



A C A D É M I E  
**SAINT-ANDRÉ**  
A C A D E M Y

ANNUAL EDUCATION  
RESULTS REPORT  
2021-2022



# MR. CURT BARON & MS. MICHELLE SYMES



Welcome/Bienvenue to Académie Saint-André Academy.

The 2021– 2022 school year proved to be another successful one for our staff and students in spite of the challenges faced due to COVID 19. The year began “normally”, but by October, we were once again were placed under tight restrictions that limited our ability to gather outside of our cohort groups. This restricted our ability to run various programs and offer universal interventions across grades or classes. However, despite these limitation, the staff worked diligently meet the academic, spiritual, social and emotional needs of our school community.

As a Kindergarten to Grade 4 school, our ability to focus solely on the needs of primary and elementary students allowed for the implementation of academic and behavioural programming at a very concentrated level. This focus has created a solid school environment geared to the specific needs of younger students.

Our staff has worked diligently to create a strong faith-based culture. It has been, and will continue to be, a team effort as we strive to be an important part of the Beaumont community. As a school community, we have created a rich tradition with our students, staff, parents and parish. We pride ourselves on creating a school where students feel safe, respected and challenged to reach the potential that God has planned for them.

We are proud of the close relationship we have built with the Catholic community of St. Vital. On going thanks go out to this wonderful community for their continued prayers and for supporting Catholic education at Académie Saint-André Academy, as well as all of our other St. Thomas Aquinas Catholic Schools.



Liz Taylor-Sirois

## Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term. Liz believes quality Catholic education is so very important and provides hope for our children.

For the 2020–2021 school year, Académie Saint-André Academy offered a dual track, English - French immersion program for students in kindergarten to grade four. There were three sections of kindergarten – two sections in our English program—one with students attending full-days on Mondays and Wednesdays with additional Fridays and the second section with students attending full-days on Tuesdays and Thursdays and additional Fridays. Our French Immersion kindergarten program had with students attending full-days on Mondays and Wednesdays with additional Fridays. We had four sections of each grade one through four, two in English and two French. The exceptions were an English grade 1/2 split program and a French grade 3/4 split.

Our school was fortunate to have a full time music teacher who did an excellent job of teaching music in a safe and engaging manner, following COVID protocols and creatively assembling a virtual Christmas Concert for parents to enjoy.

We were blessed to have a part time library technician who works in our Learning Commons who was able to have students return to the library after it being unavailable due to COVID the year prior. This allowed our students to continue their love of reading while at the same time following less stringent COVID regulations.

As Saint Thomas Aquinas' only P3 school, we work hard to maintain a solid working relationship with our direct neighbors to build a community of sharing and respect.



# CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	96	89	92.7	86	88	87.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
<b>Student Survey</b>						
We pray as a class or a school every day.	97	100	99	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	90	93	92.7	91	92	91

## FAITH PD OPPORTUNITIES

- All staff participated in a divisional reflection day focused on Disciples of the Way ~ Disciples through Worship, beginning with mass with Archbishop Smith.
- Staff participated in 3 different faith PD sessions focused on the parts of the Mass.
- A year end retreat was held for all staff including a guided meditation giving thanks for all that we have as a school community.
- Teacher's facilitated individual class retreats for students, each with a grade specific theme based upon our divisional theme.

# CATHOLIC IDENTITY

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

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	96	89	92.7	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	82	61	71	69	70	68.7
<b>Staff Survey (Teacher)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	99.3	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	98.7	95	96	93.7
<b>Student Survey</b>						
Teachers help me understand how faith can guide the way I live my life.	90	93	91.7	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	86	82	84	82	84	82.7

## STRATEGIES

- Through permeation , teachers find opportunities to share their faith journey with students in all subject areas.
- Daily prayer during announcements brings focus to community faith needs. Teachers are class leaders for prayers and in-class faith celebrations.
- Opportunities for students to lead prayer during class following modelling demonstrated by teachers
- Monthly faith presentations allow teacher and students to share faith experiences.
- Weekly class newsletters allow teachers and students the opportunity to share with parents the faith experiences that occurred during the week.

# 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	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	92	97	95	85	87	86.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	99	98.3
<b>Student Survey</b>						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	90	95	94.7	96	96	96.7

## STRATEGIES

- Planning sub-committee for Social Justice or Charity project for each Catholic season.
- School-wide monthly social justice opportunities involving student and parent participation. These include food drives, Christmas hamper drive, and creating prayers for those in need.
- Involving parents and community members in school-wide Social Justice projects through letters and social media.
- Teachers create opportunities for students to see how their faith, put into action, can influence others.
- Conscientious focus on the 5 Marks of An Excellent Catholic School with submissions to GRateful Advocates for Catholic Education (GRACE).

# CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child participates in religious celebrations at the school or church	96	100	97.3	88	91	90.7
<b>Staff Survey (Teacher)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	96	98.3
<b>Staff Survey (Support Staff)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	96	95.3
<b>Student Survey</b>						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	89	82	89.3	90	91	91.3

## STRATEGIES

- All staff attend our division wide Reflection Day held in late August. This day helps all members of the St. Thomas Aquinas community to come together to begin our year focussed in a spirit of faith.
- During three PD days, presentations take place for staff in order to facilitate their own personal learning and growth. Presentations are facilitated by admin and based on sessions provided by the Director of Faith Life and Religious Education. These sessions encourage staff to share their own faith story and journey with their students. These sessions are 30-40 minutes in length and incorporate prayer, reflection and discussion.
- School Wide retreat will be planned by teachers for all students based on the Division theme. The parish is invited to this event.



