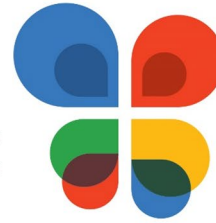


Greater St. Albert Catholic Schools



Growing in Mercy, with the Son

"...be kind to one another, tender-hearted,
forgiving each other, as God in Christ has forgiven
you." (Ephesians 4:32)



2023-2024 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 2023/2024 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 2023/2024 was approved by the Board of Trustees on November 25, 2024.


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 5800 students. The Division is considered 'rurban', as it serves both rural and urban communities. GSACRD has a Socioeconomic Status Index of 1.1099, and a Rurality Index of 0.2704. The Division continues to offer education services to Alexander First Nation students, by request, in accordance with our long-standing Education Service 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 Cogito, all within the context of our Catholic faith.



Mission Statement, Vision, Values and Core Commitments



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.

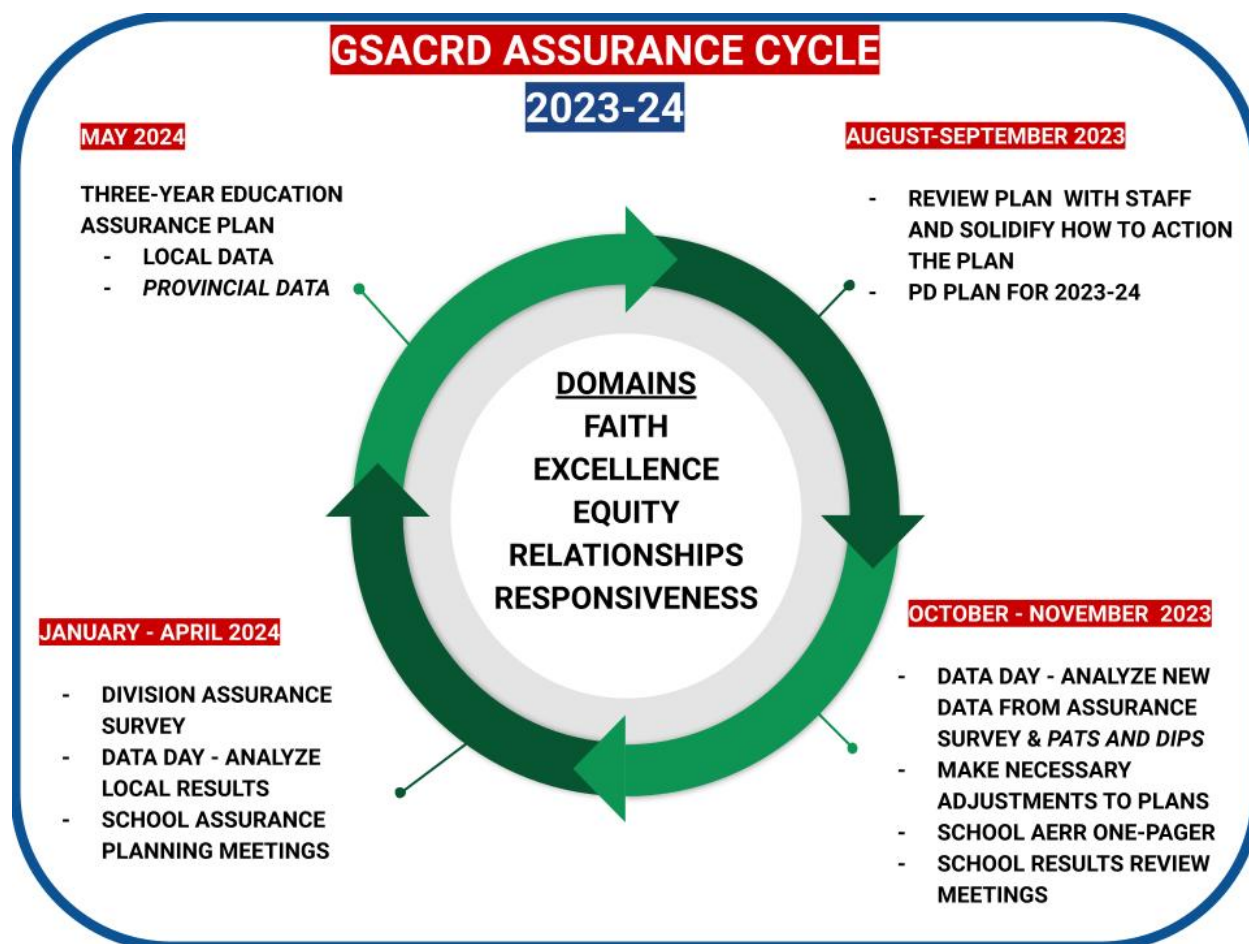
Our Core Commitments

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

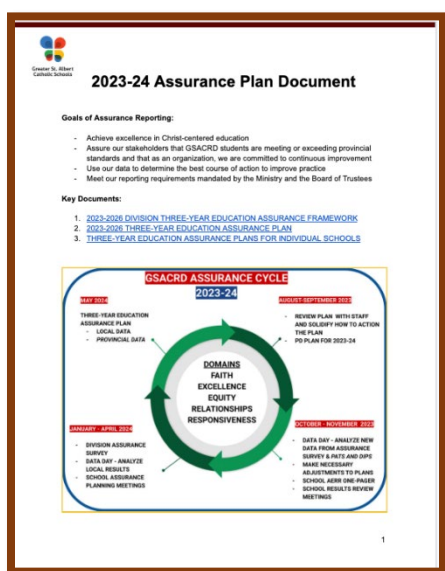
Data Days

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 is also conducive to straightforward 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 2023-2024

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.

Greater St. Albert Catholic Schools

Professional Development Plan
2023-2024

In Greater St. Albert Catholic Schools, every staff member plays a role in our mission and vision as a faith-based community.

SCHOOL NAME: _____

ADMIN TEAM: _____

School AERR One-Page School Results Review Reports

Greater St. Albert Catholic Schools

School Name: _____

2022-2023 Results Review Report

Mission: Excellence in Learning through Faith, Relationships, and Engagement

| Our Academic Results | Celebrating Our Faith | Safe and Caring Schools | Engaged Learning |
|---------------------------------|-----------------------|---|--------------------|
| PAOs / DPOs / Other Assessments | Liturgy | Student Safety | Student Engagement |
| Quality of Education | Formation | Inclusive Learning | Parent Involvement |
| Program of Studies | | Foundational Knowledge of Past Nations, Mists 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 2024:** Our Division Assurance Survey, which includes many Alberta Education Assurance Measures, is circulated and data is compiled.
 - Division Assurance Survey distributed and completed by:

GSACRD Annual Education Results Report 2023-2024

- **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 2024:** 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 2024-2025.
 - **March 6, 2024 - Data Day #1:** School administrative teams came together and reviewed their feedback from multiple stakeholders and drafted their actions for continuous school improvement.
 - **April 2-5, 2024 - 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 13, 2024 -** Draft of Division's Three-Year Education Assurance Plan 2024-27 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, 2024.
- ❖ **March-April 2024:** 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 2024, therefore this data was not available for Data Day #1, and thus these results were not included in our Three-Year Education Assurance Plan 2024-27.
- ❖ **September 2024:** Alberta Education Assurance Measures Report was released.
 - **October 9, 2024 - 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 2024-27.
 - School administrators once again shared their results, and their direction for the year with their respective staffs and school councils.

How They Engaged

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

- ❖ Division Assurance Survey
-

GSACRD Annual Education Results Report 2023-2024

- ❖ Alberta Education Assurance Measure Survey
- ❖ 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
- ❖ First Nations, Métis and Inuit Student and Family Feedback Form

GSACRD Survey Participation - Provincial and Local

The AEAM results reflect the feedback from 1921 participants. Of these participants, 233 were parents, 1411 were students, and 277 were teachers.

The Division Assurance Survey results reflect the feedback from 4453 participants. Of these participants, 848 were parents, 3238 were students, and 367 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. Participation in the AEAM Survey was very stable from 2022-23 to 2023-24. For our Division Assurance Survey, the overall participation was very stable, but we saw a significant decline in parent participation, and an increase in student participation. In order to try to encourage parent participation for the 2024-25 school year we plan to adjust the timeline and administer the surveys earlier in the school year. It is our hope that by avoiding overlap of the Division Assurance Survey and the AEAM Survey, fewer parents will confuse the two or choose to only complete one of the two surveys.



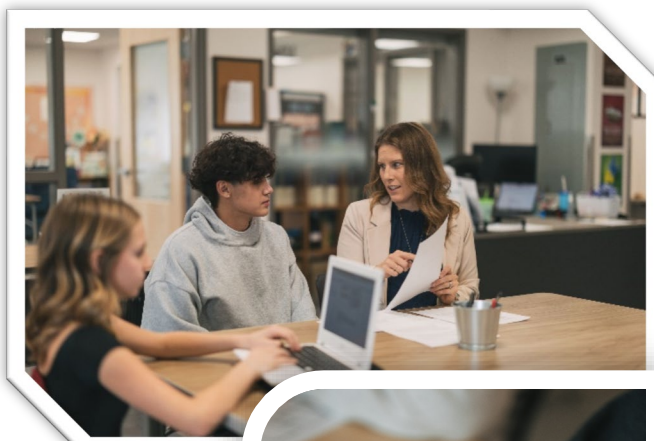
RESULTS REVIEW – REPORTING ON MEASURES IN 23-26 ASSURANCE PLAN

This Annual Education Results Review for the 2023-24 school year is directly related to our 2023-2026 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

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 (grades 6 and 9)
- ❖ Division Assurance Survey
- ❖ Literacy Data - T-Series, Star Reading, CC3 LeNS, NSLe, RAN, PAST, QPAS
- ❖ Numeracy Data - Alberta Education Numeracy Screener, Elk Island Catholic Numeracy Assessment, Mathinko
- ❖ First Nations, Métis and Inuit Student and Family Feedback Form
- ❖ Community Engagement for Capital Projects



DOMAINS

Domain #1: Growing in the Trinity: Love, Mercy & Grace

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



In 2023-2024 we embarked on a new three-year faith theme that will span from September 2023 to June 2026. This theme, entitled Growing in the Trinity will encompass our belief in a triune God, where He is one in essence, but three in person. Our three-year faith theme dedicates one year to focusing on each the Father, the Son and the Holy Spirit. We are currently reporting on the first year, which is **Growing in Love with the Father**. We firmly believe that all our actions need to be rooted in our love for God and our love for one another. 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:

GSACRD Annual Education Results Report 2023-2024

- ❖ 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. As a division we rely on the Catholic version of the Teaching Quality Standard, the Leadership Quality Standard, and the Superintendent Quality Standard to guide our evaluation of teachers, administrators, and members of senior leadership.
- ❖ Having a divisional three-year faith theme that fosters a cohesive approach 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.
- ❖ 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 action 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. Through a collaboration with Calgary Catholic, course materials for these high school courses were updated and modernized to maximize student engagement and increase relevance for our students, both in person and online.



