

**Greater St. Albert  
Catholic Schools**



**2022-2023  
Annual Education Results Review**

***Greater St. Albert Catholic Schools  
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## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Greater St. Albert Catholic Separate School Division for the 2022/2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board of Trustees is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2022/2023 was approved by the Board of Trustees on November 27, 2023.

  
Board Chair

  
Superintendent of Schools





## OUR CONTEXT

Greater St. Albert Catholic Schools (GSACRD) serves the City of St. Albert, Towns of Morinville and Legal, all located north of Edmonton, as well as portions of the rural areas surrounding these communities. Greater St. Albert Catholic Schools was formed January 1, 1995, bringing together three formerly independent school divisions: St. Albert Catholic School District No. 3, Thibault Roman Catholic Public School District No. 35 and Legal School District No. 1738. On August 15, 2019, Ministerial Order #034/2019 came into effect and the name of the Division was officially designated as The Greater St. Albert Roman Catholic Separate School Division.

The Division continues to operate under the name Greater St. Albert Catholic Schools, and enjoys the shortened name GSACRD (pronounced *jee-sacred*). It comprises 17 schools (one in Legal, four in Morinville, and twelve in St. Albert) serving 5500 students. The Division is considered 'rurban', as it serves both rural and urban communities. GSACRD has a Socioeconomic Status Index of 1.0801, and a Rurality Index of 0.2734. The Division continues to offer services to Alexander First Nation students, by request, according to our long-standing Education Agreement. While we do not have the Socioeconomic Status Index disaggregated to reflect each individual community we serve, we know that having three different local contexts adds a level of complexity to our division.

As is evident in our Mission Statement, Vision, and Core Commitments, GSACRD has a rich legacy of over 150 years of Catholic education. This history is one of faith and excellence in student learning. We are proud to offer a variety of programs such as French Immersion (both single and dual track), Sports and Recreation Academies, Advanced Placement, Registered Apprenticeship Program (RAP), Work Experience, Respectful Inclusive Supported Education (RISE), Elite Performance Centre and Wellness and Training Hub, full day, progressive, and nature kindergarten, and new this year, Cogito, all within the context of our Catholic faith.



## **Mission Statement, Vision, Values and Core Commitments**

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# Faith in Our Students

## Mission Statement

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

## Vision

Excellence in learning through faith, relationships and engagement.

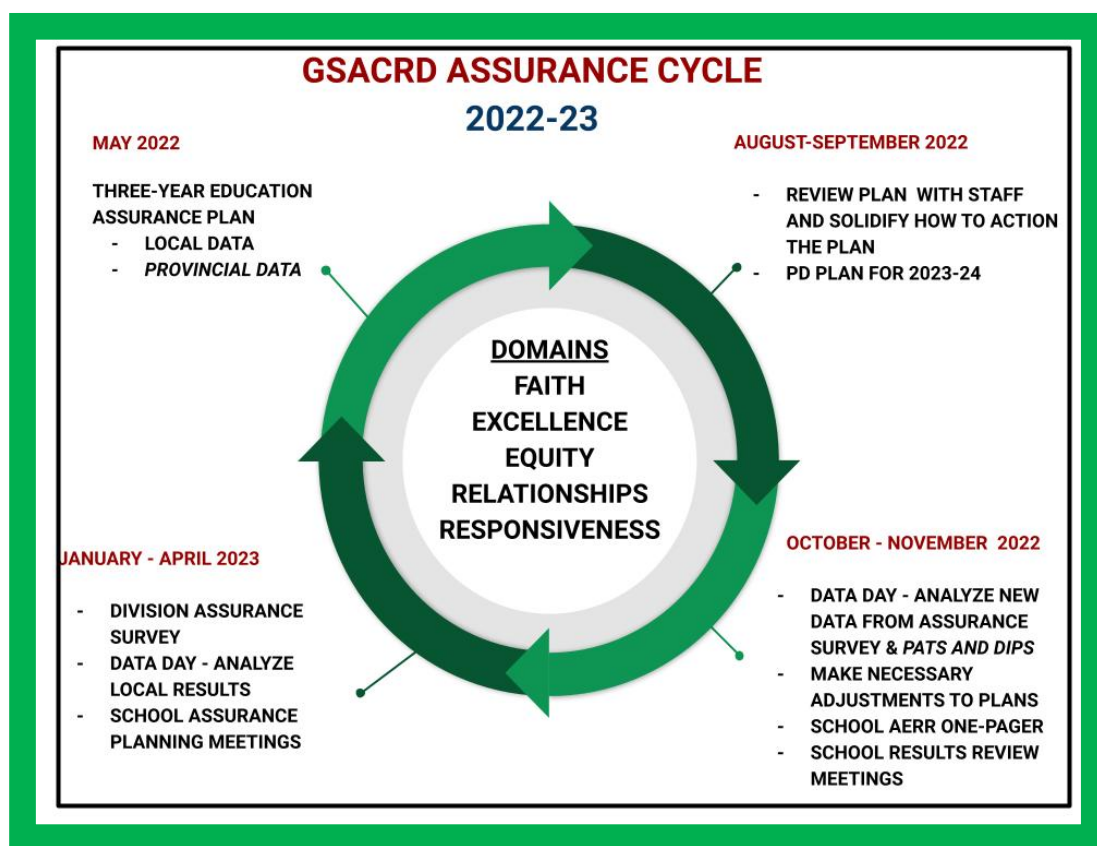
## Our Core Commitments

- |                      |   |
|----------------------|---|
| <b>Passion</b>       | We celebrate all students as gifts from God, so we further our dedication to their needs;                               |
| <b>Relationships</b> | We seek to meaningfully see Christ in others through relationships with our students and other stakeholders;            |
| <b>Commitment</b>    | Our pursuit of continuous life-long learning enables students to be their best in achieving their goals;                |
| <b>Hope</b>          | We constantly communicate a belief of what is possible for the student;   |
| <b>Innovation</b>    | We are committed to innovation, best practice and lifelong learning;  |
| <b>Excellence</b>    | We establish standards for success for learning, devote our personal best to achieving them, and celebrate our results. |

### OUR ASSURANCE CYCLE FOR CONTINUOUS IMPROVEMENT

As a division we provide assurance to the Ministry and to our stakeholders in the following manner:

- ❖ **Proactive vs. Reactive planning** - With the Three-Year Education Plan being submitted at the end of May, it allows the Division to determine priorities, staff appropriately, and begin actioning the plan immediately as the school year begins.
- ❖ **More Comprehensive Data** - The Assurance model allows us to combine our Division Assurance Survey with the Alberta Education Assurance Measures, which will give us feedback from all stakeholders rather than just grades 4, 7, and 10.
- ❖ **Simplified Approach** - We took the opportunity to streamline our processes to ensure that the reporting is clear, concise and appealing to our stakeholders.
- ❖ **Living Document** - Three-Year Education Assurance Plan that has multiple junctures for feedback and data analysis allows for in-year adjustments that confirm the relevance of the plan.



## HOW GSACRD SCHOOLS TELL THEIR STORIES

GSACRD provides a systems approach to school reporting. School administrative teams use Division reporting processes and tools to review data and communicate with the Executive Leadership team as well as stakeholders in their local communities.

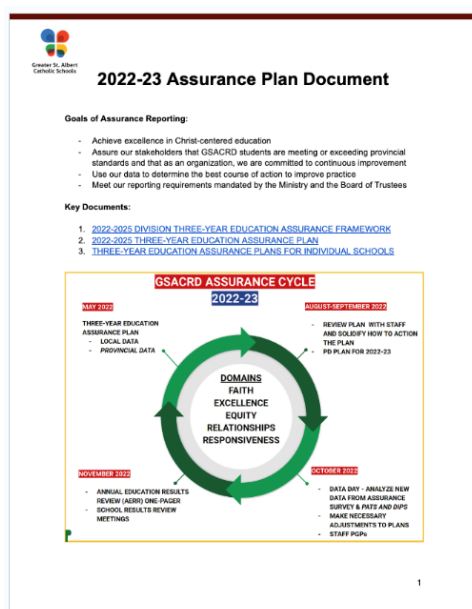
### Data Days

Twice yearly school administrators work through the most recent local and provincial data. During the course of the day, each AEAM measure is analyzed and the detailed measures are reviewed to pinpoint areas for improvement.

To support school administrators, all school data is provided in a shared folder. This practice ensures that school administrators have the most current data available to them at their fingertips. It also allows for easy year to year comparisons to track progress and growth.



### School Three-Year Education Assurance Plans



School administration teams use their data to determine the direction of their school improvement plans. As a division, we provide the overarching direction and goals.



# GSACRD Annual Education Results Report 2022-2023

## School Professional Development Plan

*What* will your school do this year, and *how* will you do it? In September and October, school administration review new data and their school's Three-Year Education Assurance Plan and through consultation with staff, make adjustments, as necessary.



## School AERR One-Page School Results Review Reports

School Name 2022-2023 Results Review Report <small>Values: Excellence in Learning through Faith, Relationships, and Engagement</small>			
Our Academic Results	Celebrating Our Faith	Safe and Caring Schools	Engaged Learning
PA's / OPA's / Other Assessments	Liturgy	Student Safety	Student Engagement
Quality of Education		Inclusive Learning	Parent Involvement
Program of Studies	Formation	Foundational Knowledge of First Nations, Métis and Inuit	School Improvement
High School Completion	Service	Citizenship	

Concise format allows our school administrators to summarize their progress to communicate with stakeholders.

## School Results Reviews

School administration teams meet with members of the senior leadership to review their progress. This dialogue provides accountability on the part of each school to senior leadership, as well as an opportunity for rich feedback and alignment of school and division goals.

## STAKEHOLDER ENGAGEMENT

GSACRD engages in an assurance cycle that ensures a continual commitment to improvement and stakeholder engagement.

Over the course of the year, we seek input from our valued partners. This engagement allows us to better understand the needs of our community, gauge their satisfaction, and inform next steps.

### Who Engaged

- ❖ Students
- ❖ Parents
- ❖ School Councils
- ❖ Principals, Vice Principals, Certified staff, Non-Certified staff, Division Staff
- ❖ Board of Trustees
- ❖ Parish priests, Bishops, Archbishops
- ❖ RCMP Liaison and School Resource Officers
- ❖ City of St. Albert, Town of Morinville, Town of Legal
- ❖ Director and Assistant Director of Alexander First Nation Education (AFNE) Kipohtakaw Education Centre
- ❖ Elder, Métis Nation of Alberta
- ❖ Rupertsland Institute
- ❖ Alberta Teachers' Association, UNIFOR, Canadian Union of Public Employees (CUPE)



### When They Engaged

We embraced multiple strategies to actively engage our stakeholders to inform the development of local priorities and plans. We lived this cycle of continuous improvement at division, school, and community levels:

- ❖ **January - February 2023:** Our Division Assurance Survey, which includes many Alberta Education Assurance Measures, is circulated and data is compiled.
- ❖ **February 2023:** the Division Assurance Survey distributed and completed by:

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- **Students** from grades 4-12 (Our K-5 schools and K-4 schools are free to include grade 3 students if they feel they need a more comprehensive data set.)
- **All parents**
- **All staff members**
- ❖ **March-May 2023:** Results of the Division Assurance Survey were reviewed by school and division leaders and input on evidence of success and evidence of barriers requiring changes in actions were articulated by each school and division team. School administrators did a thorough analysis of local data and sought feedback with their school staff. School councils, student focus groups, and community stakeholders also provided feedback on school improvement goals, strategies, measures, and next steps for 2023-2024.
  - **March 7, 2023 - Data Day #1:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.
  - **April 3-6, 2023 - School Assurance Planning Meetings:** Senior Leadership met with each school administrative team to discuss their data analysis and how it will impact their school's assurance goals.
  - **May 8, 2023 -** Draft of Division's Three-Year Education Assurance Plan 2023-24 was shared with the Board of Trustees at the Committee of the Whole Meeting for further feedback and direction. It was subsequently approved then submitted on May 30, 2023.
- ❖ **March-April 2023:** Simultaneously, families of grade 4, 7, and 10 students received the **Alberta Education Assurance Measures (AEAM) Survey**. The results of this survey were shared with school divisions in early September 2023, therefore this data was not available for Data Day #1, and thus these results were not included in our Three-Year Education Assurance Plan 2023-26.
- ❖ **September 2023:** Alberta Education Assurance Measures Report was released.
  - **October 11, 2023 - Data Day #2:** School administrative teams came together to review the AEAM reports and compared them to the Division Assurance Survey results for their school. When necessary, adjustments were made to their Three-Year Education Assurance Plan 2023-26.
  - School administrators once again shared their results, and their direction for the year with their respective staffs and school councils.