- Drive Away Hunger—Food Bank collection in October
- The Giving Tree (Advent)—collecting gifts for families on need
- Grinch Project (Advent)—Grade ECS and Grade 1 students—How we help others
- Prayer Mural (Lent) - Daily individual prayer requests



## SCHOOL & PARISH COLLABORATION

Due to COVID restrictions and cohorting mandate, assemblies were disallowed. Interactions with individuals from outside the school community were extremely limited. To overcome this challenge, virtual celebrations and “gatherings” were organized. Once COVID restrictions were eased, we gradually returned to in-person opportunities to gather.

- Classroom visits and blessings by the Parish Priest.
- Grade 4 bible blessing and class discussion led by Parish Priest.
- Virtual Masses in conjunction with Mother d’Youville School and Parish.
- Virtual weekly Advent celebrations with Mother d’Youville School.

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

- Daily morning staff prayer occurred in the chapel at 8:10.
- Staff were encouraged to pursue personal faith growth weekly attendance at Church, division Reflection day, staff retreat.
- Opportunities for faith development were also made available through division based PD opportunities. Many courses were offered through Newman Theological College that could be accessed by staff through our division PD fund.
- Daily prayer each morning over the school sound system . Our students participated in School Masses and Celebrations and regular classroom religion classes.
- Students had the opportunity to share at our monthly virtual assemblies
- These assemblies were centered around the divisional theme of Disciples of the Word: Disciples Through Witness



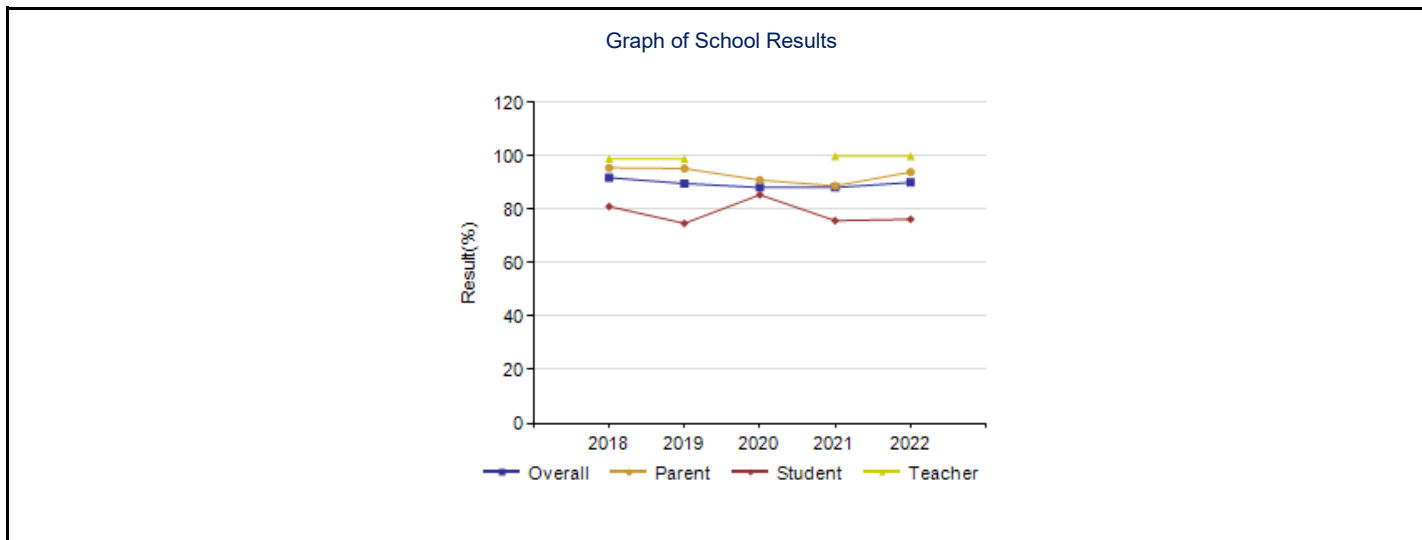
## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parent data regarding teachers helping students understand how faith can guide the way they live their lives shows a 7% increase from the previous year. This is the highest it has been in 3 years.
- As a staff we worked diligently to ensure that teachers share their faith experience with students. Parent satisfaction results jumped 21% which speaks to the effort we put in to ensure we were sharing our own stories.
- Data regarding social justice and charity opportunities declined both from parent and student perspectives. This may require additional communication.

to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im pro ve ment	Ov era ll	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	111	91.9	126	89.7	94	88.2	90	88.2	111	90.1	Very High	Maintained	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	18	95.6	26	95.3	18	91.0	16	88.8	20	94.0	Very High	Maintained	Excellent	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	73	81.1	81	74.8	76	85.5	56	75.8	74	76.3	Very High	Maintained	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	20	99.0	19	98.9	4	*	18	100.0	17	100.0	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



**Notes:**

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

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

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

- Collaboration between grades to build community. ie. reading buddies, special art projects
- School recycling program - learning to care for our environment
- Morning assemblies weekly in the gym
- Treaty 6 Land Acknowledgement is said in both French and English
- Development of a personalized Land Acknowledgement with input from students.
- Recognition of Black History Month, etc.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data in this measure shows that parents were extremely satisfied with students modelling active citizenship. There was a 6% increase in this measure from the previous year. This may have been due to an opportunity for students to participate more actively after COVID regulations were eased. Implications for moving forward include continuing with current strategies and offering additional opportunities for student engagement in active citizenship.