Analysis of Data

In the 2022-2023 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

GSACRD Annual Education Results Report 2023-2024

is better aligned with our faith goals and provides us more precise information on our progress. After the 2023-2024 school year, we now have two years of data with our new measures pertaining specifically to faith.

In addition to our Division Assurance Survey, 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, Welcoming, Caring, Respectful, Safe, Learning Environments (WCRSLE), Citizenship and Academic Engagement which are included in the Alberta Education Assurance Measures.



Local Measures

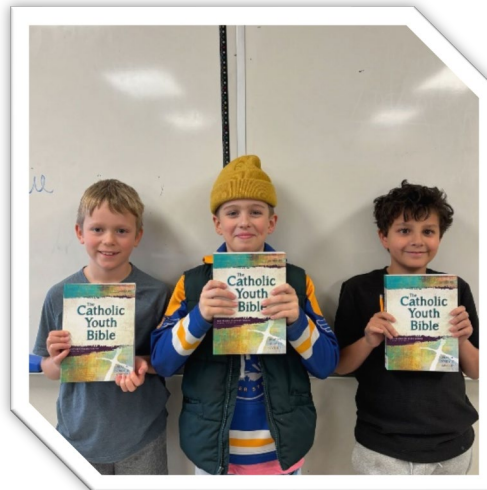
❖ Division Assurance Survey 2024

| Division Assurance Survey 2024 - (Percentage of Positive Responses) | | | | | | | | | |
|---|--|----------------|----------------|-----------------|-----------------|-----------------|-----------------|---------------|---------------|
| # | Items | Gr 4-6 2023 | Gr 4-6 2024 | Gr 7-12 2023 | Gr 7-12 2024 | Parents 2023 | Parents 2024 | Staff 2023 | Staff 2024 |
| 1 | Teachers share their faith and the role of God in their life. | 92.2 | 93.3 | 74.1 | 75.0 | 75.7 | 78.4 | 93.6 | 95.1 |
| 2 | My religion classes help me understand how faith can guide the way I live my life. | 89.9 | 89.0 | 67.6 | 73.8 | 79.2 | 82.8 | 94.3 | 95.2 |
| 3 | In my school, we live our faith through works of charity and service to those in need. | 96.6 | 97.0 | 86.2 | 87.8 | 82.8 | 83.4 | 98.8 | 99.6 |
| 4 | I have opportunities to participate in prayers, liturgies, celebrations, and masses at the school and parish. | 95.4 | 85.5 | 86.6 | 89.6 | 93.6 | 93.9 | 99.3 | 99.7 |
| 5 | (STAFF ONLY) - My faith is strengthened through professional development (Blueprints, staff retreat, daily prayer, book studies EXCEL, etc.) | | | | | | | 92.5 | 94.6 |

GSACRD Annual Education Results Report 2023-2024

➤ Highlights

- Overall, our results on measures explicitly referencing faith in our schools are stable, and for most items, quite high. We have seen a slight increase in all but one measure, which only declined by 0.9%
- Results for parents and students grades 7-12 have increased in all measures pertaining to faith.
- Staff demonstrated over 94% satisfaction in all areas.
- 82.2% of students and parents agree that teachers share their faith and the role of God in their lives with students.
- 82.8% of parents report that religion classes help students understand how faith can guide their lives. This is an increase of 3.6% from 2023 and 14.9% 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.
- We are encouraged by the feedback from parents, students, and staff who indicate that our emphasis on faith permeation in our schools as well as explicit religious education is meaningful in the development of students in our schools.



➤ Implications for the Future

- 73.8% of grade 7-12 students, and 82.8% 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 2023-2026 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.*
- While we saw increases of 6.2% and 3.6% respectively, we are enthusiastic to see how the new course materials for grades 10-12, which is currently being implemented as of September 2024, will further improve these scores. This is a direct response to a key strategy outlined in our AERR from November 2023, which aimed to focus directly on engaging high school student through Religious Studies 15-25-35.

GSACRD Annual Education Results Report 2023-2024

- These demographics showed increases, while the grade 4-6 demographic remained stable, with a tiny reduction of 0.9%. We will continue to focus on the consistent and thorough implementation of the K-8 resource, *Growing in Faith; Growing in Christ*. Teachers require refreshers to ensure that they are comfortable with this comprehensive resource, which addresses all outcomes outlined in the curriculum.
- We will be exploring a new resource, *Blessed and Beloved*, which has been introduced in Catholic schools in Ontario. This resource is a potential replacement for *Fully Alive*, which is currently used in grades 1-3 as a resource to ensure that health is taught through a Catholic lens.
- For the 2024-2025 Division Assurance Survey, we intend to include survey items to measure hope within our students. For a number of years, we used the Gallup Student Poll with our students, which included survey items which directly measured hope. While we have discontinued the Gallup Student Poll, we recognize that we would like to measure hope in our students, as we know that this is something that directly impacts student motivation and ultimately success, and we know that it is something that we can address explicitly through our faith dimension. The items that we will add are the following:
 - Grades 4-6
 - ◆ I look forward to the future.
 - Grades 7-12
 - ◆ I am confident that I will graduate from high school.
 - ◆ I believe that I will have a successful life.



GSACRD Annual Education Results Report 2023-2024

Provincial Measures

❖ Alberta Education Assurance Measures

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

| Measures | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------|------|------|------|------|
| Safe and Caring: 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. | 92.6 | 92.6 | 92.0 | 92.0 | 91.2 |
| Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. | NA | 91.1 | 90.1 | 89.8 | 88.9 |
| Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 88.3 | 88.1 | 87.9 | 87.0 | 85.8 |

➤ Highlights

- All demographics of our stakeholders consider our schools to be safe, caring, and welcoming environments.
- The Division remains above the province in these measures.
- We saw an increase in satisfaction on the part of grade 10-12 parents in Safe and Caring and Welcoming, Caring, Respectful and Safe Learning Environments.
- While these measures do not align directly with our faith dimension, 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

- Our results in all areas have seen steady, but we have seen slight declines over the last five years. While the results remain high, and exceed those of the province, we take note of this negative trend
- Citizenship showed a measure evaluation of *declined*. The current measure is 85.8% compared to 87.0% last year. Through closer examination, we

found that the parent demographic that experienced the largest decline was the grade 7-9 parent demographic.

- The two following questions saw the lowest level of satisfaction for parents grades 7-9 and 10-12. While student responses in those two age groups were higher, the results are still among the lowest. These two measures indicate that the way students in junior high and 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.
- Results in Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE), which encompasses the Safe and Caring supplemental measure have remained fairly stable. There are two details which remain an area of concern for both students and parents in both grades 7-9 and 10-12 age demographics.
 - ◆ *Students treat each other well at your child's school. (Parents)*
 - ◆ *At school, students care about each other. (Students)*
 - ◆ *Students at your child's school respect each other. (Both)*
- We believe that we can leverage our faith dimension to be able to explicitly teach how our faith calls us to live and treat one another.
- Through discussions with school administrators and school counselors, we are confident that a significant factor that impacted these results is the way that students treat one another online. In unpacking these results with



GSACRD Annual Education Results Report 2023-2024

student focus groups, they have expressed that what takes place online (out of school hours) sparks most of the conflict and discord that is felt at the school level. While schools work diligently to address these issues, we realize that there is room for growth as we aim to create responsible digital citizens.

- Strategies that are directly aimed at supporting schools in this are the following:
 - Introduction of Cyber Legends - a K-8 Digital Citizenship program that offers teachers current content to address digital citizenship in formative years.
 - Parent sessions to be done both divisionally and at the school level to provide information about the impact of social media.
 - The initiation of a book study for parents on the impact of digital citizenship. The book is called *The Anxious Generation*, by Jonathan Haidt and it outlines the dangers of overexposure to social media and the direct link to the epidemic on mental illness.



Domain #2: Excellence: Student Growth and Achievement

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



Outlined in our 2023-2026 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 2023-2024 school year saw the implementation of a new curriculum in the areas of Mathematics in grades 4-6 and K-3 Science. We were also in the second year of implementation of English Language Arts and Literature in grades 4-6.

Provincial Achievement Tests and Diploma Exams are one tool to help school divisions determine progress in the area of Student Growth and Achievement. This year, students in grade 6 did not write English Language Arts and Literature, French Language Arts and Literature or Mathematics, and fewer students in grade 6 wrote Science, because some classes piloted the new incoming Science curriculum, and subsequently did not write the Provincial Achievement Tests. 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, CC3, LeNS, PAST, RAN, and QPAS), and numeracy assessments (Elk Island Numeracy Assessment, Alberta Education Numeracy Assessment, Mathinko).

GSACRD Annual Education Results Report 2023-2024

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 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 6 | NA | NA | 91.9 | 93.8 | NA | NA | NA | 24.7 | 21.0 | NA |
| French Language Arts 6 | NA | NA | 74.7 | 87.8 | NA | NA | NA | 17.7 | 17.6 | NA |
| Mathematics 6 | NA | NA | 82.8 | 76.3 | NA | NA | NA | 13.6 | 19.3 | NA |
| Mathematics 6 (Fr.) | NA | NA | 87.3 | 91.9 | NA | NA | NA | 16.5 | 13.5 | NA |
| Science 6 | NA | NA | 87.1 | 78.5 | 86.9 | NA | NA | 26.2 | 25.4 | 33.1 |
| Science 6 (Fr.) | NA | NA | 81.0 | 78.4 | 43.5 | NA | NA | 13.9 | 10.8 | 4.3 |
| Social Studies 6 | NA | NA | 83.8 | 80.8 | 81.6 | NA | NA | 20.9 | 18.1 | 25.0 |
| Social Studies 6 (Fr.) | NA | NA | 72.2 | 81.4 | 58.9 | NA | NA | 16.5 | 11.8 | 7.8 |



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➤ Highlights (Grade 6)

- Students in English programming in grade 6 significantly outperformed the province in Science and Social Studies in both Acceptable Standard and Standard of Excellence.
- The number of students who achieved Standard of Excellence increased by 4.5% from 2023, triggering a Measure Evaluation of *Improved*.

