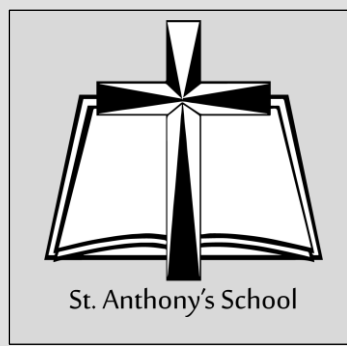




2022-2023 School Year

ANNUAL EDUCATION RESULTS REPORT



TABLE OF CONTENTS

DIVISION AND SCHOOL PRIORITIES	2
ACCESSING SCHOOL PLAN	3
ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY.....	4
ALBERTA EDUCATION ASSURANCE FIRST NATIONS, METIS, AND INUIT MEASURES	5
MEASURE EVALUATION REFERENCE	6
PROVINCIAL DOMAIN: STUDENT GROWTH AND ACHIEVEMENT.....	7
PROVINCIAL DOMAIN: FIRST NATIONS, MÉTIS, AND INUIT STUDENT GROWTH AND ACHIEVEMENT.....	10
PROVINCIAL DOMAIN: TEACHING AND LEADING.....	12
PROVINCIAL DOMAIN: LEARNING SUPPORTS	13
PROVINCIAL DOMAIN: GOVERNANCE	15
LOCAL DOMAIN: FAITH COMMUNITY.....	16
PARENTAL INVOLVEMENT STRATEGIES.....	18
TIMELINES AND COMMUNICATION.....	18

DIVISION AND SCHOOL PRIORITIES

**CHRIST THE REDEEMER
CATHOLIC SCHOOLS**

Division Priorities

FAITH

ACADEMIC EXCELLENCE

HEALTHY SCHOOLS

CTR Catholic prides itself on our students' academic achievements.

HEALTHY schools

#RELATIONSHIPS
IN A DIGITAL AGE

#CTRUNPLUGS

**Christ The Redeemer
CATHOLIC SCHOOLS**

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	86.4	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.7	89.2	91.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	79.2	100.0	94.7	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	95.4	94.3	91.1	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	83.1	73.5	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	27.7	21.8	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	78.1	83.3	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	9.6	37.5	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	93.3	90.6	92.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.7	91.2	91.2	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	90.3	87.7	87.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.8	79.5	86.1	79.1	78.8	80.3	Very High	Maintained	Excellent

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.

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	57.0	59.5	59.1	*	n/a	n/a
	5-year High School Completion	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	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	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.

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 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	76.3	N/A	N/A	76.8	83.1	80	85

Comment on Results:

This measure is celebration worthy! St. Anthony's School exceeded the provincial average in this measure by 19.8%, we improved from the previous year by 9.6%, and we exceeded our target goal of 80%. While there are many factors that contributed to this success, specific concerted efforts to address learning gaps were clearly effective.

Our target for this measure in 2023-24 was set in our Ed Plan at 80%. As a result, we have increased the target to 85% for this current school year.

PAT EXCELLENCE

	Overall percentage of students in Grades 6 and 9 who achieved the excellence standard on the test (overall cohort results).						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	22.9	N/A	N/A	23.6	27.7	25	30

Comment on Results:

Another measure worthy of celebration! St. Anthony's School exceeded the provincial average in this measure by 11.7%, improved from the previous school year by 5.9%, and exceeded our target goal of 25%. As mentioned above, the concerted efforts to address learning gaps had positive effects on learning.

Our target for this measure in 2023-24 was set in our Ed Plan at 25%. As a result, we have increased the target to 30% for this current school year.

DIPLOMA ACCEPTABLE

	Overall percentage of students who achieved the acceptable standard on diploma examinations (overall cohort results).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	70.2	N/A	N/A	83.3	78.1	80

Comment on Results:

St. Anthony's saw a decline in this measure. Overall, we were below the provincial average by 2.2%. When we dig deeper into the results, we were above the provincial average in English 30-1, Bio 30, and in Physics 30. We were below, however, in Math 30-1, Social 30-1 and 30-2. Students reported balancing the demands of multiple diploma courses in a semester was a challenge and these results reflect this. We are currently exploring ways we can better support students in this area.

DIPLOMA EXCELLENCE

	Overall percentage of students who achieved the excellence standard on diploma examinations (overall cohort results).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	18.4	N/A	N/A	37.5	9.6	25

Comment on Results:

We saw a decline in this measure as well. Overall, we were below the provincial average by 11.6% and 27.9% lower than the previous year. The exception was Math 30-1, where we were 4.3% above the province. Students reported they dedicated significant focus and effort into Math at the expense of other subject areas. This may also speak to the reason our overall percentage was low in this measure.

