

Father Lacombe Catholic School



ANNUAL EDUCATION RESULTS REPORT

2022-2023

November 2023



MEET YOUR LOCAL TRUSTEE



Donna Tugwood

Lacombe Trustee

Donna Tugwood is a wife, mother of five, step mother of four and grandmother of 17. 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, Donna worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public and Private schools, including at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephens Parish since 1994, serving on Parish Council for six years, three years as Chair and is an active member with the Catholic Women's League. She continues to serve at the Parish at Mass as a Eucharistic minister. Donna loves to travel, is an artist and an executive member for the Lacombe Art Guild. She is happy to be serving her first term on the STAR Catholic Board, and is passionate about keeping faith as the heart and soul of education. Donna wants to ensure students have the knowledge, skills and faith that will enable them to do well in life.

PRINCIPAL'S MESSAGE

MARIA WAGNER



Our vision statement at Father Lacombe Catholic School is;

“ALL Learning, ALL Loving, ALL Serving”

At Father Lacombe Catholic School, we strive to create a community of successful lifelong learners rooted in faith and gospel values. This is achieved with collaboration with all stakeholders...staff, parents, students and parish. At Father Lacombe, ALL really does mean ALL.

We believe that every child is created in the image of God and our mission as a school community is to help the students become the masterpieces they were created to be.

Each day begins with a total school gathering where we connect with each other and with God in a meaningful way. This strong bond carries throughout our day. Our sense of community is reflected in all we do, including the student dress code that has been established. Father Lacombe Catholic School is the little school with the big heart!

We are so excited to have moved into our beautiful new school building last year! We feel blessed to have this amazing learning environment to share with our students, parents and the wider community.

SCHOOL PROFILE



Principal: Maria Wagner

Vice Principal: Stephanie Amstutz

Address:

Father Lacombe Catholic School

5114 54 Ave

Lacombe. T4L 1G3

Phone: 403 782-9345

Email: maria.wagner@starcatholic.ab.ca

Webpage: <http://fl.starcatholic.ab.ca>

Facebook Page: Father Lacombe Catholic School

Students Population: 250

Number of Teachers: 13

Number of Support Staff: 12

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	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)						
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	100/100	99/100	99/99	97 89	96 89	97 89
The adults in my school treat me with respect	97/95	97/97	96/95	90 75	91 75	91 76

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

- STAR mentorship Program
- ExCel Program via Newman College
- STAR Annual Reflection Day
- Faith Director Faith PD bank of resources
- Staff Faith Retreat
- Admin Faith Retreat
- Formed Online Faith PD
- Admin PD sessions at admin meetings

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	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey						
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12



2022-2023 SCHOOL YEAR STRATEGIES



- Our school initiated a school-based Rite of Christian Initiation of Children (RCIC) program in 2014, which we continue to offer ALL students, called “No Catholic Left Behind”. This now happens at the church in partnership with St Gregory's.
- We mentor and encourage faith formation for all. We also support the faith formation of our staff with staff prayer opportunities, faith presentations and our staff retreat.
- The annual student faith retreat is also a highlight of the school year!
- We continue to have access to a resource which we share with our parish. Formed.org is used in many classrooms from K-9. It will now be shared with parents to support their own faith development and their child's.
- Our daily morning assemblies are a highlight as we come together as a faith community to learn about our faith, share faith stories and pray. Both teachers and students lead our morning assemblies as well as other liturgical celebrations throughout the year.
- As a school we provide an annual religious in-house retreat to all students.
- Encourage our teachers to attend a weekly mass each semester with their own students
- Invite the Parish Priest into their class-rooms on a regular basis.
- Parish Priest to offer Reconciliation in Advent and Lent in the school.
- We always welcome our parents into our school for our daily morning assemblies which are a faith-based celebration to begin the day.
- Regular meetings with Youth Ministers/Religious Education Committee and support for yearly goal setting.
- Implementation of Growing in Faith, Growing in Christ Religion program. Grade 9 program new.
- Implementation of new Catholic Growth and Development resource in PE & Wellness Grade 4-6.
- 0.1 FTE for the Religious Education Committee/Youth Minister.
- Reintroduction of Saint Groups.. Mixed classes from K-9 participating in RE activities 4 times per year.

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	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	92	89	91	86	85	86
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	97	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99/100	99/100	99/99	97 94	96 95	96 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS 2022-23

- “Caught Being Saints” is a whole school awards system which champions positive actions amongst students.
- Food Bank: 2-3 collections a year
- Santa’s Anonymous– The Giving Tree
- Gift Card Drive for FCSS
- Fundraiser to help FLCS family during cancer treatment.
- Art work for local senior’s home.
- Art work for long term care ward at the hospital.
- City of Lacombe “clean up” for Pitch In Week.
- We introduced “Fruit for Friends” program to offer healthy snacks for anyone who needed it.
- Can the Principal (Food Bank event)

2022-2023 SCHOOL YEAR STRATEGIES

- FLCS continues to support individuals and groups in need through our social justice projects and our students' model not just giving but focus as to WHY we support those in need. An example of this is after each project we hold a blessing over the gifts and/or items that are collected to remind us that we are called to help others as Disciples of Christ.
- We have a Youth Minister this coming year! This will provide us with more faith opportunities for our Grade 7-9 students.
- We also started a Grade 4-6 Leadership Team who also plan social justice projects for our whole school.
- Continue to require the use of "Charity and Social Justice Project Planning Guide" at the planning stages for all projects.
- Religious Education Committee will track Charity and Social Justice work throughout the year.
- Sharing of "good works" throughout the division using social media.
- Director of Faith strategies with Religious Education Coordinators and schools to assist staff in their work as witnesses of faith.



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

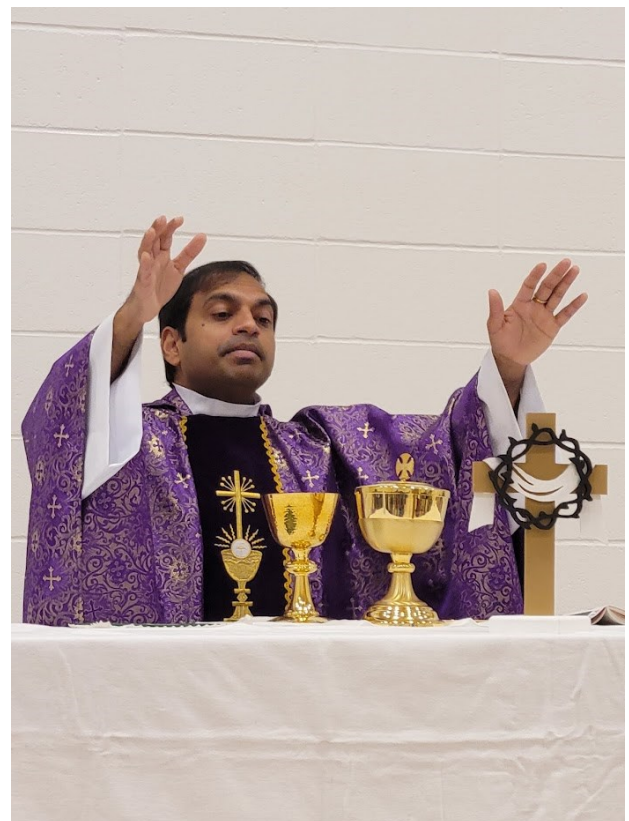
Measure Category	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question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

*Grades 4-6 | 7-12



2022-2023 SCHOOL YEAR STRATEGIES

- Extend invitation to parents to attend school and parish faith events.
- Give parents access to RE resource "Formed" to learn about the Faith
- The school, home and parish collaborate for Sacramental Prep and the various church/school celebrations. School celebrates the students receiving Sacraments with prayers and gifts.
- School Masses: Back to School Mass (September), Advent Mass (December), Epiphany Mass (January), Ash Wednesday (February), Easter/ Baptism Mass (April), Grade 9 Graduation and End of school Mass (June)
- Parish Priest is invited to the school to give the Sacrament of Reconciliation (Advent and Lent)
- Students volunteer to help with Spring Clean up at the church property.
- School Altar Server Program
- Parents connected to Church to lead Children's Liturgy
- Classes attend mass any Friday they choose as a single class or with a buddy class.
- School promotes advertises Church Youth Group
- CWL provided gift cards for families in need.
- KOC provides turkeys at Christmas for families in need.
- School rep on Parish Council.
- Parish rep on School Council.
- Invite Father Simmy to school events.
- Introduction of the Jesse Tree at Advent.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

It should be noted that due to our 4 year new board Goals and Priorities the survey questions have been updated or replaced.

