6 | 33,232  | 85.3 |
| Student | n/a       | n/a | 1,402 | 84.3 | 1,610 | 83.9 | 1,369 | 80.5 | 1,516 | 79.5 | n/a                | Declined               | n/a     | n/a      | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 |
| Teacher | n/a       | n/a | 205   | 98.4 | 192   | 98.0 | 195   | 94.7 | 209   | 95.5 | n/a                | Maintained             | n/a     | n/a      | n/a | 30,211  | 95.3 | 30,968  | 93.6 | 32,350  | 92.0 | 32,069  | 91.6 |

Graph of Authority Results



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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Schools are encouraged to share the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.) through social media channels.
- The Division follows the Assessment at Risk to Others Process (ARTO) and monitors trends through the Outreach data system.
- The Division continues to use the “Supporting Students through Valued Attachments” (SIVA) Model.

## PROFESSIONAL LEARNING

### Year 2

- Continue to support Mental Health Go-to Educator school teams in The Third Path and Mental Health Literacy.
- Sessions for staff that focus on trauma-informed care, grief, and loss.
- Division Wellness Coordinator offers student, staff and parent sessions.
- All new administrators are required to be trained in VTRA level I; administrators are encouraged to be trained in VTRA Level II.
- Regular updates to the VTRA process will be provided through Central Office.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff.
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Overall, the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe, declined by 1%.
- The parent results have dropped to 88.5% (2.7% decrease)
- The student results declined by 1%, as well, the teacher results increased by .8%



# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## IMPLICATIONS

- The decline in results may raise concerns and prompt a closer examination of the factors impacting perceptions of welcoming, caring, respectful, and safe learning environments.
- Schools will need to consult with stakeholders to identify the reasons for the decline in results and determine effective strategies to address these issues.

## CONCLUSIONS

- The division has high achievement in the perception of a welcoming, caring, respectful, and safe learning environment for both teachers and students.
- Parent satisfaction with learning environments being welcoming, caring, respectful, and safe has remained stable over the past three years, with a slight decrease observed this year.

# DOMAIN 4:

## LEARNING SUPPORTS

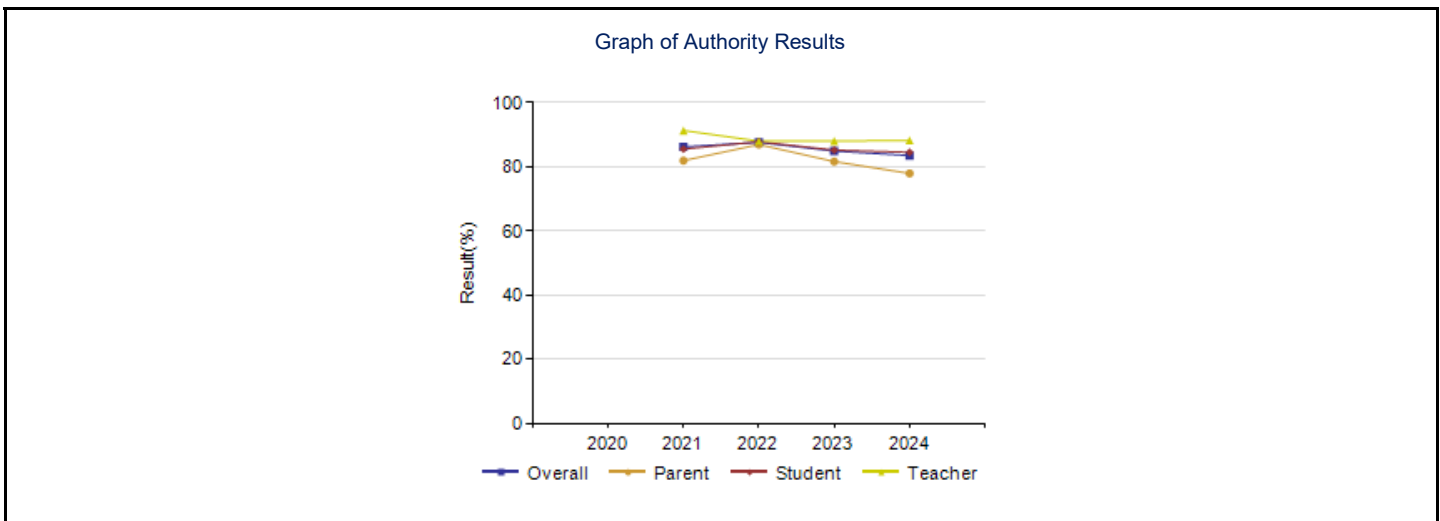
### PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**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.