STUDENT LEARNING ENGAGEMENT

	Percentage of teachers, parents and students who agree that students are engaged in their learning at school.					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	89	83.3	86.4	90

Comment on Results:

While we did not reach our targeted goal for this measure, there are improvements worth highlighting. Overall, our 86.4% is above the provincial average and an improvement from last year's results. The number of parents who completed the survey was double the number in the previous two years. In addition, our parent perspective in this area has increased by 11%. This is in part due to engaging parent council and promoting parent participation in completing the survey. Both students and teachers were above the provincial average in this measure. Student perspective, despite being above the provincial average, is an area staff desire to delve deeper into to gain greater insight.

ACTIVE CITIZENSHIP

	Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	88.8	94.1	93.8	89.2	93.7	90	95

Comment on Results:

St. Anthony's result was 93.7% and the provincial result was 80.3%, so St. Anthony's overall results were 13.4% higher than the provincial average. Teacher, parent, and student satisfaction rates were higher than the provincial average. 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. These areas will continue to be a focus due to our ever-changing society.

Our target for this measure in 2023-24 was set in our Ed Plan at 90%. As a result, we have increased the target to 95% for this current school year.

HIGH SCHOOL COMPLETION RATE

	High School Completion Rate - percentages of students who completed high school within three and five years of entering Grade 10.								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	Measure Evaluation		
	%	%	%	%	%	%	Achievement	Improvement	Overall
3 Year Completion	83	88.3	95.7	100.0	79.2	100	Intermediate	Decline	Issue
5 Year Completion	84	87.5	91.5	94.3	95.4	n/a	Very High	Maintained	Excellent

Comment on Results:

We saw a decline in our 3 Year High School Completion rate and it was the lowest result in 5 years. It is always our goal to have 100% of our students graduate. However, we are seeing an increase in external factors such as mental health, school transfers, and attendance concerns that are impacting students graduating in a timely manner. Alternatively, we saw a slight increase in our 5 Year High School Completion Rate which exceeded the province by 7.2%.

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 Kindergarten to Grade 3 teachers implementing Mathology resources	100%	89%
% of teachers implementing and improving praxis goals	100%	100%
% of teachers satisfied with team/department praxis plans	90%	72%
% of elementary piloting math teachers who used the curriculum support documents	60%	92%
% of students involved in a Readers' and Writers' Workshop classroom	80%	89%
% of teachers completing professional development for Readers' and Writers' Workshop	100%	100%

Comment on Results:

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

Improving numeracy among all students is a priority at St. Anthony's. We will continue to work with teachers to support the implementation of Mathology resources. This will be addressed through CLC clusters including numeracy routines sessions led by admin with support from the Director of Curriculum.

Teachers were dedicated to implementing praxis goals. There was a consensus across the division for a need to revitalize and refocus our professional development in regard to Catholic Learning Communities. CTR has responded with this being a priority for the 2023-24 school year.

The curriculum support documents continue to be an excellent resource for teachers implementing new curriculum. We were pleased to have four St. Anthony's teachers participate in summer work creating these documents for the new Science curriculum. This work contributes to the professional development of teachers within our school division as well as supports successful implementation within our school.

Three teachers were trained in Readers' and Writers' Workshop, including an administrator, in order to support classroom implementation. We will continue to train teachers as it remains a school-wide philosophy for literacy instruction in CTR. The successful results in Language Arts in grades 6 and 9 PATs are in part due to the successful implementation of Readers' and Writers' Workshop schoolwide.

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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	50

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2022-23 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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	N/A	N/A	N/A	N/A	N/A	0

Comment on Results:

Data values are suppressed where the number of students is fewer than six - this was the case for this measure in 2022-23 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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 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 2022-23 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).					
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 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 2022-23 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.								
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 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 2022-23 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%	100%
K to 6 uses of resources developed to support the use of tepee	50%	100%
Class trips to Blackfoot Crossing	1	0
Delivery of Blanket Exercise	1	2
Number of Many and One Initiatives	3	4

Comment on Results:

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

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

In June of 2023, Elder Randy Saakoko'to visited St. Anthony's. All elementary classes attended a session with Elder Randy where he focused on tipi teachings and shared stories of Indigenous ways of life.

Unfortunately, it was not feasible for our grade 4 classes to visit Blackfoot Crossing. We are currently exploring other field trip opportunities that highlight Indigenous culture. Both grade 8 classes experienced the Blanket Exercise.

