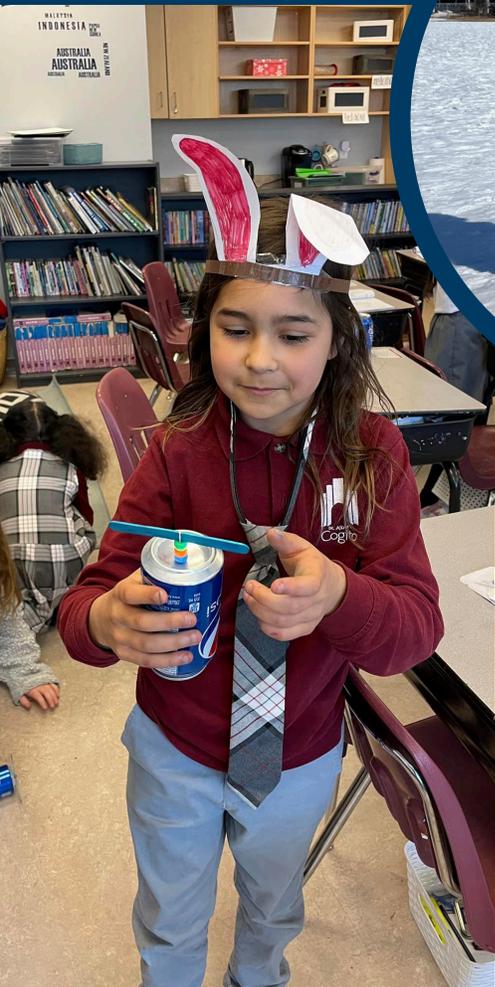




**St. Albert**  
PUBLIC SCHOOLS

REPORT TO OUR COMMUNITY  
Annual Education Results Report  
November 2023





### **Our Board of Trustees**

Kim Armstrong  
*Chair*

Stanley Haroun  
*Trustee*

John Allen  
*Vice Chair*

Sheyanne Levall-Crouse  
*Trustee*

Kristi Rouse  
*Trustee*

### **Division Administration Office**

60 Sir Winston Churchill Ave.

St. Albert, AB T8N 0G4

780.460.3712

[www.spschools.org](http://www.spschools.org)



## TABLE OF CONTENTS

Message from the Board	5
Message from the Superintendent	6
Foundation Statements	7
Accountability Statement	7
School Listing	8
Profile	9
Priority Areas	10
Four-Year Education Plan Strategies	13
Reporting on our Progress/Evaluating Impact	15
Quantitative Performance Indicators	36
Financial Information	42
Fall 2023 Alberta Education Assurance Measures	48
Additional Required Performance Measures	50
Three and Five Year High School Completion Rates	56
Provincial Achievement Test Results	59
Diploma Examination Results	70
Fall 2023 Required Alberta Education Assurance Measures	79





## MESSAGE FROM THE BOARD

The Board of Trustees is very proud of the good work done in St. Albert Public Schools. Staff continues to rise to the occasion to teach and care for students. It is, then, with pride that we present this 2023 Annual Education Results Report, which speaks to our story and features the professionalism, dedication and commitment of staff, the collaborative relationship with parents and the successes of students.

As locally-elected trustees, we are committed to a strong governance approach that supports connection to community and accountability for results. We were happy to engage with stakeholders through school councils, the Council of School Councils (COSC), and our annual engagement workshop. We also gather feedback through annual stakeholder engagement surveys. We were pleased to add additional questions to our 2023 student survey which inquired about their experiences in relation to racism, homophobia/transphobia and diverse needs. We believe in, value and model assurance at the local level and want to ensure that our feedback mechanisms align with our Four-Year Education Plan.

We are proud to be the governors of a public school division that embraces diversity, offers choice to students and families, responds to our local context and succeeds in achieving strong results for our students. Our Board recognizes the social, emotional and academic impacts of the pandemic. As we emerge, we choose to focus on connection and wellness as foundational to moving forward. We choose not to speak of “learning loss” as we feel it is more caring and productive to focus on students’ growth in their skills, including the academic realm. The AERR reflects these values and philosophy.

Our Board thanks staff, parents and students for their dedication and commitment to growth and excellence. We know that together, we have made it through likely the most difficult years of our lifetime, and we are emerging stronger than ever.

Sincerely,

Kim Armstrong,  
John Allen,  
Stanley Haroun,  
Sheyanne Levall-Crouse,  
Kristi Rouse

## MESSAGE FROM THE SUPERINTENDENT

It's a pleasure to share with you our 2023 Annual Education Results Report.

We hope that when you review this results report, you can see that connection, growth and wellness are foundational to the work in our division and we are committed to creating change to make our school division a more equitable place for all students, families and staff. Our division works hard to provide responsive instruction and learning experiences that facilitate students' academic and personal growth. We encourage the pursuit of individual and collective potential. Facilitating growth in an environment that permeates care, kindness and connection is our work.

St. Albert Public Schools is fortunate to have stakeholders who are highly invested and supportive of our work with students. As a collective, we are committed to collaboration and fostering strong relationships among schools, families and communities. As we move forward in a more challenging economic context, we will continue to work together to support our common purpose of promoting and supporting the best possible outcomes for all students.

In St. Albert Public Schools, we pride ourselves on the choices available to students and families. We offer a wide variety of programs and services designed to provide students with the opportunities they need to learn, grow and thrive — in and out of school. Our growing student population attests to the fact that families choose St. Albert Public Schools.

I am truly grateful to staff for all they do to make a difference for students and families. I know how hard staff works to support students, families and each other and I, personally, want to say THANK YOU. Staff appreciation and staff wellness continue to be priorities for our school division.

Thank you for taking the time to review our Annual Education Results Report, and for your ongoing support of St. Albert Public Schools.

Sincerely,

Krimsen Sumners  
Superintendent



## FOUNDATION STATEMENTS

### MISSION

Through our commitment to excellence in public education, we strive to ensure all students become lifelong learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

### Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the *Education Act* and the associated regulations.

The intent of the board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

### Beliefs

In our commitment to public education, we believe that:

- Students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The teacher-student relationship is central to student learning; and,
- Members of the school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the St Albert Public School Division for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with their responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The board 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 St. Albert Public Schools can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023 was approved by the board on December 13th, 2023.