➤ Implications for the Future (Grade 6)

- Overall, there was a decline in the number of grade 6 students who achieved the Acceptable Standard in June 2024.
- We noticed a significant difference in the results from the French Immersion students compared to the English students, with French Immersion students scoring significantly lower than their English counterparts.
- We recognize the significant impact that COVID-19 disruptions had on French Immersion students and their language development. While language learning loss was seen throughout the province, it was especially significant in second language students, where the language of instruction is not the language that is spoken in the home. The students who were in grade 6 in June of 2024 suffered a number of learning interruptions during their grade 2 and 3 years, which were instrumental in their language learning.
- We also recognize that French Immersion programming has at times been impacted by staffing challenges.
- Through our French Immersion lead teacher, we will provide and coordinate support for our French Immersion program.
 - Students will continue to receive research-based language instruction through the Alpha Graphe program.
 - Teachers will continue to receive professional development opportunities to grow in their understanding of second language development.



- We will continue to provide early interventions for students as they learn to read.
- 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.
- We completed another research project with Dr. Georgiou and Kristy Dunn at the University of Alberta. This project focused on interventions for students in grades 4 and 5 who have not responded sufficiently to interventions as we would have expected. These interventions were carried out at the school level by trained school staff (both teachers and educational assistants). Participating in projects such as these offered our staff training in cutting edge literacy interventions, allowing them to respond to student needs with accuracy and efficiency. We will continue to implement the interventions and teaching strategies that have proven effective.
- 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.



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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 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 9 | NA | NA | 89.6 | 87.0 | 84.6 | NA | NA | 16.0 | 13.6 | 13.7 |
| English Language Arts 9 K&E | NA | NA | 52.9 | 83.3 | 67.7 | NA | NA | 0.0 | 11.1 | 0.0 |
| French Language Arts 9 | NA | NA | 83.7 | 77.8 | 78.6 | NA | NA | 6.5 | 9.9 | 10.7 |
| Mathematics 9 | NA | NA | 63.6 | 66.1 | 66.1 | NA | NA | 13.2 | 5.9 | 16.9 |
| Mathematics 9 K&E | NA | NA | 80.0 | 84.0 | 87.5 | NA | NA | 30.0 | 20.0 | 33.3 |
| Mathematics 9 (Fr.) | NA | NA | 72.8 | 76.5 | 68.7 | NA | NA | 16.3 | 23.5 | 18.1 |
| Science 9 | NA | NA | 85.4 | 83.4 | 78.7 | NA | NA | 25.3 | 18.9 | 24.7 |
| Science 9 K&E | NA | NA | 62.5 | 90.9 | 88.9 | NA | NA | 12.5 | 22.7 | 17.6 |
| Science 9 (Fr.) | NA | NA | 84.8 | 85.2 | 83.3 | NA | NA | 20.7 | 19.8 | 11.9 |
| Social Studies 9 | NA | NA | 79.1 | 71.5 | 72.8 | NA | NA | 27.0 | 12.4 | 15.9 |
| Social Studies 9 K&E | NA | NA | 41.2 | 83.3 | 76.5 | NA | NA | 5.9 | 27.8 | 17.6 |
| Social Studies 9 (Fr.) | NA | NA | 75.0 | 82.7 | 69.0 | NA | NA | 23.9 | 24.7 | 13.1 |

- *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 (Grade 9)

- Our grade 9 students significantly exceeded the provincial result at the Acceptable Standard in all subjects, with the exception of Mathématiques 9 (written in French).
- In grade 9, our students exceeded the provincial results at the Standard of Excellence, and increased our own level of achievement by 2.9%, triggering an *Improved* measure evaluation.
- 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.

➤ Implications for the Future (Grade 9)

- We saw an increase in the number of students who achieved Standard of Excellence throughout the subjects, as this was an area where our results, in years past, had been proportionately low in comparison to the number of students who achieved the Acceptable Standard. Through our work with Jigsaw Learning and our adoption of Collaborative Response as a means to leverage collective expertise, schools have created and are implementing robust continuums of supports for students. This approach has allowed 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. We will continue to use this approach and focus on maintaining high levels of students who achieve the Standard of Excellence.
- 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



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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.

❖ Diploma Exams: Grade 12 (All Students)

| Diploma Exams (Results in percentages): All Students | | | | | | | | | | |
|--|----------------------------|------|------|-------|-------|----------------------------|------|------|------|-------|
| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 30-1 | NA | NA | 84.5 | 88.2 | 89.7 | NA | NA | 9.7 | 8.3 | 12.4 |
| English Language Arts 30-2 | NA | NA | 88.4 | 89.0 | 89.2 | NA | NA | 25.6 | 17.6 | 19.4 |
| Mathematics 30-1 | NA | NA | 86.2 | 77.6 | 79.6 | NA | NA | 51.7 | 29.2 | 39.5 |
| Mathematics 30-1 (Fr.) | NA | NA | NA | 78.6 | 90.0 | NA | NA | NA | 14.3 | 60.0 |
| Mathematics 30-2 | NA | NA | 61.8 | 73.1 | 75.2 | NA | NA | 8.8 | 14.5 | 17.4 |
| Mathematics 30-2 (Fr.) | NA | NA | NA | 77.7 | 66.6 | NA | NA | NA | 44.4 | 33.3 |
| Social Studies 30-1 | NA | NA | 84.5 | 90.5 | 91.8 | NA | NA | 8.6 | 14.4 | 21.6 |
| Social Studies 30-1 (Fr.) | NA | NA | NA | 100.0 | 100.0 | NA | NA | NA | 10.0 | 100.0 |
| Social Studies 30-2 | NA | NA | 68.5 | 85.0 | 82.7 | NA | NA | 3.7 | 8.4 | 14.2 |
| Social Studies 30-2 (Fr.) | NA | NA | NA | 100.0 | NA | NA | NA | NA | 0.0 | NA |
| Biology 30 | NA | NA | 82.3 | 93.2 | 88.1 | NA | NA | 21.9 | 48.3 | 42.7 |

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Diploma Exams (Results in percentages): All Students

| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
|---------------------------|----------------------------|------|-------|-------|-------|----------------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Biology 30 (Fr.) | NA | NA | NA | 87.5 | 100.0 | NA | NA | NA | 50.0 | 50.0 |
| Chemistry 30 | NA | NA | 82.7 | 93.1 | 86.1 | NA | NA | 32.0 | 45.7 | 39.3 |
| Chemistry 30 (Fr.) | NA | NA | 100.0 | 100.0 | 100.0 | NA | NA | 40.0 | 44.4 | 87.5 |
| Physics 30 | NA | NA | 84.0 | 90.4 | 85.0 | NA | NA | 56.0 | 37.3 | 43.9 |
| Physics 30 (Fr.) | NA | NA | 100.0 | NA | NA | NA | NA | 20.0 | NA | NA |
| Science 30 | NA | NA | 88.9 | 89.3 | 85.7 | NA | NA | 17.8 | 21.4 | 28.6 |
| French Language Arts 30-1 | NA | NA | 96.0 | 92.3 | 96.6 | NA | NA | 4.0 | 7.7 | 13.8 |

- 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 (Diplomas)

- Overall, we celebrate consistent results on our diploma exams, which continue to be quite high. In 15/16 exams, GSACRD students outperformed the provincial average in attaining Acceptable Standard, and on one exam was only 0.1% lower than the province. GSACRD students outperformed the province in attaining the Standard of Excellence in all diploma exams.
- We celebrate a measure evaluation of Improved for the Standard of Excellence, with an overall rating of Excellent, and a measure evaluation of Maintained for Acceptable Standard, with an overall rating of Good.

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➤ Implications for the Future (Diplomas)

- In Biology, Chemistry and Physics, our results declined. Traditionally, these subjects have been an area of strength for GSACRD students. While the results still exceed those of the province we believe it is important to take note of this to ensure that this does not become a trend.
- We saw a significant decrease in the achievement of students writing Mathématiques 30-2 in French, in both Acceptable Standard and Standard of Excellence. This was a notable decline from last year, and also a significant gap between the number of GSACRD students who achieved the Acceptable Standard while writing the test in English. However, the students writing in French still achieved the Standard of Excellence at a higher rate than students writing in English. We are cognizant of the fact that this is a smaller group, and thus percentages are more dramatically impacted.
- In the 2023-24 school year, we implemented a new administrative procedure on assessment where we focus on the need for triangulation of assessment at all grade levels. We believe that as a result of this shift, students are experiencing more success in their school awarded grades, which are now at par or slightly higher than their Diploma Exam mark.
- During the 2023-24 school year, high schools focused 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. We attribute these efforts to providing students with the literacy skills necessary to properly comprehend the Diploma Exams.



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❖ 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 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------|------|-----------------|-----------------|-----------------|
| Provincial Achievement Test Acceptable Standard: Overall percentage of students in Grades 6 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 81.4 (+13.6) | 80.9 (+14.7) | 76.6 (+8.1) |
| Provincial Achievement Test Acceptable Standard: Overall percentage of First Nations, Métis and Inuit students in Grades 6 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 69.6 (+22.8) | 67.4 (+22.1) | 86.7 (+38.0) |
| Provincial Achievement Test Acceptable Standard: Overall percentage of English as Second Language students in Grades 6 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 87.5 (+19.1) | 70.0 (+4.6) | 42.9 (-21.7) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of students in Grades 6 and 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 19.9 (-0.2) | 16.7 (-1.3) | 21.2 (+1.4) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of First Nations, Métis and Inuit students in Grades 6 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 8.7 (+1.4) | 9.3 (+2.8) | 6.7 (-0.6) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of English as a Second Language students in Grades 6 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 0.0 (-17.9) | 10.0 (-5.7) | 14.3 (-2.2) |
| Provincial Achievement Test Acceptable Standard: Overall percentage of students in Grades 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 79.2 (+16.3) | 78.3 (+15.7) | 76.0 (+13.5) |
| Provincial Achievement Test Acceptable Standard: Overall percentage of First Nations, Métis and Inuit students in Grades 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 72.5 (+30.6) | 67.0 (+27.6) | 71.9 (+30.5) |