We are extremely proud (again) of our 2022-23 Faith Data! It was even higher than last year's results which were AMAZING!

- Local Goal 1) Student result for daily prayer is 100%
Student result for adults treating students with respect is 96%
- Local Goal 2) Average result for teachers helping students learn what it means to live in a relationship with Jesus Christ is 100%
- Local Goal 3) Average result for staff, students and parents for witnessing the gospel is 98% (which is 1% higher than last year)
- Local Goal 4) Average result for strong home, school and parish partnerships is 100% (4% higher than last year).
- Our 2021-2022 Faith Data average satisfaction rates for:
 - Parents: 92% (2% lower)
 - Teachers: 100% (no change)
 - Students: 98.5% (6.5% higher)



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	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	80	100	91	91	91	92
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)						
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	83	75	82	92	93	94
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Measure Category	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Elementary)						
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	80	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	91	New Question	New Question	New Question	New Question	New Question
I have a friend at school.	97	New Question	New Question	New Question	New Question	New Question
Student Survey (Secondary)						
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	86	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	93	New Question	New Question	81	New Question	New Question
I have a friend at school.	98	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Mental Health Literacy and The Third Path training of 3 people per school) School trained staff will in-service entire school staff
- Focus on proactive strategies for all students, with a focus on lowering stress before exams.
- Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students
- School Intervention Teams to support at-risk students
- Parent session (s) held to inform about mental health supports.
- Provide resources and training to meet emotional/sensory needs.
- FSLW (Family Social Liaison Worker) in the school four days a week.
- Continuation of partnership with AHS and introduction of Behavioral Health Consultant 1 day per week.
- Flexible seating exists in all classrooms to help students access learning fully.
- Lunch with all new students from different schools.
- Change Dress Code to make all students have voice and feel comfortable.
- More Grade 4-6 Extra Curricular Opportunities. Volleyball, Chess Club, Basketball, Robotics
- We access community supports such as Big Brothers, Big Sisters for in-school mentorship.
- We also are accessing Alberta Health Services to train staff in supporting students with anxiety and other mental health issues.
- Playground Pals– Safe Playground peer mentorship program.
- Partnership with CARE (Central Alberta Refugee Effort) to assist new families to Canada.
- SIVA trained staff
- VTRA and ASSIST Training for admin teams.
- Purchased sensory equipment to support student mental health such as weighted blankets, deep pressure body roller, a hammock swing, wobble stalls, chewerlly.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

It should be noted that due to our 4 year new board Goals and Priorities the survey questions have been updated or replaced.

- Our teachers are 20% less satisfied in being able to support the social and emotional well being of their students. This will be an area of focus this year.
- 83% of our support staff are aware of the social and emotional well-beings of their students and have the strategies and skills to support them. This was a 12% increase from last year. This is perhaps due to the increase in PD in this area offered to Support Staff.
- 83% of our students feel that they belong at our school. This is an 8.5% improvement from last year. We are very proud of this improvement as this is a school wide goal for us and we have focused on improving this outcome.
- 92% of our students feel safe at school. This is wonderful news!
- 97.5% of students have a friend.

We look forward to next years data to get a deeper insight into mental health and 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 growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

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

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.0	45.0	n/a	n/a	n/a	n/a	94.7	21.1	87.0	17.4	95	45
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	75.0	25.0	n/a	n/a	n/a	n/a	94.7	21.1	78.3	26.1	85	30
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	85.0	45.0	n/a	n/a	n/a	n/a	89.5	15.8	78.3	39.1	95	45
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	95.0	45.0	n/a	n/a	n/a	n/a	84.2	26.3	78.3	17.4	95	45
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

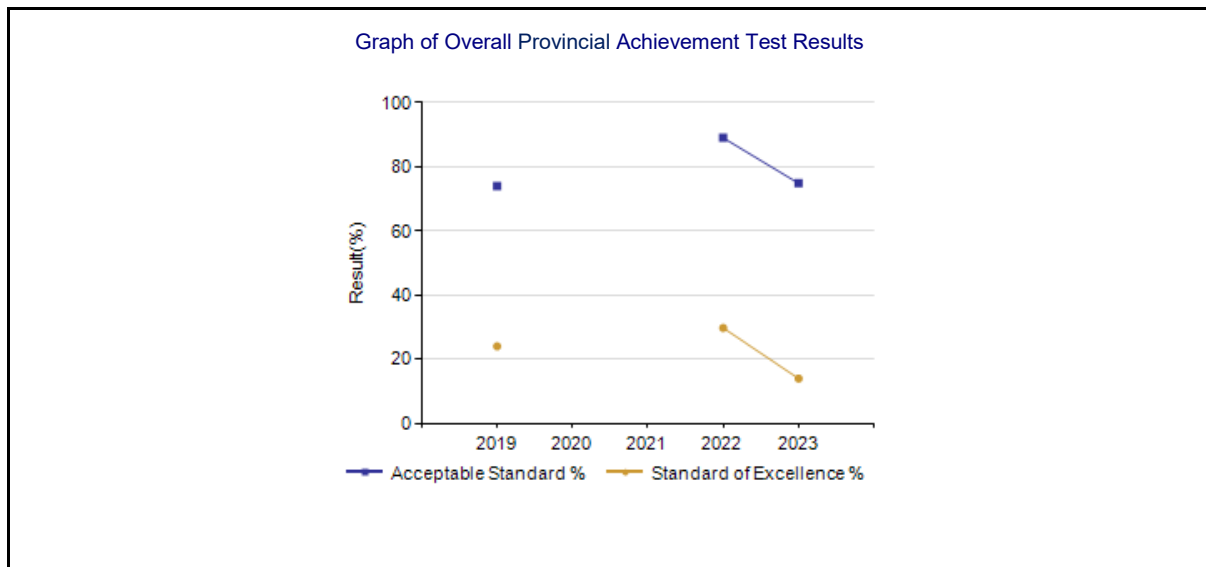
Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	80.0	20.0	n/a	n/a	n/a	n/a	100.0	38.9	87.0	13.0	85	25
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	50.0	15.0	n/a	n/a	n/a	n/a	61.1	22.2	65.0	10.0	75	25
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	75.0	25.0	n/a	n/a	n/a	n/a	100.0	33.3	73.9	17.4	85	25
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	70.0	15.0	n/a	n/a	n/a	n/a	100.0	27.8	78.3	13.0	85	25
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Father Lacombe Catholic School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	40	n/a	n/a	37	46	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	74.0	n/a	n/a	89.0	74.8	Intermediate	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	24.0	n/a	n/a	29.7	13.9	Intermediate	n/a	n/a	20.8	n/a	n/a	17.7	16.0



Notes:

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

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

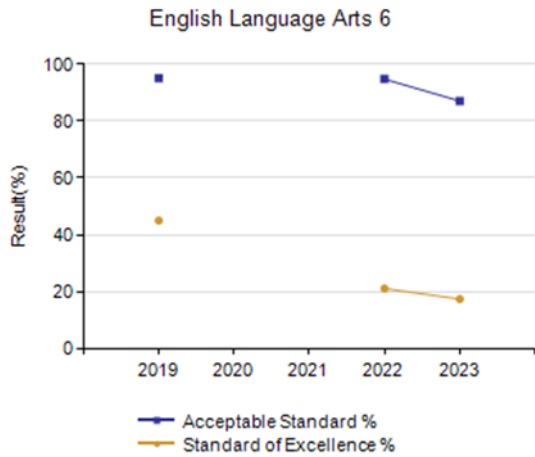
Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