Our goal of participating in 3 Many and One Initiatives was achieved. Some examples include reading our land acknowledgment every Monday on the announcements and our school-wide Dreamcatcher Project. 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.						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	91.8	94.9	94.5	90.6	93.3	92	95

Comment on Results:

St. Anthony's had a strong result in this measure and maintained our rating of excellent. We exceeded our target and were above the provincial average for all three stakeholders – students, parents, and teachers. We saw an increase of 8.8% in parent satisfaction rates. Our CLC model supports our commitment to quality education and continuous improvement. Staff work hard to meet the various learning needs of their students and this result shows it is recognized by students and parents. The work of our student services department, through intervention programs and attention to instructional support plans, plays an integral role in this result as well. Other CTR practices, such as Enhanced Supervision and Teacher Supervision, Growth, and Evaluation ensure our high standards for continuous improvement are maintained.

Our target for this measure in 2023-24 was set in our Ed Plan at 92%. As a result, we have increased the target to 95% for this current school year.

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%	Not measured
# of teachers enrolled in Aspiring Leaders Program	1	2
The principal will use present to the School Council on CTR's Teacher Supervision, Growth, and Evaluation (TSGE) process	100%	0
# of Sessions lead by vice principals with staff focused on CTR Catholic's Staff Wellness goals	5	5

Comment on Results:

We did not obtain a quantitative result for the first two local measures. Admin referenced LQS outcomes in all Ed Council meetings. Admin frequently met with new teachers to clearly communicate guidelines for the TSEG process.

We were pleased to have two teachers participate in the division's Aspiring Leaders Program.

Our administration completed over 70 formal observations of new teaching staff last year. These observations are invaluable in helping new teachers feel successful and ensuring quality education for our students. We were happy to nominate one of our new teachers for the Edwin Parr Award for excellence in their first-year teaching.

In February 2022, admin presented CTR's Teacher Supervision, Growth, and Evaluation process to School Council. As there was little change in council members in 2023, this presentation was not repeated. In future, we will look to present TSGE process every second year or when there is a significant change in the school council members.

Our Vice Principals led numerous sessions with staff on CTR's Wellness goals. These sessions were well received by staff.

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.						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	N/A	N/A	97	91.2	96.7	92	98

Comment on Results:

This is a result worth celebrating! Our overall satisfaction rate of 96.7% is 12% above the provincial average and exceeded our target. Our parent satisfaction rate in this category was 97.2%, which is an improvement of 11.6% from last year. We maintained our high satisfaction rates with teachers and students. Our teachers are 7.5% above their AB counterparts in this area. Our students reported a satisfaction rate of 93.4% which is 16.8% higher than the provincial average of 76.6%. Through our Champion Program, we attempt to ensure all students are connected with an adult at STA. We address all reports of bullying. Staggered recesses and our supervision practices promote safety during less structured times in the day. Our K-3 monthly assemblies ensure all students are celebrated over the course of the year. Routines like classroom circles and daily prayer intentions build 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 rate of student and parent satisfaction in this category is very important to us at St. Anthony's.

Our target for this measure in 2023-24 was set in our Ed Plan at 92%. As a result, we have increased the target to 98% for this current school year.

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.						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	N/A	N/A	88.9	87.7	90.3	86	92

Comment on Results:

St. Anthony's exceeded the overall provincial average of 80.6% 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, and numeracy and literacy support. At the junior high level, we have ER. We have EA's trained in ARC (Attachment, Regulation, and Competency) which is used in elementary and K-12 students have access to sensory breaks. Our FSLW maintains a full student caseload. Her support for students K-12 with social/emotional wellness is invaluable to all stakeholders. CTR's Director of Student Mental Health provided direct support to students and parents in response to a specific need that arose last year. Trained staff provide intensive support to our diabetic students.

Our target for this measure in 2023-24 was set in our Ed Plan at 86%. As a result, we have increased the target to 92% for this current school year.

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%	88%
% 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 .	1	1
% of applicable students involved in Early Reading Intervention (ERI) and Enhanced Reading (ER)	50%	100%
% of support staff using Attachment, Regulation, and Competency (ARC)	50%	55%

Comment on Results:

Our universal mental health strategies continue to be implemented across all grades and all subjects. Last year our elementary classes incorporated Miracle Mornings into daily routines. The focus of this activity was to develop an “attitude of gratitude” in students. Junior/senior high classes implemented academic goal setting to enhance student self-efficacy. We failed to find an effective quantity measure to determine the success of these goals. However, results throughout this report reflect some success of these initiatives.

We continue to prioritize ERI and offer ER whenever possible. This takes creative scheduling at times and is a collaborative effort of Mrs. Makse, our Learning Support Coordinator, and Mrs. Gross, our Vice Principal.