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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 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|------|------|-----------------|-----------------|----------------|
| Provincial Achievement Test Acceptable Standard: Overall percentage of English as Second Language students in Grades 9 who achieved Acceptable Standard on Provincial Achievement Tests (overall cohort results). | NA | NA | 85.2 (+30.4) | 79.6 (+24.3) | 54.4 (+1.7) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of students in Grades 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 19.3 (+2.5) | 14.1 (-1.4) | 17.0 (+1.6) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of First Nations, Métis and Inuit students in Grades 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 11.9 (+6.5) | 8.9 (+3.6) | 15.6 (+9.5) |
| Provincial Achievement Test Standard of Excellence: Overall percentage of English as a Second Language students in Grades 9 who achieved the Standard of Excellence on Provincial Achievement Tests (overall cohort results). | NA | NA | 19.7 (+8.4) | 9.3 (-1.7) | 14.0 (+3.9) |

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 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--|------|------|-----------------|-----------------|----------------|
| Diploma Acceptable Standard: Overall percentage of students who achieved the Acceptable Standard on Diploma examinations (overall results). | NA | NA | 82.1 (+6.9) | 87.1 (+6.8) | 85.9 (+4.4) |
| Diploma Acceptable Standard: Overall percentage of First Nations, Métis and Inuit students who achieved the Acceptable Standard on Diploma examinations (overall results). | NA | NA | 77.5 (+8.8) | 80.0 (+5.2) | 81.8 (+4.9) |
| Diploma Acceptable Standard: Overall percentage of English as a Second Language students who achieved the Acceptable Standard on Diploma examinations (overall results). | NA | NA | 44.1 (-14.9) | 53.8 (-13.3) | 68.0 (+1.7) |
| Diploma Standard of Excellence: Overall percentage of students who achieved the Standard of Excellence on Diploma examinations (overall results). | NA | NA | 19.4 (+1.2) | 23.3 (2.1) | 26.6 (+4.0) |

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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 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--|-----------------|-----------------|-----------------|-------------------|----------------|
| Diploma Standard of Excellence: Overall percentage of First Nations, Métis and Inuit students who achieved the Standard of Excellence on Diploma examinations (overall results). | NA | NA | 20.0 (+11.5) | 16.0 (+4.7) | 18.2 (+6.4) |
| Diploma Standard of Excellence: Overall percentage of English as a Second Language students who achieved the Standard of Excellence on Diploma examinations (overall results). | NA | NA | 5.9 (-4.9) | 3.8 (-10.0) | 16.0 (+2.0) |
| High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10. | 90.3 (+6.9) | 92.8 (+9.6) | 87.3 (+6.6) | 91.6 (+11.2) | - |
| High School Completion Rate - percentages of First Nations, Métis and Inuit students who completed high school within three years of entering Grade 10. | 81.6 (+19.6) | 86.4 (+26.9) | 73.4 (+16.4) | 84.8 (+26.2) | - |
| High School Completion Rate - percentages of English as a Second Language students who completed high school within three years of entering Grade 10. | 85.7 (+7.0) | 94.3 (+15.8) | 89.9 (+17.1) | No data available | - |
| High School Completion Rate - percentages of students who completed high school within five years of entering Grade 10. | 91.9 (+5.7) | 93.7 (+6.6) | 92.3 (+3.7) | 94.3 (+6.2) | - |
| High School Completion Rate - percentages of First Nations, Métis and Inuit students who completed high school within five years of entering Grade 10. | 89.2 (+21.1) | 87.1 (+19.1) | 82.9 (+11.6) | 86.8 (+17.4) | - |
| High School Completion Rate - percentages of English as a Second Language students who completed high school within five years of entering Grade 10. | *5 | *2 | *5 | 94.0 (+5.9) | - |

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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 | | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|-----------------|----------------|----------------|----------------|----------------|-----------------|
| Citizenship: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship . | | | | | | |
| | Overall | 88.3 (+5.0) | 88.1 (+4.9) | 87.9 (+6.5) | 87.0 (+6.7) | 85.8 (+6.4) |
| | Parents | 85.3 (+2.9) | 82.5 (+1.1) | 85.7 (+5.3) | 83.0 (+3.6) | 79.3 (+0.6) |
| | Students | 81.0 (+7.2) | 83.0 (+8.9) | 80.1 (+8.0) | 80.7 (+9.4) | 79.8 (+10.2) |
| | Teachers | 98.7 (+5.1) | 98.7 (+4.6) | 97.8 (+6.1) | 97.2 (+6.9) | 98.4 (+8.6) |
| Student Learning Engagement: Percentage of teachers, parents, and students who are satisfied that students are engaged in their academic programming. | | | | | | |
| | Overall | NA | 88.5 (+2.9) | 87.5 (+2.4) | 87.4 (+3.0) | 85.3 (+1.6) |
| | Parents | NA | 90.9 (+1.9) | 89.9 (+1.2) | 88.5 (+1.2) | 86.5 (-0.2) |
| | Students | NA | 76.1 (+4.3) | 73.6 (+2.3) | 75.5 (+4.6) | 71.7 (+2.4) |
| | Teachers | NA | 98.4 (+2.4) | 99.2 (+3.7) | 98.3 (+3.2) | 97.8 (+2.7) |

➤ 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%.

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➤ Implications for the Future

- 3-year High School Completion experienced a significant decline in our division for 2022. In order to better understand our historical data we stretched back 10 years to have a complete picture.

| 3 Year High School Completion Rate (10 Years) | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|
| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 84.6 | 86.4 | 85.4 | 87.8 | 87.3 | 88.5 | 90.3 | 92.8 | 87.3 | 91.6 |

- 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.
- We do, however, see a gradual increase in graduation rates over the course of the last 10 years. We believe that this is a testament to the work our schools do to differentiate instruction, provide learning interventions for struggling students and to create inclusive learning environments where all students believe that they will graduate.
- We also celebrate that our number of students who graduate within 4 and 5 years has also remained high and is increasing. This demonstrates that through our outreach learning program at St. Gabriel Education Centre, students are able to be supported and successful in their pursuit of their high school diploma.
- 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 2024 AEAM. Through our focused conversations with school principals, they shared that many of the concerns that parents bring forth in regards to citizenship pertains to the way students treat one another online. While most of these interactions do not take place at the school, they greatly

impact school culture and because the interactions are primarily between students who attend the school or neighbouring schools, parents have reported that they consider this when responding to questions on citizenship. This explains why teachers do not respond with the same level of concern, as the number of incidents of students treating one another with disrespect that are dealt with by adults at the school has not increased. Nevertheless, as a school community that is committed to forming kind and respectful citizens, we continue to explicitly teach digital citizenship at all grade levels. In the 2024-2025 school year, we have begun using a program called Cyber Legends that offers engaging lessons for students from grades 1 through 8. While these students are not in the demographic that expressed the greatest concern, we aim to address this with students before they develop bad habits online. We plan to engage with parents directly over the course of the year to discuss how to proactively coach students to be responsible online.

- In light of the Ministerial Order, *Standards for the Use of Personal Mobile Devices and Social Media in Schools* we have implemented an administrative procedure to ensure that students are not able to access their personal mobile devices during school time. We have also blocked social media sites from school wifi, so that even during breaks, if students wish to access social media, they need to use their own data. In addition to this, our elementary schools have further restricted student access to devices during recesses and lunch breaks, to encourage students to interact with one another and play outside. School administrators report that while many of their daily practices in the schools have not changed, it has been helpful to be supported by the Ministerial Order. Sadly, restrictions during the school day have not addressed the issue of digital citizenship outside of the school day, where many students still have little supervision online. We will continue to address this in our schools through our faith dimension, and our health education, as outlined previously in this report.
- Overall, statistics for First Nations, Métis and Inuit and English as an Additional Language (EAL) learners are volatile, as the groups are small in



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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 (First Nations, Métis and Inuit Students)

| Provincial Achievement Tests: Grade 6 (Results in percentages): FNMI Students | | | | | | | | | | |
|---|----------------------------|------|------|------|------|----------------------------|------|------|------|------|
| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
| Grade 6 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 6 | NA | NA | 87.0 | 83.3 | NA | NA | NA | 4.3 | 11.1 | NA |
| French Language Arts 6 | NA | NA | * | 83.3 | NA | NA | NA | * | 16.7 | NA |
| Mathematics 6 | NA | NA | 82.6 | 72.2 | NA | NA | NA | 0.0 | 16.7 | NA |
| Science 6 | NA | NA | 78.3 | 69.0 | 82.6 | NA | NA | 4.3 | 14.3 | 17.4 |
| Social Studies 6 | NA | NA | 69.6 | 67.4 | 86.7 | NA | NA | 8.7 | 9.3 | 6.7 |

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



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❖ Provincial Achievement Tests: Grade 9 (First Nations, Métis and Inuit Students)

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

| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
|-----------------------------|----------------------------|------|------|-------|-------|----------------------------|------|------|------|------|
| Grade 9 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 9 | NA | NA | 81.3 | 76.1 | 77.1 | NA | NA | 3.1 | 4.3 | 14.6 |
| English Language Arts 9 K&E | NA | NA | * | * | 75.0 | NA | NA | * | * | 0.0 |
| French Language Arts 9 | NA | NA | 75.0 | * | 100.0 | NA | NA | 0.0 | * | 14.3 |
| Mathematics 9 | NA | NA | 64.5 | 46.5 | 57.4 | NA | NA | 9.7 | 4.7 | 12.8 |
| Mathematics 9 K&E | NA | NA | * | 85.7 | 88.9 | NA | NA | * | 28.6 | 33.3 |
| Science 9 | NA | NA | 87.1 | 72.1 | 72.9 | NA | NA | 12.9 | 7.0 | 18.8 |
| Science 9 K&E | NA | NA | * | 100.0 | 87.5 | NA | NA | * | 57.1 | 25.0 |
| Social Studies 9 | NA | NA | 72.7 | 63.0 | 66.7 | NA | NA | 18.2 | 6.5 | 12.5 |
| Social Studies 9 K&E | NA | NA | * | * | 87.5 | NA | NA | * | * | 25.0 |