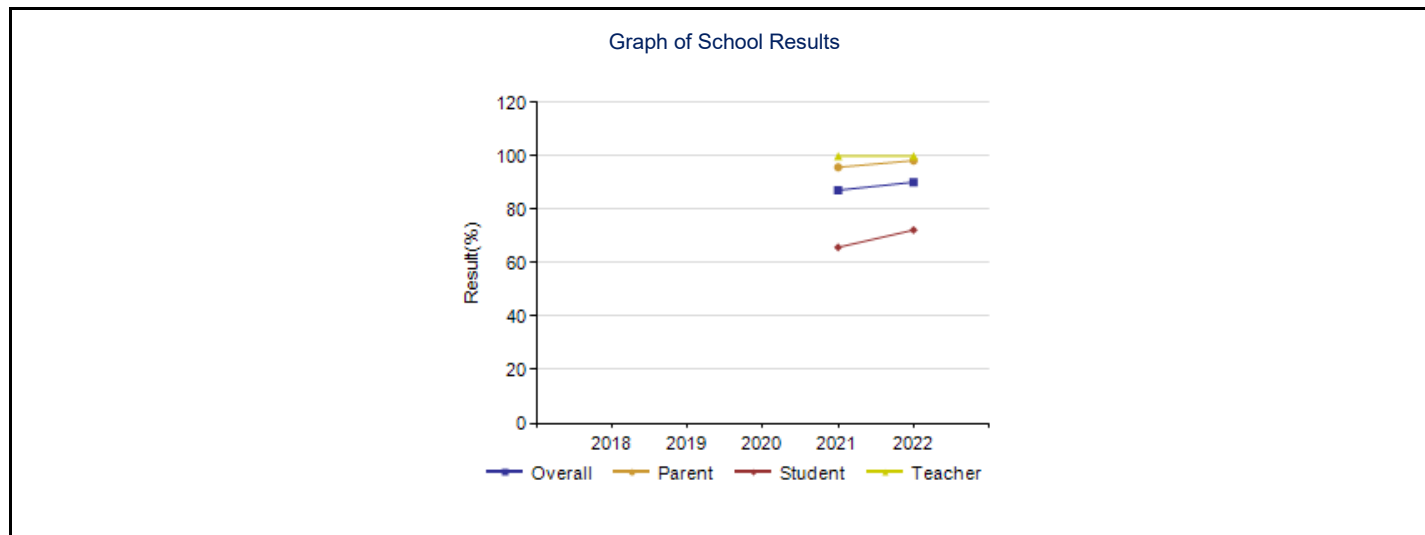
# STUDENT LEARNING ENGAGEMENT

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

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	90	87.2	111	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	16	95.8	20	98.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7		
Student	n/a	n/a	n/a	n/a	n/a	n/a	56	65.8	74	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	100.0	17	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5		



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.

- Once a week in agendas, students have an “ask me about” message that goes home so that parents/guardians can engage their child in guided conversation about what is happening at school (e.g. “Ask me about division.”)
- Powerschool portal is available for parents to access information about their child’s progress and learning.
- Teachers provide a variety of activities to engage students in their learning. This includes working with technology, using manipulatives, group work, etc. as well as allowing students to display their learning in multiple ways.
- A weekly email from teachers to parents regarding what is coming up in the following week and sharing insights about the last week’s learning is sent each Sunday.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Results in this measure remained relatively consistent from the previous year. There was a 7% increase in the student survey results regarding their engagement in learning. This may have been due to students feeling more engaged in their learning as they were in person and able to participate in more hands-on activities and group work. As COVID restrictions have been lifted, moving forward we will be able to once more have students engaged in collaborative, experiential learning experiences.

# 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

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Student Survey</b>						
I have no worries about going to school	70	73	71.5	75	73	74
I can solve problems at school (i.e. with friends, school	92	96	94	92	89	90.5
I know how to lower my stress when doing school work (i.e. assignments or tests)	81	80	80.5	73	75	74
I am free of headaches or stomach aches	79	75	77	75	75	75
I am able to fall asleep at night and stay asleep	74	64	69	76	72	74
<b>Staff Survey (Teachers)</b>						
I am aware of the social and emotional well-being of my students	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	89	100	94.5	91	93	92.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Staff Survey (Support)</b>						
I am aware of the social and emotional well-being of the students I work with	100	100	100	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	83	100	91.5	93	97	93.3
I am aware of the behaviour supports the students I work with require	83	100	91.5	85	95	88.7
I utilize strategies to support the behaviour, with the student(s) I work with	83	100	91.5	97	98	95.7
<b>Parents</b>						
My child has a friend at school	95	95	92.6	96	96	96.3
I am satisfied with the access to social/emotional supports	88	95	91.5	88	93	90.5

- FSLW working with small groups and individual students
- FSLW will do universal strategies with ALL classrooms (Mind up in ECS, 1,2 and 3; Growth Mindset in Gr 4)
- All staff will be trained in conditions 5, 6, 7, and 8 of Dr. Tranter's Third Path
- School wide student surveys to determine planning changes needed
- School Leadership Team focus on social emotional needs of the school
- FSLW will provide two blocks per month for 'relationship blocks,' where teachers are able to build relationships with individual students not focused on academics.
- FSLW will create a "Monday Morning Muffin" parent group to assist parents in dealing with the social-emotional needs of their children.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Interestingly within the domain of student growth and achievement with a focus on student mental health, both student and parent satisfaction increased, however student satisfaction declined. This may have been due to the fact that with COVID creating many challenges, teachers were feeling less equipped to deal with the needs of the students in their classrooms. This may also be due to fatigue created by the pandemic. As a school we will need to work to ensure that staff are taking part in self-care.



