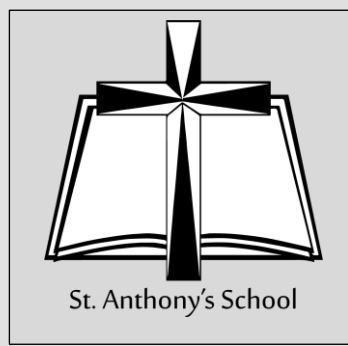




2021-2022

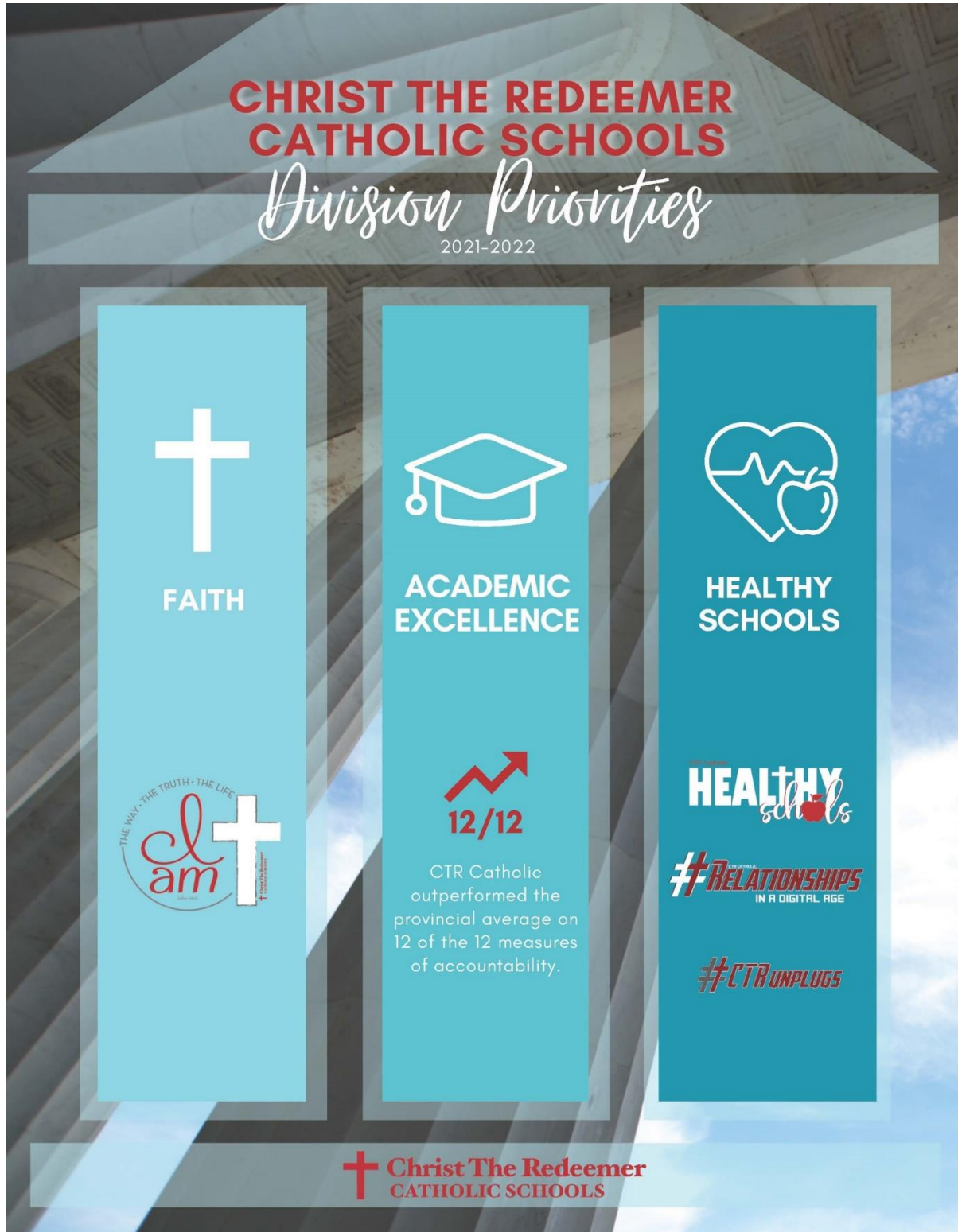
ANNUAL EDUCATION RESULTS REPORT



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DIVISION AND SCHOOL PRIORITIES