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



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❖ Diploma Exams: Grade 12 (First Nations, Métis and Inuit Students)

| Diploma Exams (Results in percentages): FNMI Students | | | | | | | | | | |
|---|----------------------------|------|-------|------|-------|----------------------------|------|------|------|------|
| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
| Grade 12 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 30-1 | NA | NA | 75.0 | 86.7 | 86.7 | NA | NA | 12.5 | 6.7 | 6.7 |
| English Language Arts 30-2 | NA | NA | 100.0 | 85.7 | 100.0 | NA | NA | 16.7 | 19.0 | 26.7 |
| Mathematics 30-1 | NA | NA | NA | 80.0 | * | NA | NA | NA | 20.0 | * |
| Mathematics 30-2 | NA | NA | 57.1 | 40.0 | 64.3 | NA | NA | 0.0 | 10.0 | 7.1 |
| Social Studies 30-1 | NA | NA | * | 78.6 | 84.6 | NA | NA | * | 14.3 | 15.4 |
| Social Studies 30-2 | NA | NA | * | 85.0 | 80.0 | NA | NA | * | 0.0 | 13.3 |
| Biology 30 | NA | NA | * | 75.0 | 62.5 | NA | NA | * | 41.7 | 12.5 |
| Chemistry 30 | NA | NA | * | 90.9 | 87.5 | NA | NA | * | 36.4 | 50.0 |
| Physics 30 | NA | NA | * | * | 83.3 | NA | NA | * | * | 33.3 |
| Science 30 | * | NA | NA | 85.7 | 81.8 | NA | NA | * | 0.0 | 9.1 |
| French Language Arts 30-1 | NA | NA | * | NA | NA | NA | NA | * | NA | NA |

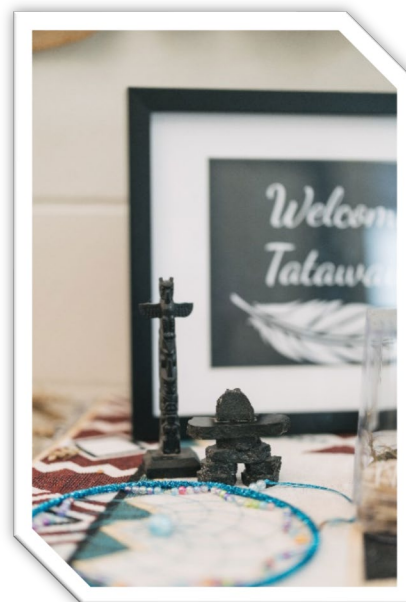
* Data values have been suppressed where the number of students is fewer than 6. Suppression is marked with an asterisk(*)

➤ Highlights for First Nations, Métis and Inuit Students

- 84 self-identified students wrote Provincial Achievement Tests in grades 6 and 9 in June 2024, which is a similar number to June 2023.

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- In June 2024, all cohorts met the threshold of a minimum of six students, to be considered statistically significant. This provided us with a complete data set. 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 students can achieve success.
- 56.4% of First Nations, Métis and Inuit graduates qualified for Rutherford Scholarship, in comparison to 43.7% of First Nations, Métis and Inuit students provincially.
- GSACRD reported a drop out rate of First Nations, Métis and Inuit students that was 2.7%, that was far lower than the 5.2% provincial average.
- First Nations, Métis and Inuit students in GSACRD demonstrated a 6-year transition rate of 53.2% to post-secondary, which is significantly higher than the provincial average of 36.8%.



➤ Implications for the Future for First Nations, Métis and Inuit Students

- We endeavour to prioritize the teaching and learning of foundational knowledge of First Nations, Métis and Inuit peoples and culture.
 - In September 2024, we implemented a survey for self-identified families. The purpose of this survey was to ensure that we know the
-

priorities of our families in regards to supports and services they would find valuable within our schools.

- Each school administrator gathered feedback from their staff to understand how to support staff members in serving First Nations, Métis and Inuit students. This highlighted a continued need for professional development in foundational knowledge.
- 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.
- We have received a large grant for a group of First Nations students through Jordan's Principle. This will be covering speech and language therapy, occupational therapy, mental health therapy, psychoeducational assessments, educational assistants, assistive technology, youth success coaches, transportation, teachers, tuition, and sports academy fees for 38 students within 12 GSACRD schools. We will continue to monitor this and pursue opportunities for students who are eligible for this funding.
- 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.
- 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, we are able 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.
- We are fortunate to have received a grant from the Archdiocese of Edmonton's Reconciliation fund to assist in hiring an Indigenous Liaison Worker. Through this individual we will continue to forge trusting and lasting relationships between Indigenous families and the GSACRD schools that serve their students. In addition to this, we are building an understanding of how to make our schools inviting, welcoming, culturally representative places where First Nations, Métis and Inuit students feel a sense of belonging and success.
- We have launched an initiative called the *Star Spirit Lodge* in two of our schools where we have a high population of self-identified students. This space is a welcoming and safe environment for self-identified students to

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learn about or share their culture, receive academic support, learn independently, access cultural community events, learn about post-secondary opportunities, connect with elders and much more. This will also be a place where non-Indigenous students can go for fellowship and to learn about a variety of Indigenous traditions. We believe that this will respond to a need that has been expressed by Indigenous students to increase their sense of belonging and connectedness to their school community.

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 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 6 | NA | NA | 75.0 | * | NA | NA | NA | 0.0 | * | NA |
| Mathematics 6 | NA | NA | 75.0 | * | NA | NA | NA | 0.0 | * | NA |
| Science 6 | NA | NA | 75.0 | 70.0 | 63.6 | NA | NA | 0.0 | 30.0 | 9.1 |
| Social Studies 6 | NA | NA | 87.5 | 70.0 | 42.9 | NA | NA | 0.0 | 10.0 | 14.3 |

* 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 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 9 | NA | NA | 80.0 | 92.3 | 50.0 | NA | NA | 6.7 | 0.0 | 14.3 |
| French Language Arts 9 | NA | NA | * | * | * | NA | NA | * | * | * |

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

| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
|-------------------|----------------------------|------|-------|------|------|----------------------------|------|------|------|------|
| Grade 9 | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Mathematics 9 | NA | NA | 78.6 | 69.2 | 42.9 | NA | NA | 14.3 | 7.7 | 14.3 |
| Mathematics 9 K&E | NA | NA | * | NA | NA | NA | NA | * | NA | NA |
| Science 9 | NA | NA | 100.0 | 92.3 | 71.4 | NA | NA | 21.4 | 23.1 | 14.3 |
| Science 9 K&E | NA | NA | * | NA | NA | NA | NA | * | NA | NA |
| Social Studies 9 | NA | NA | 86.7 | 61.5 | 50.0 | NA | NA | 40.0 | 0.0 | 14.3 |

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

❖ Diploma Exams: Grade 12 (EAL Students)

Diploma Exams (Results in percentages): EAL Students

| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
|----------------------------|----------------------------|------|------|------|------|----------------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| English Language Arts 30-1 | NA | NA | * | * | * | NA | NA | * | * | * |
| English Language Arts 30-2 | NA | NA | 33.3 | * | 55.6 | NA | NA | 0.0 | * | 11.1 |
| Mathematics 30-1 | NA | NA | * | * | 83.3 | NA | NA | * | * | 16.7 |
| Mathematics 30-2 | NA | NA | * | * | * | NA | NA | * | * | * |
| Social Studies 30-1 | NA | NA | NA | * | * | NA | NA | NA | * | * |
| Social Studies 30-2 | NA | NA | 12.5 | * | 50.0 | NA | NA | 0.0 | * | 10.0 |
| Biology 30 | NA | NA | * | * | * | NA | NA | * | * | * |
| Chemistry 30 | NA | NA | NA | NA | * | NA | NA | NA | NA | * |

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Diploma Exams (Results in percentages): EAL Students

| Subject | Five Year Acceptable Trend | | | | | Five Year Excellence Trend | | | | |
|---------------------------|----------------------------|------|------|------|------|----------------------------|------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 | 2024 | 2020 | 2021 | 2022 | 2023 | 2024 |
| Physics 30 | 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 | * |

* 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

- In the 2023-24 school year, GSACRD saw 28 English as an Additional Language Learners write Provincial Achievement Tests - 14 in grade 6 and 14 in grade 9 (in grade 6, not all students wrote all the exams due to some classes piloting the new curriculum in certain subjects).
- We saw a significant drop in the number of EAL students in both grade 6 and 9 who achieved the Acceptable Standard, while we saw an increase in the percentage of grade 6 and 9 students who achieved the Standard of Excellence. While the percentage of grade 9 students who achieved the Acceptable Standard still exceeded that of the province, the percentage of grade 6 students who achieved Acceptable Standard was well below.
- There were a total of 10 students who wrote Diploma Exams, and only two exams met the threshold to be considered statistically significant with a minimum of six participants. As a result, in order to truly assess the programming it has been important to connect with teachers and school staff who support these students. They report that the success of the student is dependent on the amount of time the student has had in class prior to their grade 12 year. Many students who arrive in elementary, no longer have EAL coding by the time they reach high school because they have achieved sufficient standards on their benchmarks. We are confident that our strong literacy practices in K-6, using structured literacy and the T-Series screeners, equips us to provide EAL students with a language rich environment where they can close the language gap prior to arriving in high school, and sometimes even prior to junior high.

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- Since the results for Drop Out Rate are one year behind, we must celebrate that in 2023 we did not have a single EAL student who dropped out. In addition to this we had 69.2% of EAL students who were eligible for Rutherford Scholarship, but only an 18.7% transition rate to post-secondary.
- We continue to aim for parity between students who are learning English as an Additional Language and the general population of students. We are currently implementing some new resources and subscriptions to target EAL students who are a bit older and have a large vocabulary gap to overcome.

➤ Implications for the Future for English as an Additional Language (EAL) Students

- Through our Literacy Consultant, 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 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 have worked on providing more targeted instruction and educational assistant support at the high school level, as it is here where we see the largest language gap.
- We continue to offer locally developed courses, ESL Expository English Level 1(15) and ESL Expository English Level 2 (25), and ESL Introduction to Mathematics 15. In addition to this, we have newly acquired the permission to offer Filipino Language and Culture 3Y 15, 25, and 35. This course selection is a targeted support for our Filipino learners, who comprise a large portion of our EAL students, offering them the opportunity to earn credit in an area where they already feel comfortable and confident, leveraging their area of strength and expertise.
- We continue to support teaching practices that reinforce literacy strategies across the curriculum. In GSACRD, we are emphasizing that all teachers are literacy teachers.