## SCHOOL LISTING

### **Bellerose**

Grade 10-12  
49 Giroux Road  
780.460.8490  
bchs.spschools.org

### **Elmer S. Gish**

Grade K-9  
75 Akins Drive  
780.459.7766  
esgish.spschools.org

### **Hillgrove**

Grade 5-9  
50 Grosvenor Boulevard  
780.459.4456  
hillgrove.spschools.org

### **Joseph M. Demko**

Grade K-9  
200 Jensen Lakes Boulevard  
780.347.0015  
jmd.spschools.org

### **Kinosayo**

Grade K-6  
40 Woodlands Road  
780.459.3114  
kino.spschools.org

### **Leo Nickerson**

Grade K-6  
10 Sycamore Avenue  
780.459.4426  
ln.spschools.org

### **Lois E. Hole**

Grade K-6  
120 Everitt Drive North  
780.460.0034  
leh.spschools.org

### **Lorne Akins**

Grade 7-9  
4 Fairview Boulevard  
780.460.3728  
lorneakins.spschools.org

### **Muriel Martin**

Grade K-6  
110 Deer Ridge Drive  
780.458.0205  
murielmartin.spschools.org

### **Outreach**

Grade 10-12  
50 Sir Winston Churchill Ave.  
780.458.0839  
outreach.spschools.org

### **Paul Kane**

Grade 10-12  
12 Cunningham Road  
780.459.4405  
pkhs.spschools.org

### **Ronald Harvey**

Grade K-6  
15 Langley Avenue  
780.459.5541  
ronaldharvey.spschools.org

### **Sir Alexander Mackenzie**

Grade K-6  
61 Sir Winston Churchill Ave.  
780.459.4467  
samschool.spschools.org

### **St. Albert Public Preschool**

Multiple locations  
c/o 60 Sir Winston Churchill Avenue  
780.419.6545  
preschool.spschools.org

### **Wild Rose**

Grade K-4  
58 Grenfell Avenue  
780.460.3737  
wildrose.spschools.org

### **William D. Cuts**

Grade 7-9  
149 Larose Drive  
780.458.8585  
wdcuts.spschools.org



# PROFILE

## About Us

**1958**  
(inception)

≈ **130 students**

**2023**

> **9,500 students**  
Preschool to Grade 12

**14 SCHOOLS**

**1 OUTREACH SCHOOL**

**4 PRESCHOOL LOCATIONS**

**LARGEST EMPLOYER**  
in the city of St. Albert

≈ **540 teachers** | **348 support staff**

## Programming

supporting the individual needs, abilities and interests of all students

a range of choices in our division

Inclusive learning environments that honour and value diversity

**PROGRAMS**

- English Language
- French Immersion
- International Baccalaureate
- Advanced Placement
- Academic Challenge
- Knowledge and Employability
- Logos Christian
- Cogito
- Career Education

**OPTIONS**

- Career and Technology Studies
- Fine Arts and Locally Developed Courses

**STUDENTS WITH INCLUSIVE EDUCATION NEEDS**

- range of programming and support services
- regular classrooms and more specialized sites

## Our Results

**WE CELEBRATE**  
We focus on and celebrate growth in students' academic skills

**STUDENT PARTICIPATION**

a wide variety of service and extracurricular activities that show our commitment to core values and citizenship

**STUDENTS AWARDED**  
thousands of scholarship dollars, certificates and medals in academics, science, fine arts and athletics

**STUDENTS, STAFF AND PARENT SURVEY RESULTS**

high levels of satisfaction with the quality of education, choice of programming and the caring environment in our schools

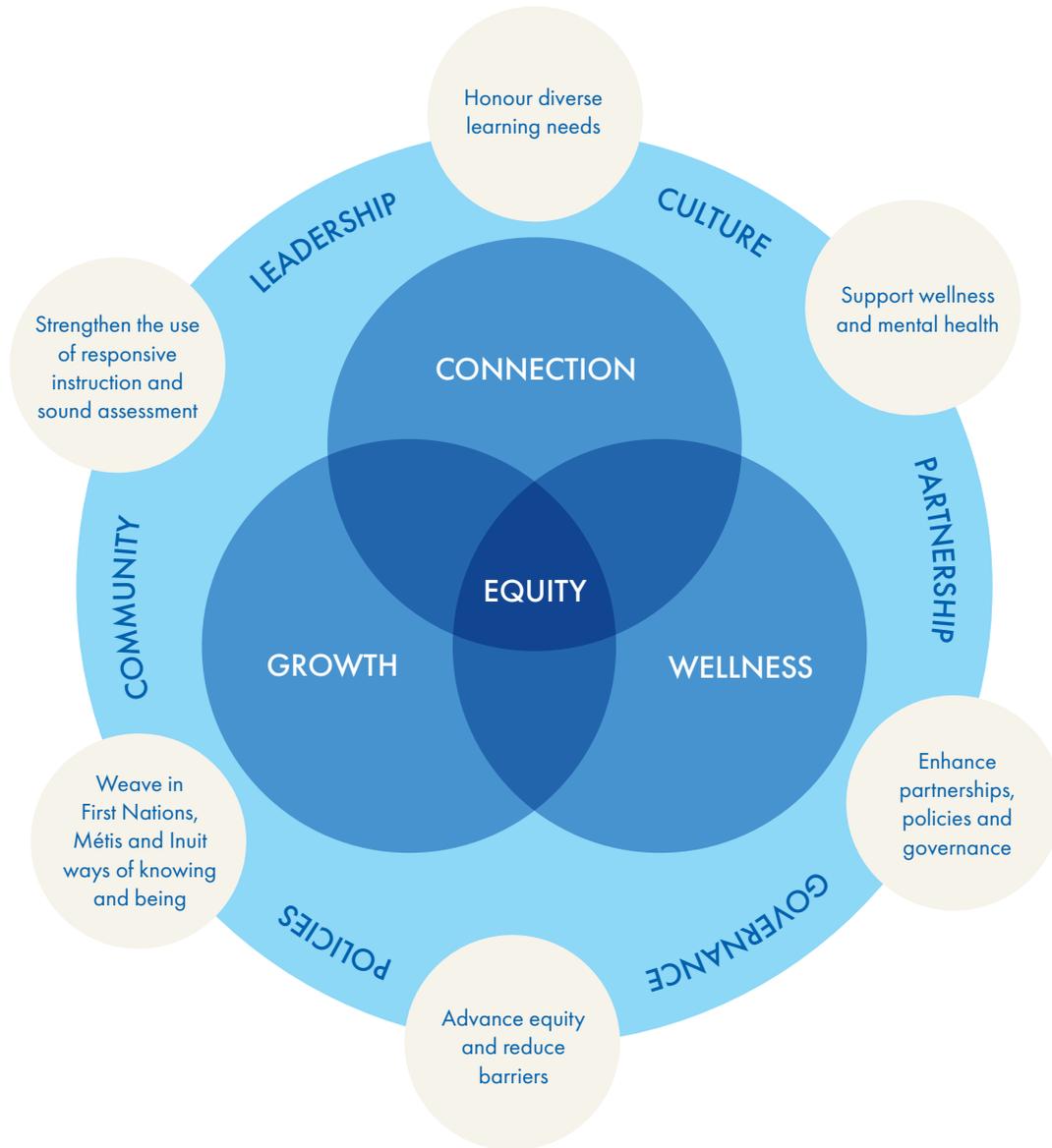
## Our Growth

**HIGH SCHOOL ACCOMMODATION**

construction is completed on the Paul Kane replacement school. Students and staff moved in in January 2023.

work has started on an expansion and modernization of Bellerose Composite High School.