ACCESSING SCHOOL PLAN

Our school develops an **Annual Education Results Report**. These reports are presented to our school's Ward Committee and School Council. They are also posted on our website. Once on the school website please click on "About", then "**Education Plan + Results**" to view.

ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	St. Anthony's 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	83.3	89.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.2	93.8	91.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	100.0	95.7	89.0	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	94.3	91.5	87.7	87.1	86.2	85.6	Very High	Maintained	Excellent
	PAT: Acceptable	76.8	n/a	69.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	23.6	n/a	15.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	83.3	n/a	72.7	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	37.5	n/a	20.0	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	94.5	93.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.2	97.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.7	88.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.5	82.9	89.1	78.8	79.5	81.5	High	Declined	Acceptable

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 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.
3. 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.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES

Assurance Domain	Measure	St. Anthony's 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	59.5	62.0	58.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	68.0	68.1	65.8	*	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	8.5	n/a	11.4	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

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 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.
3. 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.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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.

MEASURE EVALUATION REFERENCE

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

	Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	84.5	76.3	N/A	N/A	76.8	80

Comment on Results:

St. Anthony's School is 9.5% above the provincial average of 67.3% in the domain. This measure is comparable to 2018-2019, the last time we wrote PATs. Student absenteeism and interruptions to learning continued to be a challenge last year which made it difficult to reach our target of 80%.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	22.3	22.9	N/A	N/A	23.6	25

Comment on Results:

St. Anthony's is 5.6% above the provincial average of 18.0% for PAT Excellence. Despite the impact of Covid on student learning, we performed higher in this domain than in both 2017-18 and 2018-19. Even with interruptions to student learning, we came close to our target of 25%.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	88.1	70.2	N/A	N/A	83.3	80

Comment on Results:

St. Anthony's is 8.1% above the provincial average of 75.2% in the measure of Diploma Acceptable and we achieved higher than our targeted goal of 80%. This year's result is a 13% improvement which is noteworthy considering the challenges to learning since March of 2020.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	22.4	18.4	N/A	N/A	37.5	25

Comment on Results:

St. Anthony's is 19.3% higher than the provincial average of 18.2% in Diploma Excellence. This is an excellent result for St. Anthony's! We achieved well above previous results and 12.5% higher than our targeted goal in this domain.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	89	83.3	90

Comment on Results:

This was a new measure in 2020/2021. St. Anthony's result of 83.3% is 1.8% below the provincial average of 85.1%. Although our students and teachers were above our AB counterparts (students +5.7 and teachers +4.5), our parents reported a significantly lower satisfaction rate (-15.8%). STA has many Readers and Writers Workshop teachers trained to enhance English Language Arts programming, and our classroom libraries help create a vibrant reading culture. In addition, we have targeted staff deployed in both Early Reading Intervention and Enhanced Reading, so most students have access to the remedial support they need. In our CLC's teachers focused on developing student academic conversation as well as the intentional use of whole class body breaks. Both strategies target student engagement. We will explore this further with our school council to gain parent perspective in relation to student engagement.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	90.9	88.8	94.1	93.8	89.2	90

Comment on Results:

St. Anthony's result was 89.2% and the provincial result was 81.4%, so St. Anthony's overall results were 7.8% higher than the provincial average. Teacher, parent, and student satisfaction rates were higher than the province. Teachers naturally use examples from our faith to reinforce positive behavior and responsible citizenship. CTR initiatives like #Relationships and the Many and One Committee address social issues and trends in society. A continued focus on such issues was a theme from our Community Influencers Session in June.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	79.2	83	88.3	95.7	100.0	100	Very High	Improved	Excellent
5 Year Completion	88.4	84	87.5	91.5	94.3	95	Very High	Maintained	Excellent

Comment on Results:

This is a strong result for us at 100%! The provincial result was 83.2% so St. Anthony's overall results were 16.8% higher than the province. Academic monitoring of our JH/SH students contributes significantly to our success in this measure as well as targeted support to at-risk grade 12 students with LA and Social. During CLCs, our praxis goal of classroom discussion to enhance learning has provided students with more opportunities for academic conversations. Our staff will continue to ensure we take a proactive approach to support all our students.

LOCAL MEASURES OF STUDENT GROWTH AND ACHIEVEMENT

- Strategies used to improve rates of PAT and Diploma success, high school completion, active citizenship, and academic engagement

Local Measures for New Strategies	Target	Result
% of eligible teachers involved in Mathology professional development	100	100
% of Kindergarten to Grade 3 teachers implementing Mathology resources	100	100
% of teachers implementing and improving praxis goals	100	100
% of teachers satisfied with team/department praxis plans	90	62
% of elementary piloting math teachers who used the curriculum support documents	60	100
% of students involved in a Readers' and Writers' Workshop classroom	80	89
% of teachers completing professional development for Readers' and Writers' Workshop	100	33

Comment on Results:

We have met or exceeded our targets for most of the strategies listed above.

The curriculum support documents have been an excellent resource for teachers implementing new curriculum. Six St. Anthony's teachers participated in summer work creating these documents.

All teachers implemented universal mental health praxis goals as well as academic praxis goals. This work continues this year and our teams are in the process of developing new goals. Administration is working with team leaders to empower them to lead our teacher teams in creating meaningful praxis plans. We will continue to work on this as we balance teacher autonomy in professional learning and alignment of school needs from year-to-year.

We had six language teachers on staff who needed to be trained in Readers' and Writers' Workshop. We sent two to last year's training. We will continue to train teachers as it remains a school-wide philosophy for literacy instruction at St. Anthony's.

PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

PROVINCIAL MEASURES

PAT ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the acceptable standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2021-2022 at St. Anthony's.

PAT EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2021-2022 at St. Anthony's.

DIPLOMA ACCEPTABLE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2021-2022 at St. Anthony's.

DIPLOMA EXCELLENCE

	Overall percentage of self-identified First Nations, Métis, and Inuit students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2021-2022 at St. Anthony's.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of self-identified First Nations, Métis, and Inuit students who completed high school within three and five years of entering Grade 10.								
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2021 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5 Year Completion	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2021-2022 at St. Anthony's.

LOCAL MEASURES OF FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT

- Programs, services, strategies, and local measures/data to demonstrate that First Nations, Métis, and Inuit students have access to a continuum of supports and services, including inclusive education.

Local Measures for New Strategies	Target	Result
% of curriculum support documents that include First Nations, Métis, and Inuit content and resources	100	100
% of Kindergarten to Grade 6 teachers using curriculum provided with at least one First Nations, Métis, and Inuit content	50	TBD Nov 2023
K to 6 uses of resources developed to support the use of tepee	50	67
Class trips to Blackfoot Crossing	1	TBD Nov 2023
Delivery of Blanket Exercise	1	TBD Nov 2023
Number of Many and One Initiatives	3	3

Comment on Results:

All curriculum support documents include First Nations, Metis, and Inuit content.

Truth and Reconciliation Week is marked with daily activities/lessons in all grades at St. Anthony's using resources compiled by CTR Indigenous Team Leads.