### **How They Engaged**

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We relied on a **multi-method approach** to involve stakeholders in providing feedback:

- ❖ Division Assurance Survey
- ❖ Alberta Education Assurance Survey

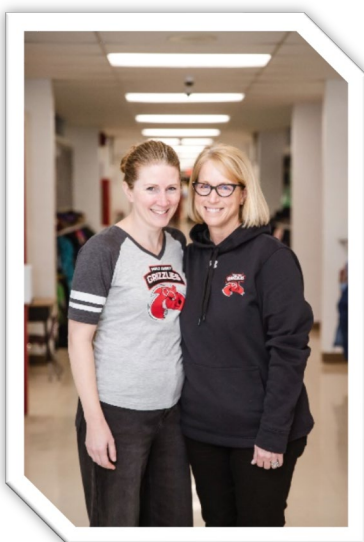
## *GSACRD Annual Education Results Report 2022-2023*

- ❖ First Nations, Métis and Inuit Leadership Committee Meeting
- ❖ Parish Partnership Meetings
- ❖ School Council Meetings
- ❖ Planning Sessions with Trustees
- ❖ Website submissions directed at Senior Leadership
- ❖ Capital Engagement

### **GSACRD Survey Participation - Provincial and Local**

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The AEAM results reflect the feedback from 1905 participants. Of these participants, 233 were parents, 1396 were students, and 276 were teachers.



The Division Assurance Survey results reflect the feedback from 4471 participants. Of these participants, 1155 were parents, 2912 were students, and 404 were staff.

Through ongoing communication between GSACRD Division Services Centre, individual schools, parents and guardians, parishes, and First Nations, Métis and Inuit leaders, we were able to get a clear sense of our stakeholders' priorities, which also corroborate the findings that were shared through local and provincial data. Transparent dialogue which has taken place at many different tables, has helped us confirm the direction of Division goals.

### **RESULTS REVIEW – REPORTING ON MEASURES IN 22-25 ASSURANCE PLAN**

This Annual Education Results Review for the 2022-23 school year is directly related to our 2022-2025 Three-Year Education Assurance Plan. As a division we have divided our work into five domains, which reflect the work of the Ministry while incorporating our local Catholic context. Through this thorough process which uses a variety of data sources, we feel confident that we are measuring what matters, using data to move our division forward and communicating our results in a way that allows our stakeholders to feel confident in the education that we are providing for our students.

### **Data Sources**

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When assessing our progress in the five domains, a variety of qualitative, quantitative and anecdotal data have been used. Throughout the assurance process, we encourage and empower our educational leaders both in schools and at our Division Services Centre to intertwine current data with their intimate understanding of their school and division context. It is this expertise that comes with experience, commitment, faith, and a genuine desire to see our students excel that makes Greater St. Albert Catholic Schools an innovative and responsive division.

- ❖ Alberta Education Assurance Measures
- ❖ Diploma Exams and Provincial Achievement Tests (grade 6 and 9)
- ❖ Division Assurance Survey
- ❖ Literacy Data - T-Series, Star Reading
- ❖ Numeracy Data - Alberta Education Numeracy Screener, MIPI
- ❖ Division Wellness Survey
- ❖ Bridging the Gap - data collection for First Nations, Métis and Inuit Students
- ❖ Community Engagement for Capital Projects





## DOMAINS

### Domain #1: Faith: Arise: Get up, Going, Go with God!

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***Outcome: Students, parents, and staff know, model, and witness Jesus Christ, through furthering a culture of evangelization, faith formation, and vocation within our schools.***

Our three-year faith theme (September 2020 to June 2023) was Arise, Get Up, Get Going, Go With God! We are currently reporting on the third and final year, which focused on ***Go With God***. Our division encouraged students and staff to go forth into the community and share their faith as disciples of Christ. As a Catholic school division, we feel it is imperative to prioritize our faith. Faith is not something we do, it is the reason we do our work, and the lens through which we do it. Helping students, families, and staff grow in faith is work that is nuanced and at times difficult to measure. We understand that there are many variables that impact our success in this area.

Over the course of the year, multiple strategies have been actioned to further our work in this domain. They are as follows:

- ❖ Providing consistent faith formation for administrators, who in turn provide faith formation for their teachers.
- ❖ Hiring practices that prioritize recruitment of excellent Catholic teachers who are models of faith.
- ❖ Having a divisional three-year faith theme that fosters a cohesive approach and to faith development in our schools.
- ❖ Parish partnership meetings that allow school leaders to connect with our Religious Education Consultant, our Division Chaplain, and their parish priest regularly to foster a close and positive relationships between schools and their corresponding parish.
- ❖ Professional learning opportunities for teachers using religious education resources Growing in Faith, Growing in Christ and Fully Alive.
- ❖ Increased use of social media to highlight the joyful faith culture that exists in our schools.
- ❖ ACSTA conferences, SPICE and Blueprints, were attended by some teachers and administrators.

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- ❖ School faith lead teachers met monthly with our Religious Education Consultant to engage in faith formation to deepen their understanding of their faith and in turn share it at the school level.
- ❖ Staff and student retreats were done at all levels in a variety of creative ways with the assistance of our Division Chaplain.
- ❖ Divisional collaboration for high school teachers of Religious Studies 15-25-35 to share strategies to increase engagement in their classes.

### **Analysis of Data**

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In the 2022-23 school year we made changes to our Division Assurance Survey, reworking the questions upon which we rely to glean important information pertaining to our faith dimension. We worked collaboratively to craft questions that would ask our stakeholders exactly what we feel is the most important information to help us improve, and ask it in a way that resonates with stakeholders. Through our new questions, we are confident that our data is better aligned with our faith goals and provides us more precise information on our progress. We have included data in our newest measure and included the previous measure which aligns most closely with the new measure directly below. While the measures are not identical, this comparison can provide some historical context.



In addition, it is our belief that our focus on faith directly impacts the ethos of our schools, which in turn can be seen through measures such as Safe and Caring (soon to be reported as Welcoming, Caring, Respectful, Safe, Learning Environments - WCRSLE), Citizenship and Academic Engagement which are included in the Alberta Education Assurance Measures.

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### Local Measures

#### ❖ Division Assurance Survey 2023

Division Assurance Survey 2023 - (Percentage of Positive Responses)					
#	Items	GR.4-6	GR.7-12	PARENTS	STAFF
1	NEW - Teachers share their faith and the role of God in their life.	92.2	74.1	75.7	93.6
	PREVIOUS - Teachers explain and model how to live like Jesus.	95.2	72.3	72.1	98.7
2	NEW - My religion classes help me understand how faith can guide the way I live my life.	89.9	67.6	79.2	94.3
	PREVIOUS - My religion classes help me to know and live like Jesus.	95.0	67.0	67.9	92.7
3	NEW - In my school, we live our faith through works of charity and service to those in need.	96.6	86.2	82.8	98.8
	PREVIOUS - In my school, we live our faith through works of charity and service to those in need.	94.2	83.9	82.6	98.9
4	NEW - I have opportunities to participate in prayers, liturgies, celebrations, and masses at the school and parish.	95.4	86.6	93.6	99.3
	PREVIOUS - I learn about and practice faith in school (prayers, liturgies, celebrations, masses).	97.4	83.7	83.6	99.0
5	*NEW (STAFF ONLY) - My faith is strengthened through professional development (Blueprints, staff retreat, daily prayer, book studies EXCEL, etc.)	-	-	-	92.5

#### ➤ Highlights

- Overall, our results on measures explicitly referencing faith in our schools are stable, and for most items, quite high.
- Results for parents and students grades 7-12 have increased in all measures pertaining to faith.

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- There is a 10% increase in reports from parents that their child has the opportunity to participate in prayers, liturgies, celebrations and masses both at school and at the parish.
- Staff demonstrated over 90% satisfaction in all areas.
- 80.7% of students and parents agree that teachers share their faith and the role of God in their lives with students.
- 79.2% of parents report that religion classes help students understand how faith can guide their lives. This is an increase of 11.3% from the corresponding question the year before.
- Grade 4-6 students demonstrate a high level of satisfaction with religious education and faith permeation in their schools.

### ➤ Implications for the Future

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- 67.6% of grade 7-12 students, and 79.2% of parents indicated religion classes help them understand how faith can guide the way they live their lives. This data was reflected as Goal One in our 2022-2025 Three-Year Education Assurance Plan.
  - Increase the meaningful connection between what is taught in religion classes and modeling Jesus Christ in daily life, specifically for students in grades 7-12 and parents.
- These demographics showed increases, while the grade 4-6 demographic saw a reduction of 5.1%. We believe that we must continue deliberate efforts to ensure religion classes are relevant to all students. Historically, grade 4-6 students have demonstrated a higher level of satisfaction with religion classes. Through our efforts we have seen slight increases in the grade 7-12 demographic, with a lot of room for improvement. A key strategy to achieve this goal is to work directly with grade 7-12 religious education teachers, to share best practices and adjust course delivery to ensure that religion classes are relevant, current, and meaningful to all students. In addition to this, online delivery of Religious Studies 15, 25, and 35 are in the process of



## *GSACRD Annual Education Results Report 2022-2023*

being modernized to provide more engagement and interest on the part of the students.

- Having recently reviewed and changed the wording of our Division Assurance questions pertaining to faith, we will look to monitor trends as we see how stakeholders respond to these questions.





# GSACRD Annual Education Results Report 2022-2023

## Provincial Measures

### ❖ Alberta Education Assurance Measures

#### Measure: Alberta Education Assurance Measures Five-Year Trend (Results in percentages)

Measures	2019	2020	2021	2022	2023
<b>Safe and Caring:</b> Percentage of teacher, parent and student in 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.	92.2	92.6	92.6	92.0	92.0
<b>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE):</b> The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. ❖ This measure will soon replace <b>Safe and Caring</b>	NA	NA	91.1	90.1	89.8
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.3	88.3	88.1	87.9	87.0
<b>Student Learning Engagement:</b> Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming	NA	NA	88.5	87.5	87.4

#### ➤ Highlights

- Our results in all areas have remained stable throughout the last five years, even throughout the COVID-19 pandemic, where there was a lot of uncertainty.
- All demographics of our stakeholders consider our schools to be safe and caring environments.
- We see a strong correlation between these measures and the religious education that is permeated throughout all areas of the curriculum.