|         | Authority |     |       |      |       |      |       |      |       |      | Measure Evaluation |                        |         | Province |     |         |      |         |      |         |      |         |      |
|---------|-----------|-----|-------|------|-------|------|-------|------|-------|------|--------------------|------------------------|---------|----------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020      |     | 2021  |      | 2022  |      | 2023  |      | 2024  |      |                    |                        |         | 2020     |     | 2021    |      | 2022    |      | 2023    |      | 2024    |      |
|         | N         | %   | N     | %    | N     | %    | N     | %    | N     | %    | Achievement        | Improvement            | Overall | N        | %   | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | n/a       | n/a | 1,750 | 86.2 | 1,999 | 87.6 | 1,737 | 84.9 | 1,876 | 83.5 | n/a                | Declined Significantly | n/a     | n/a      | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | 264,733 | 79.9 |
| Parent  | n/a       | n/a | 144   | 81.9 | 201   | 86.9 | 175   | 81.6 | 154   | 77.9 | n/a                | Declined               | n/a     | n/a      | n/a | 30,936  | 78.9 | 31,684  | 77.4 | 31,847  | 75.7 | 33,177  | 75.4 |
| Student | n/a       | n/a | 1,401 | 85.5 | 1,606 | 87.8 | 1,367 | 85.2 | 1,514 | 84.5 | n/a                | Declined               | n/a     | n/a      | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | n/a       | n/a | 205   | 91.3 | 192   | 88.0 | 195   | 88.0 | 208   | 88.2 | n/a                | Maintained             | n/a     | n/a      | n/a | 30,194  | 88.7 | 30,951  | 87.3 | 32,342  | 86.2 | 32,040  | 85.6 |



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

# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2

#### SCHOOL AND DIVISION SUPPORTS

- Continue to focus on best practices for communicating with parents and providing connections to outside supports at each Family School Liaison Worker (FSLW) meeting.
- Continue to build capacity of Crisis Response Team members.
- Continue to connect School Learning Support Facilitators with community partners:
- Settlement Worker in Schools (SWIS)
  - Wellness Resiliency and Partnership (WRAP)
  - Primary Care Network
- Provide family focused sessions and community connections for families with children in the PUF program (topics to include; diagnoses, accessing supports, caregiver care, executive functioning, importance of play, speech language strategies, occupational therapy strategies, celebrations etc.).
- Implement a planning resource to assist guardians with their child's transition from childhood (Children's Services) to adulthood (Adult Services).
- Refine alternate programming frameworks for students with complex needs.

#### PROFESSIONAL LEARNING

### Year 2

- Continue to use a portion of every Family School Liaison Worker (FSLW) meeting to focus on best practices for communicating with parents and providing connections to outside supports.
- Continue to build capacity of Crisis Response Team members
- Provide opportunities for Learning Support Facilitators to collaborate with community partners.
- Attend interagency community meetings to share needs and resources.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Teacher satisfaction with supports and services available have maintained and continue to be above the provincial average.
- Student results show a slight decrease in grades 4-6 on the ability to get help with school work and a slight increase in grades 10-12.
- Overall parent satisfaction results have decreased but continue to be above the provincial average.
- A high percentage (up to 33%) of specific parent responses indicate they "don't know" if their child is able to access supports or programs. This is a significant increase from previous years.