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

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

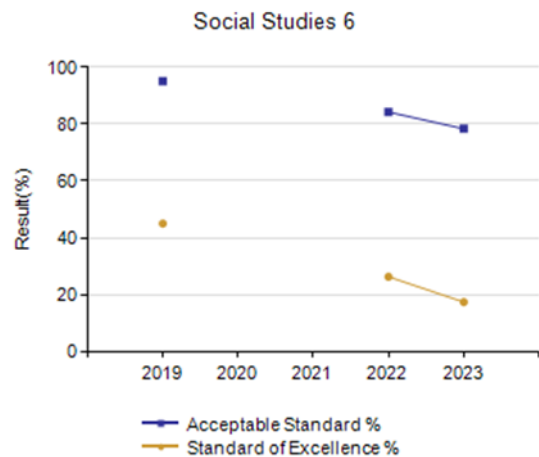
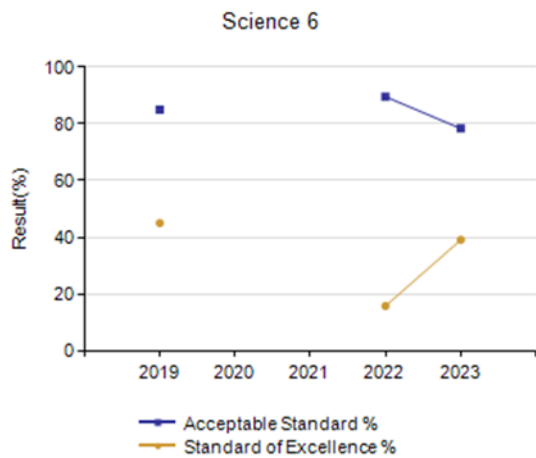
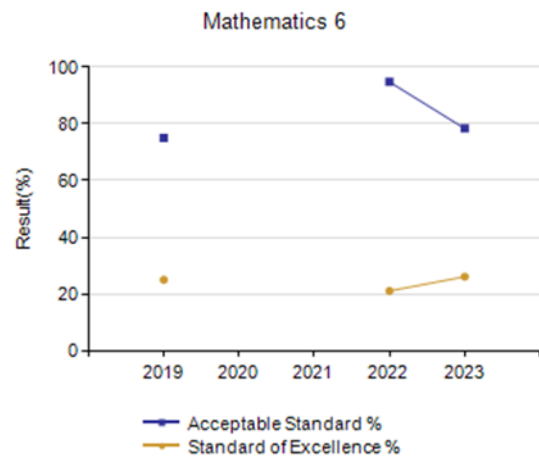
Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting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

Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 6]

[No Data for Français 6]



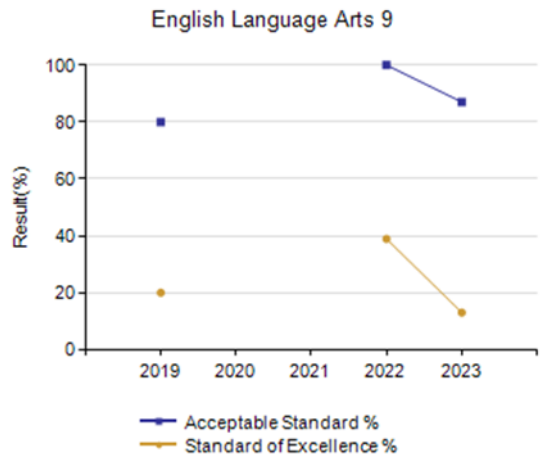
Notes:

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

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

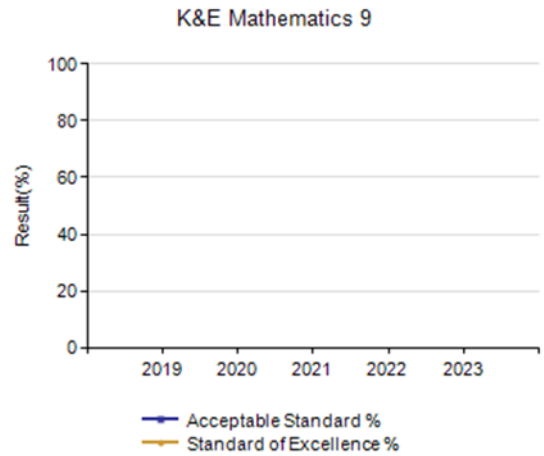
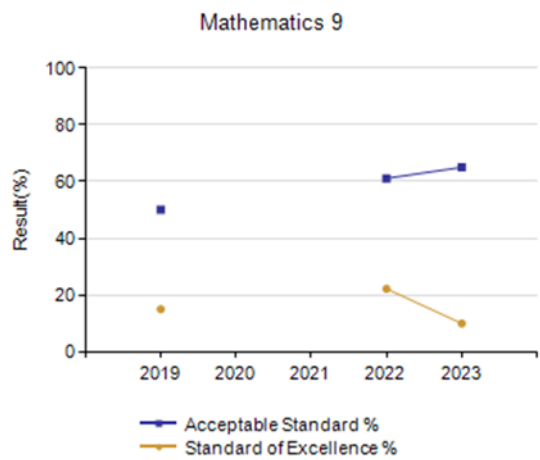
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Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 9]

[No Data for Français 9]

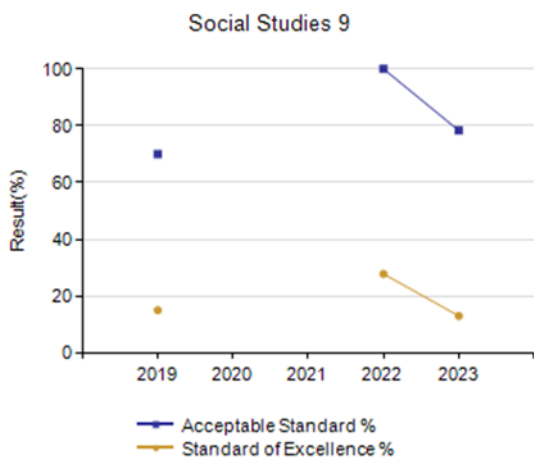
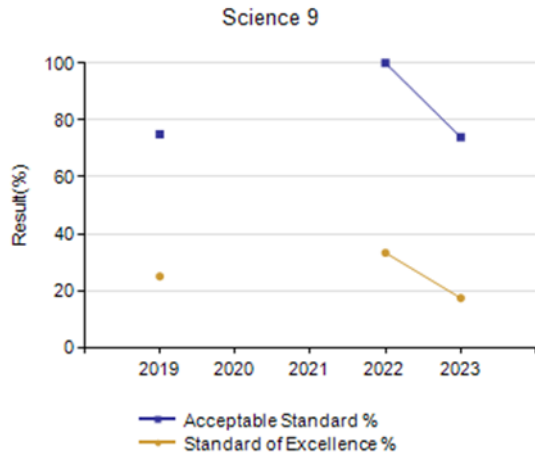


Notes:

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Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Father Lacombe Catholic School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	23	87.0	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	High	n/a	n/a	23	17.4	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	23	78.3	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	23	26.1	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Low	n/a	n/a	23	78.3	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	23	39.1	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	High	n/a	n/a	23	78.3	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	23	17.4	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	High	n/a	n/a	23	87.0	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	23	13.0	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Intermediate	n/a	n/a	20	65.0	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	20	10.0	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	High	n/a	n/a	23	73.9	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	23	17.4	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	High	n/a	n/a	23	78.3	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	23	13.0	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

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Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1312 Father Lacombe Catholic School (EAL)

Course		Measure		Father Lacombe Catholic School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,044	13.9	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	177	5.6	n/a	n/a		
Science 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
Social Studies 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	6,983	11.0	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a		

Notes:

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3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excluded from writing in those subject areas.
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1312 Father Lacombe Catholic School (FNMI)

Course		Measure		Father Lacombe Catholic School (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a		

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2022-2023 SCHOOL YEAR STRATEGIES