#### ➤ Implications for the Future

- Citizenship showed a measure evaluation of declined. While the current measure is 87.0% compared to 87.9% last year, it is 1.1% lower than our previous three-year average, which triggered a status of declined. Through closer examination, we found that the only demographic that experienced a large decline was the grade 10-12 parent demographic.

- The two following questions saw the lowest level of satisfaction for parents grades 10-12. While grade 10-12 student responses were higher, the results are still among the lowest. These two measures indicate that the way students in high school interact with one another is an area of growth.
  - ◆ *Students at your child's school help each other when they can.*
  - ◆ *Students at your child's school respect each other.*
- We will continue to leverage our faith dimension to address questions of character education in our high school students. Explicit education around what respect looks like and why it is important will be emphasized at the high school level.
- Tying this measure to our Catholic Social Teachings, whereby we as Catholics acknowledge that each person is made in the image of God, reinforces that each person has inherent dignity and deserves to be treated as such. Explicitly teaching this our schools offers a basis to help students continue to grow in how they treat one another, subsequently impacting how their parents perceive this aspect of our school system.
- The Student Engagement detail indicates that from 2022 our results have remained quite stable. While there is no significant decline in the overall measure, we noticed that the parent demographic of grade 10-12 parents declined.
  - The two following questions saw a decline:
    - ◆ *The numeracy skills your child is learning at school are useful.*
    - ◆ *Your child is learning what they need to know.*
- Parents and teachers believe that students are more engaged in their learning than what is actually reported by the students themselves.
- Through a working group for all Religion 15-25-35 teachers, led by our Religious Education Consultant, teachers will explore new ways to increase engagement in religion courses and make the content relevant and meaningful to students.



### Domain #2: Excellence: Student Growth and Achievement

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*Outcome: Students develop as citizens who enact our Gospel values, as they engage intellectually and grow continuously as learners and believers.*



Outlined in our 2022-2025 Three-Year Education Assurance Plan, we identified a number of provincial and local measures to determine our growth in the area of student excellence. The 2022-2023 school year saw no interruptions of instructions or extra-curricular activities. While school life was normal, educators are still working through gaps in knowledge from learning disruptions due to the COVID-19 pandemic.

Provincial Achievement Tests and Diploma Exams are one tool to help school divisions determine progress in the area of Student Growth and Achievement. In addition to these, other provincial measures included in the AEAM, such as High School Completion, Citizenship and Learning Engagement were used to indicate improvement in this domain. We also employ several local data sources such as our Division Assurance Survey, literacy assessments (T-series, STAR Reading), and numeracy assessments (MIPI, Alberta Education Numeracy Assessment).

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## Provincial Measures (All Students)

### ❖ Provincial Achievement Tests: Grade 6 (All Students)

#### Provincial Achievement Tests: Grade 6 (Results in percentages): All Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 6	93.8	NA	NA	91.9	93.8	23.1	NA	NA	24.7	21.0
French Language Arts 6	82.3	NA	NA	74.7	87.8	14.2	NA	NA	17.7	17.6
Mathematics 6	85.9	NA	NA	82.8	76.3	16.1	NA	NA	13.6	19.3
Mathematics 6 (Fr.)	80.5	NA	NA	87.3	91.9	15.9	NA	NA	16.5	13.5
Science 6	91.0	NA	NA	87.1	78.5	35.8	NA	NA	26.2	25.4
Science 6 (Fr.)	80.5	NA	NA	81.0	78.4	18.6	NA	NA	13.9	10.8
Social Studies 6	86.8	NA	NA	83.8	80.8	27.6	NA	NA	20.9	18.1
Social Studies 6 (Fr.)	63.7	NA	NA	72.2	81.4	8.8	NA	NA	16.5	11.8



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### ❖ Provincial Achievement Tests: Grade 9 (All Students)

#### Provincial Achievement Tests: Grade 9 (Results in percentages): All Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 9	84.7	NA	NA	89.6	87.0	14.0	NA	NA	16.0	13.6
English Language Arts 9 K&E	72.7	NA	NA	52.9	83.3	9.1	NA	NA	0.0	11.1
French Language Arts 9	82.9	NA	NA	83.7	77.8	7.9	NA	NA	6.5	9.9
Mathematics 9	69.4	NA	NA	63.6	66.1	15.4	NA	NA	13.2	5.9
Mathematics 9 K&E	81.8	NA	NA	80.0	84.0	13.6	NA	NA	30.0	20.0
Mathematics 9 (Fr.)	68.4	NA	NA	72.8	76.5	17.1	NA	NA	16.3	23.5
Science 9	86.7	NA	NA	85.4	83.4	21.3	NA	NA	25.3	18.9
Science 9 K&E	90.9	NA	NA	62.5	90.9	9.1	NA	NA	12.5	22.7
Science 9 (Fr.)	84.2	NA	NA	84.8	85.2	19.7	NA	NA	20.7	19.8
Social Studies 9	78.9	NA	NA	79.1	71.5	22.7	NA	NA	27.0	12.4
Social Studies 9 K&E	81.8	NA	NA	41.2	83.3	9.1	NA	NA	5.9	27.8
Social Studies 9 (Fr.)	64.5	NA	NA	75.0	82.7	11.8	NA	NA	23.9	24.7

- *The results for students in the French Immersion and Knowledge and Employability programs have less consistency over the years as these groups are much smaller cohorts and the percentages are more drastically impacted.*



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### ➤ Highlights

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- GSACRD students in grades six and nine outperformed the province for Acceptable Standard on all 14 exams. For Standard of Excellence, GSACRD students outperformed the province in nine of the 14 exams. Of the five exams where GSACRD students did not exceed the provincial results, there was only one exam with a discrepancy of more than one percent.
- Results for grade nine Knowledge and Employability exams were very high this year. This resulted in many of the students transitioning into -2 or -3 classes for grade 10.
- Overall, French Immersion students writing Provincial Achievement tests in both grades six and nine increased their performance compared to the provincial average. Significant improvements were seen in the French Language Arts 6.

### ➤ Implications for the Future

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- It is important to note that we had fewer students writing English Language Arts 6, Mathematics 6, Science 6 and French Language Arts 6, due to some classes piloting new curricula in those subjects. While the numbers were a bit lower, we do not believe that it significantly impacted the historical data.
- While there were gains made in the number of students who achieved Standard of Excellence throughout the subjects, this is an area where our results have been proportionately low in comparison to the number of students who achieve the Acceptable Standard. Through our work with Jigsaw Learning and our adoption of Collaborative Response as a means to leverage collective expertise, schools are working to create robust continuums of supports for students. This approach allows us to shift the focus from students who demonstrate significant need to students who are achieving well enough, but require additional strategies to achieve excellence.
- Continuing with an intense focus on literacy (mostly in Division 1 and 2) through the structured literacy approach that began with our partnership with the Alberta Research Network and Dr. Georgiou, we continue to address literacy across the subject areas. As we build early literacy skills, and those students progress through the grades, we anticipate fewer students with gaps in literacy, which facilitates learning throughout all subject areas.
- We have entered into another research project with Dr. Georgiou and Kristy Dunn at the University of Alberta. This project focuses on interventions for students in grades 4 and 5 who have not responded sufficiently to interventions as we would have expected. These interventions will be

carried out at the school level by trained school staff (both teachers and educational assistants). Participating in projects such as these offer our staff training in cutting edge literacy interventions, allowing them to respond to student needs with accuracy and efficiency.

- We saw a decline in the number of students achieving the Acceptable Standard in Mathematics 6 (written in English), but we also saw an increase in students achieving Standard of Excellence on this same test. For the 2023-24 school year, we have moved from the Alberta Education Numeracy Screener to using the Elk Island Catholic Schools (EICS) numeracy screener. The reason for this decision is that the EICS numeracy screener offers more detailed accounts as to why a student is experiencing difficulty. This allows teachers to respond to struggling students with greater accuracy. Over the course of the 2022-23 school year, our Numeracy Lead Teacher worked with GSACRD teachers to create interventions that aligned with the EICS numeracy screener. We anticipate that these tools will address some of the gaps in numeracy skills that are evident, and more significant since the learning interruptions due to COVID-19. (Students who wrote grade 6 Provincial Achievement Tests in 2023 experienced learning disruptions in their grades 3, 4, and 5 school years.)
- While the majority of literacy interventions take place in K-6, we recognize that literacy is taught in every class at every grade. We continue to work with junior high (and high school) administrators and teachers to build capacity within all teachers to reinforce literacy skills at all grade levels. In addition to this, when students in grades 7-9 are identified as struggling in literacy on the Star Reading Assessment, the teacher will perform a T-series assessment to further isolate the reason that the student has been struggling with basic literacy skills. We then use interventions, such as the Rewards program, to provide intensive remedial intervention to help bridge the gap for that student. We are confident that over time, as these practices become embedded into all our classes, students who struggle with literacy, even at the older grades, will be able to improve their skills, gaining access to more content and experiencing more success academically.



# GSACRD Annual Education Results Report 2022-2023

## ❖ Diploma Exams: Grade 12 (All Students)

Diploma Exams (Results in percentages): All Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 30-1	91.4	NA	NA	84.5	88.2	15.7	NA	NA	9.7	8.3
English Language Arts 30-2	91.8	NA	NA	88.4	89.0	16.4	NA	NA	25.6	17.6
Mathematics 30-1	73.4	NA	NA	86.2	77.6	28.7	NA	NA	51.7	29.2
Mathematics 30-1 (Fr.)	87.5	NA	NA	NA	78.6	62.5	NA	NA	NA	14.3
Mathematics 30-2	72.2	NA	NA	61.8	73.1	18.7	NA	NA	8.8	14.5
Mathematics 30-2 (Fr.)	100.0	NA	NA	NA	77.7	10.0	NA	NA	NA	44.4
Social Studies 30-1	84.5	NA	NA	84.5	90.5	10.7	NA	NA	8.6	14.4
Social Studies 30-1 (Fr.)	83.3	NA	NA	NA	100.0	5.6	NA	NA	NA	10.0
Social Studies 30-2	85.7	NA	NA	68.5	85.0	11.4	NA	NA	3.7	8.4
Social Studies 30-2 (Fr.)	50.0	NA	NA	NA	100.0	0.0	NA	NA	NA	0.0
Biology 30	93.5	NA	NA	82.3	93.2	38.9	NA	NA	21.9	48.3
Biology 30 (Fr.)	76.9	NA	NA	NA	87.5	23.1	NA	NA	NA	50.0
Chemistry 30	86.2	NA	NA	82.7	93.1	34.9	NA	NA	32.0	45.7
Chemistry 30 (Fr.)	81.8	NA	NA	100.0	100.0	27.3	NA	NA	40.0	44.4
Physics 30	83.4	NA	NA	84.0	90.4	35.5	NA	NA	56.0	37.3

## GSACRD Annual Education Results Report 2022-2023

### Diploma Exams (Results in percentages): All Students

Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Physics 30 (Fr.)	100.0	NA	NA	100.0	NA	66.7	NA	NA	20.0	NA
Science 30	95.1	NA	NA	88.9	89.3	39.5	NA	NA	17.8	21.4
French Language Arts 30-1	68.0	NA	NA	96.0	92.3	12.0	NA	NA	4.0	7.7

- Please note that some diploma exams written in French have small numbers of participants. This leads to more dramatic changes when reflected in percentages.
- The marks reflected in the table above are Diploma Exams alone. We chose to isolate the Diploma Exam data as the weighting of the exam has changed over the years which makes the comparison of the blended mark less informative.