# LEADING

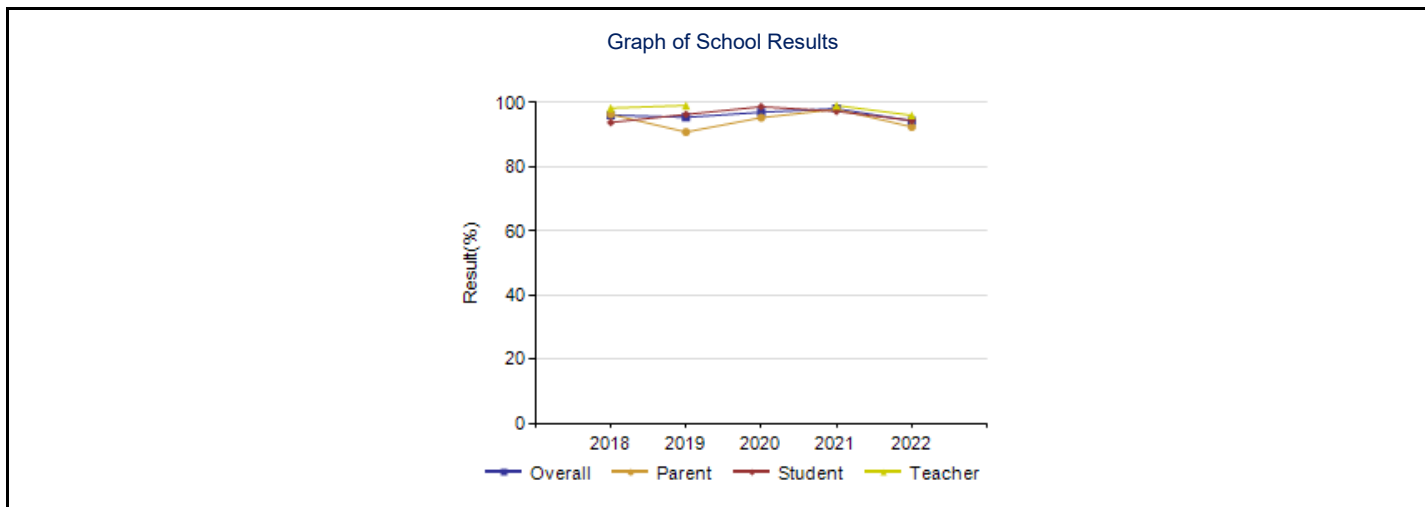
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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

## EDUCATION QUALITY: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	111	96.1	126	95.4	94	97.0	90	98.1	110	94.3	Very High	Maintained	Excellent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	18	96.3	26	90.8	18	95.3	16	97.9	20	92.4	Very High	Maintained	Excellent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	73	93.8	81	96.3	76	98.7	56	97.3	73	94.4	Very High	Maintained	Excellent	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	20	98.3	19	99.1	4	*	18	99.1	17	96.0	High	Maintained	Good	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



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

Our Response To Intervention process involved a daily literacy intervention block that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.

Along with this, more targeted support was provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out basis.

As a school, we have a comprehensive process for the development of Learning Support Plans and Individual Program Plans. These plans involve input from staff and parents and students when appropriate. They lay the groundwork for serving student's needs in a comprehensive and consistent manner.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- For parents, teachers and students, results in the domain of teaching and leading, declined slightly. As a school, we will need to investigate the reasons behind the dwindling satisfaction regarding quality of education, so that we are able to mitigate any of the factors we can at the school level. Despite the drop, we continue to have very high achievement on this measure and remain above the provincial average.

# 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	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
I have opportunities for meaningful Professional Development	89	93	94	91	95	93.3
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	89	87	92	85	90	91
<b>Staff Survey (Support Staff)</b>						
I have opportunities for meaningful Professional Development related to my role	83	80	79.3	66	74	72
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	67	100	83.3	76	89	82





**Professional Development Plan 2022-2023**  
**SCHOOL: Académie Saint André Academy**

PD for Educ. Assistants in **GREEN**, if different from teachers  
 Faith PD in **BLUE**- \* Retreat is separate from the 3 required PD sessions

Month	Date	What goal(s) does this professional learning target? <ul style="list-style-type: none"> <li>School Education Plan goals</li> </ul>	8:30-10:15	10:30 - 12:00	1:00 3:30
August	23		Opening Mass @ St. Vital with <u>EMDYS</u>	Teacher Preparation Time	English Teachers - K/1/2 - Phonics PD @ Father Leduc French Teachers - K-3 - Meet @ ASAA with ND teachers
August	24		Opening Staff Meeting	Opening Staff Meeting	Teacher Preparation Time
August	25		Parent engagement(WAAG)	Teacher Preparation Time	PowerSchool Review
August	26	<i>Division directed</i>	<u>Division Reflection Day</u>	<u>Division Reflection Day</u>	<u>Division Reflection Day</u>
September	16	<i>Division plan - staff provided with faith formation opportunities</i>	<u>Staff Retreat - Clare</u>	<u>Staff Retreat - Clare</u>	
October	7	<i>Teacher directed - growth plan focused</i>	Institute Day	Institute Day	Institute Day
October	11	<i>Division plan - focus on student mental health and well being</i> <i>Division plan - staff provided with faith formation opportunities</i> <i>Division plan - a focus on</i>	Third Path - Condition 5	Third Path - Condition 5	<u>Faith Session #1</u> PLC time
November	1		<u>Learning Day</u>	<u>Learning Day</u>	Learning Day
December	5	<i>Division plan - focus on student mental health and well being</i> <i>Division plan - staff provided with faith formation opportunities</i> <i>Division plan - a focus on students with learning challenges (RTI)</i>	Third Path - Condition 6	Third Path - Condition 6	<u>Faith Session #2</u> PLC
January	30				
February	9&10	<i>Teacher Directed - growth plan focused</i>	Teacher's Convention	Teacher's Convention	Teacher's Convention
February	17	<i>Division plan - focus on student mental health and well being</i>	Third Path - Condition 7	Third Path - Condition 7	Third Path - Condition 8
March	13				
April	28	<i>Division plan - staff provided with faith formation opportunities</i>	<u>Faith Session #3</u> PLC		

- Regular Professional Development days that align with divisional priorities and goals
- Division Central Officer Learning Team newsletter for division learning opportunities.
- Opportunities for regularly scheduled Professional Learning Communities online
- School Leadership Team, Professional Learning Communities, School Intervention Team, Learning Support Facilitator (French and English, Family School Liaison Worker)
- Student Learning Services team makes regular visits (Psychologist, OT,PT, Speech)
- Educational Assistants Conference
- Flexible choice in Professional Development. Balance between divisional, personal and admin directed
- Implement regular Educational Assistant and Teacher collaboration time



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teachers continued to be satisfied with opportunities for Professional Development and collaboration within this measure, despite some COVID restrictions still in place and less opportunities to gather in person. Support staff satisfaction in this area dropped 33%. There was a change in the way that PD for support staff was offered and for our school, it did not meet their needs. We will need to revisit this at the school level and provide feedback to our Central Office on ways to make this more accessible.