## IMPLICATIONS

- Intentionally sharing the structures and processes of supports and services with parents would be beneficial.
- Building staff capacity in utilizing specific tools to address the diverse needs has been effective and should continue.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS (con't)

## CONCLUSIONS

- Parent understanding of student supports schools have available need to be clarified through communication.
- As the continuum of supports become more integrated into the daily routine they may not appear as specific supports for students.
- A focused approach to identifying learning gaps in grade nine has allowed for more targeted assistance for gr. 10 students.



# DOMAIN 5:

## GOVERNANCE

### PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

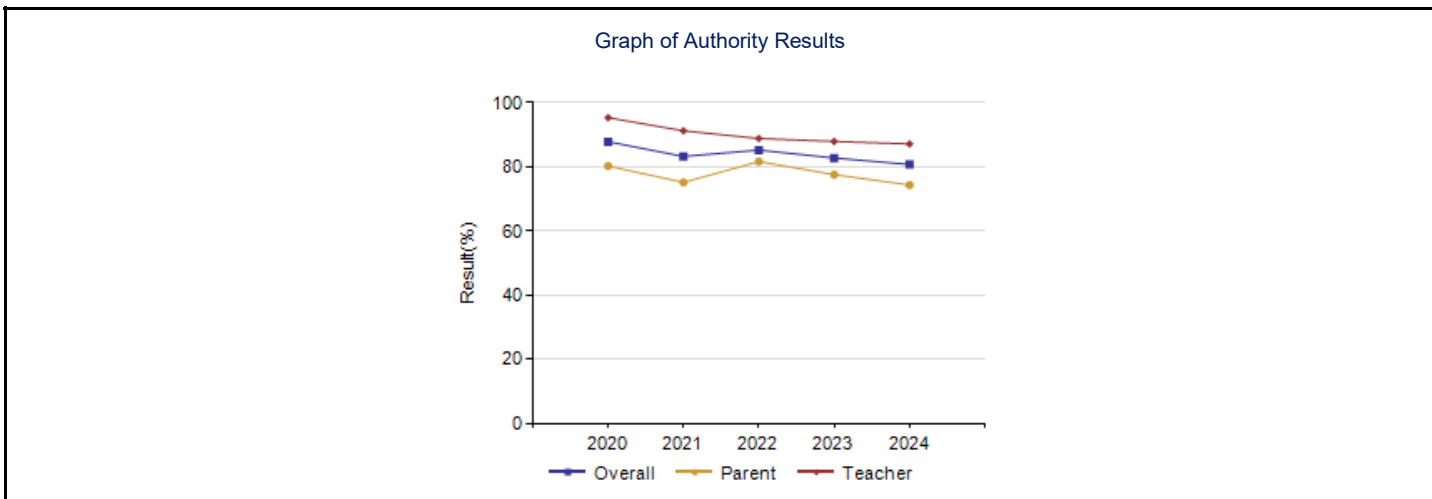
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events, and face-to-face meetings.

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

### PARENTAL INVOLVEMENT: MEASURE DETAILS

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

|         | Authority |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |            | Province |      |        |      |        |      |        |      |        |      |
|---------|-----------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|----------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2020      |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement | Overall    | 2020     |      | 2021   |      | 2022   |      | 2023   |      | 2024   |      |
|         | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    |                    |             |            | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall | 364       | 87.8 | 349  | 83.2 | 393  | 85.2 | 370  | 82.7 | 360  | 80.7 | High               | Declined    | Acceptable | 70,377   | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 |
| Parent  | 179       | 80.2 | 144  | 75.1 | 201  | 81.6 | 175  | 77.5 | 152  | 74.3 | Very High          | Declined    | Good       | 36,556   | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 |
| Teacher | 185       | 95.3 | 205  | 91.2 | 192  | 88.8 | 195  | 87.9 | 208  | 87.1 | Intermediate       | Maintained  | Acceptable | 33,821   | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 |



**Notes:**

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# 2023-2024 SCHOOL YEAR STRATEGIES

## STRATEGIES

### Year 2: Focus on Communication

- Ensure school communications are effective and meet parent needs.
- Explore strategies to increase parent/guardian awareness of accessing PowerSchool and report cards.
- Conduct a community consultation seeking feedback on the division's Education Plan strategies.