## PRIORITY AREAS



Our Four-Year Education Plan is represented visually. The centre of the circle represents our division's priority areas:

**CONNECTION:** as caring, empathetic and respectful relationships are foundational to our work.

**GROWTH:** as students' progress in their learning and development is our work. Growth also represents our professional responsibility to grow in our understanding of teaching and learning.

**WELLNESS:** as we recognize that connection and learning are intricately connected to personal and organizational wellness.

Equity sits in the very centre as we aspire to create equitable access, processes and outcomes for all. The pandemic revealed pre-existing inequities at the individual, group and system levels. We believe that as we emerge from the pandemic our core work is to address inequities at the individual, group and systemic levels in a very intentional and focused way.

Outlining the circle are the anchors that guide the work we do.

St Albert Public Schools is proud of division culture that promotes a small community feel. We care for one another and appreciation and recognition are embedded in practice.

## Partnerships

St. Albert Public Schools believes that partnerships are fundamental to the work of a school division in that they assist us in providing an equitable, accessible, safe, caring and inclusive education system. Further, we recognize our obligation to be a contributing community partner.

## Governance

Local governance is both a hallmark of public education in Alberta and a key to our success as an education system. Communities, and the schools that serve them, are unique. They have unique strengths, needs and cultures. Our locally-elected Board of Trustees is in the best position to make decisions because they understand the local context in all its complexities.

## Policies

St. Albert Public Schools has a robust policy development review and development process. Policies are both symbolic of the values of an organization and a framework for operations.

## Community

St. Albert Public Schools is a strong community which provides a sense of purpose, connection and belonging to students, families and staff.

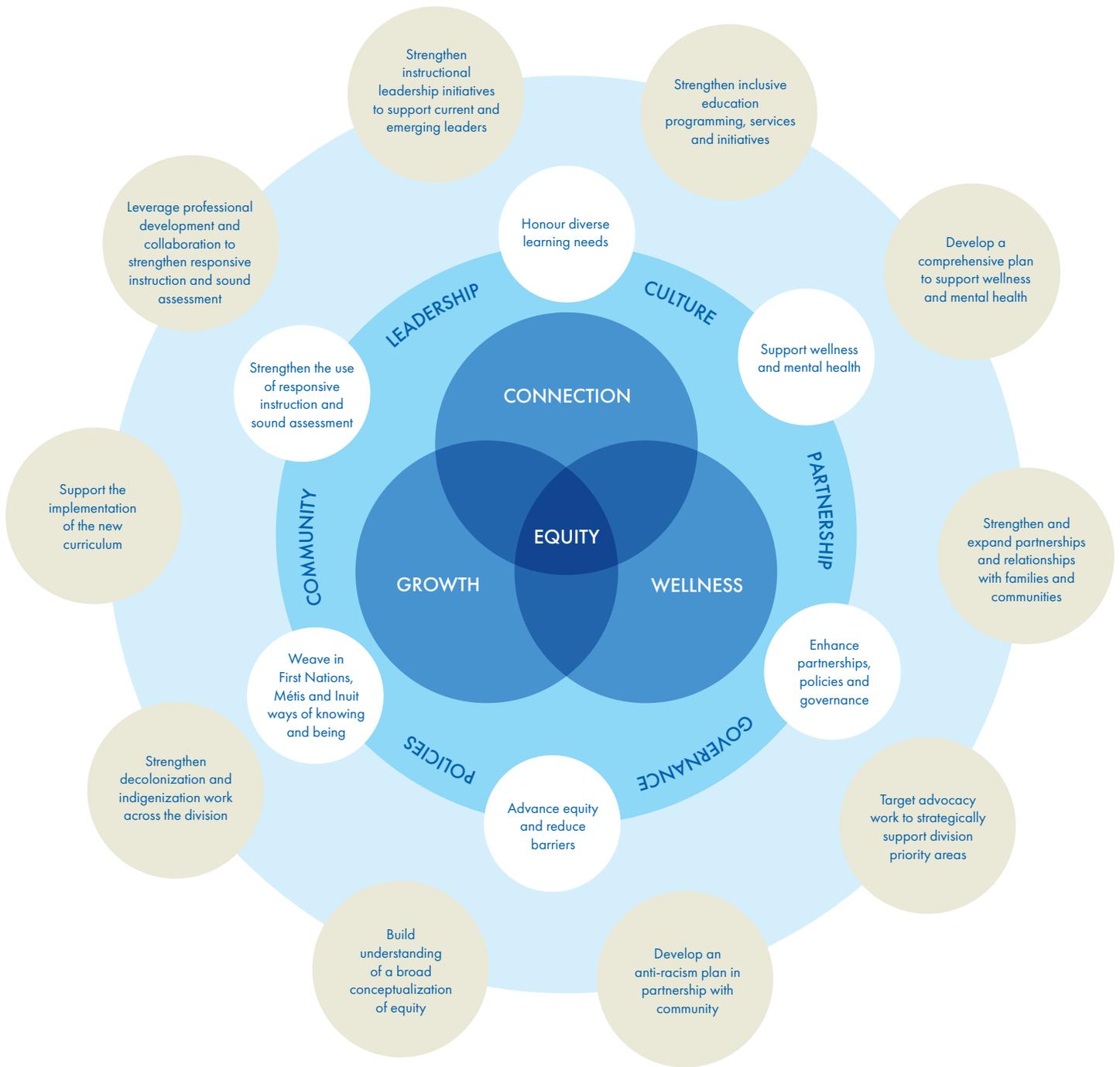
## Leadership

The work of leaders, whether it is the board of trustees, senior administration, school leaders, teacher leaders or informal leaders, is to ensure that every student receives the highest-quality instruction and experiences each day.

The smaller circles on the outside of the circle represent the outcome areas for our Four-Year Education Plan. They are intentionally written as actions rather than outcome statements as we are continuously striving to improve, grow and strengthen in our work towards these outcome areas.