#### ➤ Highlights

- Overall, we celebrate consistent results on our Diploma Exams. In all exams, except for French Language Art 30-1, GSACRD students outperformed the provincial average. In French Language Arts 30-1, we were within 1% of the provincial average.
- We celebrate:
  - A significant increase in Mathematics 30-2 in both Acceptable Standard and Standard of Excellence.
  - GSACRD students dramatically surpassed the provincial average Acceptable Standard and Standard of Excellence in both Biology 30 and Chemistry 30. Physics 30 and Science 30 both surpassed the provincial average for Acceptable Standard and were close to par in Standard of Excellence.

#### ➤ Implications for the Future

- Mathematics 30-1, while still above the provincial average in both Acceptable Standard and Standard of Excellence, saw significant declines.
- Social Studies 30-1 and 30-2 both saw increases at the Standard of Excellence, but still remain slightly below the provincial average.

## *GSACRD Annual Education Results Report 2022-2023*

- While overall, GSACRD students were very strong in attaining Acceptable Standard, they did not attain the Standard of Excellence in the same proportions. This has been an area of concern for the Division for a number of years. Through our collaborative response protocols, we call upon educators to shift the focus from always being on the child most in need, to looking at the subgroups that are able to make the most growth. We are aiming to focus on students who are close to achieving the Standard of Excellence and find strategies to help them do that.
- In the 2022-23 school year, we saw a closing of the gap between school awarded grades and diploma exam grades. In 2021-22 we noticed that on average, school awarded grades in many subjects were significantly lower than the provincial average and also lower than the diploma exam grades. In our collaborative school communities, we addressed this concern through the lens of differentiation. It is our belief that if we differentiate effectively and use triangulated data, students should have at least equal or higher achievement through a whole semester of learning than on a singular diploma exam. Through our assessment committee, we rewrote our divisional administrative procedure to ensure that providing a variety of assessments becomes common practice in high school courses. We are pleased to see that there is more alignment between course awarded marks and diploma exam marks.
- During the 2023-24 school year, high schools will be focusing on the explicit introduction of literacy strategies in all areas of instruction. We recognize that when students have gaps in their literacy skills, as course content becomes more advanced, they are unable to access information, even when they are very capable of understanding it. Our Literacy Consultant is working with high school teachers to help embed literacy strategies into all content areas.





# GSACRD Annual Education Results Report 2022-2023

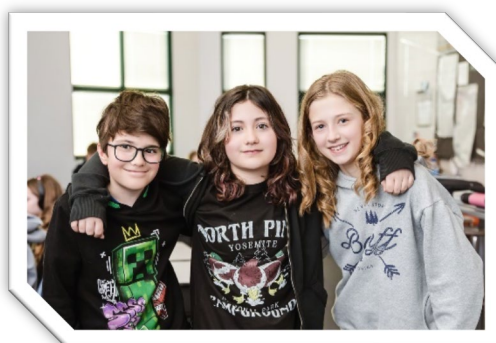
## ❖ Performance Measures: All Students

### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures	2019	2020	2021	2022	2023
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	83.2 (+9.4)	NA	NA	81.8 (+14.5)	78.8 (+15.5)
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	77.2 (+23.2)	NA	NA	73.8 (+27.4)	67.1 (+26.6)
<b>Provincial Achievement Test Acceptable Standard:</b> Overall percentage of <b>English as Second Language</b> students in Grades 6 and 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results).	81.1 (+10.2)	NA	NA	82.8 (+17.0)	78.1 (+20.2)
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	20.2 (-0.4)	NA	NA	19.8 (+1.8)	14.6 (-1.4)
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	15.6 (+8.2)	NA	NA	9.0 (+2.6)	8.9 (+3.4)
<b>Provincial Achievement Test Standard of Excellence:</b> Overall percentage of <b>English as a Second Language</b> students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results).	7.1 (-9.3)	NA	NA	12.9 (-2.3)	9.4 (-2.8)



## GSACRD Annual Education Results Report 2022-2023

### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures	2019	2020	2021	2022	2023
<b>Diploma Acceptable Standard:</b> Overall percentage of students who achieved the Acceptable Standard on Diploma examinations (overall results).	85.9 (+2.3)	NA	NA	82.1 (+6.9)	87.1 (+6.8)
<b>Diploma Acceptable Standard:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students who achieved the Acceptable Standard on Diploma examinations (overall results).	87.2 (+10.0)	NA	NA	77.5 (+8.8)	80.0 (+5.2)
<b>Diploma Acceptable Standard:</b> Overall percentage of <b>English as a Second Language</b> students who achieved the Acceptable Standard on Diploma examinations (overall results).	*1	NA	NA	44.1 (-14.9)	53.8 (-13.3)
<b>Diploma Standard of Excellence:</b> Overall percentage of students who achieved the Standard of Excellence on Diploma examinations (overall results).	24.0 (0.0)	NA	NA	19.4 (+1.2)	23.3 (2.1)
<b>Diploma Standard of Excellence:</b> Overall percentage of <b>First Nations, Métis and Inuit</b> students who achieved the Standard of Excellence on Diploma examinations (overall results).	19.1 (+7.7)	NA	NA	20.0 (+11.5)	16.0 (+4.7)
<b>Diploma Standard of Excellence:</b> Overall percentage of <b>English as a Second Language</b> students who achieved the Standard of Excellence on Diploma examinations (overall results).	*1	NA	NA	5.9 (-4.9)	3.8 (-10.0)
<b>High School Completion Rate</b> - percentages of students who completed high school within three years of entering Grade 10.	88.5 (+8.2)	90.3 (+6.9)	92.8 (+9.6)	87.3 (+6.6)	-
<b>High School Completion Rate</b> - percentages of <b>First Nations, Métis and Inuit</b> students who completed high school within three years of entering Grade 10.	79.2 (+23.3)	81.6 (+19.6)	86.4 (+26.9)	73.4 (+16.4)	-
<b>High School Completion Rate</b> - percentages of <b>English as a Second Language</b> students who completed high school within three years of entering Grade 10.	NA	85.7 (+7.0)	94.3 (+15.8)	89.9 (+17.1)	-
<b>High School Completion Rate</b> - percentages of students who completed high school within five years of entering Grade 10.	93.4 (+8.1)	91.9 (+5.7)	93.7 (+6.6)	92.3 (+3.7)	-
<b>High School Completion Rate</b> - percentages of <b>First Nations, Métis and Inuit</b> students who completed high school within five years of entering Grade 10.	86.8 (+21.8)	89.2 (+21.1)	87.1 (+19.1)	82.9 (+11.6)	-

## GSACRD Annual Education Results Report 2022-2023

### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures	2019	2020	2021	2022	2023
<b>High School Completion Rate</b> - percentages of <b>English as a Second Language</b> students who completed high school within five years of entering Grade 10.	*1	*5	*2	*5	-

### Performance Measures (Results in Percentages): All Students

Note: +/- is compared to the province.

\* Data values suppressed where the number of students is fewer than 6.

Measures		2019	2020	2021	2022	2023
<b>Citizenship:</b> Percentage of teachers, parents and students who are satisfied that students model the characteristics of <b>active citizenship</b>						
	<b>Overall</b>	88.3 (+5.4)	88.3 (+5.0)	88.1 (+4.9)	87.9 (+6.5)	87.0 (+6.7)
	<b>Parents</b>	86.2 (+4.3)	85.3 (+2.9)	82.5 (+1.1)	85.7 (+5.3)	83.0 (+3.6)
	<b>Students</b>	79.9 (+6.4)	81.0 (+7.2)	83.0 (+8.9)	80.1 (+8.0)	80.7 (+9.4)
	<b>Teachers</b>	98.7 (+5.5)	98.7 (+5.1)	98.7 (+4.6)	97.8 (+6.1)	97.2 (+6.9))
<b>Student Learning Engagement:</b> Percentage of teachers, parents, and students who are satisfied that students are <b>engaged</b> in their academic programming.						
	<b>Overall</b>	NA	NA	88.5 (+2.9)	87.5 (+2.4)	87.4 (+3.0)
	<b>Parents</b>	NA	NA	90.9 (+1.9)	89.9 (+1.2)	88.5 (+1.2)
	<b>Students</b>	NA	NA	76.1 (+4.3)	73.6 (+2.3)	75.5 (+4.6)
	<b>Teachers</b>	NA	NA	98.4 (+2.4)	99.2 (+3.7)	98.3 (+3.2)

## GSACRD Annual Education Results Report 2022-2023

### ➤ Highlights

- GSACRD results on Provincial Achievement Tests and Diploma Exams were relatively stable.
- Overall results in Citizenship and Student Learning Engagement were stable, and above the provincial average.
- Students reported a slight increase in Student Learning Engagement measure. Students in the grade 7-9 demographic reported an increase of 3.4% and students in the grade 10-12 demographic reported an increase of 2%.

### ➤ Implications for the Future

- 3-year High School Completion experienced a significant decline in our division. Keeping in mind that this is lag data that dates back to graduates of June 2022. In order to better understand our historical data we stretched back 9 years to have a complete picture.

3 Year High School Completion Rate (9 Years)								
2014	2015	2016	2017	2018	2019	2020	2021	2022
84.6	86.4	85.4	87.8	87.3	88.5	90.3	92.8	87.3

- In this closer examination, we see that June 2020 and 2021 saw a significant increase to the three-year graduation rate. One factor that certainly contributed to this is the removal of diploma exams due to COVID-19. June 2022 saw the return to diploma exams, but at a reduced weighting of 10%. We believe that the 2022 results are a correction, and a return to pre-pandemic rates. It is possible that the weighting of diploma exams increasing to 20% in 2022-23 and once again to 30% in the 2023-24 school year will further impact the 3-year graduation rate.
- It is also important to note that due to the interruptions in face-to-face instruction, some students disengaged from learning, and as a result lacked some of the required courses to graduate in 3-years.
- We are able to see that the number of students graduating within 4 and 5 years has remained very high, and has seen less fluctuation. This leads us to conclude that due to the interruptions in learning and the fact that some students, often our most at-risk, struggled with online learning and required more time to graduate.

## GSACRD Annual Education Results Report 2022-2023

- It is always our goal to increase our graduation rate, and as such we will continue to pursue important strategies, more specifically in literacy and numeracy to address gaps in learning to increase the number of students who are able to graduate in three years.
- We recognize that the Citizenship detail has seen a gradual decline, with the parent demographic indicating the largest decline in the 2023 AEAM. We will continue to address this in our schools through our faith dimension, as outlined previously in this report.
- Statistics for First Nations, Métis and Inuit and English as an Additional Language (EAL) learners are volatile, as the groups are small in number, which makes for drastic changes in percentages. This is considered as the data pertaining to their results is reviewed.
- In our 2023-2026 Three-Year Education Assurance Plan, we have outlined Student Learning Engagement as our first goal in the domain of excellence. We recognize that this is an essential condition for learning and time is set aside at our monthly administrators' meetings to collaborate and share strategies that lead to increasing student engagement.