# 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.

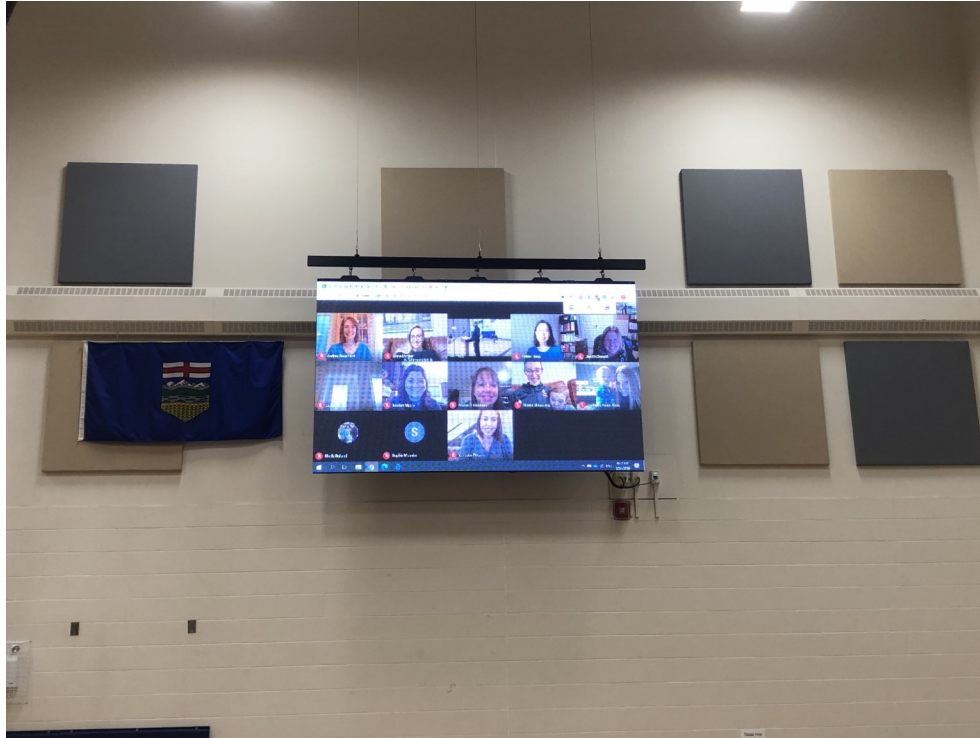
## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have 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.)	100	93	97.6	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	94	94.3

## COLLABORATION & LEADERSHIP

- **PLC (Professional Learning Communities)**
- **SLT (School Leadership Team)**
- **SIT (School Intervention Team)**

- Opportunities to be involved with School Leadership Team, Professional Learning Communities, School Intervention Team, Religious Education Committee
- Designated Principal (when admin is away)
- Language AND Grade level Professional Learning Committees.
- Powerschool Lead Teacher
- Levels of Achievement committee member



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are very proud of our results in the area of collaboration and opportunities for leadership, as responses from staff note 100% satisfaction in this area. We will continue to encourage staff to participate in leadership (SLT, SIT, Designate Principal, etc) and offer them opportunities to collaborate.

# LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
Our School is clean and well maintained	100	100	100	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	89	100	96.3	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	93	97.6	87	92	90.3
<b>Staff Survey (Support Staff)</b>						
Our School is clean and well maintained	100	100	100	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	67	100	89	77	80	79.3
<b>Student Survey</b>						
I am proud of my school and the way it looks	92	96	94.6	90	92	90





- Protocols in place and followed by staff and students to ensure the school is clean. ie, remove wet or muddy boots at the door, separating garbage and recycling.
- Students maintain and clean desk and locker area - this does not include using any cleaning products.
- Staff and students are respectful of the supplies and equipment used in the school
- Hallways have been marked
- Bathroom regulations (stop, look, proceed)
- Stay Right Hands Tight
- Differentiated recess



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- With an inability to cohort/group students, a challenge was presented in terms of finding ample space for teachers and educational assistants to continue to provide pull out assistance, as we had many small groups and less space to provide intervention. This was reflected in our survey results as both teachers and support staff noted that the physical facilities were unable to meet the needs of students. Hopefully with the easing of restrictions and the ability to once again cohort students, the results in this measure will return to a higher level of satisfaction.

# SUPPORTS

## PROVINCIAL GOAL: SAFE & CARING

**Safe & Caring:** 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.

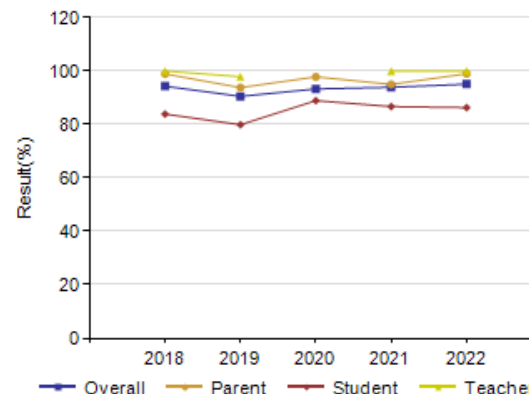
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## SAFE & CARING - MEASURE DETAILS