- We have purchased new Math (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers, Words Their Way and UFLY) resources to improve the quality of teaching, learning and assessment in these areas.
- Provide small group or one on one interventions using the above resources during RTI blocks each day. In both LA and Math
- We the staff at FLCS believe that our focus and implementation of Response to Intervention (RTI) and Professional Learning Communities (PLC's) and teacher collaboration has made a considerable positive difference in the above survey results. We have added RTI blocks each week to provided embedded time for students to get whatever they need to improve learning.
- We will continue to provide universal screening of Math in Grade 1-4 with Alberta Education Math Screen and Grade 5-9 using Canadian Achievement Tests (CAT 4) assessment.
- We continue to use the Acadience screen, in Grades 1-8 to measure growth in early literacy skills.
- Eye Assessment for Kindergarten.
- As well we will continue to have student profiles for all students to ensure that all our children succeed.
- We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL supports and resources have been increased and we now have staff trained in ESL strategies. We also have accessed other community supports such as C.A.R.E and Settlement Workers in Schools (SWIS) to provide services to our new families.
- The Father Lacombe Student Intervention Team (SIT) meet weekly to ensure the success of each and every student.
- Increase LSF (Learning Support Facilitator) FTE

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Grade 6

- 87% of students achieved acceptable level in Grade LA. (3% higher than STAR and 11% higher than the Province)
- 78.3% of Grade 6 students met acceptable level in Math. (8% higher than STAR and 13% higher than the Province.
26% of Grade 6 students are at the standard of excellence in Math (13% higher than STAR and 10% higher than the Province.
- 78.3% of students met acceptable level in Science. (7% higher than STAR and 12% higher than the Province.
39% of students are at the standard of excellence in Science (20% higher than STAR and 17% higher than the Province.
- 78.3% of students met acceptable level in Social Studies. (8% higher than STAR and 12% higher than the Province.

Grade 6 at Acceptable standard for all 4 cores subjects: 80% (11% higher than Provincial Results) However this result is 10% lower than the 2022 Grade 6 result.

Grade 9

- 87% of students achieved acceptable level in Grade LA. (6% higher than STAR and 16% higher than the Province)
- 65.0% of students met acceptable level in Math. (9% higher than STAR and 10% higher than the Province.
- 74% of students met acceptable level in Science. (2.5% higher than STAR and 8% higher than the Province.
- 78.3% of students met acceptable level in Social Studies. (17% higher than STAR and 20% higher than the Province.

Grade 9 at Acceptable standard for all 4 cores subjects: 76% (13% higher than Provincial Results). However (like the grade 6 results) this was 14% lower than the 2022 total.

Conclusions

- This underscores that our quality of education is consistently effective and our strategies in place make students successful. Father Lacombe Acceptable Standard results are higher than both STAR and the Province is both Grade 6 and 9 for Math, Language, Science and Social Studies. We are very proud of this data.
- However we need to monitor the 12% overall decline in students achieving acceptable standard in Grade 6 and 9, across all 4 core subjects. One explanation for this decline was the high number of ELL (English Language Learner) students in both of these classes.
- Our area of growth is in Grade 9 Math which only 65% of students met acceptable standard. However this exceeded STAR's results of 56% and Alberta's results of 54%

EAL (English as an additional language)

No PAT data recorded

Data values have been suppressed where the number of respondents/students is fewer than 6.

FNMI (First Nation, Inuit, Metis)

No PAT data recorded

Data values have been suppressed where the number of respondents/students is fewer than 6.

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





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

2022-2023

School: Father Lacombe catholic School

List of Alberta Education Screening Assessments

Literacy- Acadience

Numeracy- Provincial Numeracy Screening

Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of schools year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	20	15 (75%)	11	8	3	3
2	23	20 (87%)	10	10	10	3
3	24	17 (71%)	7	10	10	10

Average months:

	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	14	7 (+50%)	3	1.5 (+50%)		
2	10	3 (+30%)	14	12 (+86%)		
3	15	12 (+80%)	13	9.5 (+73%))	▼	

Summary of Support Strategies- Literacy

LLI (Leveled Literacy Intervention)

6 Minute Solution

UFI

Summary of Support Strategies- Numeracy

Mathology Interventions

2022-2023 SCHOOL YEAR STRATEGIES

- We have purchased new Math (Mathology) and LA (Levelled Literacy, Heggerty Phonemic Awareness Program, F&P Phonics, Empowering Writers, Words Their Way and UFLI) resources to improve the quality of teaching, learning and assessment in these areas.
- Provide small group or one on one interventions using the above resources during RTI blocks each day. Both in LA and Math
- We the staff at FLCs believe that our focus and implementation of Response to Intervention (RTI) and Professional Learning Communities (PLC's) and teacher collaboration has made a considerable positive difference in the above survey results. We have added RTI blocks each week to provided embedded time for students to get whatever they need to improve learning.
- We will continue to provide universal screening of Math in Grade 1-4 with Alberta Education Math Screen and Grade 5-9 using Canadian Achievement Tests (CAT 4) assessment.
- We continue to use the Acadience screen, in Grades 1-8 to measure growth in early literacy skills.
- Eye Assessment for Kindergarten.
- As well we will continue to have student profiles for all students to ensure that all our children succeed.
- We have a lead teacher trained in SIOP (ELL strategies) to support this population. ESL supports and resources have been increased and we now have staff trained in ESL strategies.
- The Father Lacombe Student Intervention Team (SIT) meet weekly to ensure the success of each and every student.
- Increase LSF (Learning Support Facilitator) FTE

INSIGHTS, CONCLUSIONS & IMPLICATIONS

This is a new measure of Literacy and numeracy results for students in grades one to three:

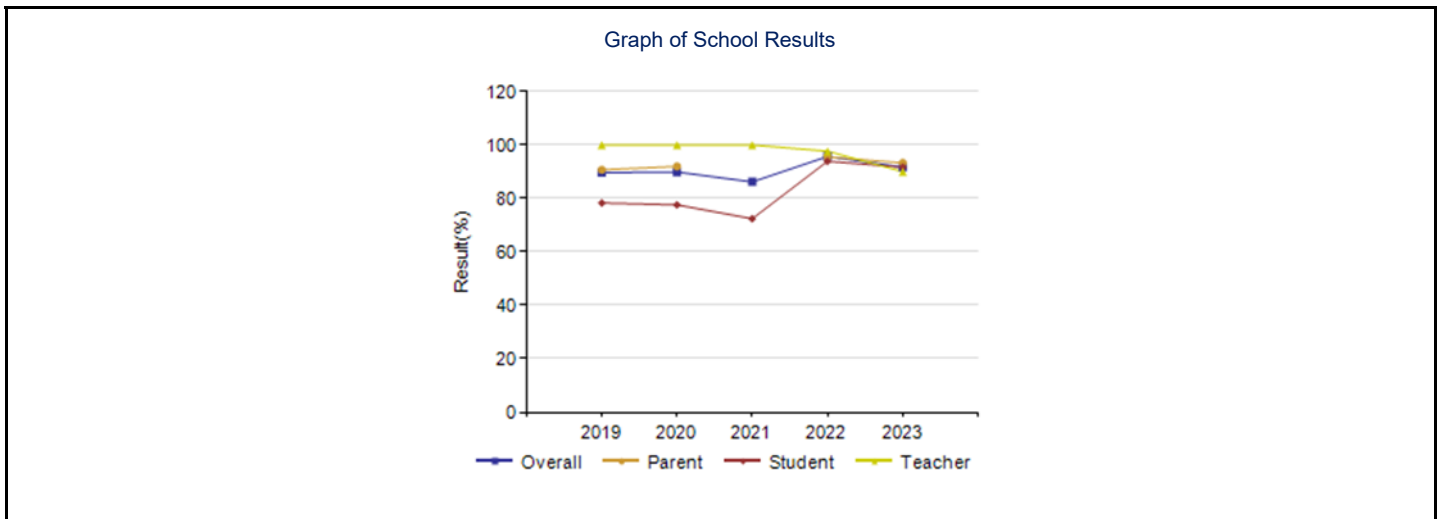
- The total number of students identified as being at risk at the beginning of the school year in Grade 1,2,3 was 53 which is 79% of students
- The average number of months BEHIND grade level after the administration of the initial assessments for at risk students in both Literacy and Numeracy DECREASED from 11.5 months to 4 months. These results were very reassuring considering the amount to interventions these students received. This is a 62% LEARNING GAIN
- When we look at our Grade 1-3 results from Literacy, we saw an average of a 53% improvement in learning loss.
- When we look at our Grade 1-3 results from Numeracy, we saw an average of a 70% improvement in learning loss.
- For Literacy, the Grade we saw the greatest learning gain was Grade 3 at 80%.
- For Numeracy, the Grade we saw the greatest learning gain was Grade 2 at 86%