### Provincial Measures (First Nations, Métis and Inuit Students)

#### ❖ Provincial Achievement Tests: Grade 6 (FNMI Students)

Provincial Achievement Tests: Grade 6 (Results in percentages): FNMI Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 6	78.6	NA	NA	87.0	83.3	21.4	NA	NA	4.3	11.1
French Language Arts 6	66.7	NA	NA	*	83.3	22.2	NA	NA	*	16.7
Mathematics 6	64.3	NA	NA	82.6	72.2	10.7	NA	NA	0.0	16.7
Science 6	78.6	NA	NA	78.3	69.0	21.4	NA	NA	4.3	14.3
Social Studies 6	71.4	NA	NA	69.6	67.4	3.6	NA	NA	8.7	9.3

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

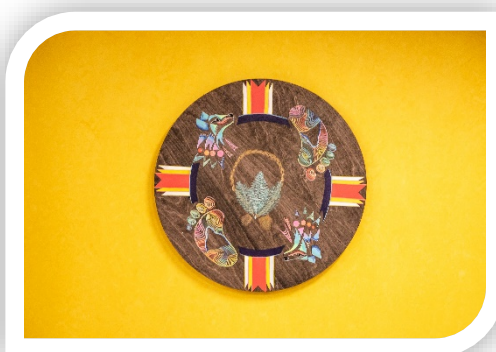


## GSACRD Annual Education Results Report 2022-2023

### ❖ Provincial Achievement Tests: Grade 9 (FNMI Students)

Provincial Achievement Tests: Grade 9 (Results in percentages): FNMI Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 9	79.2	NA	NA	81.3	81.3	12.5	NA	NA	3.1	4.3
English Language Arts 9 K&E	*	NA	NA	*	*	*	NA	NA	*	*
French Language Arts 9	*	NA	NA	75.0	*	*	NA	NA	0.0	*
Mathematics 9	66.7	NA	NA	64.5	46.5	12.5	NA	NA	9.7	4.7
Mathematics 9 K&E	*	NA	NA	*	85.7	*	NA	NA	*	28.6
Science 9	91.7	NA	NA	87.1	72.1	20.8	NA	NA	12.9	7.0
Science 9 K&E	8.0	NA	NA	*	100.0	*	NA	NA	*	57.1
Social Studies 9	79.2	NA	NA	72.7	63.0	16.7	NA	NA	18.2	6.5
Social Studies 9 K&E	*	NA	NA	*	*	*	NA	NA	*	*

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



## GSACRD Annual Education Results Report 2022-2023

### ❖ Diploma Exams: Grade 12 (FNMI Students)

Diploma Exams (Results in percentages): FNMI Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 12	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 30-1	87.5	NA	NA	75.0	86.7	0.0	NA	NA	12.5	6.7
English Language Arts 30-2	100.0	NA	NA	100.0	85.7	8.3	NA	NA	16.7	19.0
Mathematics 30-1	83.3	NA	NA	NA	80.0	33.3	NA	NA	NA	20.0
Mathematics 30-2	70.0	NA	NA	57.1	40.0	30.0	NA	NA	0.0	10.0
Social Studies 30-1	100.0	NA	NA	*	78.6	0.0	NA	NA	*	14.3
Social Studies 30-2	88.2	NA	NA	*	85.0	17.6	NA	NA	*	0.0
Biology 30	87.5	NA	NA	*	75.0	37.5	NA	NA	*	41.7
Chemistry 30	100.0	NA	NA	*	90.9	37.5	NA	NA	*	36.4
Physics 30	*	NA	NA	*	*	*	NA	NA	*	*
Science 30	*	NA	NA	*	85.7	*	NA	NA	*	0.0
French Language Arts 30-1	*	NA	NA	*	NA	*	NA	NA	*	NA

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

#### ➤ Highlights for First Nations, Métis and Inuit Students

- 83 self-identified students wrote Provincial Achievement Tests in grades 6 and 9, an increase of 22 students from 2021-22.
- Compared to 2022, there was only one subject where the cohort size was too small to be considered statistically significant. We attribute this rise in

numbers to the fact that First Nations, Métis and Inuit students are self-identifying in larger numbers. We attribute the increased willingness on the part of Indigenous families to self-identify to be indicative of a trusting relationship that is being formed as our community witnesses and embarks on fulfilling the Calls to Action for Truth and Reconciliation.

- Overall, First Nations, Métis and Inuit students in GSACRD out performed First Nations, Métis and Inuit students throughout the province in Acceptable Standard and Standard of Excellence in grade 6 and 9 provincial achievement tests as well as diploma exams.
- In all subject areas for both grade 6 and 9, the Division results far exceeded the provincial averages for students attaining Acceptable Standard, even when we experienced a significant decline.
- We continue to strive for parity between First Nations, Métis and Inuit students and non-Indigenous students on exams. While this is not yet our reality, we see that we are slowly closing the gap and that GSACRD continues to be a place where First Nations, Métis and Inuit can achieve success.
- 66.7% of First Nations, Métis and Inuit graduates qualified for Rutherford Scholarship, in comparison to 43.9% of First Nations, Métis and Inuit students provincially.
- GSACRD reported a drop out rate of First Nations, Métis and Inuit students that was 2.1%, that was far lower than the 5.1% provincial average.

### ➤ Implications for the Future

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- We endeavour to prioritize the teaching and learning of foundational knowledge of First Nations, Métis and Inuit peoples and culture.
- Through our Bridging the Gap survey, we are able to gather information to determine why some First Nations, Métis and Inuit students are not achieving success and others are thriving. Understanding these patterns allows us to provide supports and services to reach students and help them achieve success.
- We will continue to work with Alexander First Nation and Kipohtakaw Education Centre through our Education Service Agreement to meet the needs of Alexander students who choose to attend our schools.
- When appropriate, we will continue to pursue funding through Jordan's Principle to provide targeted supports for First Nations, Métis and Inuit students.
- We will continue to seek advice and guidance from Elder Norma Spicer along with the rest of our First Nations, Métis and Inuit Leadership Committee when making decisions that impact our division, most notably First Nations, Métis and Inuit students within our schools.

## *GSACRD Annual Education Results Report 2022-2023*

- We will continue to support our Indigenous Lead teachers in their work to bring foundational knowledge to life in their school communities. By providing formation at the division level, and time to collaborate with their administrators, plans to ensure that all students can be part of truth and reconciliation in their school, and our schools become better places to further this work.
- GSACRD will continue to document our journey through our anthology of Truth and Reconciliation.



- GSACRD will continue to leverage our faith dimension as an integral component of our duty to further efforts toward Truth and Reconciliation.
- There was a significant decline in transition rate for First Nations, Métis and Inuit students, from 70.0% to 54.4%. This is a concern for us, as we want to ensure that all students see themselves as capable of pursuing post-secondary education, whether in the form of university, college or a trade apprenticeship. We will continue to work with neighboring agencies to provide First Nations, Métis and Inuit students with the necessary information to pursue a variety of pathways.

# GSACRD Annual Education Results Report 2022-2023

## Provincial Measures (English as an Additional Language Students)

### ❖ Provincial Achievement Tests: Grade 6 (EAL Students)

Provincial Achievement Tests: Grade 6 (Results in percentages): EAL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 6	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 6	94.1	NA	NA	75.0	*	11.8	NA	NA	0.0	*
Mathematics 6	88.2	NA	NA	75.0	*	5.9	NA	NA	0.0	*
Science 6	88.2	NA	NA	75.0	70.0	17.6	NA	NA	0.0	30.0
Social Studies 6	88.2	NA	NA	87.5	70.0	5.9	NA	NA	0.0	10.0

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

### ❖ Provincial Achievement Tests: Grade 9 (EAL Students)

Provincial Achievement Tests: Grade 9 (Results in percentages): EAL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
Grade 9	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 9	71.4	NA	NA	80.0	92.3	0.0	NA	NA	6.7	0.0
French Language Arts 9	*	NA	NA	*	*	*	NA	NA	*	*
Mathematics 9	50.0	NA	NA	78.6	69.2	7.1	NA	NA	14.3	7.7
Mathematics 9 K&E	NA	NA	NA	*	NA	NA	NA	NA	*	NA
Science 9	85.7	NA	NA	100.0	92.3	7.1	NA	NA	21.4	23.1
Science 9 K&E	NA	NA	NA	*	NA	NA	NA	NA	*	NA
Social Studies 9	71.4	NA	NA	86.7	61.5	0.0	NA	NA	40.0	0.0

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



# GSACRD Annual Education Results Report 2022-2023

## ❖ Diploma Exams: Grade 12 (EAL Students)

Diploma Exams (Results in percentages): EAL Students										
Subject	Five Year Acceptable Trend					Five Year Excellence Trend				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
English Language Arts 30-1	*	NA	NA	*	*	*	NA	NA	*	*
English Language Arts 30-2	NA	NA	NA	33.3	*	NA	NA	NA	0.0	*
Mathematics 30-1	*	NA	NA	*	*	*	NA	NA	*	*
Mathematics 30-2	NA	NA	NA	*	*	NA	NA	NA	*	*
Social Studies 30-1	NA	NA	NA	NA	*	NA	NA	NA	NA	*
Social Studies 30-2	NA	NA	NA	12.5	*	NA	NA	NA	0.0	*
Biology 30	NA	NA	NA	*	*	NA	NA	NA	*	*
Chemistry 30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Physics 30	NA	NA	NA	*	NA	NA	NA	NA	*	NA
Science 30	*	NA	NA	71.4	*	*	NA	NA	14.3	*
French Language Arts 30-1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

### ➤ Highlights for English as an Additional Language (EAL) Students

- 23 English as an Additional Language Learners wrote the Provincial Achievement Tests - 10 in grade 6 and 13 in grade 9 (in grade 6, not all students wrote all the exams due to some classes piloting the new curriculum in certain subjects).

- 78.1% of EAL students who wrote Provincial Achievement Tests achieved the Acceptable Standard. This 20.2% above the provincial average.
- 9.4% of EAL students who wrote the Provincial Achievement Tests achieved the Standard of Excellence, which is 2.8% below the provincial average.
- It is our goal to ensure that students who are learning English as an Additional Language achieve parity. We are exploring some new resources and subscriptions to target EAL students who are a bit older and have a large vocabulary gap to overcome.
- 16 English as an Additional Language Learners wrote one or more Diploma Exams. Individually, no single cohort met the six student threshold to be considered statistically significant. As a group, we know that only 53.8% achieved the Acceptable Standard and 3.8% the Standard of Excellence. Both of these results are significantly below the provincial average.
  - In spite of these results, we have an 89.9% three-year graduation rate, which is equivalent to 14 out of 16 students.
  - Additionally, 88.9% of EAL students were eligible for Rutherford Scholarship.

### ➤ Implications for the Future

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- Through our Literacy Consultant and Literacy Lead Teacher, we provide at-the-elbow support for teachers as they identify gaps in learning for English as an Additional Language Learners.
- We currently collect a writing sample and a Fountas and Pinnell on each student to accompany their benchmark. We collect T-series data for all students English as an Additional Language Learners who are Level 3 and up.
- We will continue to work on vocabulary development and build on current background knowledge within our schools and classrooms to ensure students are understanding and developing academic language proficiency.
- Creating a Professional Learning Community between our schools to share supports and resources, differentiated materials, vocabulary lessons, and visuals.
- Through our Literacy Consultant, we are working on developing teaching practices that reinforce literacy strategies across the curriculum. In GSACRD, we are emphasizing that all teachers are literacy teachers.