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Local Measures

❖ Division Assurance Surveys (All Students)

| Division Assurance Survey 2024 (Results in percentages) | | | | |
|--|-------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|
| Items | Gr 4-6 (Difference 2021-2024) | Gr 7-12 (Difference 2021-2024) | Parents (Difference 2021-2024) | Staff (Difference 2021-2024) |
| People in the community say good things about my school. | 70.1 (+8.9) | 71.9 (-1.3) | 85.0 (+0.5) | 95.1 (+0.9) |
| Teachers at my school use different ways to help me learn. | 96.0 (+1.1) | 79.9 (-2.1) | 86.8 (+1.2) | 99.4 (+0.4) |
| Staff at my school help students learn to the best of their abilities. | 91.0 (-0.1) | 81.3 (+1.3) | 88.3 (+2.9) | 99.2 (+0.2) |
| I know what is expected of me at school. | 95.3 (+1.0) | 84.4 (-0.2) | 86.6 (+2.7) | 96.3 (+3.8) |
| Students at my school learn about wellbeing and healthy living. | 93.5 (+0.8) | 83.2 (+31.0) | 83.1 (-0.8) | 97.9 (-0.4) |
| I am taught how to use technologies and social media safely. | 96.4 (+1.6) | 83.7 (+3.3) | 70.5 (+3.6) | 95.3 (-0.6) |
| I know how to find information about my learning (Google Classroom, class website, teacher feedback). | 96.6 (-0.4) | 93.5 (+6.8) | 93.5 (+3.7) | 96.2 (-0.6) |
| I have access to technologies to meet my educational needs. | 96.1 (0.0) | 92.5 (+0.6) | 89.4 (+1.3) | 97.3 (+1.7) |
| I receive ongoing feedback to improve. | 87.9 (+1.4) | 74.8 (+0.9) | 78.3 (-0.8) | 97.3 (-0.5) |
| I have opportunities (e.g., options, extracurricular, online learning) that support engagement in school. | 92.2 (+3.3) | 85.9 (+2.8) | 82.9 (+5.2) | 98.3 (+1.7) |
| Overall, I am confident that this is a good school. | 91.3 (-0.8) | 76.8 (-2.9) | 91.1 (+0.5) | 99.6 (+0.3) |
| The item below is new as of the 2022-23 school year. There difference indicated is from 2022-2024. | | | | |
| I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis and Inuit culture and traditions to further reconciliation | 93.6 (-0.6) | 85.1 (+4.3) | 89.1 (+1.7) | 97.1 (+0.8) |

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➤ Highlights

- Our results indicate that GSACRD staff are highly engaged and feel committed to the work they are doing in their schools.
- We celebrate consistently high results 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.
- We are proud that all stakeholders feel confident accessing student progress online. With all groups reporting well over 90%, we see that our methods of communication are effective.
- While we see lower results for our grade 7-12 students, we note that over 90% of grade 4-6 students and parents indicate that, "Overall, I am confident that this is a good school."

➤ Implications for the Future

- We see that the parent demographic is the lowest in responding to the question asking about being taught to use technologies and social media safely. As mentioned earlier, we recognize that this is an area where parents do not feel confident teaching their children, and they rely primarily on schools to provide this education. We will work with parents to support them, and create more of a partnership approach. This will be in the form of offering a parent bookstudy/workshop to review the work of Jonathan Haidt, *The Anxious Generation*, which highlights the impact of social media on teen mental health.
- Students in grades 7-12 continue to be 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. Our revised administrative procedure for assessment and student reporting, which is now in its second year of implementation, addresses the base pedagogical shift which we would like to see in our division 3 and 4 classrooms. As this work becomes more embedded in the daily practice of teachers, we anticipate that student responses will reflect this.

- 71.0% of students agree that their school has a positive reputation in the community. While this measure has remained stable, we continue to work to improve this metric. 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 74.8% satisfaction when asked if they receive ongoing feedback to improve. Through our new 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 to 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, RAN, PAST
 - Grades 1-6 - LeNS, PAST, RAN (September - grade 1) and T-Series
 - Grades 7-9 - Star Reading Assessments + T-Series
 - Knowledge and Employability and EAL students - T-Series

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➤ Literacy

| Literacy | | | | | |
|----------|---|--|---|---|--|
| Grade | Number of students assessed in literacy. September 2023 | Number of students identified as being at-risk in literacy in September 2023 | Number of students identified as being at-risk in literacy in June 2024 | Average number of months behind in September 2023 | Average number of months behind in June 2024 |
| 1 | 419 | 287 | 187 | 24 | 12 |
| 2 | 377 | 235 | 161 | 24 | 12 |
| 3 | 394 | 156 | 106 | 24 | 12 |
| 4 | 406 | 183 | 112 | 24 | 12 |
| 5 | 425 | 131 | 104 | 24 | 12 |

➤ Highlights

- In our schools, we administer the T-series screening assessment to our grade 2-6 students in September, January and June, and in January and June for our grade 1 students. While January screeners were not mandatory, we appreciated Alberta Education's switch to ensure that the January screener was maintained, and the June screener became mandatory only for those who were identified as at risk in January. In GSACRD we have a culture of responsiveness to data, and we feel strongly in having screeners in both September and January. These two data collections offer valuable information to teachers as they program for students.
- Our kindergarten students do the QPAS and the LeNS as well as the Adlof Oral Language Screener (ALS) throughout the year. We engaged in research with Dr. Trelani Milburn-Chapman from the University of Alberta to help develop local norms for the Adolf Oral Language Screener. As we continue our emphasis on literacy, we know that the development of oral language in the foundational years has a significant impact on literacy development in reading and writing.

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- School administrators review their school's data with our literacy consultant early in October. 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. Professional development was provided for educational assistants and certificated teachers to be able to administer intervention resources that 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 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 engaged in 70 lessons of intervention, 4 days per week for 30 minutes. These interventions were 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 were 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. We saw significant growth, with 78% of the students no longer requiring further intervention. It is however very evident that early literacy intervention is key when looking at long-term success for students.

- For the 2024-25 school year, we will continue with the same screening and intervention approach. While we have concluded our official research with Dr. Georgiou, we continue to consult with him and have him provide professional development in the form of refreshers for teachers on how to administer the interventions and use data to assure student success. We know that this is a crucial phase in educational change, where educators can become complacent and practices can be watered down. Our focus this year is to keep these effective practices at the forefront in our schools, and ensure that these practices become solidly embedded in teacher practice. We do not want to introduce new practices or resources at this time, as we have seen steady growth and are confident that these research-based methods are benefitting our students.



- GSACRD uses the following numeracy screeners:
 - Kindergarten – Alberta Education Numeracy Assessment
 - Grades 1-6 - Elk Island Catholic Numeracy Screener. Alberta Education Numeracy Assessment
 - Grades 7-9 - Mathinko (all students)

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➤ Numeracy

| Numeracy | | | | | |
|----------|---|--|---|---|--|
| Grade | Number of students assessed in numeracy in September 2023 | Number of students identified as being at-risk in numeracy in September 2023 | Number of students identified as being at-risk in numeracy in June 2024 | Average number of months behind in September 2023 | Average number of months behind in June 2024 |
| 1 | 419 | 102 | 41 | 12 | 8 |
| 2 | 377 | 133 | 72 | 12 | 8 |
| 3 | 394 | 110 | 89 | 12 | 8 |
| 4 | 406 | 193 | 133 | 12 | 8 |
| 5 | 425 | 131 | 59 | 12 | 8 |

➤ Highlights

- In 2023-24 our schools administered the Elk Island Catholic Numeracy screening assessment on our grades 2-6 students in September, January and June, with grade 1 only in January and June. Kindergarten students were assessed using the Alberta Education Numeracy Assessment in January and June.
- 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

- As a division, we have created interventions to respond directly to the Elk Island Catholic Schools Numeracy Assessment. 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 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.

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Provincial Measures

❖ Performance Measures

| Performance Measures (Results in Percentages) | | | | | | |
|---|----------|----------------|----------------|----------------|----------------|----------------|
| Note: +/- is compared to the province. | | | | | | |
| Measures | | 2020 | 2021 | 2022 | 2023 | 2024 |
| Access to Supports and Services: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. | | NA | 87.8 (+5.2) | 87.8 (+6.2) | 88.1 (+7.5) | 84.1 (5.0) |
| | Parents | NA | 81.2 (+2.3) | 82.3 (+4.9) | 81.5 (+5.8) | 75.1 (-0.4) |
| | Students | NA | 87.8 (+7.6) | 87.6 (+7.5) | 89.0 (+9.1) | 86.5 (+7.8) |
| | Teachers | NA | 94.4 (+5.7) | 93.4 (+6.1) | 93.7 (+7.5) | 93.2 (+7.6) |
| Satisfaction with Program Access: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. | | 78.8 (+3.6) | 79.0 (+7.2) | 79.8 (+7.2) | 80.0 (+7.1) | 78.9 (+7.0) |
| Program of Studies: At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. | | 87.0 (+2.1) | 88.0 (+5.3) | 88.2 (+6.3) | 88.7 (+7.5) | 85.8 (+5.2) |
| Safe and Caring Schools: 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. | | 92.6 (+3.2) | 92.6 (+2.6) | 92.0 (+3.2) | 92.0 (+4.5) | 91.2 (+4.1) |
| Welcoming, Caring, Respectful and Safe Learning Environments: 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 | 91.1 (+3.3) | 90.1 (+4.0) | 89.8 (+5.1) | 88.9 (+4.9) |
| | Parents | NA | 88.3 (+0.5) | 89.6 (+3.5) | 88.0 (+2.4) | 85.2 (-0.1) |
| | Students | NA | 86.9 (+7.1) | 83.2 (+5.5) | 84.3 (+7.7) | 83.5 (+8.3) |
| | Teachers | NA | 98.0 (+2.7) | 97.7 (+4.0) | 97.2 (+5.2) | 98.0 (+6.4) |

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➤ Highlights

- Results in Safe and Caring/WCRSLE are consistently above the provincial results, with approximately 90% 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.
- 95% of teachers agree that their school's continuum of supports and services are responsive to students' needs.

➤ Implications for the Future

- We saw a slight decline in the measures listed above. We also note that provincially, there was a similar decline in many of the measures. This indicates to us that stakeholders are recognizing that there may be strains on certain aspects of the education system. As we take note, we are aware of the increase in students identified with diverse learning needs in our classes, and we feel that these results are indicative of the challenges that we face in meeting those needs within our K-12 classrooms.
- Parents have expressed a significant decline in their responses in the Access to Supports and Services, most notably, only 69% of parents reported that their child can easily access programs and services to get help with their school work. While this came as a bit of a surprise given the number of interventions and the robust continuum of supports and services we have implemented, we also acknowledge that we have found it necessary to divert some of our educational assistant time to support students with complex needs, and this has taken them away from some of the intervention groups. While we know that teachers do many of these interventions within the classroom setting, parents may not see these as additional supports because their child is not receiving interventions in a small-group, pull-out setting. 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.
- Parents of at-risk students expressed a lower level of satisfaction with the services provided for their children. We recognize that GSACRD parents' decline in satisfaction was steeper than the provincial decline. Our parent demographic is typically very well informed and has incredibly high

expectations for their children. We continue to work with families and schools to balance the support that is in place for students with complex needs, while ensuring that all students are also receiving the supports and services they need.