PROVINCIAL GOAL: CITIZENSHIP

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

CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	173	89.7	157	89.9	52	86.2	179	95.7	194	91.7	Very High	Maintained	Excellent	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	41	90.7	20	92.0	5	*	40	95.5	54	93.3	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	120	78.3	126	77.6	39	72.4	130	93.9	130	91.7	Very High	Improved	Excellent	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	12	100.0	11	100.0	13	100.0	9	97.7	10	90.0	Intermediate	Maintained	Acceptable	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



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

2022-2023 SCHOOL YEAR STRATEGIES

- Grade 4-6 Leadership Team and Grade 7-9 Student Council.
- Playgrounds Pals– Student led safe playground initiative.
- At Father Lacombe we participate in many social service projects, such as : Food bank collections for the Lacombe Food Bank. The Giving Tree where we collect gifts from our school community and then deliver the gifts to Santa’s Anonymous at Christmas time. We have partnered with Catholic Social Services and adopted the Ministry of Project Morning Star. We will be focusing our works of charity and social justice to the women at risk in the Red Deer area.
- “Caught Being Saints” is a whole school awards system which champions positive actions amongst students.
- We introduced “Fruit for Friends” program to offer healthy snacks for anyone who needed it.
- As well, over the past two years, we place a focus on students setting realistic goals both in their studies in our K-9 school, but also goals that will assist them in high school and beyond into the world of work. The Jr. High students have a distinct scheduled unit of study/associated with the Jr. High Health outcomes of Life Learning Choices in exploring life roles and career opportunities and challenges.
- Career Day for students from K-9
- Student Vote Program
- “Bring Your Child To Work” day in our local community with Grade 9
- Grade 7 students will attend a Skills Canada workshop in the spring and Grade 8 students will attend “Skills Exploration Days” to explore different trade opportunities.
- Student reps to School Council meetings each month.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are very proud of these results, with 92% overall satisfaction. Father Lacombe Catholic School is 12% higher than the Province in Overall satisfaction in Active Citizenship.
- 90% of teachers are satisfied that students model the characteristics of active citizenship
- 93% of parents are satisfied that students model the characteristics of active citizenship
- 92% of our students thought that they model the characteristics of active citizenship. This is 21% higher than the Province. This results makes us very happy!

This area is one of Father Lacombe’s strongest areas and we work very hard to make sure that our students are successful, active citizens!

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

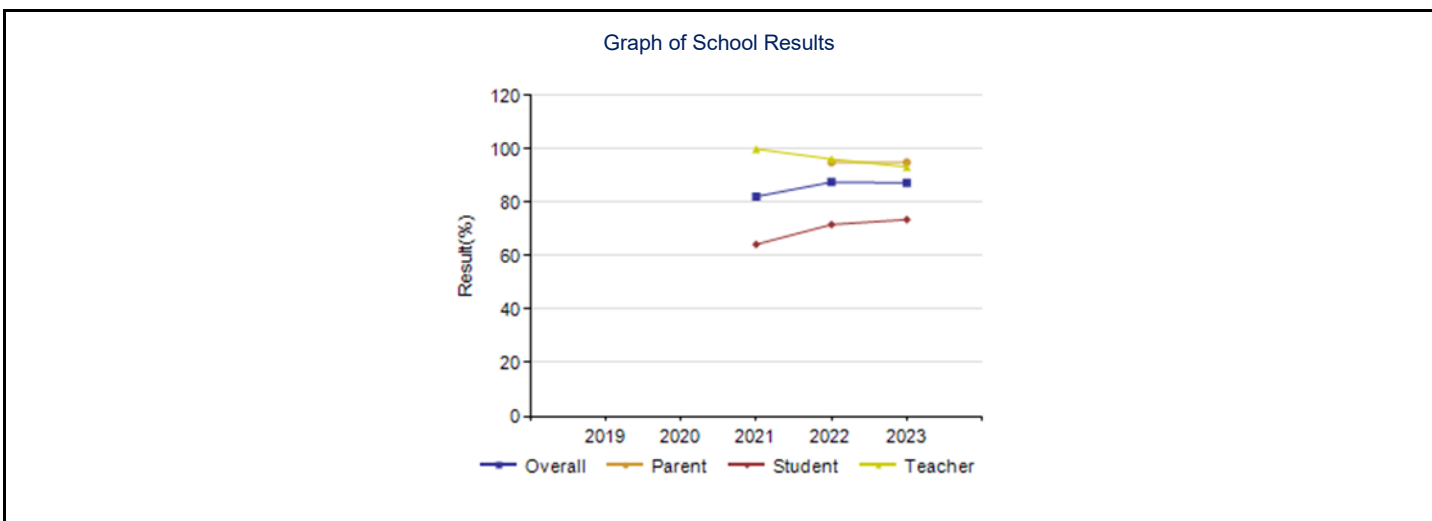
This is a provincial measure of student engagement in their learning at school.

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.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	52	82.2	179	87.6	194	87.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	5	*	40	95.0	54	95.0	n/a	Maintained	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	n/a	39	64.3	130	71.7	130	73.6	n/a	Maintained	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	n/a	13	100.0	9	96.2	10	93.3	n/a	Maintained	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	



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

2022-2023 SCHOOL YEAR STRATEGIES

- Continued work and development in The Third Path– A relationship based approach to student well-being and achievement. Walk the Path to implement framework to be started in Sept 2023
- Students access field trips to experience learning in different environments.
- New engaging resources such as Mathology and Levelled Literacy for Grade 6-9, new Grade 9 RE curriculum, 4-6 PE & Wellness/Faith resource.
- Introduction of new K-6 (some subjects) Curriculum with more engaging learner outcomes.
- Increased access to technology: Chromebooks, 3D printers, micro bits and robotics kits.
- Increased range of CTF courses such as gardening and sports. Survey students to see what their interests are.
- Students are surveyed on what CTF courses they would like to enroll in.
- Continuation of CTF into Grade 5 & 6 with 3 teachers.
- New School building with student gathering spaces for use for collaborative learning and pull out

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- This is a relatively new set of data in the area of Student Engagement. We were pleased to see an overall result at 87% which is 3% higher than the Province.
- The student data has improved from 64% in 2021 (this was an area of focus). We are proud that this area increased to 73% which is a 9% increase! The improvement is promising BUT this is still an area of focus.
- 95% of our parents felt that the student were engaged in their learning. This was for 2 years consecutively.
- Teachers are also satisfied with student engagement with a result of 93%

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	School Name			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 opportunities for meaningful Professional Development	100	91	97	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	98	92	85	89
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	67	100	82	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	83	75	86	78	76	81

PROFESSIONAL DEVELOPMENT

List of professional development opportunities from the 2022-23 school year– Please see next page