## *GSACRD Annual Education Results Report 2022-2023*

### Local Measures

#### ❖ Division Assurance Surveys (All Students)

Division Assurance Survey 2023 (Results in percentages)				
Items	GR. 4-6 (Difference 2020-2023)	GR. 7-12 (Difference 2020-2023)	PARENTS (Difference 2020-2023)	STAFF (Difference 2020-2023)
People in the community say good things about my school.	69.4 (+9.7)	73.4 (-2.0)	85.7 (-6.0)	95.8 (+0.7)
Teachers at my school use different ways to help me learn.	95.5 (+0.6)	81.0 (+1.3)	86.2 (-4.7)	99.4 (+0.9)
Staff at my school help students learn to the best of their abilities.	93.1 (+2.8)	80.1 (-2.7)	87.8 (-4.9)	98.9 (-1.1)
I know what is expected of me at school.	93.9 (+1.7)	83.7 (-1.5)	85.6 (-7.7)	94.6 (-1.0)
Students at my school learn about wellbeing and healthy living.	94.7 (+4.3)	78.8 (+4.2)	85.8 (-4.9)	98.7 (+1.8)
I am taught how to use technologies and social media safely.	96.9 (+2.8)	84.9 (+12.0)	71.4 (-12.9)	94.2 (-2.0)
I know how to find information about my learning (Google Classroom, class website, teacher feedback).	97.6 (+2.2)	93.4 (4.5)	91.1 (-1.2)	98.1 (+0.6)
I have access to technologies to meet my educational needs.	97.3 (+2.1)	92.1 (-3.8)	89.9 (-4.9)	95.5 (-2.1)
I receive ongoing feedback to improve.	90.0 (+1.9)	75.2 (-0.7)	78.5 (-8.8)	99.1 (+1.3)
I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school.	93.4 (+6.2)	85.5 (+1.7)	81.6 (+1.3)	99.1 (+4.9)
Overall, I am confident that this is a good school.	91.2 (-2.8)	78.5 (-3.2)	93.1 (-3.9)	97.4 (-1.3)
The item below is new as of the 2022-23 school year. There is no year-to-year difference indicated.				
I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis and Inuit culture and traditions to further reconciliation	94.2	80.8	87.4	98.0

## *GSACRD Annual Education Results Report 2022-2023*

### ➤ Highlights

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- Our results indicate that GSACRD staff are highly engaged and feel committed to the work they are doing in their schools.
- Significant increases in the area of Truth and Reconciliation. We are proud of the concerted efforts we have made and are gaining momentum with awareness, atonement, and action in our division.
- While we see that over the last three years, there is still a decline for many of our measures, overall, we have seen increases from the data for 2021-22. We recognize that there were significant drops in our data set in the 2020-2021 school year and we are continuing to see that considered in our year-to-year data comparison. As we continue to see gradual increases and are anticipating that we will soon see positive gains in the year-to-year comparison.
- 90.0% of our stakeholders state that "Overall, I am confident that this is a good school."

### ➤ Implications for the Future

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- Students grades 7-12 are the lowest respondents to, "Teachers at my school use different ways to help me learn." and "Staff at my school help students learn to the best of their abilities." This correlates with their lower results in areas of engagement in particular subject areas. We will continue to explore professional development and school-based core subject instructional practices that emphasizes research skills, inquiry-based learning processes, differentiated instruction and assessment practices to meet the learning objectives in all subject areas.
- 71.4% of parents responded positively to, "My child is taught how to use technologies and social media safely" down -12.9% over the last three



years, but up significantly from last year. This data confirms for us that as technology changes, parents are finding it difficult to keep up with digital citizenship and rely on the schools for current teaching in this area. Our Education Technology Consultant is working with teachers to find current and relevant resources and delivery to assist in providing this instruction. Parent education sessions, such as a viewing of the documentary, *Screenagers*, are being offered to assist parents in learning some of the strategies that are presented to students, as well as clearly articulating for parents what is being shared in schools regarding technology and safety. Dr. David Chorney, from the University of Alberta, will be sharing his research with administrators and eventually, parents, on the use of technology and its impact on student development.

- 71.4% of students agree that their school has a positive reputation in the community. This is up almost 5% from last year. We recognize the importance of school pride as a source of attraction and retention of students. Through our Communication Manager, we continue to contribute to an active social media presence and an innovative approach to involving students as brand ambassadors. We continue to leverage the joyful culture in our schools and share it through social media channels to encourage students to see their schools in a positive light.
- Grades 7-12 students responded with 75.2% satisfaction when asked if they receive ongoing feedback to improve. Through our administrative procedure on assessment and reporting, it outlines the responsibility of the teacher to ensure that students receive meaningful and timely feedback to improve. We anticipate that practices relating feedback in grades 7-12 will shift with the implementation of this administrative procedure.

### ❖ **Early Years Literacy and Numeracy Assessments**

- GSACRD uses the following literacy screeners:
  - Kindergarten - QPAS + LeNS
  - Grade 1-6 - LeNS (September-Gr.1) and T-Series
  - Grade 7-9 - Star Reading Assessments + T-Series
  - Knowledge and Employability and ELL students - T-Series



## GSACRD Annual Education Results Report 2022-2023

### ➤ Literacy

Literacy					
Grade	Number of students assessed in literacy. September 2022	Number of students identified as being at-risk in literacy in September 2022	Number of students identified as being at-risk in literacy in June 2023	Average number of months behind in September 2022	Average number of months behind in June 2023
1	418	192	106	24	12
2	375	142	103	24	12
3	395	146	94	24	12
4	407	114	95	24	12

### ➤ Highlights

- In our schools, we administer the T-series screening assessment on our grades 2-4 students in September, January and June, and in January and June for our grade 1 students. Our kindergarten students do the QPAS and the LeNS as well as the Adlof Oral Language Screener (ALS) throughout the year. We are piloting the ALS with Kindergarten- Grade 2 in partnership with the University of Alberta to develop local norms.
- School administrators review their school's data with our literacy consultant. This data is analyzed to create a meaningful intervention plan, which consists of both some pull-out groups as well as interventions embedded in daily classroom instruction. Review of data at the January checkpoint offers an opportunity to determine progress and adjust programming for the remainder of the year.

### ➤ Implications for the Future

- We use the Alberta Research Network literacy intervention program to address gaps in literacy skills for our students. We use small group interventions daily (some pull-out, some push-in). Fifteen hours of PD was provided for educational assistants and certificated teachers to be able to

administer intervention resources were purchased, at-the-elbow lead-teacher and consultant support was provided, parent literacy nights were held, human resources were adjusted and supplemented to support the intervention models at each school site. Literacy groups were administered by speech and language pathologists and assistants to develop language skills. Duration of interventions was determined by the progress of the students. Teachers were taught how to implement many interventions at a Tier 1 Universal level. Teachers refer to our [Literacy Continuum of Supports](#).

- In the 2023-24 school year, we have partnered with the University of Alberta to pilot a research project with students in Grade 4 and 5 who are persistently struggling with reading. These students will engage in 70 lessons of intervention, 4 days per week for 30 mins. These interventions are focused on phonics and word solving strategies either in morphology or set for variability with a focus on encoding, sentence building and fluency. Students have been pre-screened by research assistants from the University and will be followed up with after the completion of the intervention with a post screen and a delayed post screen to monitor growth beyond the completion of the intervention.



- GSACRD uses the following numeracy screeners:
  - Grades 1-4 - Alberta Education Numeracy Assessment (Beginning in 2023-24 and moving forward, we will use the Elk Island Catholic Numeracy Assessment in place of the Alberta Education Numeracy Assessment for grades 1-6. Kindergarten students will continue to use the Alberta Education Numeracy Assessment.)
  - Grades 7-9 - Mathinko (all students)

## GSACRD Annual Education Results Report 2022-2023

### ➤ Numeracy

Numeracy					
Grade	Number of students assessed in numeracy in September 2022	Number of students identified as being at-risk in numeracy in September 2022	Number of students identified as being at-risk in numeracy in June 2023	Average number of months behind in September 2022	Average number of months behind in June 2023
1	418	127	81	12	8
2	375	103	56	12	8
3	395	105	41	12	8
4	407	104	79	12	8

### ➤ Highlights

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- In 2022-23 our schools administered the Alberta Education Numeracy screening assessment on our grades 2-4 students in September, January and June, and in January and June for our grade K-1 students.
- School administrators review their school's data with our curriculum consultant. This data is analyzed to create a meaningful intervention plan, which consists of both some pull-out groups as well as interventions embedded in daily classroom instruction. Review of data at the January checkpoint offers an opportunity to determine progress and adjust programming for the remainder of the year.

### ➤ Implications for the Future

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- In 2022-23, groups of teachers worked with a Numeracy Lead teacher to create targeted interventions specifically to address the areas in the Alberta Numeracy Screener. We used small group interventions daily (some pull-out, some push-in). Professional Development was provided for educational assistants and certificated teachers, intervention resources were purchased, at-the-elbow lead-teacher and consultant support was provided, human resources were adjusted and supplemented to support the intervention

## GSACRD Annual Education Results Report 2022-2023

models at each school site. Duration of interventions was determined by the progress of the students. Teachers were taught how to implement many interventions at a Tier 1 Universal level. Teachers refer to our [Numeracy Continuum of Supports](#).

### Domain #3: Equity: Learning Supports

***Outcome: From within a community of faith, students excel when resources are prudently managed and distributed equitably, so that diversity is embraced and a sense of belonging and safety are fostered.***

GSACRD has always committed to ensuring that all students have the opportunity to thrive academically, socially, emotionally and spiritually within our schools. Supporting equity in schools is done through a variety of strategies, but most notably this aligns with our faith mandate. As Catholics, we see every member of our community in the image and likeness of Christ, and therefore it is imperative that each person have the support and the tools needed to succeed.

### Provincial Measures

#### ❖ Performance Measures

Performance Measures (Results in Percentages)					
Note: +/- is compared to the province.					
Measures	2019	2020	2021	2022	2023
<b>Access to Supports and Services:</b> The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.	NA	NA	87.8 (+5.2)	87.8 (+6.2)	88.1 (+7.5)
<b>Satisfaction with Program Access:</b> Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	77.2 (+4.1)	78.8 (+3.6)	79.0 (+7.2)	79.8 (+7.2)	80.0 (+7.1)
<b>Program of Studies: At Risk Students:</b> Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	88.1 (+3.4)	87.0 (+2.1)	88.0 (+5.3)	88.2 (+6.3)	88.7 (+7.5)

## GSACRD Annual Education Results Report 2022-2023

### Performance Measures (Results in Percentages)

Note: +/- is compared to the province.

Measures	2019	2020	2021	2022	2023
<b>Safe and Caring Schools:</b> Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.2 (+3.2)	92.6 (+3.2)	92.6 (+2.6)	92.0 (+3.2)	92.0 (+4.5)
<b>Welcoming, Caring, Respectful and Safe Learning Environments:</b> The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. (Note WCRSLE encompasses the measures included in Safe and Caring, and will be replacing that measure when five-year trends are calculated.	NA	NA	91.1 (+3.3)	90.1 (+4.0)	89.8 (+5.1)

#### ➤ Highlights

- Overall, 90% of parents and 92% of students feel that their teachers are available to help them if and when they need it.
- Results in Safe and Caring/WCRSLE are consistently above the provincial results, with over 89.8% of our stakeholders feeling that their children are safe and cared for in our schools.
- Stable results demonstrate that our families feel safe and have continued confidence in our schools to provide reliable and consistent learning environments.
- These measures are consistently above the provincial average and are generally trending upwards.
- 93% of teachers agree that their school's continuum of supports and services are responsive to students' needs.

#### ➤ Implications for the Future

- In the Satisfaction with Program Access supplemental measure, we recognize that the parent demographic is the lowest by 15%. In looking at the specific questions, it is clear that overall parents responded Don't Know in significant numbers (30%) when asked their level of satisfaction with timely access to services beyond regular instruction that can assist with reading and writing. In review of this, we realize that parents are not always well-informed about the interventions that take place within the school to assist with reading and writing. In light of the extensive intervention program that we have in place

in our division, it is important to ensure that parents are aware of these services, even if their child does not require them.