- 1 Strengthen the use of responsive instruction and sound assessment
- 2 Honour diverse learning needs
- 3 Support wellness and mental health
- 4 Enhance partnerships, policies and governance
- 5 Advance equity and reduce barriers
- 6 Weave in First Nations, Métis and Inuit ways of knowing and being

The education plan as a circle with interconnecting elements also has meaning as it represents the interrelationships among the various components of the plan. Educational planning is not an application of applied problem solving. Planning and educational change is complex, messy and fluid. Our intent in our Four-Year Education Plan is to represent the nature of our work in a more authentic way.



This second graphic represents the education plan inclusive of “big strategies.” The big strategies support multiple outcome areas but are positioned closest to the outcome areas to which they are most connected. Each big strategy is broken out into smaller actions.

## FOUR-YEAR EDUCATION PLAN STRATEGIES

### **Strengthen inclusive education programming, services and initiatives**

(Outcomes 1, 2, 3, 5 and 6)

- Implement and monitor changes to our division inclusive education programs
- Continue to review processes related to referral and access to the Inclusive Learning Team as demand for services continues to increase
- Revisit and integrate models that focus on universal, targeted and individualized tiers of support
- Champion initiatives that support Sexual Orientation and Gender Identity (SOGI)
- Evaluate the effectiveness of Individualized Program Plans (IPP) and individual supports to students
- Develop and implement a focused career pathways approach across the division

### **Develop and implement a comprehensive plan to support wellness and mental health**

(Outcomes 2, 3, 4 and 5)

- Implement our mental health strategic plan
- Champion the comprehensive school health approach
- Continue to support the mental health literacy initiative

### **Strengthen and expand partnerships and relationships with families and communities**

(Outcomes 2, 3, 4, 5 and 6)

- Strengthen relationships with Indigenous families, local knowledge keepers and elders
- Support partnerships with First Nations, Métis and Inuit communities
- Develop partnerships with local community groups who work in the areas of diversity and equity

### **Target advocacy work to strategically support division priority areas**

- Provide ongoing feedback regarding new curricula and implementation plans
- Provide feedback on the introduction of mandatory literacy and numeracy assessments in Grades 1, 2 and 3
- Advocate for additional funding to support mental health initiatives

### **Develop an anti-racism strategic plan in partnership with community**

(Outcomes 1, 2, 3, 4 and 5)

- Establish a steering committee (inclusive of community partners) to determine priorities
- Create opportunities and invite staff to enhance their knowledge of anti-racism work
- Engage student ambassadors in our anti-racism work
- Collaborate with Elmer S. Gish School to enact an action research project

### **Build understanding of a broad conceptualization of equity**

(Outcomes 1, 2, 4 and 5)

- Provide learning opportunities that build capacity in understanding of equity and systemic barriers
- Create a reflection tool that individuals and school teams can use to identify areas of growth

### **Strengthen decolonization and indigenization work across the division**

(Outcomes 1, 2, 4, 5 and 6)

- Create new opportunities to invite more staff to be become involved in reconciliation work
- Collaborate with Sir Alexander Mackenzie Elementary School to enact an action research project
- Strengthen capacity for reconciliation work at the junior and senior high levels
- Analyze the data from the Indigenous Students' Experience Survey and create initiatives that address areas of growth
- Support understanding and actioning of decolonization and indigenization

### **Support the implementation of new curriculum**

(Outcomes 1, 2, 5, and 6)

- Align and support literacy and numeracy in the new curriculum through a comprehensive approach
- Leverage new curriculum to strengthen universal supports for all students
- Leverage new curriculum to strengthen how teachers meet students where they are at and move them forward in their learning

**Leverage professional development and collaboration to strengthen responsive instruction and sound assessment**

(Outcomes 1, 2, 5 and 6)

- Clarify and expand our understanding of responsive instruction and sound assessment
- Clarify and enhance the role of purpose of oral language in French Immersion pedagogy
- Review elementary reporting approaches and clarify elementary levels of achievement
- Collaborate with William D. Cuts Junior High School to enact an assessment pilot

**Strengthen instructional leadership initiatives to support current and emerging leaders**

(Outcomes 1, 2, 3, 4, 5 and 6)

- Co-construct criteria to illuminate Leadership Quality Standard - Providing Instructional Leadership
- Create differentiated pathways for leaders to enhance their instructional leadership skills
- Create opportunities for peer support and accountability towards advancing instructional coaching and feedback
- Revise meeting and planning structures (e.g. administrative council) to model and expand instructional leadership



## Strengthen inclusive education programming, services and initiatives

(Outcomes 1, 2, 3, 5 and 6)

### Inclusive Education Programs

Throughout the 2022-2023 school year, the supervisor of Student Services, in collaboration with the superintendent, deputy superintendent, director of Curricular Services, and principals and teachers from schools who host our division inclusive education programs, reviewed the vision, goals, programming and supports offered in our inclusive education programs. As the needs of students evolve and new research emerges, it is important to ensure alignment of programs with current needs and knowledge of next practices. Based on this collaborative process, program descriptions, criteria and names were revised. 2023-2024 inclusive programs are as follows:

- **Academic Challenge and Enrichment:** Enhances learner competencies and provides opportunities to study curricular outcomes at a deeper, more comprehensive level of understanding. Students build confidence in managing their own learning in a supportive, inquiry-based environment with others who exhibit characteristics of a gifted learner.
- **Behaviour and Academic Supports Classroom:** Supports the development of positive behaviour and social skills and increases students' capacity for problem solving, self regulation and emotional wellbeing. The academic focus is on high priority learning outcomes in the areas of literacy and numeracy.
- **Gaining Opportunities and Life Skills:** Provides intensive support and opportunities for students in their acquisition of personal wellness and engagement. Programming builds students' communication skills and targets their individual academic achievement with a focus on the development of literacy and numeracy.
- **Learning Strategies Program:** Provides targeted intervention in literacy and/or numeracy and develops strategies to support student growth and success. Programming builds students' capacity to increase their independence while accessing high-priority learning outcomes within their grade level of achievement with a focus on literacy and numeracy.

### Inclusive Learning Team

The Inclusive Learning Team (ILT) is a team of professionals including speech language pathologists, occupational

therapists, physical therapists, psychologists and speech language pathology assistants, who support students and staff from preschool to Grade 12. In 2022-2023, we reduced the administrative burden associated with ILT referrals to improve the timeliness and overall responsiveness of service. Part of the redesign of service delivery was also increasing the number of collaborative school support team meetings with ILT and school staff as a lack of time for conversation and were identified as a challenge to effective service. Feedback on both elements of the redesign have been positive.