## PROFESSIONAL LEARNING

### Year 2

- Review school communications and have administrators review and share best practices.
- Set parameters for report card comments.
- Provide ways for English as Additional Language parents to access communications.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

## INSIGHTS

- Although the Overall result is .8 % higher than the province, there is a decline of 2.0%.
- Parent satisfaction is high, but has declined by 3.2%.
- Teacher satisfaction has remained steady near 88 % over the past three years
- The Division consistently has higher satisfaction rates, as perceived by teachers, related to parental involvement in decisions about their child's education.
- The Division has consistently reported higher percentages of teacher satisfaction with parental involvement in educational decisions about their children, despite a slight decrease observed in both the Division and the province over recent years.

## IMPLICATIONS

- The Division may want to examine these data trends to understand the factors influencing satisfaction levels related to parental involvement and explore strategies to enhance satisfaction for both teachers and parents.

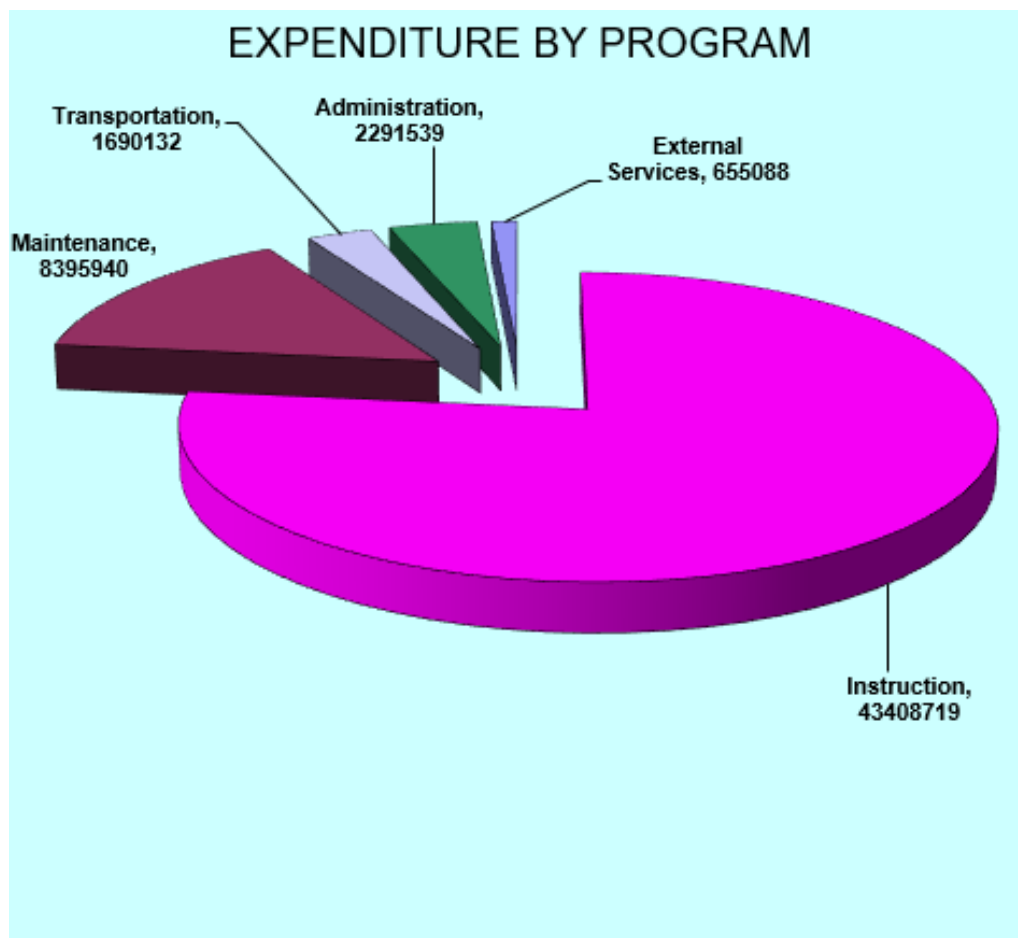
## CONCLUSIONS

- While results remain very high and exceed provincial levels, there has been a decline in both overall and teacher results.