- In the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) 67% of students (7-12) responded positively to, "At school, students care about each other."
  - 69.5% of students (7-12) responded positively to, "At school, students respect each other."
  - Through our faith mandate, we provide students with opportunities to care and support others. As each individual is born with inherent dignity, we work through our Catholicity to instill in our students the belief that each individual is worthy of care and respect.
- In the Access to Supports and Services, 76% of parents and 79% of students 7-12 responded positively to, "Your child can get help at school with problems that are not related to school."
  - We continue our partnership with the Mental Health Capacity Building Team, who support rural schools in our division to provide preventative mental health education.
  - Through the Mental Health Grant from Alberta Education, we have been able to hire addictions therapists and a Mental Health Division lead to assist with serving students primarily in our junior and senior high schools.
  - Divisional Family Support Worker connects families who may be struggling with community resources.
- GSACRD will continue working with Jigsaw Learning to assist schools in establishing a Collaborative Response to student needs. Schools have already worked on creating a continuum of supports for their context and Collaborative Response meetings have been embedded in the daily work of the teacher. We are currently in our third year of this process.





# GSACRD Annual Education Results Report 2022-2023

## Local Measures

### ❖ Division Assurance Surveys 2023

#### Division Assurance Survey 2023 (Results in percentages)

Items	GR. 4-6 (Difference 2021-2023)	GR. 7-12 (Difference 2021-2023)	PARENTS (Difference 2021-2023)	STAFF (Difference 2021-2023)
My child has access to technologies to meet their educational needs.	97.3 (+1.2)	92.1 (+0.2)	89.9 (+1.8)	95.5 (-0.1)
Teachers at our school collaborate to respond to students' needs.	NA	NA	NA	99.0 (+1.2)
The item below is new as of the 2022-23 school year. There is no year-to-year difference indicated				
I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis and Inuit culture and traditions to further reconciliation.	94.2	80.8	87.4	98.0

#### ➤ Highlights

- 93.7% of stakeholders indicated that either they or their child has access to adequate technology to meet their educational needs.
- Positive responses for the measure about the opportunities to participate in reconciliatory actions is a testament to the intentional efforts that have been made to raise awareness, acknowledge the harms, atone for the hurts and take action to better the lives of Indigenous community members. This question has been changed from previous years and so does not offer historical data.

#### ➤ Implications for the Future

- 80.8% of students grades 7-12 report having the opportunities to participate in reconciliatory activities. We attribute the lower response to the fact that especially in high school, students do not have as many school-wide events where all students participate. As a result, we recognize the importance of ensuring that foundational knowledge and Indigenous ways of knowing and doing are permeated into curricular outcomes in many different classes. This will ensure that all students receive intentional exposure to conciliatory activities.

# GSACRD Annual Education Results Report 2022-2023

## Domain #4: Relationships: Teaching and Leading

**Outcome:** *Students experience excellence in Catholic teachings and learning when staff are models and witnesses of faith and demonstrate their respective professional practice standards (TQS, LQS, SLQS).*

### Provincial Measures

#### ❖ Performance Measures

Performance Measures (Results in Percentages) <i>Note: +/- is compared to the province.</i>						
Measures		2019	2020	2021	2022	2023
Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.		92.8 (+2.6)	92.5 (+2.2)	93.1 (+3.5)	91.8 (+2.8)	91.6 (+3.5)
	Parents	89.6 (+3.2)	88.7 (+2.0)	89.4 (+2.7)	87.5 (+1.4)	86.6 (+2.2)
	Students	89.4 (+1.3)	89.7 (+1.9)	91.2 (+4.9)	88.7 (+2.8)	89.5 (+3.8)
	Teachers	99.4 (+3.3)	99.1 (+2.7)	98.8 (+3.1)	99.2 (+4.2)	98.6 (+4.2)
Inservice Jurisdiction Needs: The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.		93.9 (+8.7)	93.9 (+8.9)	93.2 (+8.3)	93.8 (+10.1)	91.2 (+9.0)

#### ➤ Highlights

- 91% of parents report that they are satisfied with the quality of education their child is receiving and with the quality of teaching at their child's school.
- Education Quality has been consistently above 90% satisfaction rate for the last five years.
- Teachers report a 91.2% satisfaction with the direction and delivery of professional development; a 9.0% above the province. It is important to

note that teachers, especially K-3 teachers, have been inundated with professional development around the new curriculum, literacy and numeracy screeners and new programming. As a smaller division, we have endeavored to provide our teachers with comprehensive professional learning to prepare them for these changes internally.

- Students report a high level of satisfaction when asked about the quality of teaching in their school (93.3%) and the quality of education (95.7%).
- Students in grades 7-9 reported an 8% increase in satisfaction in response to the statement, "I find my school work interesting."



### ➤ Implications for the Future

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- In the Education Quality detail, 74 % of students (7-12) report that their school work is interesting, and 80.5% report that they believe their school work is useful to them. This is up from 71% and 77% respectively, from 2021-22. It is interesting to note that parents in grades 10-12 reported positively only 66% of the time when asked if their child found school work interesting. (The detailed questions in the Education Quality measure overlap significantly with those found in the Student Engagement measure, and as such several strategies employed to address the data will be similar.)
  - Using the Practice Progressions and other research-based strategies that engage students and instill in them a desire to learn.
  - Through our Collaborative Response meetings, scaffold learning so that students find work appropriately challenging, and are able to engage fully in their learning.
  - Divisionally, we have embedded time for administrators to collaborate monthly to share best practices specifically relating to learning engagement. Focusing on student engagement is a strategy that directly impacts the responses for Education Quality.

## *GSACRD Annual Education Results Report 2022-2023*

### Local Measures

#### ❖ Division Assurance Surveys 2023

Division Assurance Survey 2023 (Results in percentages)	
Items	STAFF (Difference from either 2020 or 2021 or 2023)
Please note that the next 4 measures are new and do not have historical comparisons this year.	
I permeate curriculum and activities with gospel values.	96.0
Staff share with students their own faith experience and the role of God in their life.	93.6
I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.	96.3
My faith is strengthened through professional development (Blueprints, staff retreat, daily prayer, book studies, EXCEL, etc.)	92.5
*Please note that measures marked with an asterix have historical data dating back to 2021. Other measures have historical data dating back to 2020.)	
Teachers at our school collaborate to respond to students' needs.	99.0 (+1.6)
I grow professionally based on professional standards (Catholic TQS/LQS and or requirements of my role)	96.3 (-0.4)
I grow professionally based on the mission and vision of the Division.	93.2 (-3.3)
* Thinking back over the past three years, to what extent do you agree that professional learning opportunities made available through the Division have significantly contributed to your ongoing professional growth.	82.6 (+4.2)
* Thinking back over the past three years, to what extent do you agree that professional learning opportunities made available through the Division have been focused on the priorities of the Division.	89.7 (+4.4)
* Teachers at my school care about their students.	99.8 (-0.2)

## *GSACRD Annual Education Results Report 2022-2023*

### ➤ Highlights

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- Teachers indicate that faith formation is present in their school and prioritized as a direction of the Division.
- GSACRD employees base their growth on professional standards and the mission and vision of the Division.
- Overall, GSACRD teachers report that professional learning provided through the Division is aligned with their professional standards and the priorities of the division.

### ➤ Implications for the Future

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- As we continue to roll out the new curriculum in K-6, we will continue to provide internal professional learning to ensure that teachers feel supported and prepared to approach their assignments.
- GSACRD has several initiatives that are being implemented divisionally. We feel strongly that our approach to faith, literacy and numeracy must be consistent throughout our division. We will continue to provide professional learning to our teachers that support these research-based practices so that our families can have confidence that their children will be well served in our schools.
- Continue to offer Formed, an internal mentorship opportunity for aspiring administrators to learn more about Catholic school leadership.
- Mentorship opportunities for new teachers and new school leaders.
- Continue providing lead teachers with professional learning opportunities to share with their schools in their context.
- Continue to foster relationships through Professional Growth Plan meetings, School Results Reviews, Catholic School Reviews, and School Leadership Engagement for Growth teams to build a cohesive and focused team of Catholic educators.



# GSACRD Annual Education Results Report 2022-2023

## Domain #5: Responsiveness: Governance and Context

*Outcome: Students succeed when stewardship of system resources are based on a spirituality of communion and generative community engagement, transparency, and accountability that is responsive to local and societal contexts.*

### Provincial Measures

#### ❖ Performance Measures

Performance Measures (Results in Percentages)						
Note: +/- is compared to the province.						
Measures		2019	2020	2021	2022	2023
Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.						
	Overall	86.2 (+4.9)	84.6 (+2.8)	84.5 (+5.0)	82.5 (+3.7)	83.1 (+4.0)
	Parents	76.8 (+3.2)	73.1 (-0.8)	73.3 (+1.1)	71.3 (-1.0)	73.0 (+0.5)
	Teachers	95.6 (+6.6)	96.2 (+6.6)	95.6 (+8.8)	93.8 (+8.6)	93.3 (+7.6)

#### ➤ Highlights

- GSACRD is consistently above the provincial average in the area of Parental Involvement.
- Results measuring Parental Involvement have remained relatively stable over the last five years.
- Teachers' responses demonstrate they value parental involvement at the school level.

#### ➤ Implications for the Future

- Teachers display a much higher level of satisfaction than parents with the level of parental involvement.



## GSACRD Annual Education Results Report 2022-2023

- Parent demographic saw a slow decline, but has increased in the last year. 73.0% of parents are satisfied with their level of involvement in their child's education. What remains unclear is whether or not those who are not satisfied feel that they do not have enough opportunity for involvement or that too much involvement is required of them.
- We recognize that parental involvement comes in many different forms, and that social media plays a role in helping parents feel involved in their child's education. Our schools have worked with our Communications Manager to employ effective and consistent social media profiles for their schools. This has allowed parents to engage with their child's school even if they are unable to be physically present. We anticipate that this will continue to support a strong partnership between parents and our schools.
- GSACRD has begun a new community engagement over the course of the 2022-23 school year. This will be simpler than the previous engagement, but will offer an opportunity for open dialogue with stakeholders as we look ahead at making decisions that will promote growth. We anticipate that through this open and transparent process, stakeholders will feel respected, heard and valued, thus fostering a renewed sense of belonging in our community.

### Local Measures

#### ❖ Division Assurance Surveys 2023

Division Assurance Survey 2023 (Results in percentages)				
Items	GR.4-6 (Difference 2020-2023)	GR.7-12 (Difference 2020-2023)	PARENTS (Difference 2020-2023)	STAFF (Difference 2020-2023)
I feel welcome at my school.	90.4 (-0.2)	78.8 (-3.4)	90.9 (+6.3)	99.5 (0.0)
People in the community say good things about my school.	69.4 (+9.7)	73.4 (-2.0)	85.7 (-6.0)	95.8 (+0.7)

#### ➤ Highlights

- 89.9% of stakeholders report feeling welcome in our schools, demonstrating an increase from last year.
- 81.0% of stakeholders feel that their school has a positive reputation in the community.