Since the 2021-2022 school year, we have seen an increase in the number of students served. Referrals grew from 264 in 2020-2021, to 343 in 2021-2022 and to 499 in 2022-2023. In the same time period, we also noted changes in the percentages of students served who had special educational coding and those who did not have special education coding. In 2020-2021, the percentage of students who had special education coding was 75% and those who did not have special education coding was 25%. In 2021-2022 and 2022-2023, the percentages were 72% and 28% and 64% and 36% respectively. We will continue to monitor these trends but recent data clearly indicates increasing complexity of student needs regardless of any specific diagnosis.

### Supporting Universal, Targeted and Individualized Student Support

Professional learning is a key strategy in supporting staffs' understanding of universal, targeted and individualized supports. Student Services and the Inclusive Learning Team offered a wide variety of professional learning opportunities throughout the 2022-2023 school year. In August 2022, we hosted our first Educational Assistant Institute. This three-day opt-in event provided educational assistants with many wonderful learning experiences, including a wellness keynote session and an Inclusive Learning Team panel session. Choices of concurrent sessions included offerings on autism, technology tools, fine motor skills, sensory regulation and sensory tools, executive functioning, augmentative and alternative communication, supporting young learners, literacy, positive behaviour supports, lifts and transfers, social skills, mental health, anxiety and self care. Feedback from participants was very positive. Future institutes are now part of calendar planning.

Student Services also facilitated a number of professional learning and support opportunities throughout the 2022-2023 school year. Sessions included the following:

- Children’s Autism Services of Edmonton (CASE) offered a series of sessions on working with complex needs in our classrooms.
- CASE supported a number of schools in their program planning for students with complex needs.
- Ros Blackburn, international speaker, delivered a session on supporting the needs of complex students.
- Our inclusive education coordinator completed the Crisis Prevention Institute - Verbal Intervention train-the-trainer certification and she was then able to offer one-day sessions to groups across the division.
- Student Services hosted a session for teachers on working with educational assistants in an inclusive classroom setting.
- With the recent influx of refugee students, Student Services partnered with St. Albert Further Education to coordinate interpreter services for students whose first language is not English. Training for the interpreters is provided prior to beginning services in order to support the interpreters in their roles.

### Low Incidence Supports and Services

Student Services provided a division profile to support the application for the *Low Incidence Supports and Services (LISS)* grant. The funding received supported a mentorship program for students who are deaf and hard of hearing, skill development workshops facilitated by low incidence disability educational consultants, and increased access to augmentative and alternative (AAC) devices.

### Individualized Program Plans

As we await the updated standards for inclusive education, as our thinking evolves to support the whole child and as we hear feedback from teachers that the current Individualized Program Plan (IPP) structure is sometimes challenging to capture the complexity of programming, in 2022-2023 we began small pilots in which we considered shifts in the IPP process and structure. One example of a pilot was a decolonized approach to the IPP process and documentation in which we more intentionally involved junior high students with behaviour challenges in support planning based on the four elements of the medicine wheel. In this case, the IPP process emerged as an effective strategy as staff and students began seeing behaviour choices as a function of potential imbalances in the physical, emotional, mental and spiritual

domains. In a second pilot, the Inclusive Learning Team intentionally incorporated their therapy goals within the IPP process. The planning and conversation, again, allowed for a more wholistic support plan.

### Sexual Orientation and Gender Identity

St. Albert Public Schools is in its seventh year of partnership with the ARC Foundation in support Sexual Orientation and Gender Identity (SOGI) inclusive policies and practices. St. Albert Public Schools became part of the SOGI Educator network in 2017. This network is composed of SOGI leads from six divisions who meet regularly to raise awareness of SOGI within their division schools by sharing, implementing and developing SOGI-inclusive practices, initiatives and resources with school leads.

Similar to other division initiatives, the pandemic had an impact on our SOGI work. Specifically, the 2021-2022 St. Albert Public Schools SOGI Educator Network leads survey indicated concerns with their time to do the role, SOGI lead role confusion, staff apathy and opposition, and parental opposition. Based on these results, the division principal, who served as the division’s SOGI lead, committed to time for SOGI leads to meet during the school day, the alignment of division and school SOGI goals with the broader division goals, the expansion of school and division SOGI resources and the strengthening of connections to community. In 2022-2023, SOGI school leads participated in a SOGI retreat to clarify roles, set goals and share resources. In addition, there were strong connections made with Outloud St. Albert (a non-profit organization that provides programs for all ages and a safe space for all 2SLGBTQIA+ individuals) and the University of Alberta’s Institute for Gender and Sexual Diversity, Fyrefly in Schools educational initiative (developed to help reduce discrimination against 2SLGBTQIA+ youth, increase awareness of the impacts of homo/bi/transphobia, and equip students with the tools they need to become effective allies for diversity, equity and human rights within their schools and communities). These community and expert connections will be instrumental as we move forward with our SOGI work.

The Board of Trustees approved a junior high locally-developed course, 2SLGBTQIA+ Perspectives. The 2SLGBTQIA+ Perspectives 7-8-9 course provides space for students to develop skills fundamental to personal and 2SLGBTQIA+ community empowerment and provides valuable opportunities for students to learn the importance of developing a student community that is aware of 2SLGBTQIA+ experiences and challenges. With this

awareness, we believe this generation will be better prepared to lead and support the community. Finally, in June, St. Albert Public schools proudly raised the Pride Flag at all division sites and held various pride-related activities across the division.

The 2022-2023 St. Albert Public Schools SOGI Educator Network leads survey indicated that SOGI leads felt more supported in their role as leads and their concern regarding staff apathy and opposition decreased. However, SOGI leads expressed an increased concern about parent opposition and this concern is echoed by division administration and the Board of Trustees. As hostility toward SOGI-inclusive practices appears to be empowered not only in St. Albert but across the country, we must be intentional and vigilant in our efforts to build alliances, combat misinformation, be steadfast in our commitment to human rights and ensure that students and families of all identities feel welcome and respected.



## Career Pathways

Career Pathways fosters growth and success for every student by supporting their journey through high school completion and beyond. Students develop a curiosity about the world around them and they grow skills and competencies through rigorous and relevant projects, activities and experiences connected to curricular outcomes. Furthermore, career pathways enhance public education through communication, engagement and partnerships.

As we considered the various elements of responsive instruction and inclusive education, we recognized the need for a greater division-wide focus on career pathways. We want to ensure that students are exposed to the multitude of careers that are available and that students, families and staff see equal value in the variety of careers and learning paths beyond high school. We want students to have opportunities to earn post-secondary credits through the dual credit program, gain industry credentials and, ultimately, have opportunities to immerse themselves in an area of study that excites and engages them.