Percentage of teacher, parent and student 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.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	111	94.3	126	90.5	94	93.3	90	93.9	112	95.1	Very High	Maintained	Excellent	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	2,003	93.0	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	18	98.9	26	93.8	18	97.8	16	95.0	20	99.0	Very High	Maintained	Excellent	224	94.0	241	91.9	180	93.2	144	89.7	201	93.0	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	73	83.9	81	79.9	76	88.9	56	86.7	75	86.3	Very High	Maintained	Excellent	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	1,610	88.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	20	100.0	19	97.9	4	*	18	100.0	17	100.0	Very High	Maintained	Excellent	215	95.7	229	98.1	185	98.8	205	98.1	192	97.8	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of School Results



- Restorative justice for discipline
- Positive phone calls home
- Front foyer bulletin board is decorated to display liturgical seasons and changes (ie. Advent, Lent,
- Administration greets students every morning and end of the day at both the bus and front door.
- Virtual assemblies
- Daily student recognition done virtually and monthly reward continues but in-school.
- School wide read-a-thon.
- St. Andre shirts for all new students
- Ornament on Christmas tree for all students as an Advent celebration.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

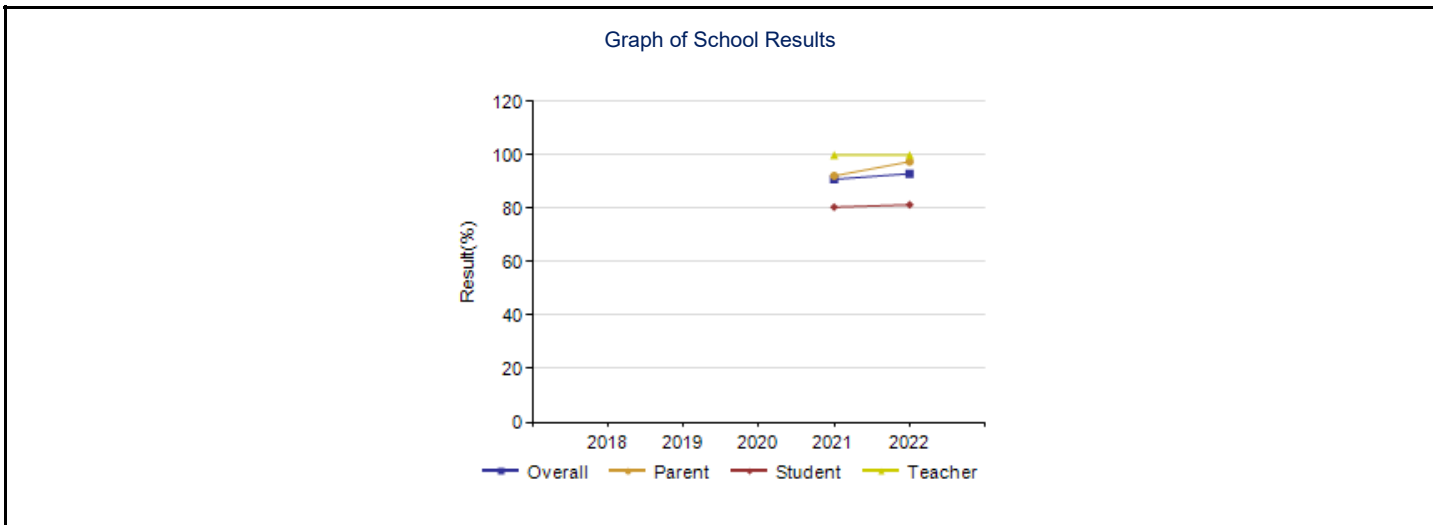
- Overall, our results in the area of safe and caring schools, remain strong. In spite of Covid, we were able to engage in many school wide practices to encourage this within the school setting. We will continue greeting students in the morning, gathering for assemblies and celebrations, participating in restorative justice and informing parents of positive student behaviors.

**Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)** : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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

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

	School										Measure Evaluation					Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	90	90.9	112	93.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1			
Parent	n/a	n/a	n/a	n/a	n/a	n/a	16	92.2	20	97.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9				
Student	n/a	n/a	n/a	n/a	n/a	n/a	56	80.5	75	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7				
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	100.0	17	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6				



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.

- Weekly student recognition at assemblies
- Student and staff lunch monthly from names drawn from recognition
- Meet the teacher events
- Family BBQ
- Carnivale to celebrate our dual track



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Similar to the previous goal, our results in the measure of welcoming, caring, respectful and safe learning environments, were high from all stake-holders. We took time to ensure that all safety measures to mitigate COVID transmission were in place and we were very successful. Many of these measures (lines dividing the hallways, only 3 in the bathroom at a time, and hand sanitizer in classes) are still in place and being employed as good practice.