# DOMAIN 5:

# GOVERNANCE

## 2023-2024 EXPENDITURES



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

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

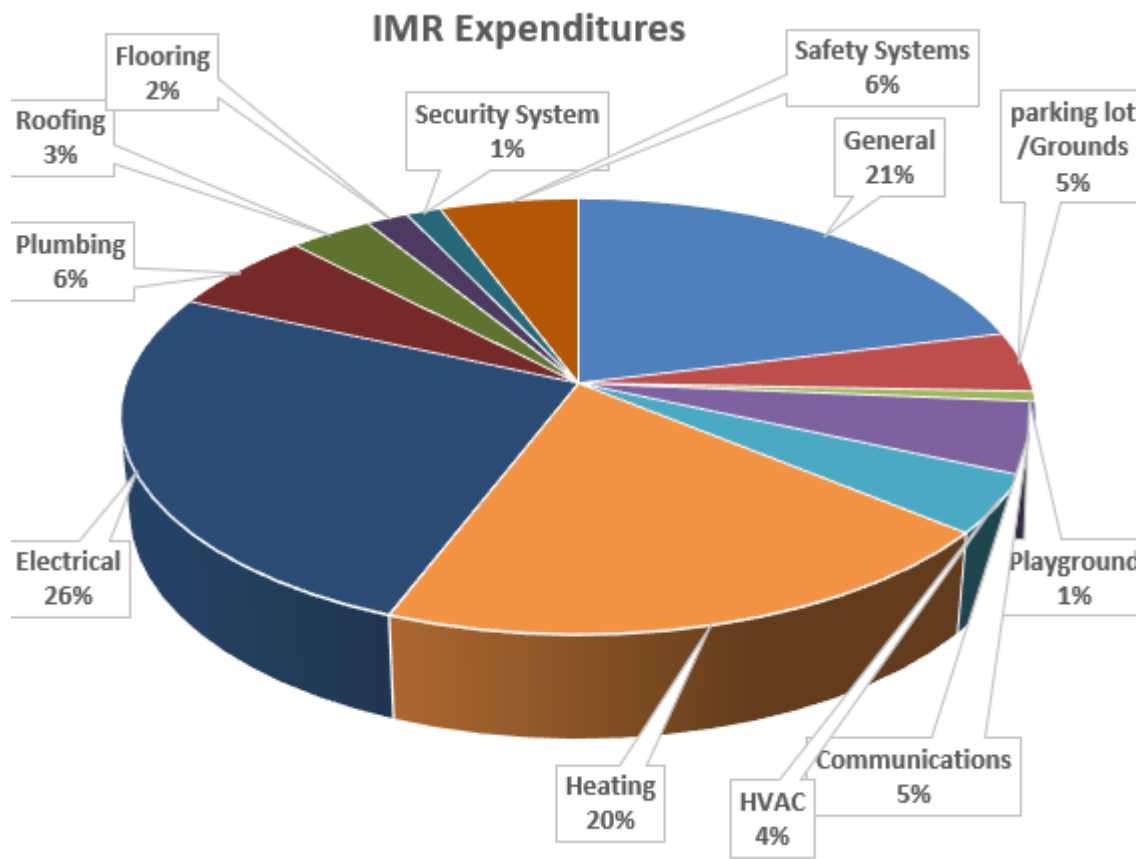
[Division Audited Financial Statements for the Year Ended August 31, 2023](#)

[Provincial Audited Financial Statements Roll Up](#)

# DOMAIN 5:

## GOVERNANCE

### EXPENDITURES BY PROGRAM





# DOMAIN 5:

## GOVERNANCE

### COMPLETED CMR PROJECTS

- St. Anthony school north wing structural repair
- Father Lacombe school new playground installation
- Christ The King/Outreach Lavatory and Breezeway installation
- Holy Trinity Academy cosmetology upgrade
- Holy Trinity Academy washroom and disabled washroom addition.
- Christ The King School Gym and Audio upgrades
- Christ The King Roof restoration, area replacement and maintenance
- St. Augustine Classroom and School Lighting
- St Benedict Gym painting & Concrete Sidewalk Replacement

### SUPPLEMENTAL DOCUMENTS

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

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



## DOMAIN 5:

### GOVERNANCE

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for St. Thomas Aquinas Roman Catholic School Division for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023-2024 was approved by the Board on November 29, 2024.