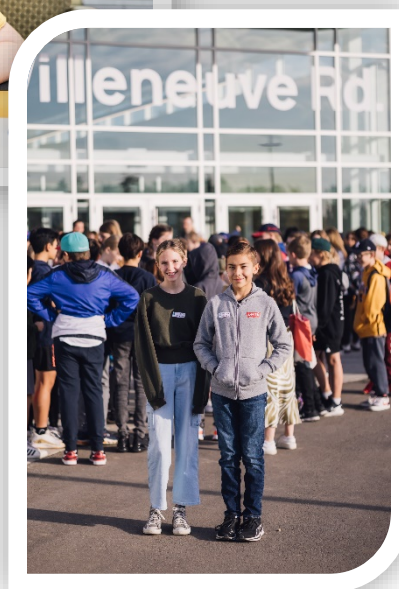
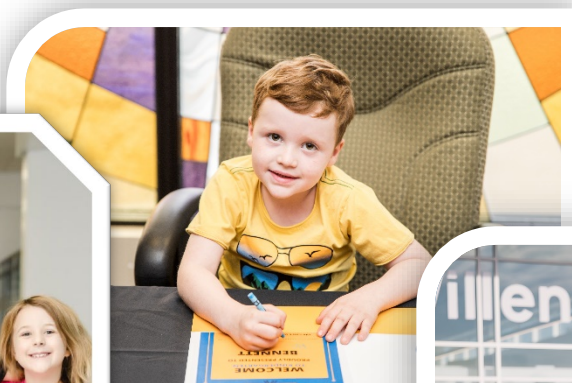
## *GSACRD Annual Education Results Report 2022-2023*

- We have experienced two years of increased enrolment.

### ➤ Implications for the Future

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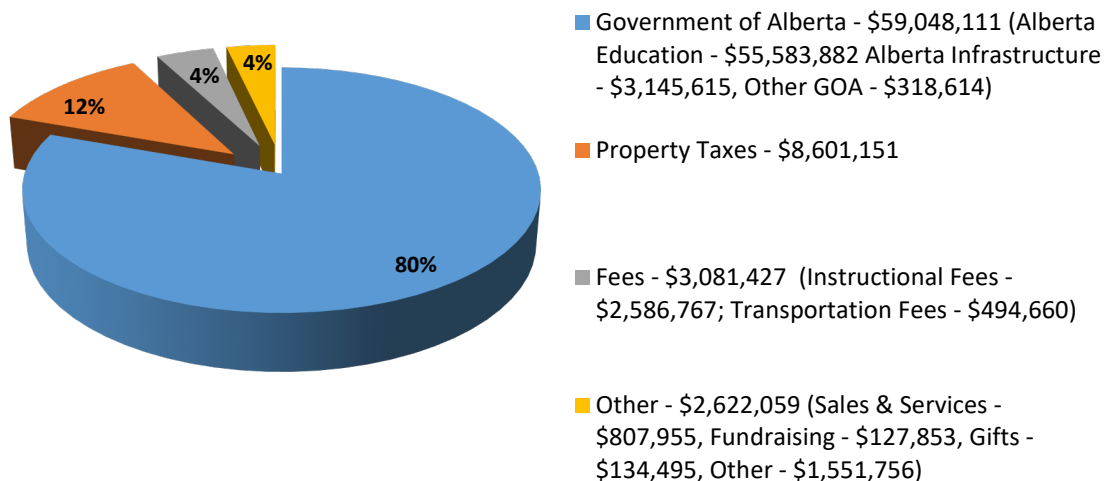
- The parent demographic indicated the largest increase in feeling welcome at their child's school, up by 12.4% from last year. We attribute this increase to the end of pandemic restrictions, allowing all community members to come into the school. We also recognize that the return of extracurricular events and other community events creates a larger sense of joy and warmth, which lends itself to people feeling like our schools are welcoming places, even if they do not often go to the school.
- 71.4% of students believe that their school is well regarded in the community, up from 67.2% last year. Conscious efforts are taken to foster a sense of pride by students in their own schools. Last year we launched a Student Experience Influencer Program to leverage the social capital that we have in our own students. Through a variety of current and relevant social media apps, such as Instagram and TikTok, we have made efforts to reach students on their level and employ their social currency to attract and retain students.



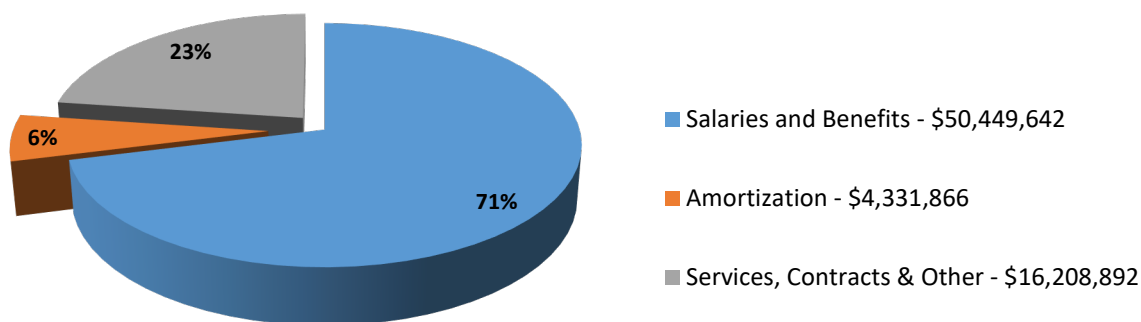
## FINANCIAL INFORMATION

### Summary of Financial Results 2022-2023

#### Total Revenues - \$73,352,748



#### Total Expenditures - \$70,990,400



# GSACRD Annual Education Results Report 2022-2023

## Audited Financial Statements 2022-2023

	Budget 2023	Actual 2023	Actual 2022
Total Revenues	\$69,183,838	\$73,352,748	\$69,966,511
Total Expenses (Note 1)	\$69,603,752	\$70,990,400	\$68,551,652
Surplus (Deficit) of Revenues over Expenditures	\$(419,914)	\$2,362,348	\$1,414,859

Note (1): Total expenses actual-to-budget variance amount of \$1,386,648 (2%) is mainly contributed to instructional revenues announced and received later in the year; instructional funding in 22-23 remained fairly high due to Bridge Funding, 22-23 WMA receivable of \$1.1M due to increase, and higher investment income. As a result of these additional revenues, certain expenditures were not realized due to certain positions not filled or savings from later than anticipated staff hiring.

Operations and Maintenance expenditures were slightly decreased due to lower than anticipated utilities and staffing costs. These decreases were offset by additional IMR spending, additional amortization and costs related to portable demolition.

System Administration expenditures increased due to higher costs for public relations and advertising as well as system support upgrades and governance Strategic Plan development costs.

Unrestricted Net Assets		\$883,638	\$604,325
Restricted Net Assets – Operating Reserves (incl. SGF of \$183K)		\$4,192,360	\$2,124,958
Restricted Net Assets – Capital Reserves		\$4,627,065	\$4,615,065
Investment in Tangible Capital Assets		\$(3,957,249)	\$(3,960,882)
<b>School Generated Funds (SGF)</b>		<b>2023</b>	<b>2022</b>
Total SGF Revenue		\$2,119,442	\$1,568,793
Total SGF Expenditure		\$1,993,087	\$1,513,831
Total Net SGF (Deficit) Surplus		\$126,355	\$54,962

## *GSACRD Annual Education Results Report 2022-2023*

Total instructional spending per student FTE per school year: \$10,323 (2022 -\$10,047)

Total operational spending per student per school year: \$13,530 (2022 -\$13,396)

The Audited Financial Statements can be found at <http://www.gsacrd.ab.ca> under Financial Documents or contact the Finance Department at (780) 459-7711. For further details on School Generated Funds, please refer to Note 14 in the Annual Financial Statements.

To view the provincial roll up of financial statement information (AFS), please visit

<https://education.alberta.ca/financial-statements/combined-statements/>.

### **Capital and Facilities Projects and Planning**

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The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our communities to pursue Catholic education in safe and maintained buildings that are conducive to optimizing student learning. The Division has been successful in receiving funding for multiple capital projects in recent years. The Division completed the CTS Modernization project for Morinville Community High School during the 2022-2023 school year.

The Division will be managing the renovations of Holy Family School for St. Gabriel Education Centre and modernization of the Division Services Centre. The design and planning stages were completed in 2022-23 and construction is scheduled to commence in October 2023. The Division is anticipating to complete these projects by February 2024 and June 2024, respectively.

The 2024-2027 Capital Plan approved by the Board of Trustees included the following capital priorities:

1. French Immersion Campus Solution
2. Modernization of Legal School (K-9)
3. Modernization of Bertha Kennedy Catholic Elementary School (K-6)

A copy of the Division's current 2024-2027 Capital Plan may be obtained at the following link: <https://www.gsacrd.ab.ca/download/412811>

### **Operations and Maintenance**

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The Board's Operations and Maintenance annual operating budget was determined by student enrolment, utilization and gross area of schools. This budget manages all general repairs, snow removal, lawn maintenance, and contracted custodial services for the division in addition to many unique jobs requested by schools. All Operations staff have been diligent in

their work in maintaining high standards for the operations of all facilities. For 2022 - 2023, the operations and maintenance staff demonstrated a 96% completion of submitted service requests. This result stems from an excellent preventative maintenance strategy utilized by Operations staff. In applying our resources to better maintain our facilities and equipment, we see a downward trend of demand (service) requests and longer performance lifetimes for schools and equipment. Continued use of the web-based work order system, Asset Planner, has assisted the Operations staff to operate virtually paper free.

### **Infrastructure Maintenance Renewal (IMR)**

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This funding envelope, which addresses the upgrades or replacement of existing facility components, is based upon the priorities of health and safety and programming needs of the division as managed by the Operations and Maintenance Department. The 2022 – 2023 IMR plan was developed with input from school-based administration and in-house facility expertise. In 2022 – 2023, the Division had available \$791,957 of IMR funding received in 2022-2023 and a carryover of \$406,125 from 2021 – 2022 for a total of \$1,198,082. In 2022-2023, the IMR projects included installation of water flow monitoring, LED lighting, additional key fobs access points, updating camera systems, sidewalk and curbing repairs, new lockers plus painting and resurfacing gym floors.

### **Capital Maintenance Renewal (CMR)**

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In addition to annual IMR dollars, the province allocates Capital Maintenance Renewal funding (CMR) which is provided based on the government fiscal year (April 1 to March 31). The Division was approved to receive \$547,102 in two separate installments. These projects included upgrades to Building Management Systems at École Sacré Coeur and École Secondaire Sainte Marguerite d'Youville for a total of \$249,955.00. The renovation of 3 sets of washrooms at École Sacré Coeur for \$69,482.00 and the replacement of flooring and millwork for \$84,700.00 at École Sacré Coeur.

### **A View Forward**

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In addition to advocating for Division facility needs to the province, Operations continues to explore cost saving opportunities such as:

- ❖ Transition to LED lighting in all schools. Once this initiative is completed, it will result in a 15-year maintenance free status for future replacements.
  - ❖ Installation of solar panels.
  - ❖ Energy audits to explore further cost savings.
  - ❖ Electricity procurement.
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## GSACRD Annual Education Results Report 2022-2023

- ❖ Washroom renovations which include water saving toilets, auto shut off taps, and high efficiency hand dryers to further reduce utility costs and waste.

### WHISTLEBLOWER PROTECTION

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at [www.yourvoiceprotected.ca](http://www.yourvoiceprotected.ca).

Annual Report on Disclosures as provided by the Chief Officer	Number
Disclosures received by the designated officer	0
Disclosures acted on by the designated officer	0
Disclosures not acted on by the designated officer	0
Investigations commenced by the designated officer	0



# Greater St. Albert Catholic Schools



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