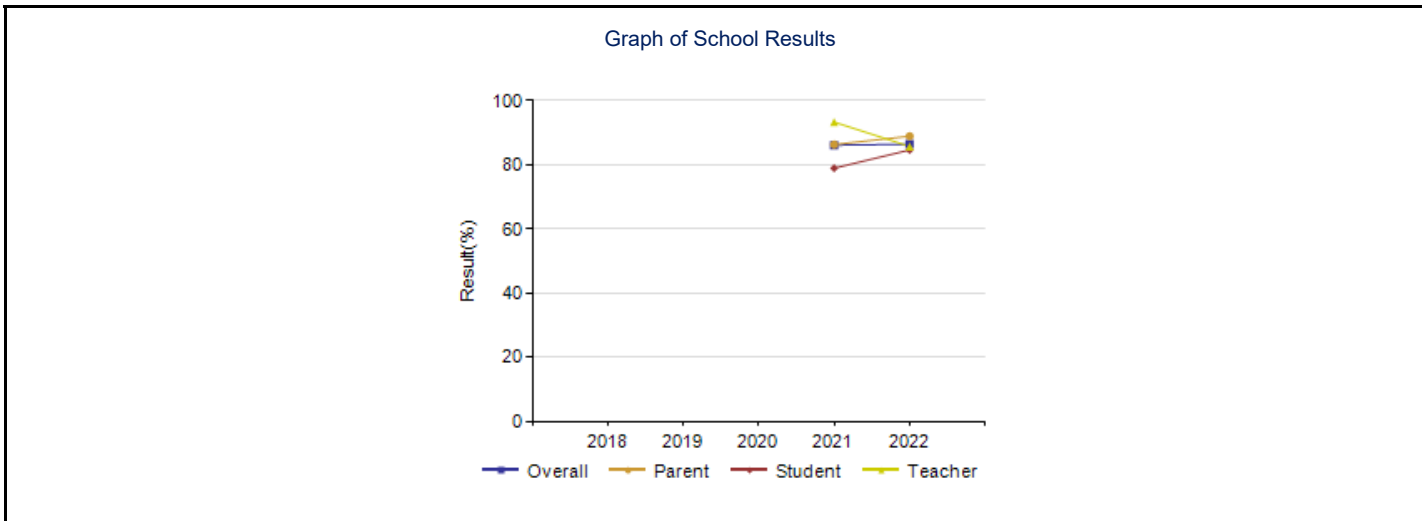
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

# ACCESS TO SUPPORTS & SERVICES

## MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Ac chie ve ment	Im- pro ve ment	Ov er all	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	90	86.1	111	86.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	16	86.3	20	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	56	78.9	74	84.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	93.3	17	85.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		



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

- Division Student Learning Support Team—SLP, OT, Wellness Coordinator
- School Based Learning Support Facilitator
- Family School Liaison Worker
- Division Crisis Response Team
- External Consultants (Psychology, etc.)
- Nutrition Grant to provide healthy snacks
- Hot Lunch Program
- School wide interventions including Leveled Literacy Intervention and Guided Reading

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Having a qualified Family School Liaison Worker on staff, we were able to provide timely one-on-one or small group intervention for mental health concerns. She was able to assist families in navigating external supports if they were needed which speaks to the overall parent satisfaction in this area.
- Staff results dropped by 8%. This may be in part to our division SLS (Student Learning Supports) team being involved on a smaller scale, assisting with things such as Occupational Therapy, Speech Therapy and a psychologist. While we know that there are many students in the division in need, this is an area that we need to continue to advocate for increased support for our students that occur in a timely fashion.
- With external services also operating under COVID restrictions, teachers struggled to fill gaps for students in need. There is an increasing need for assistance, either from within or from other ministries, to ensure student needs are being met in the most efficient way possible (ie. speech therapy).

# SUPPORTS

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

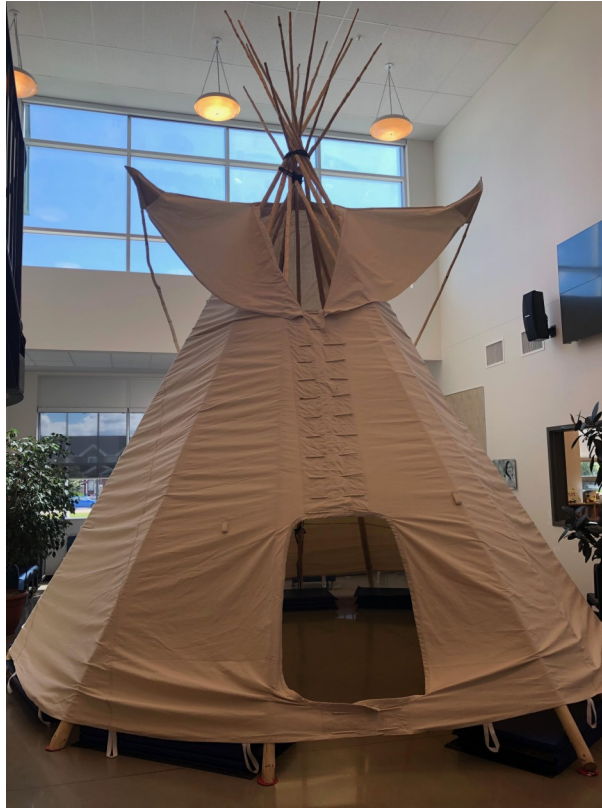
**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	87	92.6	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	89	93	85	93	93	92.7
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	78	100	83.6	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	89	87	86	98	97	97.3
<b>Staff Survey (Support Staff)</b>						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	83	100	91.6	93	92	92.3
<b>Student Survey (Elementary)</b>						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	100	85	95	97	92	94.3



- First Nations, Metis and Inuit Professional Development available for all teachers through central office.
- Professional Learning Communities focused on FNMI outcomes from the curriculum and how they could best teach these to the students. Lessons were developed and shared among teachers.
- Expert presenters brought in (Métis Story Teller, Elders)
- Treaty Land Acknowledgement is done in both French and English at student assemblies



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Staff were exceptionally satisfied with the invitation of cultural advisors, Elders, knowledge keepers and community members into our school. Where we do see a significant drop however, is in their ability to support the learning experience of their students in this domain. We will need to continue to be diligent in providing opportunities for our staff to grow their foundational knowledge of First Nations, Metis and Inuit history and culture.

# SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

Measure Category	SAINT-ANDRE			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
I use a variety of Tier 1 strategies in my classroom	100	93	97.7	97	97	97.7
I use a variety of Tier 2, target strategies	100	93	97.7	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	78	93	87.3	74	89	84.7
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Student Survey (Elementary)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	88	89	91	93	92	92.3
At school, adults help me when I ask	99	98	98.7	95	95	94.7
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	94	84	92.3	88	92	90
My child receives the support he/she needs to be successful in school	94	89	93.7	86	90	88.3

- Our Response To Intervention process involved literacy intervention time that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Targeted support provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out, COVID safe basis.
- Use of assistive technology for targeted students ( Read and Write Google)
- Student Learning Support team from our Central Office, working with teacher and Learning Support Facilitators to design and implement Individual Support Plans for designated students



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall, parent satisfaction in the measure of learning supports increased, seeing a 10% jump in opportunities for their child to meet their academic potential and a 5% increase for the support their students receive to be successful. Teachers however dropped 15% when asked about the school having access to the resources necessary to support students and families social and emotional well-being. This is on par with divisional survey results and speaks to larger societal issues, perhaps due to the pandemic.

# GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

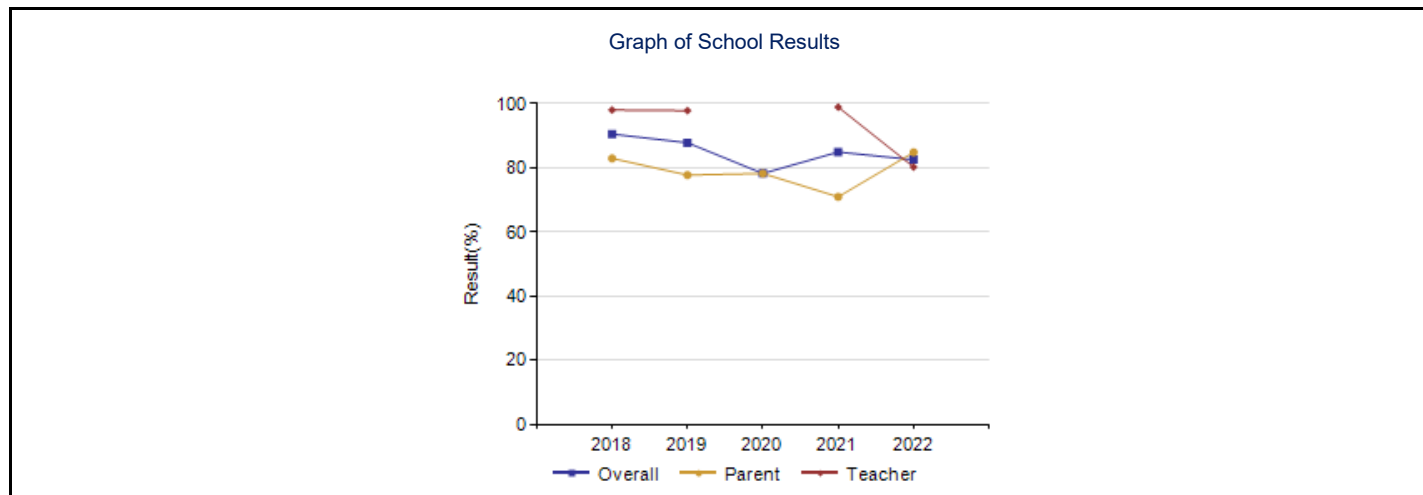
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

## PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	37	90.5	45	87.8	18	78.2	34	84.9	37	82.5	Very High	Maintained	Excellent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	17	82.9	26	77.7	18	78.2	16	70.9	20	84.8	Very High	Maintained	Excellent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	20	98.0	19	97.8	4	*	18	98.9	17	80.2	Low	Declined	Issue	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



- An active school council group that is involved in consultation process with administration to advise on school direction.
- Parent involvement in various school events. ie. movie night, dances, hot lunch, etc.
- Govt. survey of parents in grade 4.(Accountability Pillar Survey)
- Phone conversations, emails, virtual meetings with parents to guide student progress.
- Parent Engagement Grant money used for activities to engage families



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The results in this measure are perplexing as parent satisfaction increased by 14% but teacher satisfaction dropped by 18%. Upon further investigation into the data, 19% of staff members indicated an “I don’t know” response which may have impacted our results. Moving forward, we will need to be diligent in ensuring that staff understand ways in which parents are and can be involved in decision making at the school.

# GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

### School Budget 2022-2023

#### *Budget Summary*

*St. Thomas Aquinas Roman Catholic Schools  
2022-2023 Play Budget (October)*

#### **Academie Saint-Andre Academy**

#### **Revenue and Allocations to Budget Center**

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$1,607,052	72.8%	\$1,919,153	79.9%
Specialized Learning Support (SLS) Allocations	\$140,449	6.4%	\$192,746	8.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$18,780	0.9%	\$20,270	0.8%
French Language/Immersion Allocatons	\$113,068	5.1%	\$114,886	4.8%
ELL Allocations	\$15,600	0.7%	\$12,000	0.5%
FNMI Allocations	\$22,200	1.0%	\$15,600	0.6%
Other Program Allocations	\$13,606	0.6%	\$15,671	0.7%
One-Time Allocations	\$138,172	6.3%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$115,000	5.2%	\$110,000	4.6%
Local Revenues & Fees	\$23,414	1.1%	\$2,280	0.1%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$2,207,341</b>	<b>100%</b>	<b>\$2,402,606</b>	<b>100%</b>

#### **Expenditures**

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$1,710,032	77.5%	\$1,777,746	74.0%
Uncertificated Staff	\$330,265	15.0%	\$482,263	20.1%
Services Contracts and Supplies	\$144,106	6.5%	\$113,932	4.7%
Amortization (Depreciation)	\$4,936	0.2%	\$4,936	0.2%
Held in Reserve	\$18,000	0.8%	\$23,730	1.0%
<b>Total Expenditures:</b>	<b>\$2,207,339</b>	<b>100%</b>	<b>\$2,402,606</b>	<b>100%</b>

#### **Summary**

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
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# Assurance Measures—Overall Summary

Assurance Domain	Measure	Academie Saint-Andre Academy			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	90.2	87.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.1	88.2	89.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	98.1	96.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.0	90.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.4	86.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.5	84.9	83.0	78.8	79.5	81.5	Very High	Maintained	Excellent

## Notes:

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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

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

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