In terms of Dual Credit courses, in 2022-2023, St. Albert Schools offered:

- Play (PSI3075)
- American Sign Language (PSI3214)
- Introduction to Esthetics (PSI3072)
- Introduction to Veterinary Profession (PSI3047)
- Managing Landscapes (PSI3012)
- Psychology 1040 (PSI3001)
- Sociology 1000 (PSI3038)
- Veterinary Practice Team Connections (PSI3224).

St. Albert Public Schools' students have a long history of success in work experience courses offering them opportunities to explore the world of work and earn high school credits. Moving forward, we plan to promote and expand offerings through the Registered Apprenticeship Program (RAP).



## Develop and implement a comprehensive plan to support wellness and mental health

(Outcomes 2, 3, 4 and 5)

### Student Support

St. Albert Public Schools has increased their complement of staffing to provide direct mental health support to students and families. In 2022-2023, the staffing complement consisted of two mental health therapists and an addictions counsellor contracted through Alberta Health Services and three health recovery facilitators. The mental health therapists and addictions counsellor provided services to 145 students and the health recovery facilitators provided services to 135 students/families during the 2022-2023 school year.

The implementation of the Violence and Threat Risk Assessment (VTRA) Protocol continues to be a key strategy to support students who are exhibiting concerning and threatening behaviour. In 2022-2023, Student Services facilitated three Level 1 VTRAs and activated and facilitated five Level 2 and 3 VTRAs. These meetings bring multiple partners together for a collaboration conversation that is a solution-focused response to supporting our students and their families.

### Professional Learning

Student Services continues to facilitate virtual monthly cohort counsellor/learning support facilitator meetings and quarterly in-person counsellor/learning support facilitator meetings to share resources, strategies and professional development. In 2022-2023 professional learning focused on increasing staff capacity in mental health, intervention processes and resilience. Sessions on Applied Suicide Intervention Skills Training (ASIST) (a two-day interactive workshop in suicide first-aid), Community Conferencing (a two-day facilitator training workshop to learn a restorative and collaborative approach to resolving conflict and attendance concerns) and grief and loss in-servicing were offered.

In 2022-2023, we also focused on establishing guides and standards for reporting and documentation. Student Services created and implemented a centralized and standardized documentation process for all critical incidents, a records management protocol to support counsellors and learning support facilitators, a St. Albert Public Suicide Risk Assessment and Suicide Safety Plan, a document to support school staff when reporting to Children and Family Services and, in collaboration with school counsellors, completed the Grief and Loss Guide.

### Mental Health Literacy

Mental health literacy is an evidence-based approach focused on teaching students to build and maintain positive mental health, decreasing stigma surrounding mental illness, increasing understanding of common mental disorders and improving help-seeking skills. A mental health literacy curriculum resource for use in grades 7-10 has been available for several years and St. Albert Public Schools developed a locally-developed course that is authorized to be delivered in high schools. In 2022-2023, we participated in the Elementary Mental Health Literacy Resource research project in partnership with the University of Calgary and Alberta Health Services. We piloted the curriculum resource with over 800 students in eight elementary schools. Feedback from piloting teachers was very positive and the resource is now available for use by all grades 4-6 elementary teachers. We will promote the use of this resource as we move forward as it is evidence based and has defined connections to the new Physical Education and Wellness curriculum.

### HEADSTRONG Student Conference

In the spring of 2022 we started planning for a 2023 in-person student conference in conjunction with representatives from the Canadian Mental Health Association. The conference named HEADSTRONG is an initiative focused on mental health that challenges stereotypical thinking and inspires youth leadership through activities, real-life recovery stories, discussions and action planning. In February 2023, over 150 students from all junior and senior high schools gathered to listen and learn from keynote speakers. The speakers shared their lived experiences around mental illness and recovery. The HEADSTRONG conference gave the participating youth the tools, skills and confidence to:

- recognize when and who to ask for help
- understand what stigma is and how to challenge it
- know that recovery from mental health problems is expected
- appreciate that mental health is health.

Feedback from the conference was very positive and student teams went back to their schools with tangible action plans to support mental health in their individual schools.

## Supporting Staff Wellness

Gratitude is foundational to St. Albert Public Schools culture. Over the course of the 2022-2023 school year, the Board of Trustees, senior administration and the Organizational Health Committee continued to express their collective gratitude through small symbolic actions. An expression of gratitude included the delivery of 'inspirational' mints to all staff in the spring of 2023. Organizational Health also held several events for staff and their families – Pumpkins after Dark, Edmonton Oil Kings and Oilers events, Anything Goes Dinner Theatre and The Little Mermaid movie presentation.

## Staff Recognition

The Welcome Back Barbeque and Long Service Awards are division events that encapsulate the caring culture in our division. In August 2022, division staff were able to gather together for the Welcome Back Barbeque for the first time since August 2019. This informal event symbolizes the values of caring, belonging and relationships and the 2022 event was truly celebratory and special for all involved. The Long Service Awards presentations recognize the contributions of staff who have worked for the division for five or more years. We hosted an in-person Long Service Awards evening in May 2023. The 70s-themed event was a huge success.

The Board of Trustees also recognized the school division's Edwin Parr nominee, Hayley Saunders, at a public board meeting.



## Mentorship

Positive relationships, as well as a sense of belonging and appreciation, contribute to staff health and wellness. Our Mentorship Program is our beginning teachers' introduction to our division and the program is symbolic of the value we place on connection and support. The Mentorship Steering Committee met in the spring of 2022 to re-vision how to support beginning teachers as we emerged from pandemic restrictions. This revisioning resulted in hosting professional learning opportunities with both year one and year two teachers in attendance. The participation of year one and year two teachers shifted the conversations as it expanded the variety of experiences about topics such as creating relationships with families, assessment, what it means to be a great teacher and how to engage with tricky situations. The mentorship program supported 36 beginning teachers and their mentors in 2022-2023.



## Collaboration

St. Albert Public Schools is committed to providing opportunities for teachers to collaborate with one another. Our staff satisfaction results and current educational research point to the high value teachers draw from working together. In addition to promoting trust and belonging, collaboration also creates space to reflect on practice and to facilitate action on collective pedagogical initiatives. We offered a number of collaboration sessions in the areas of literacy, numeracy, french immersion, kindergarten programming, school counselling/learning supports, walking together, art teacher collaboration, technology lead teachers and new curriculum collaboration.

## Strengthen and expand partnerships and relationships with families and communities

(Outcomes 2, 3, 4, 5 and 6)

### Partnering to support Truth and Reconciliation and First Nations, Métis and Inuit Students and Families

We continued to have strong relationships with the Musée Héritage and Michif Cultural Connections. Both organizations are instrumental in supporting schools during anchor events such as Orange Shirt Day and Métis Week and they are also key partners as we endeavour to embed Indigenous cultures, languages and ways of knowing into daily practice. We continue to work with local elders, knowledge keepers and Indigenous parents and community members who support the work of the Wisdom and Guidance group.