Our goal of 3 Many and One Initiatives was intended for the current school yet we met this goal last year as well. Some examples include reading our land acknowledgment every Monday on the announcements, we marked the International Day for the Elimination of Discrimination and Racism with guest speaker Aubrey Noronha's presentation to all grades, and we hosted our Multi-Cultural Festival which we celebrated in May. These are in addition to our annual events like Orange Shirt Day and Pink Shirt Day.

PROVINCIAL DOMAIN: TEACHING AND LEADING

PROVINCIAL MEASURE

EDUCATION QUALITY

	Percentage of teachers, parents and students satisfied with the overall quality of basic education.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	92.6	91.8	94.9	94.5	90.6	92

Comment on Results:

St. Anthony's overall result was 90.6% which is slightly higher than the provincial average of 89.0%. Our teachers' satisfaction rate was 100%, which was 5% higher than their AB counterparts, and our students were 93%, which was 7.1% higher than the provincial student average in this category. Our parent satisfaction rate however was 78.7% which is 7.4% lower than the provincial average of 86.1%. I expect the interruptions to learning, because of Covid, impacted the parent satisfaction rate. While dealing with student absenteeism was a challenge, teachers worked hard to support students and were proud of the level of education we were able to provide given the circumstances.

LOCAL MEASURES OF TEACHING AND LEADING

- Processes, strategies, and local measures/data to demonstrate that the division supports teaching and leadership quality through professional learning, supervision, and evaluation processes.

Local Measures for New Strategies	Target	Result
% of overall satisfaction rate with St. Anthony's School leadership alignment with Leadership Quality Standard outcomes	95	Not measured
% of overall satisfaction with knowledge and support for Teachers Supervision, Evaluation and Growth guidelines.	95	TBD Nov 2023
# of teachers enrolled in Aspiring Leaders Program	1	TBD Nov 2023
STA School Council receiving a presentation on CTR's Teacher Supervision, Growth, and Evaluation (TSGE) administrative procedure	1	1
# of Sessions lead by vice principals with staff focused on CTR Catholic's Staff Wellness goals	5	TBD Nov 2023

Comment on Results:

With the changes in administration that occurred last year, there was no data collected in regard to leadership alignment with the LQS outcomes.

Three of these local measures are still being implemented as part of our four-year plan and will be reported in November of 2023.

Admin presented CTR's Teacher Supervision, Growth, and Evaluation (TSGE) to School Council in February.

Our Vice Principals led numerous sessions with staff on CTR's Wellness goals. This continues to be a focus for CTR.

PROVINCIAL DOMAIN: LEARNING SUPPORTS

PROVINCIAL MEASURES

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

	Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	97	91.2	92

Comment on Results:

St. Anthony's result of 91.2% is 5.1% higher than the provincial average of 86.1%. Our parent satisfaction rate is 85% and is 1.9% below the province and significantly lower than our previous year's parent average of 98.2%. This explains the decline in our overall result. Again, this result has most likely been impacted by the divisive nature of public opinion in terms of navigating issues stemming from Covid. Our teachers are 4.1% above their AB counterparts in this area. Our students reported a satisfaction rate of 90.8% which is 13.1% higher than the provincial average of 77.7%. Through our Champion Program, we attempt to ensure all students are connected with an adult at STA. We address all reports of bullying. Our K-3 monthly assemblies ensure all students are celebrated over the course of the year and grades 4-6 implemented classroom circles as a means of building classroom community. Simple actions like greeting students in the morning as they enter the classroom is part of our school culture. We are committed to creating a safe and caring environment for all our students and the above-mentioned actions are just a few examples. A high student satisfaction rate in this category is important to us.