- In the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) 67% of students (grades 7-12) responded positively to, "At school, students care about each other."
 - 70.0% of students (grades 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, 74% of parents and 78% of students in grades 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 Division Psychologist to assist with the rising demand for mental health supports and psychoeducational assessments.
 - Divisional Family Support Worker connects families who may be struggling with community resources.
 - We have an Indigenous Liaison Worker who connects Indigenous families to supports and services within the schools.
 - We recognize that students are impacted by many things, and that social media is a significant factor that negatively impacts student mental health. We will increase our efforts to work with parents to ensure that they are aware and work as partners in limiting and monitoring social media when students are not at school. As schools, we are ever cognizant of the fact that what impacts student mental health the most, is part of a larger context which we do not control. While we continue to provide mental health supports within the context of the school, the complexity of many student issues requires a more intense intervention program than schools are equipped to provide.
- GSACRD schools continue to use Collaborative Response structures to identify and respond to student needs. Schools have already worked on creating a continuum of supports for their context and Collaborative

GSACRD Annual Education Results Report 2023-2024

Response meetings have been embedded in the daily work of the teacher. We are currently in our fourth year of this process.

Local Measures

❖ Division Assurance Surveys 2024

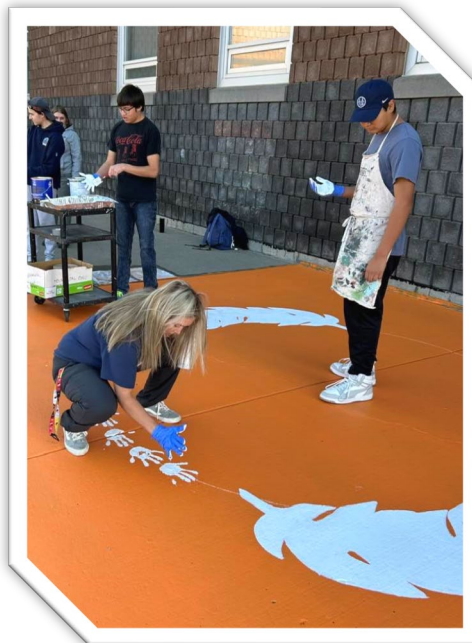
| Division Assurance Survey 2024 (Results in percentages) | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|
| Items | Gr 4-6 (Difference 2021-2024) | Gr 7-12 (Difference 2021-2024) | Parents (Difference 2021-2024) | Staff (Difference 2021-2024) |
| My child has access to technologies to meet their educational needs. | 96.4 (+1.6) | 83.7 (+3.3) | 70.5 (+3.6) | 95.3 (-0.6) |
| Teachers at our school collaborate to respond to students' needs. | NA | NA | NA | 98.1 (+0.3) |
| Our school's continuum of supports and services are responsive to students' needs. | NA | NA | NA | 97.3 (+5.0) |
| The item below is new as of the 2022-23 school year. The difference indicated is from 2022-2024. | | | | |
| I have opportunities to participate in reconciliation activities that teach me about First Nations, Métis and Inuit culture and traditions to further reconciliation. | 93.6 (-0.6) | 85.1 (+4.3) | 89.1 (+1.7) | 97.1 (+0.8) |

➤ Highlights

- 93.8% 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 survey question is in its second year, and has demonstrated stable and strong results.
- Teachers report that the continuum of supports and services are helpful in providing strategic supports for students.

➤ Implications for the Future

- 85.1% of students grades 7-12 report having the opportunities to participate in reconciliatory activities. This response increased by 4.3% over the course of the last year. We are encouraged by the awareness that exists for students in junior high and high school. As Indigenous ways of knowing and doing are permeated throughout school communities and in many different classes, students are recognizing this and better understanding the importance of this knowledge.



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).



GSACRD Annual Education Results Report 2023-2024

Provincial Measures

❖ Performance Measures

| Performance Measures (Results in Percentages) | | | | | | |
|---|----------|----------------|----------------|-----------------|----------------|----------------|
| Note: +/- is compared to the province. | | | | | | |
| Measures | | 2020 | 2021 | 2022 | 2023 | 2024 |
| Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | 92.5 (+2.2) | 93.1 (+3.5) | 91.8 (+2.8) | 91.6 (+3.5) | 90.6 (+3.0) |
| | Parents | 88.7 (+2.0) | 89.4 (+2.7) | 87.5 (+1.4) | 86.6 (+2.2) | 86.7 (+2.9) |
| | Students | 89.7 (+1.9) | 91.2 (+4.9) | 88.7 (+2.8) | 89.5 (+3.8) | 87.1 (+2.2) |
| | Teachers | 99.1 (+2.7) | 98.8 (+3.1) | 99.2 (+4.2) | 98.6 (+4.2) | 97.8 (+3.9) |
| 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 (+8.9) | 93.2 (+8.3) | 93.8 (+10.1) | 91.2 (+9.0) | 90.1 (+9.0) |

➤ Highlights

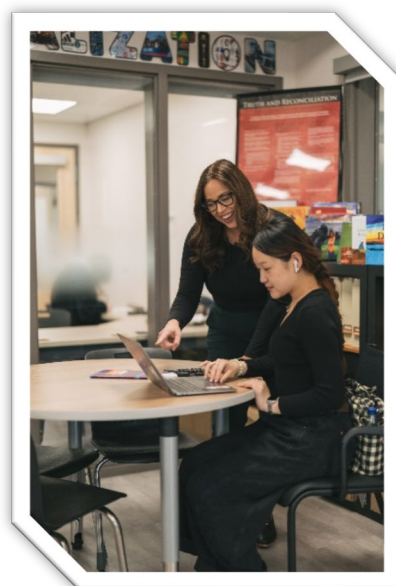
- 92% of parents report that they are satisfied or very satisfied with the quality of education their child is receiving and with the quality of teaching at their child's school.
- Education Quality has been consistently above 90% satisfaction rate for the last six years.
- Teachers report a 90.1% satisfaction with the direction and delivery of professional development; a 9.0% above the province. It is important to note that teachers, especially K-6 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. Our two consultants and one lead teacher have provided extensive professional development in the form of Professional Learning Communities. These sessions are targeted, practical, and offer opportunities for teachers to collaborate with others

teaching the same curriculum as them. While this is labour intensive for both the consultants and the participants, it has been very well received and remains an excellent tool for the division to have a sense of the progress being made in the classrooms.

- Students grades 7-12 report a high level of satisfaction when asked about the quality of teaching in their school (89.9%) and the quality of education (94.5%).

➤ Implications for the Future

- Overall, the student demographic reported 87.1% satisfaction with Education Quality. As we look closer at these numbers, which have seen a decline, we see that the lowest level of satisfaction is for the grades 7-12, who report 83.4% satisfaction. Grade 4-6 students are much more positive, with a 94.7% satisfaction rate. When looking at the detailed questions, it is clear that students believe that the quality of education is good, and that what they are learning is important, but they do not find it interesting. In fact, only 66.5% of students reported that their school work is interesting, when 75% reported that what they are learning is useful to them. This is an ongoing focus for the division, where we look for ways to engage students, specifically those in divisions 3 and 4. We continue to offer teachers time to collaborate and discuss methods to engage students and make learning relevant to them. As educators, we know that this is paramount to student success.
 - 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 2023-2024

Local Measures

❖ Division Assurance Surveys 2024

| Division Assurance Survey 2024 (Results in percentages) | |
|---|---|
| Items | STAFF (Difference from either 2020 or 2021 or 2023) |
| Please note that the next 4 measures are in their second year and only have one year of historical comparisons this year. | |
| I permeate curriculum and activities with gospel values. | 98.8 (+2.8) |
| Staff share with students their own faith experience and the role of God in their life. | 95.1 (+1.5) |
| I participate in reconciliatory actions to build my foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students. | 97.1 (+0.8) |
| My faith is strengthened through professional development (Blueprints, staff retreat, daily prayer, book studies, EXCEL, etc.) | 94.6 (+2.1) |
| *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. | 98.1 (+0.3) |
| I grow professionally based on professional standards (Catholic TQS/LQS and or requirements of my role) | 96.3 (+0.9) |
| I grow professionally based on the mission and vision of the Division. | 95.8 (+2.6) |
| * 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. | 82.2 (+3.8) |
| * 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. | 85.9 (+0.6) |
| * Teachers at my school care about their students. | 99.7 (-0.3) |

GSACRD Annual Education Results Report 2023-2024

➤ Highlights

- 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.
- Teachers access consultant support frequently.

➤ Implications for the Future

- 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. We do not intend to begin new initiatives, but solidify good practice and support teachers to feel confident in their practice.
- Continue to offer *Formed*, on a bi-annual basis. *Formed* is 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



GSACRD Annual Education Results Report 2023-2024

Engagement for Growth teams to build a cohesive and focused team of Catholic educators.

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 | | 2020 | 2021 | 2022 | 2023 | 2024 |
| Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | | | | | | |
| | Overall | 84.6 (+2.8) | 84.5 (+5.0) | 82.5 (+3.7) | 83.1 (+4.0) | 84.2 (+4.7) |
| | Parents | 73.1 (-0.8) | 73.3 (+1.1) | 71.3 (-1.0) | 73.0 (+0.5) | 75.3 (+0.9) |
| | Teachers | 96.2 (+6.6) | 95.6 (+8.8) | 93.8 (+8.6) | 93.3 (+7.6) | 93.1 (+8.5) |

➤ 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.
- Parent demographic saw a slow decline, but has increased in the two years. 75.3% 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 continually engages with parents on a variety of topics. Examples include the ward restructuring for trustees, calendar configuration, and supports and services for First Nations, Métis and Inuit students. We value parent input, and subsequently act on it as is appropriate. We believe that this level of responsiveness continues to impact families choosing our schools.