Professional Development Plan 2022-2023

SCHOOL: Father Lacombe Catholic School

PD for ALL STAFF in **GREEN**

Teachers ONLY in **Yellow**

Month	Day	What goal(s) does this professional learning target?	9:00-10:15	10:30 - 12:00	1:00 - 3:30
August	26	Faith	Reflection Day	Reflection Day	Reflection Day
August	29	Faith & School Start Up	Opening Prayer Staff Meeting	Staff Meeting	Teacher Prep
August	30	Teacher Organisation Day/RTI	PLCs	Transition Meetings	Teacher Prep/ K-2 Phonics Training
August	31	Teacher Organisation Day	Teacher Prep	OPEN HOUSE 11am-1pm	Teacher Prep
September	1	Teacher Organisation Day Fully Alive/Assessment	Fully Alive Grade 4-6	Teacher Prep	Assessment PD/Powerschool/Grade book
September	2	Faith	Staff Retreat	Staff Retreat	Staff Retreat
October	7	Teacher Institute Day	Teacher Institute Day	Teacher Institute Day	Teacher Institute Day
October	28	Faith & Supporting Student Wellness	Human Sexuality	Human Sexuality	Teacher Prep
November	1	Learning Day	Learning Day	Learning Day	Learning Day
December	9	Mental Health	Third Path Condition 7/8	Third Path Condition 7/8	PLC/Teacher Prep
January	27	RTI	Faith Session #2	Intervention Planning PLC	Teacher Prep
February	9&10	Teacher Conference	Teacher Conference	Teacher Conference	Teacher Conference
March	10	FNMI	Blanket Ceremony	Blanket Ceremony	PLC/Teacher Prep
March	24	RTI: ELL	ELL Strategies	ELL Strategies	Teacher Prep
April	28	Faith Student Achievement/RTI EA PD Day	Faith Session #3	Assessment/ Powerschool EA PD	Teacher Prep EA PD
May	19	Mental Health	Staff Meeting	Summary of the Third Path:	Teacher Prep
June	9	RTI	Staff Meeting	PLC Transition Meetings	PLC-Transition Meetings

2022-2023 SCHOOL YEAR STRATEGIES

- The teachers were surveyed regarding what PD they would like to have access to
- A school PD plan was created
- EA Conference
- PD opportunities were connected to STAR board's priorities and goals.
- PLC was taken out of the school day and added as assignable time (45mins after school, once a week)
- PLC time was embedded in PD days to allow maximum quality collaboration time
- Mentorship of new teachers by STAR and In school mentorship program
- Learning Day– Collaboration with STAR teachers
- EA Professional Learning Committees (PLCs)
- EA FTE for PD available and opportunities to join teachers on PD days
- EA PGP (Professional Growth Meeting) meetings

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 100% of teachers were satisfied with opportunities for meaningful PD. This is an 9% INCREASE from last year and we are very proud of this data. I would credit access to the Staff Development fund to this excellent result and the increase in STAR PD offered throughout the year.
- However only 67 % of EAs feel they have opportunities for meaningful PD. This results was 33% lower than last year. This will be an area of focus.
- While 100% of teachers feel they have opportunities to access division and school support people for PD only 83% of EAs feel this way. This is an area of focus last year and we see an increase of 8% currently. This could be at part credited to the EA conference held by STAR this this year.

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	Father Lacombe			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.)	90	100	94	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	99	96
Teachers in our school value professional learning communities (PLC)	80	100	91	94	95	94



2022-2023 SCHOOL YEAR STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports get them.
- School Leadership Team meets monthly to analyze student data and to make school system changes needed to support student success at Father Lacombe.
- The staff on the SLT changes year to year and staff are invited to join each year.
- Regular classroom walk throughs by Principal and collaborative discussion around teaching and learning.
- **Social Media lead for school.**
- Designated Principal role changes yearly.
- Leadership Development at admin meetings.
- Regular Committee meetings for the following roles: FSLW, Learning Supports Facilitators meetings. FNMI lead teacher REC.
- **FTE 0.1 for FNMI Lead**
- FTE 0.1 for REC/Youth Minister Lead
- Powerschool lead teacher
- Report card and assessment lead teacher.
- Crisis Response Team in each school
- **EA PLCs (Professional Learning Communities)**

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We achieved a 90% overall satisfaction rate in this area, which was 10% lower than last year.
- There was a 20% drop in the teacher result for valuing PLC time. This accounts for 2 out of 10 teachers at Father Lacombe and the response for why this was lower for them was that they didn't know if other teachers valued PLC time– not that they themselves did not.

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	Father Lacombe			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 am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)						
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question



2022-2023 SCHOOL YEAR STRATEGIES

- Provide regular PLC times for teachers to collaborate and support each other.
- Provide prep time on PD days to allow for teacher work load.
- Staff Retreat– with a fellowship component.
- Open and welcoming admin so that staff can talk to them about concerns.
- Admin will survey staff on how best they can support them.
- PGP Meetings twice a year (Including EAs) to check in of staff wellness.
- Suggest to add Staff Wellness goal to PGP.
- Wellness Wisdom from STAR.
- PD time devoted to staff wellness.
- Third Path Framework and mental Health Literacy.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

It should be noted that due to our 4 year new board Goals and Priorities the survey questions have been updated or replaced.

There is zero data to comment on at this time.



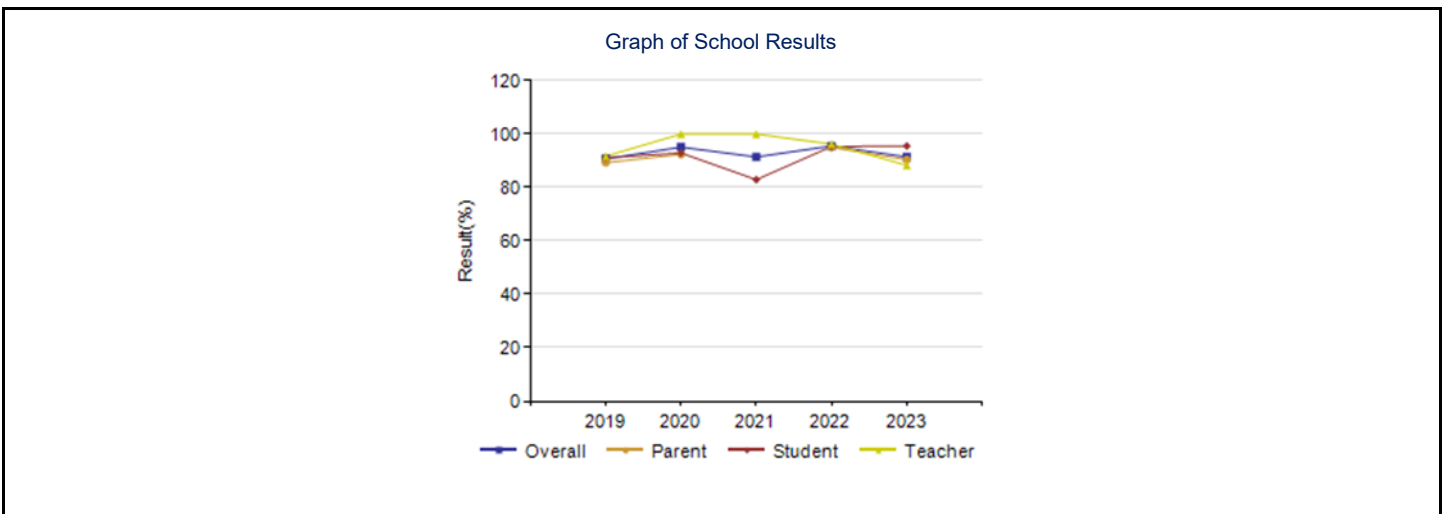
DOMAIN 3: TEACHING & LEADING

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

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

EDUCATION QUALITY: MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	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	%		
Over all	173	90.7	157	95.1	52	91.4	179	95.5	194	91.4	Ver y High	Decl in ed	Go od	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Pa rent	41	89.3	20	92.4	5	*	40	95.0	54	90.4	Ver y High	Mai ntain ed	Ex cell ent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Stu dent	120	91.1	126	92.9	39	82.9	130	95.3	130	95.5	Ver y High	Mai ntain ed	Ex cell ent	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Tea cher	12	91.7	11	100.0	13	100.0	9	96.2	10	88.3	Ver y Low	Mai ntain ed	Co nce rn	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:
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2022-2023 SCHOOL YEAR STRATEGIES

Teachers meet regularly in PLCs to support student learning in the classroom.

- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students. RTI embedded time so students access what they need to be successful.
- Continuous professional development accessible for teachers.
- Regular classroom walk throughs with Google doc as feedback for ongoing conversation with teachers.
- Assessment portfolios for all K-6 students.
- School wide CAT testing for all students to monitor progress and plan interventions.
- Grade 1-8 Acadience assessment and progress monitoring.
- Monthly School Council meetings, with admin, teacher, student, parish reps and our Trustee present.
- Strong connections with Parish and Parish Priest
- Increase LSF FTE

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are disappointed with our overall satisfaction rate of 91% (Which is 4% lower then last year) in the area of quality of overall education. Although the result is very high, we unpacked the data and found the following:
- Students reported 95% satisfaction rate. This is great data!
- Parents also reported a 90% satisfaction rate (5% lower than last year)
- Teachers reported 88% satisfaction rate. (8% lower than last year) This was recorded as a concern for our school.

When I asked teachers about this, there was a recurring theme where teachers were unhappy with the curriculum changes in the last few years and lack of resources to teach it.

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	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	73	84	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	90	100	97	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	100	100	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	83	100	94	92	93	92
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	99	93	95	96	97	95
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	100	98	96	91	89	89

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES *(Continued)*

Measure Category	Father Lacombe	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	67/100	77 63
I feel safe at school.	50/80	81 79
I have a friend at school.	67/100	92 94
(Elementary) At my school there is at least one adult who listens and cares about me	100	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	100	85

*Grades 4-6 | 7-12



Assurance Domain	Measure	Father Lacombe Catholic School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

2022-2023 SCHOOL YEAR STRATEGIES

- Teachers have infused First Nation, Metis and Inuit content into long term planning.
- First Nation, Metis and Inuit PD mandated at the school level.
- Guest speakers and entertainers invited into our school: Elders, Story tellers, Dancers, Drummers and singers, Artists
- Annual Father Lacombe Day to highlight the culture of the Indigenous people living in this area.
- Annual Orange Shirt Day
- First Nation, Metis and Inuit Math Resource (Under One Sun)
- School Tipi purchased and blessed/smudged. Staff learnt about Tipi teachings.
- Addition of First Nation, Metis and Inuit books to school library and to the level reading collections in classrooms.
- Staff participation in Sweat lodge, Talking circles, Blanket exercises
- Smudging Ceremony held at the school.
- First Nation, Metis and Inuit Lead Teacher at school at 0.1FTE
- Metis and Treaty flags displayed in the new school.
- STAR Indigenous Coach: To teach and support staff on First Nation, Metis and Inuit culture and understanding.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Although this is a relatively new area of learning for all of us, we are very proud of our results!
- We have a 97.5% satisfaction rate with teachers (3.5% higher than last year) BUT 83% satisfaction rate with support staff. (17% lower than last year). Note: this was one out of six support staff who said they disagreed. I don't feel this result is reliable to make accurate assumptions.
- 99.5% of all our students reported that they have an opportunity to learn about the FNMI culture. (4% higher than last year). This result has increased steadily as we have been working on bringing FNMI culture into the school with guests and permeation in the curriculum.
- When looking initially at the student data it is disappointing. Only 67% of Grade 4-6 FNMI students feel that they belong or have a friend. But with a survey population of just 6 students, this was the voice of 2 students. The Grade 7-9 result for this question was AWESOME at 100% (5 students in total)
- Just 50% of Grade 4-6 FNMI Students feel safe at school (3 students in total) Again the data is limited to make accurate assumptions. The result for Grade 7-9 was 80%
- However 100% of Grade 4-9 FNMI students (Total 11) felt they had a healthy relationship with and adult at school. This is a great result, but again limited.

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

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES *(Continued)*

Measure Category	Father Lacombe			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher.	81	80	79	77	77	78
Adults help me when I ask.	100	93	95	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey						
My child receives the support he/she needs to be successful in school.	84	85	86	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.
- Continuous professional development accessible for teachers.
- School wide CAT testing for all students to monitor progress and plan interventions
- Grade 1-8 Acadience assessment and progress monitoring.
- EYE testing for ECS Students
- RTI embedded time so students access what they need to be successful
- Access to Early Literacy Supports
- Access to ESL supports and Benchmarking of ELL Students.
- Access to FSLW (Family School Liaison Worker) and BHC (Behavioral Health Consultant) supports
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist
- Admin and Staff continued to be trained in RTI and best practices.
- Levelled Literacy introduced fully as a reading intervention for Grade 1-9
- UFLY and Heggerty introduced as phonemic Awareness programs
- Mathology used as an intervention for Grades 1-9
- ELL program implemented for English Learners
- Access to SWIS (Settlement Worker in Schools) worker to support ELL Students and New Families to Canada
- Implementation of The Third Path Strategies to increase student success.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

It should be noted that due to our 4 year new board Goals and Priorities the survey questions have been updated or replaced.

- The average student result for accessing help when needed was 98% (9% higher than last year)
- However only 81% of Grade 7-9 understood how they learn and how to communicate it to the teacher. This was only a 1% increase from last year and will continue to be an area of focus.
- The average parent result was 84% (1% lower then last year). This will be an area of focus too.
- There was zero Teacher data to comment on.

DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

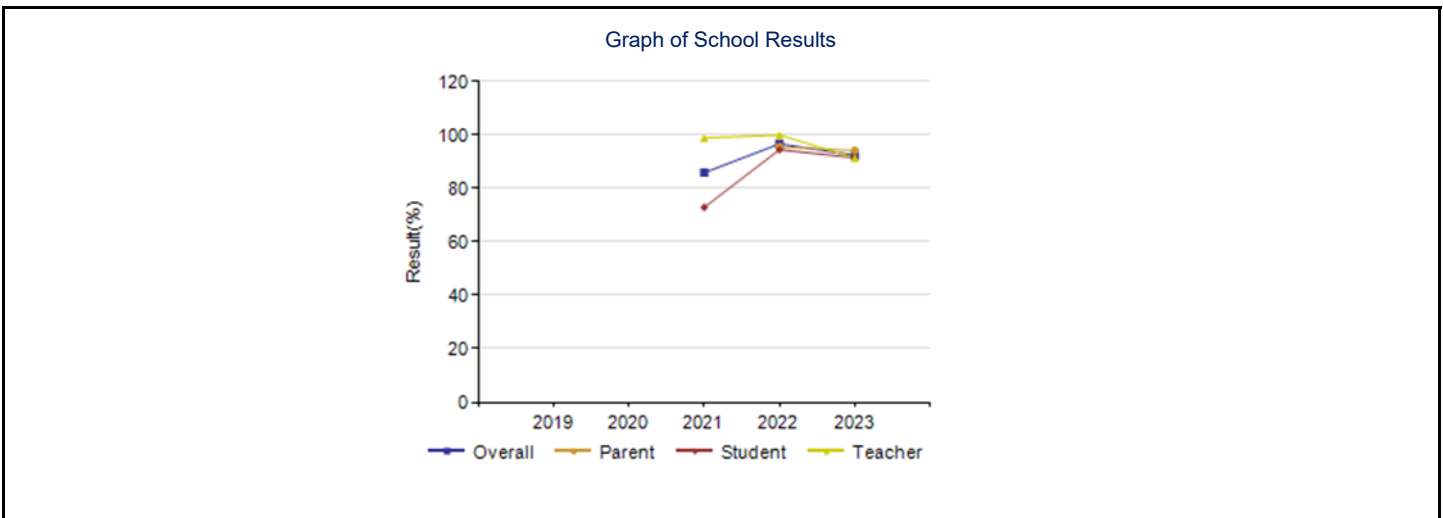
Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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

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

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Ac hie ve ment	Im- pro ve ment	Ov era ll	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	52	85.9	179	96.7	194	92.4	n/a	Declined	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	5	*	40	95.6	54	94.2	n/a	Maintained	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	39	72.9	130	94.5	130	91.5	n/a	Maintained	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	13	98.9	9	100.0	10	91.4	n/a	Maintained	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



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.