We also have several emerging relationships. The first is our connection with the First Nations Health Consortium (FNHC). Student Services connects with FNHC to ensure First Nations students and their families have access to timely and appropriate support and services through the Jordan's Principle funding model. During 2022-2023, Student Services partnered with FNHC to secure services for four families. We are also working with Alexander First Nation to expand mutual collaboration and partnership initiatives.

### Partnership with the St. Albert Royal Canadian Mounted Police (RCMP)

We are very proud of our partnership with the St. Albert RCMP Community Policing team. The Community Policing team provides proactive drug, alcohol and addictions education at the elementary and junior high levels. Community Policing also support schools in responding to emergent needs and are proactively involved in developing positive relationships with students. In 2022-2023, Student Services, through a close partnership with our RCMP, started creating a response guide for our counsellors when dealing with sexual assault disclosures. This will be an ongoing project with an anticipated completion date of late Fall 2023.

In 2023, the Board of Trustees reinitiated the Certificate of Recognition program. In April 2023, the board recognized RCMP Constable Geoff McKay for his outstanding contribution to the school division and to the significant difference he has made in the lives of students.

### Partnerships with local organizations

The superintendent continued to be a member of the St. Albert Mobilization Committee which ensures that senior executives from the city, school divisions, health and community services are communicating and planning around shared concerns and interests.

Student Services served as division representatives on various City of St. Albert committees, including interagency, mental wellness, domestic and sexual violence response committees. Student Services serves on the City of St. Albert Mental Health Hub Development Committee. We also have a strong relationship with Alberta Health Services as we strive to provide timely mental health therapy at school sites.

A continued key partnership for St. Albert Public Schools is an agreement with Active Communities that will see the construction of a facility on school division property which will feature two arena-sized multipurpose use hard surface recreation pads that will operate year round. This facility will provide St. Albert Public Schools access during school hours and will significantly enhance physical and recreational opportunities for students. We continue to support Active Communities as they move through various municipal approval processes.

### Board of Trustees Partnerships and Collaborations

The Board of Trustees works collaboratively with the St. Albert city council and the Greater St. Albert Catholic Regional School Division Board of Trustees through formal and informal sharing opportunities. Our trustees are active members of the Alberta School Boards' Association (ASBA) and the Public School Boards' Association of Alberta (PSBAA). The board also works diligently to build relationships with Members of the Legislature (MLAs) as well as the Ministers of Education and Infrastructure. Furthermore, the board maintains strong relationships with the local ATA and CUPE organizations through liaison dinners and informal sharing opportunities.



## Target advocacy work to strategically support division priority areas

The Board of Trustees had a very active advocacy year in 2022-2023. Formal advocacy efforts included

- letters to the local member of parliament and provincial minister of Tourism regarding funding and support of electric buses;
- letters to the premier of Alberta and the Minister of Education on their successful election and appointment;
- letter to the Minister of Education regarding the operating reserve cap;
- letters to the Minister of Education and minister of Infrastructure regarding the continued need for high school space; and
- letters to the mayor of St. Albert, the Minister of Education and Minister of Infrastructure regarding the division's capital priority of an unsolicited Public Private Partnership (P3) high school project in Erin Ridge North.

The board and senior administration also continued their efforts to inform the community, Alberta Education and other levels of government about the impact of the weighted moving average funding model.

The board and the superintendent continue to advocate at all levels of government of the need for adequately sized and serviced school sites. The needs of a school division with a growing student population cannot be addressed without designated school sites for capital projects.

The board is also active advocating for policy positions with the Alberta School Boards' Association and the Public School Boards' Association of Alberta. Advocacy areas on this level included

- funding for inclusive education,
- the need for cross-ministry approaches in supporting students with complex needs,
- funding to support community agencies that work alongside schools to support students and families and
- increased flexibility for families in how they can use the federal/provincial daycare subsidies.

The division also developed information pertinent to public education prior to the provincial election. We included

- information about the impacts of the current funding model,
- the importance of reviewing the new curriculum and its implementation,
- the need for provincial funding to support mental health,
- funding for inclusive education,
- the importance of investment in school capital projects and
- the value of locally-elected school boards.





## Develop an anti-racism partnership with community

(Outcomes 1, 2, 3, 4 and 5)

### Anti-Racism

Anti-racism was identified as a key division priority area in early 2021. Our first step was to engage in learning and conversation at the leadership levels. Trustees, senior administration and division and school leaders engaged in a series of four workshops facilitated by external experts. This learning created the momentum to dig deeper into anti-racism and racial justice work. As participants noted, *"Inspired there's a plan, hope is not a strategy"* and *"Excited about being braver going forward."*

The pace of our work was impacted by the COVID-19 pandemic but during the 2021-2022 school year, we continued our learning with professional reading, continued conversations and planning for the 2022-2023 school year. We also introduced a question in our local student survey which inquired how often students witnessed or experienced racism at school. Close to 20% of students indicated they witnessed or experienced racism frequently or almost always. In October 2022, we held our first division-wide professional learning event that was focused on equity and racial justice. Two powerful keynote speakers raised awareness of systemic racism. A staff survey followed the division learning day. The survey illuminated the passion for anti-racism work and also helped identify potential barriers.

*"I appreciated the day and how it was structured, and that there were elements that I had already been working on, as well as elements that made me uncomfortable. I hope that we continue to have occasions where we can learn together and that there will be ongoing learning about these important topics."*

*"I am so grateful to be a part of a school district that has outlined equity as a priority area! I know conversations around components of equity work can be uncomfortable - and I'm here for it! Being uncomfortable is the first step towards making changes. A student walking into any school in our division should not only feel safe and cared for, they should feel they are in a place that fosters their growth and learning academically, and more importantly, as the individuals they are! Yay St. Albert Public for making this our focus!!"*

*"Please bring in people with real strategies, and a positive message, on how we can bridge the curriculum and promote reconciliation without tearing down western civilization in the process."*

The survey revealed that anti-racism work is important and intellectually and emotionally heavy. The survey also revealed that some staff remain defensive and uncomfortable feeling "uncomfortable" about systemic inequities and our individual and collective roles in perpetuating inequities.

In February 2023, our annual stakeholder engagement focused on racism in schools. The event started with a guest speaker from the community who shared his personal experiences of racism in Edmonton and St. Albert. The event also involved students, teachers, support staff, school administration, parents and community members speaking openly about their experiences and what steps could be taken to address racism in schools. In June 2023, we facilitated stakeholder listening circles to deepen the conversation about racism, its impacts and what we do to address racism.