GSACRD Annual Education Results Report 2023-2024

Local Measures

❖ Division Assurance Surveys 2024

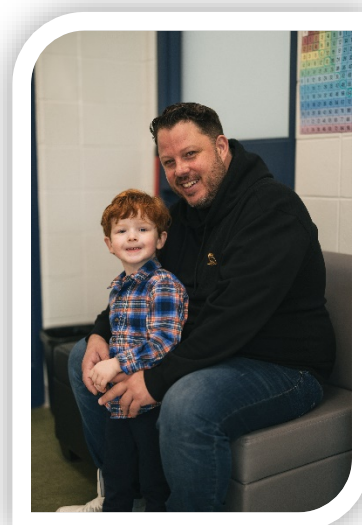
| Division Assurance Survey 2024 (Results in percentages) | | | | |
|--|-------------------------------------|--------------------------------------|--------------------------------------|------------------------------------|
| Items | Gr 4-6 (Difference 2021-2024) | Gr 7-12 (Difference 2021-2024) | Parents (Difference 2021-2024) | Staff (Difference 2021-2024) |
| I feel welcome at my school. | 87.5 (+0.2) | 78.3 (+1.9) | 91.6 (+13.1) | 100.0 (+0.2) |
| People in the community say good things about my school. | 70.1 (+8.9) | 71.9 (-1.3) | 85.0 (+0.5) | 95.1 (+0.9) |

➤ Highlights

- 89.4% of stakeholders report feeling welcome in our schools.
- 80.5% of stakeholders feel that their school has a positive reputation in the community.
- We have experienced three years of increased enrolment. Our growth is just shy of 9%, which is significant for a division our size. We are thrilled to welcome more families to GSACRD.

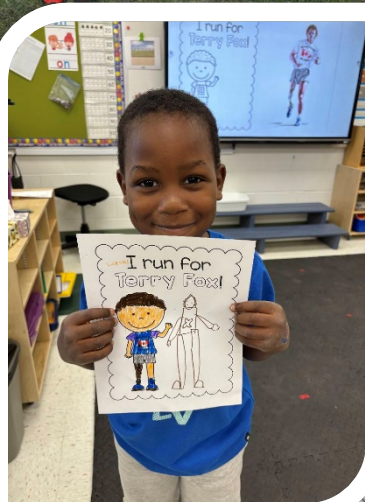
➤ Implications for the Future

- The parent demographic indicated the largest increase in feeling welcome at their child's school, up by 13.1% over the last three years. While we know that our division saw a significant dip in this measure during the COVID-19 restrictions, we are thrilled to be viewed so positively by our families once again.



GSACRD Annual Education Results Report 2023-2024

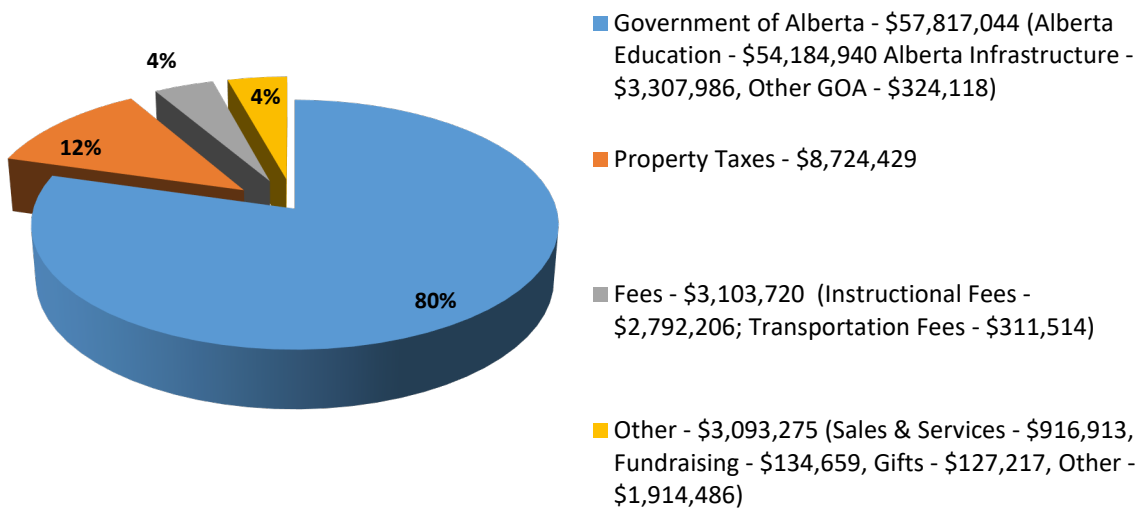
- 71.0% of students believe that their school is well regarded in the community. While this has increased over the last few years, especially in the grade 4-6 demographic, we recognize the importance of this question as it pertains to attraction and retention of students. Conscious efforts are taken to foster a sense of pride by students in their own schools. Through our Communications Manager and her team, we leverage a variety of current and relevant social media apps, such as Instagram and TikTok, and we have made efforts to reach students on their level and employ their social currency to attract and retain students.



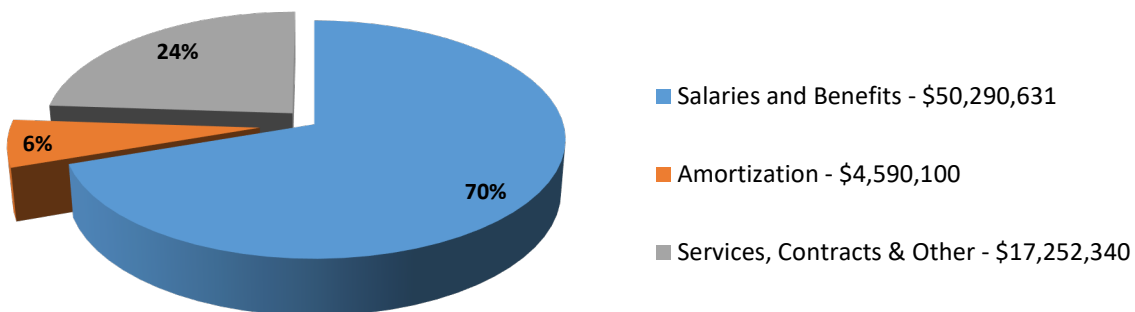
FINANCIAL INFORMATION

Summary of Financial Results 2023-2024

Total Revenues - \$72,738,468



Total Expenditures - \$72,133,071



GSACRD Annual Education Results Report 2023-2024

Audited Financial Statements 2023-2024

| | Budget 2024 | Actual 2024 | Restated Actual 2023 |
|--|--------------|--------------|----------------------|
| Total Revenues | \$70,555,550 | \$72,738,468 | \$73,352,748 |
| Total Expenses (Note 1) | \$70,775,464 | \$72,133,071 | \$70,990,400 |
| Surplus (Deficit) of Revenues over Expenditures | \$(219,914) | \$605,397 | \$2,362,348 |
| <p>Note (1): Total expenses actual-to-budget variance amount of \$1,357,607 (2%) is mainly contributed to instructional revenues announced and received later in the year, the 23-24 Weighted Moving Average receivable of \$900K due to enrolment growth, and significant 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.</p> <p>Operations and Maintenance expenditures were slightly decreased due to lower than anticipated utilities. These decreases were offset by costs related to the maintenance of the operations building, higher than anticipated staffing costs, and losses on the disposal of assets.</p> <p>Transportation expenditures increased due to higher costs for busing contracts and higher than anticipated costs related to contract services and supplies, all due to higher than budgeted enrolment.</p> <p>System Administration expenditures increased due to higher costs for public relations and advertising as well as costs associated with contract negotiations.</p> | | | |
| Unrestricted Net Assets | | \$299,310 | \$123,638 |
| Restricted Net Assets – Operating Reserves (incl. SGF of \$183K) | | \$4,392,360 | \$4,192,360 |
| Restricted Net Assets – Capital Reserves | | \$2,174,012 | \$5,387,065 |
| Investment in Tangible Capital Assets | | \$(514,471) | \$(3,957,249) |
| School Generated Funds (SGF) | | 2024 | 2023 |
| Total SGF Revenue | | \$2,131,671 | \$2,119,442 |
| Total SGF Expenditure | | \$2,017,619 | \$1,993,087 |
| Total Net SGF (Deficit) Surplus | | \$114,052 | \$126,355 |

GSACRD Annual Education Results Report 2023-2024

Total instructional spending per student FTE per school year: \$10,3332 (2023 -\$10,323)

Total operational spending per student per school year: \$13,518 (2023 -\$13,530)

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 15 in the Annual Financial Statements.

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

https://www.alberta.ca/k-12-education-financial-statements?utm_source=redirector

Capital and Facilities Projects and Planning

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.

During the 2023-2024 school year, the Division managed the renovations of Holy Family School for St. Gabriel Education Centre and the modernization of the Division Services Centre. Construction was completed on the Holy Family School Renovation in June 2024. The Division is anticipating to complete the Division Services Centre modernization by Fall 2024.

The 2025-2028 Capital Plan approved by the Board of Trustees included the following capital priorities:

1. New School in Riverside (K-9)
2. Modernization of Legal School (K-9)
3. Modernization of Bertha Kennedy Catholic Elementary School (K-6)
4. New School in Cherot (10-12)
5. Modernization of École Notre Dame Elementary School (K5)

A copy of the Division's current 2025-2028 Capital Plan may be obtained at the following link:
<https://www.gsacrd.ab.ca/download/445289>

Operations and Maintenance

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 2023-2024,

GSACRD Annual Education Results Report 2023-2024

the operations and maintenance staff demonstrated a 98% 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)

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 2023-2024 IMR plan was developed with input from school-based administration and in-house facility expertise. In 2023-2024, the Division had available \$785,109 of IMR funding received in 2023-2024 and a carryover of \$199,650 from 2022-2023 for a total of \$984,759 (unspent IMR balance of \$314,602 is carried over). In 2023-2024, the IMR projects included the replacement of exhaust fans, upgrades and replacement of security cameras, intercoms and phone systems, LED lighting retrofits, flooring replacements and blind replacement.

Capital Maintenance Renewal (CMR)

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 \$400,932 in two separate installments. These projects included a partial roof replacement plus the purchase/installation of 6 new portable furnaces at École Sacré Coeur for \$412,000. At École Secondaire Sainte Marguerite d'Youville all core lighting was upgraded to LED for \$35,000. Sidewalk repairs and replacement at various sites for \$80,000 and a Building Management Replacement at Holy Family for \$75,000.

A View Forward

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.

GSACRD Annual Education Results Report 2023-2024

- ❖ 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.

| 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**