CTR's Director of Religious Education, Grant Gay, along with the Alberta Catholic Education Curriculum and Resource Coordinator, Stacey MacNeil-Ayeh, presented a session on the LIFE Framework to our staff. This session helped staff understand how we can compassionately respond to vulnerable students and remain aligned with the teachings of our faith.

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. The new movement circuits added in our elementary hallways are well used and very popular with all students.

PROVINCIAL DOMAIN: GOVERNANCE

PROVINCIAL MEASURE

PARENTAL INVOLVEMENT

	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023 Target	2023-24 Target
	%	%	%	%	%	%	%
Overall	85.4	92.7	82.9	79.5	86.8	85	88

Comment on Results:

We exceeded our target in this measure. The results of three stakeholders were above the provincial average and we maintained our overall excellent rating in this category. We saw an increase in our parent satisfaction rate in this category. This could be attributed to overt efforts to engage parents and illicit valuable feedback through school council. With a rise in complex student needs, the importance of collaboration between the school and home is imperative. Parents know their children best and involving them early and often is a best practice that is always encouraged.

Our target for this measure in 2023-24 was set in our Ed Plan at 85%. As a result, we have increased the target to 88% for this current school year.

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	n/a (hosted in June of 2022)
# of media platforms enhanced	2	2
# of Communication Lead staff member(s)	1	1
Number of PD sessions focused on communications	2	3

Comment on Results:

The creation of a Communication Lead was a highly successful endeavor. Our social media presence increased dramatically. Through Facebook Mrs. Pascut (our Comm. Lead) promoted school activities, created interactive posts to engage stakeholders, highlighted our Catholic faith, and communicated general information. Feedback from our school community has been overwhelmingly positive.

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.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	91	94	92	89	92	95
Parents	94	96	81	81	94	
Students	86	91	92	86	90	
Teachers	100	100	100	100	96	

Comment on Results:

Though we didn't meet our target, this result is up from last year. We continue to strive to meet a target of 95%, however, the growth in parent satisfaction rates is notable with an increase of 13%. Our student satisfaction rate saw an increase of 4%. Despite a slight dip in our teacher satisfaction rate, a satisfaction rate of 96% is still commendable. We are pleased with the impact our school is having in forming our student's faith lives as Christians.

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.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	91	98	97	96	96	97
Parents	100	100	100	100	100	
Students	82	95	94	97	93	
Teachers	100	100	100	96	100	

Comment on Results:

The overall satisfaction for parents, teachers, and students was very high. Staff put effort into planning religious celebrations that are engaging and meaningful for students. It is reassuring to know parents are overwhelmingly satisfied with our religious celebrations.

Percentage of parents, students, and teachers who indicate that the school is doing all things like Jesus would want them done.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	95	97	92	95	95	97
Parents	96	96	81	94	94	
Students	92	98	96	92	91	
Teachers	100	100	96	100	100	

Comment on Results:

This is a very encouraging result! With all stakeholder satisfaction rates above 90%, 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.						
	2018/2019	2019/2020	2020/2021	2021/2022	2022-2023	2023 Target
	%	%	%	%	%	%
Overall	92	94	89	93	92	96
Parents	100	100	76	100	100	
Students	83	86.5	92	83.5	83	
Teachers	100	100	96	96	93	

Comment on Results:

An overall satisfaction rate of 92% is in keeping with our previous results. Our teachers will continue to find ways to make religion lessons engaging and meaningful for all students. Students don't always recognize how what they are learning in religion class is relevant to their lives. We are confident the lessons they learn will have an impact on their lives in the future.

LOCAL MEASURES OF FAITH

Local Measures for New Strategies	Target	Result
% of applicable teachers using the New <i>Fully Alive</i> Resource	100%	100%
% of applicable teachers using the new Grade 8, <i>Growing in Faith, Growing in Christ</i> resource	100%	100%
# of Faith Formation Monthly Newsletters	10	10
% of students identified in Champion Program	100%	100%
# of times the school focuses on St. Anthony	10	10

Comment on Results:

"Growing in Faith, Growing in Christ" is an excellent, current resource that provides a vast amount of supporting material for teachers. It is being used in grades 1 -8 as the primary religion resource. "Fully Alive" is used to teach Family Life.

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

In June, we shared 10 "Fun Facts" about St. Anthony on the morning announcements leading up to June 13th, St. Anthony's Feast Day. The purpose of this was for our students to learn about our patron saint and to build anticipation for celebrating his feast day, which we do annually on June 13th.

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**.