ACCESS TO SUPPORTS AND SERVICES

	Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	88.9	87.7	86

Comment on Results:

St. Anthony's exceeded the overall provincial average of 81.6% in this category and all three stakeholders (parents, students, and teachers) were above their AB counterparts in satisfaction rates. We have the following remedial pull-out programs at the elementary level: ER, ERI, numeracy and literacy support, and ARC EA's; supports at the junior high level include sensory breaks and ER; and small group support at the high school level support students who are at-risk. Our FSLW maintains a full student caseload. Her support for students K-12 with social/emotional wellness is invaluable to all stakeholders.

LOCAL MEASURES OF LEARNING SUPPORTS

- Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers, and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Local Measures for New Strategies	Target	Result
% of teachers that intentionally implement at least one strategy for each of these three areas of Universal Mental Health Supports and examine their effectiveness through their praxis plans.	90	100
There will be an overall increase of 5% in satisfaction rates between pre-test and post-test mental health surveys administered to students, parents, and staff.	+5%	+3%
There will be an overall improvement of 5% between pre-test and post-test student surveys measuring the impact of the #Relationships in a Digital Age lesson sets	+5%	N/A
% of EAs using Movement and Regulation Circuits	85	100
% of teachers exploring the strategies designed by the Many and One Committee through CLC	100	100
# of students in a Registered Apprenticeship Program .	2	0
% of applicable students involved in Early Reading Intervention (ERI) and Enhanced Reading (ER)	50	67
% of support staff using Attachment, Regulation, and Competency (ARC)	50	55

Comment on Results:

Our universal mental health praxis plans were applicable to all teachers in all subjects. We frequently reviewed the effectiveness in our CLC's and made revisions and tweaks as necessary.

The Many and One Committee provided teachers with resources for Truth and Reconciliation Week and we dedicated a CLC to our building staff's foundational knowledge, reviewing these resources, and planning.

We had two students planning to do the RAP program. Our Vice Principal worked to find employers willing to take these students. Both students changed their minds and decided not to pursue the program.

All of our EA's (other than EA's hired for Literacy and Numeracy Support) use movement circuits to help regulate students and 3 of our 5.5 EA's are trained and use ARC.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022 Target
	%	%	%	%	%	%
Overall	81.1	85.4	92.7	82.9	79.5	85

Comment on Results:

St. Anthony's result was 79.5% and the provincial result was 78.8%. Despite being slightly higher than the province this result is lower than the previous year and a significant decline from 2019-2020. As was the case with other categories in this report, it is most likely impacted by Covid. We recognize that in navigating Covid, additional burdens were placed on parents. The safety measures of restricting visitors and volunteers had many parents feeling disconnected from their child's school.

LOCAL MEASURES OF GOVERNANCE

- Processes, strategies, and local measures/data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities, and community agencies.
- Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, Section 12.

Local Measures for New Strategies	Target	Result
Total # of participants attending school-based Community Influencers Engagements	15	26
# of communications campaigns	2	2
# of media platforms enhanced	2	TBD Nov. 2023
# of Communication Lead staff member(s)	1	TBD Nov. 2023
Number of PD sessions focused on communications	2	TBD Nov. 2023

Comment on Results:

We hosted our Community Influencers session in June. We were enlightened by the meeting and feel it was a huge success. Administration was excited to hear what participants had to say but also to engage in some immediate responsive action. The feedback provided was invaluable.

We conducted a communication campaign for kindergarten registration and Catholic Education Week.

The remaining local measures are strategies that will be implemented over the course of the next four years. STA will report on them in November 2023.

LOCAL DOMAIN: FAITH COMMUNITY

LOCAL MEASURES

STUDENTS WILL DEVELOP A PERSONAL RELATIONSHIP WITH OUR TRIUNE GOD AND SHOW A COMMITMENT TO THEIR FAITH.

	Percentage of students, parents, and teachers who are satisfied with how they have grown as a Christian as a result of their involvement in Catholic education.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	91	91	94	92	89	95
Parents	92	94	96	81	81	
Students	87	86	91	92	86	
Teachers	96	100	100	100	100	

Comment on Results:

At an 89% satisfaction rate, this result is down from previous years. We understand that our families are at different places on their faith journeys and we work to meet them wherever they are on that journey. Teachers are very satisfied with their student's growth as a result of their involvement in Catholic education.