Donna Tugwood  
Board Chair

## WHISTLEBLOWER PROTECTION

The Public sector whistleblower protection creates a safe avenue for public servants to speak out about wrongdoings or make complaints of reprisal. You can find our [Administrative Procedure on Public Interest Disclosure \(AP 492\)](#) on our website: [www.starcatholic.ab.ca](http://www.starcatholic.ab.ca). The Division received no disclosures in 2023-2024.

## STAKEHOLDER ENGAGEMENT

During the 2023-2024 school year, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to provide feedback to guide the Board of Trustees in the creation of its 2023-2027 key goals and priorities. This consultation process included:

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

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

# DOMAIN 5:

## GOVERNANCE

### ACCOUNTABILITY/ASSURANCE

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

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



# FALL 2024 REQUIRED ALBERTA EDUCATION

## ASSURANCE MEASURES: OVERALL SUMMARY

| Assurance Domain               | Measure   | St. Thomas Aquinas Roman Catho |                  |                     | Alberta        |                  |                     | Measure Evaluation |                        |            |
|--------------------------------|---|--------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
|                                |   | Current Result                 | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement            | Overall    |
| Student Growth and Achievement | Student Learning Engagement   | 84.2                           | 86.7             | 88.0                | 83.7           | 84.4             | 84.8                | n/a                | Declined Significantly | n/a        |
|                                | Citizenship   | 83.0                           | 86.4             | 87.4                | 79.4           | 80.3             | 80.9                | Very High          | Declined Significantly | Acceptable |
|                                | 3-year High School Completion   | 79.7                           | 83.1             | 87.9                | 80.4           | 80.7             | 82.4                | Intermediate       | Declined               | Issue      |
|                                | 5-year High School Completion   | 94.5                           | 95.3             | 93.5                | 88.1           | 88.6             | 87.3                | Very High          | Maintained             | Excellent  |
|                                | PAT6: Acceptable  | 74.3                           | 70.1             | n/a                 | 68.5           | 66.2             | 66.2                | Intermediate       | n/a                    | n/a        |
|                                | PAT6: Excellence  | 13.9                           | 13.4             | n/a                 | 19.8           | 18.0             | 18.0                | Intermediate       | n/a                    | n/a        |
|                                | PAT9: Acceptable  | 66.9                           | 67.2             | n/a                 | 62.5           | 62.6             | 62.6                | Low                | n/a                    | n/a        |
|                                | PAT9: Excellence  | 11.2                           | 12.6             | n/a                 | 15.4           | 15.5             | 15.5                | Low                | n/a                    | n/a        |
|                                | Diploma: Acceptable   | 77.3                           | 76.8             | 76.8                | 81.5           | 80.3             | 80.3                | Low                | Maintained             | Issue      |
|                                | Diploma: Excellence   | 17.3                           | 9.6              | 9.6                 | 22.6           | 21.2             | 21.2                | Intermediate       | Improved Significantly | Good       |
| Teaching & Leading             | Education Quality   | 88.4                           | 91.5             | 92.1                | 87.6           | 88.1             | 88.6                | High               | Declined Significantly | Issue      |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 87.8                           | 88.8             | 90.0                | 84.0           | 84.7             | 85.4                | n/a                | Declined Significantly | n/a        |
|                                | Access to Supports and Services                                       | 83.5                           | 84.9             | 86.2                | 79.9           | 80.6             | 81.1                | n/a                | Declined Significantly | n/a        |
| Governance                     | Parental Involvement  | 80.7                           | 82.7             | 83.9                | 79.5           | 79.1             | 78.9                | High               | Declined               | Acceptable |

### Notes:

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

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

Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).

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

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

Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

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

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