2022-2023 SCHOOL YEAR STRATEGIES

- At Father Lacombe we participate in many social service projects.
- Continued work and development in The Third Path– a relationship based approach to student well-being and achievement.
- We introduced a new way of celebrating positive student behavior. “Caught Being Saints” is a whole school awards system which champions positive actions amongst students.
- We introduced a behaviour system at Father Lacombe which uses just 3 school rules: BE KIND, BE SAFE, BE YOUR BEST!
- We have an excellent relationship with our Police Resource Officer who visits the school upon request and talks to the students about the importance of caring and respecting others.
- We celebrate each and every staff and student’s birthday each month with acknowledgement, a prayer and a treat!
- Our FSLW is available to students to support their needs.
- School Masses and celebrations.
- Fruit For Friends program- each classroom is provided with a fresh fruit bowl each week for ALL to enjoy!
- Admin will meet with all new students to the school in September for lunch to get to know them.
- Admin has learnt conversational Tagalog and Spanish to help make our new families feel welcome. We value the diversity in our Student body.
- Saints Groups– multi grade groups do school activities together throughout the year.
- Playground Pals
- Grade 7-9 and 4-6 Leadership Clubs
- Whole School Celebrations of student successes every morning.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our overall rate for Safe and Caring Schools is 92% which was a 4% decrease from last year! But is significantly higher (approx. 8%) than the Province data
- The teachers reported a 91% satisfaction rate. (9% lower)
- The parents reported a 94% satisfaction rate. (1% lower)
- The students reported a 92% satisfaction rate (3% lower)
- We are very proud of this data! We have been working hard to improve this area and the results show that we are, even with the small decreases in numbers.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

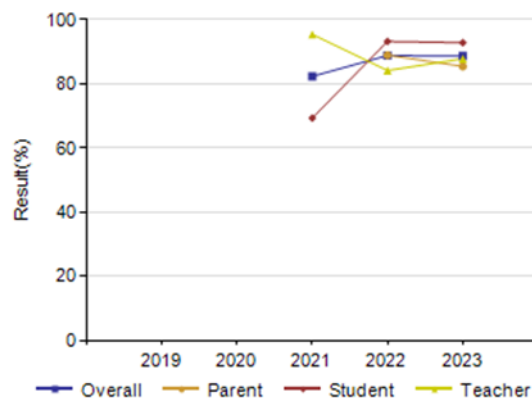
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	52	82.3	179	88.8	194	88.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	5	*	40	88.9	54	85.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	39	69.3	130	93.2	130	92.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	13	95.4	9	84.1	10	87.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of School 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Teachers meet regularly in PLCs to support student learning in the classroom.
- Student Intervention Team meets regularly to ensure that students needing extra supports gets them.
- School Leadership Team meets monthly to analyze student data and to make changes needed to support student success at Father Lacombe.
- Robust RTI system in place to ensure that high levels of learning are expected and supported for ALL students.
- Continuous professional development accessible for teachers.
- School wide CAT testing for all students to monitor progress and plan interventions
- Grade 1-8 DIBELS assessment and progress monitoring.
- EYE testing for ECS Students
- Interpreter available for Parent Interviews
- RTI embedded time so students access what they need to be successful
- Access to Early Literacy Supports
- Access to ESL supports and Benchmarking of ELL Students.
- Access to FSLW supports (Increase FTE)
- Access to Central Office Supports: OT, Speech, Director of Learning and Psychologist
- Admin and Staff continued to be trained in RTI and best practices.
- Levelled Literacy introduced as a reading intervention for Grade 1-9
- Mathology used as an intervention for Grades 1-6
- ELL program implemented for English Learners
- More access to SWIS worker to support ELL Students and Families new to Canada
- Increase LSF FTE

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall results were 89% (the same as last year) which we are proud of.
- Teachers reported 88% satisfaction rate in access to supports and services (which is an increase of 4%) This was an area of focus last year so we are pleased to see the improvement.
- Students reported the same satisfaction rate as last year at 93%
- The parents reported a 85% satisfaction rate. (4% decrease)

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

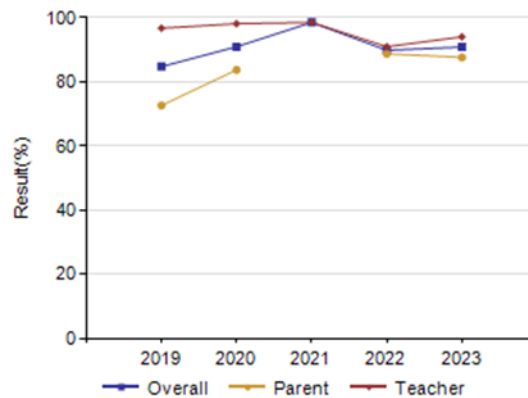
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Ac hie ve ment	Im- pro ve ment	Ov era ll	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	53	84.7	31	90.9	13	98.5	49	89.8	64	90.8	Very High	Maintained	Excellent	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	41	72.6	20	83.7	5	*	40	88.7	54	87.6	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	12	96.7	11	98.1	13	98.5	9	90.9	10	94.0	Very High	Maintained	Excellent	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Graph of School 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Prior to the surveys being administered, a letter was sent home.
- With permission from Alberta Learning, we surveyed parents from Grade 4-9.
- We hosted a parent survey events to increase participation with the accountability survey. We had copies available in Tagalog and Spanish to increase participation.
- We involve parents in choosing Junior High options.
- We invite parents to morning assemblies.
- Coffee with Council once per month
- Doughnuts with Grownups.
- A personal invite from the Principal to ALL parents to join School Council is sent out in September.
- Increase opportunity for social events to bring parents into the school.
- School Council Calendar of events to share at the beginning of the school year.
- We have increased the ways we communicate with our parents. School communication is now sent out via Emails, Text, Phone messages, Facebook, School Cash on Line, Website , Class Dojo, Teacher phone calls or emails
- Powerschool and live reporting Grade K-9
- School Council encourage parents to volunteer for JUST ONE event.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parental involvement has been the area we have seen the greatest improvement in over the years!
- It must be noted that only 5 parents completed the surveys in 2021 and 29 parents completed the Spring 2022 surveys! Our current number is 41 completed government surveys which is a 720% increase over 3 years. We are thrilled with this data!
- The parent satisfaction rate has increased 22% since 2018 and now is at 88%
- The teacher satisfaction rate is 94% (4% higher than last year)
- The data at Father Lacombe exceeds both data from the Authority and the Province in this area.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

- School Budget 2023-2024

Budget Summary

*St. Thomas Aquinas Roman Catholic Schools
2023-2024 Play Budget (Nov)*

Father Lacombe

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$1,451,547	76.0%	\$1,451,547	76.7%
Specialized Learning Support (SLS) Allocations	\$191,871	10.0%	\$191,871	10.1%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$19,866	1.0%	\$17,866	0.9%
ELL Allocations	\$40,920	2.1%	\$40,920	2.2%
FNMI Allocations	\$30,016	1.6%	\$30,016	1.6%
Other Program Allocations	\$31,132	1.6%	\$12,516	0.7%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$129,610	6.8%	\$129,610	6.9%
Local Revenues & Fees	\$15,988	0.8%	\$16,988	0.9%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$1,910,950	100%	\$1,891,334	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,388,190	72.6%	\$1,381,009	73.0%
Uncertificated Staff	\$416,082	21.8%	\$405,337	21.4%
Services Contracts and Supplies	\$106,679	5.6%	\$104,989	5.6%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$1,910,951	100%	\$1,891,335	100%

Summary

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Total Revenue and Allocations to Budget		\$1,910,950		\$1,891,334
Total Expenditures		\$1,910,951		\$1,891,335
Variance		\$0		\$0

Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	Father Lacombe Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.3	87.6	87.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.7	95.7	92.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	74.8	89.0	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	13.9	29.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.4	95.5	95.3	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.4	96.7	96.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	88.6	88.8	88.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	90.8	89.8	90.3	79.1	78.8	80.3	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,