OUR STAKEHOLDERS RECOGNIZE US AS A CHRIST CENTRED CATHOLIC SCHOOL.

	Percentage of parents, students, and teachers who indicate they are satisfied with the religious celebrations that are held at the school.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	93	91	98	97	96	97
Parents	97	100	100	100	100	
Students	88	82	95	94	97	
Teachers	100	100	100	100	96	

Comment on Results:

The overall satisfaction for parents, teachers, and students was very high. As a matter of fact, last year was the highest satisfaction student result in the last 5 years. We are pleased that we maintained our parent satisfaction rate of 100%. Staff put effort into planning religious celebrations that are engaging and meaningful for students.

	Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	91	95	97	92	95	97
Parents	90	96	96	81	94	
Students	89	92	98	96	92	
Teachers	96	100	100	96	100	

Comment on Results:

This is a very encouraging result! With all stakeholder satisfaction rates above 92%, it is evident that we are living our mission of being guided by the Holy Spirit and grounded in gospel-centered values. This is a measure for which we will always strive for a high target percentage.

	Percentage of parents, students, and teachers who indicate they are satisfied with what is learned in religious studies classes.					
	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022 Target
	%	%	%	%	%	%
Overall	93	92	94	89	93	96
Parents	90	100	100	76	100	
Students	88	83	86.5	92	83.5	
Teachers	100	100	100	96	96	

Comment on Results:

Our overall result is up from last year and on par with the three years prior to that. "Growing in Faith, Growing in Christ" implementation extended to include grade 8 last year. This is an excellent, current resource that provides a vast amount of supporting material for teachers. Older students don't always recognize how what they are learning in religion class is relevant to their lives.

LOCAL MEASURES OF FAITH

Local Measures for New Strategies	Target	Result
% of applicable teachers using the New Fully Alive Resource	100	100
% of applicable teachers using the new Grade 8, Growing in Faith, Growing in Christ resource	100	100
# of Faith Formation Monthly Newsletters	10	10
% of students from Grades 4 to 12 involved in Champion Program	100	100
# of times the school focuses on St. Anthony	10	10

Comment on Results:

"Growing in Faith, Growing in Christ" implementation extended to include grade 8 last year. This is an excellent, current resource that provides a vast amount of supporting material for teachers.

All students in grades 4-12 were involved in the Champion Program. This has continued this year.

Staff faith formation focused on St. Anthony. We shared fun facts about St. Anthony during morning announcements monthly and will continue to do so this year.

PARENTAL INVOLVEMENT STRATEGIES

The Board's actions to meet its obligations under Section 12(1-3) of the School Councils Regulation (Alberta Regulation 113/2007) to provide opportunity for school councils to be involved in updating school plans is as follows:

- Each principal reviews their annual education results with their School Council in October.
- Each principal shares their Four-Year Education Plan with their School Council in September.
- Feedback from school-based *Influencer's* engagements will be summarized and reported in our Annual Education Results Report.

TIMELINES AND COMMUNICATION

This Plan was developed by, distributed to, and shared with the following stakeholders in our educational system:

School Councils/Parents: Site based administrators involve their School Councils in the development of their school plans, which then inform the jurisdiction's plan. The *Council of School Councils* is a committee consisting of all school council chairs and school principals. This committee is asked to assist with the plan's development by analyzing jurisdictional results, identifying gap areas, and suggesting strategies which might address these gap areas. The final plan is distributed and shared at school council meetings and the *Council of School Councils* meetings, which are held twice yearly.

Ward Committees: The plan is distributed and shared at Ward Committee meetings, which include principals, local trustees, school council chairs, and senior administration.

The plan has been posted on the school website and can be found at **Annual Education Report + Results**.