Both the engagement workshop and the listening circles provided valuable information about issues, barriers, systemic concerns and actions needed to move forward. The analysis and collation of the data is still in process; however, the following emerged as key themes:

- Microaggressions are common, their impact is not understood and their occurrence is both normalized and minimized.
- Microaggressions and acts of racism are under reported due to lack of trust, fear of reprisal and feelings of inevitability and futility.
- Avoidance and denial of the extent and impact of racism, particularly systemic racism, are key areas that require sustained effort.
- Lack of diverse cultural representation in curriculum, resources and the division's staffing complement is a key concern.
- Anti-racism work needs to be conceptualized as ongoing and embedded work and we need to avoid being "tokenistic and performative" in our efforts.

- Recognition and acceptance that racism, including systemic racism, is an area that we need to address has reached a critical mass among staff, parents, students and community partners.

A draft anti-racism policy and action plan will be released in early 2024 for discussion, revision and action.

### **E. S. Gish Report Anti-Racism Initiative**

As part of the division and board’s commitment to anti-racism education and the development of staff capacity in this area, we facilitated a pilot initiative at E.S. Gish School where staff engaged in year-long professional learning focused on anti-racism. Staff participated in four sessions led by external experts. The goals of these sessions were:

- Build staff capacity in understanding anti-racism, inclusion, equity, bias and cultural competence.
- Identify and address challenges surrounding anti-racism work.
- Explore responsive actions in building meaningful, implementable ways to address racism, equity and inclusion.
- Expand relationships within the school and greater community that support the provision of culturally-meaningful learning and enrichment opportunities.

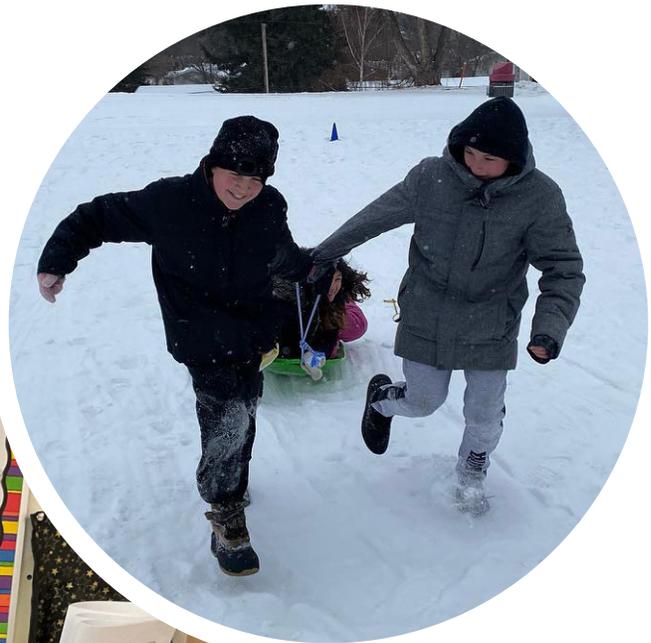
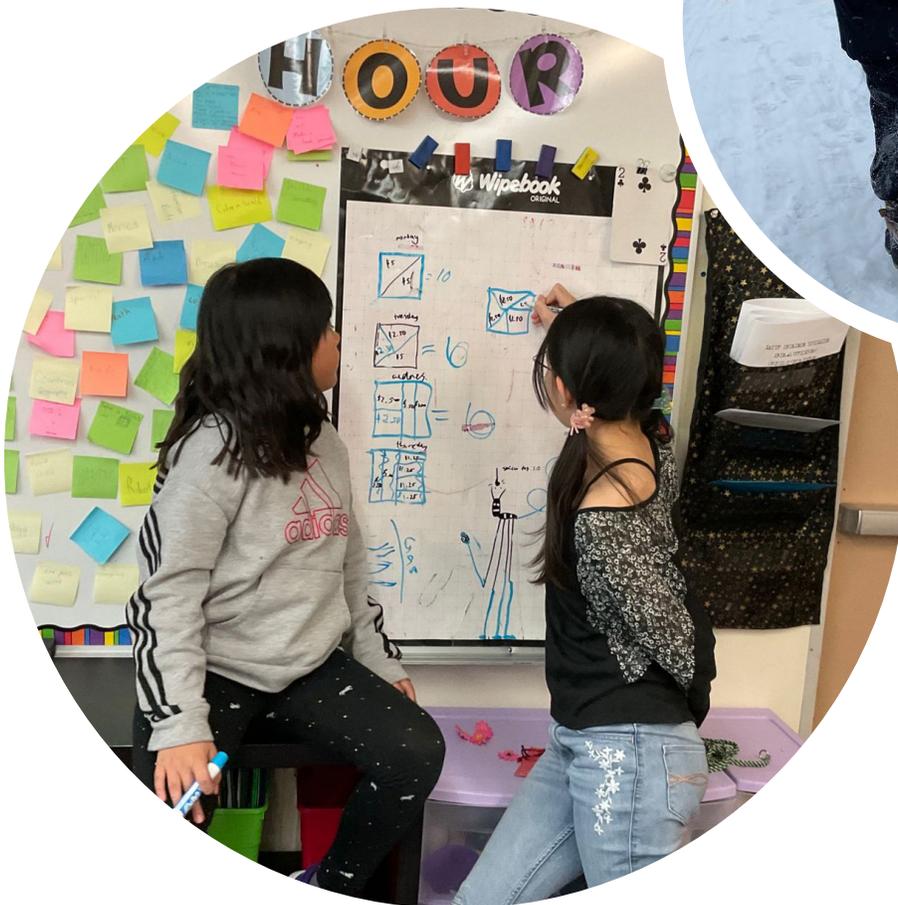
The anti-racism initiative at E.S. Gish will continue in 2023-2024. Additional professional learning will be focused on learning about culturally-responsive pedagogy. In addition, we will administer a demographic student survey of students from Grades 4-9 around culture, identity and religion. Finally, resource development and enhanced parent engagement will be enhanced in the initiative as we move forward.



## Build understanding of a broad conceptualization of equity

(Outcomes 1, 2, 4 and 5)

This strategy area will emerge over years three and four of the education plan. Other strategy areas encompass the foundational elements of building a broad and comprehensive understanding of equity. Building understanding in the areas of responsive instruction and assessment and all aspects of our anti-oppressive work (anti-racism, decolonizing and indigenizing, SOGI) contribute to an understanding that equity work is inclusive of all pedagogical and operational work of the school division.





DIRECTORY

ALBERTA  
CONSTRUCTION  
TRAINING INSTITUTE  
y & Mixed Reality  
for Simulators  
Building  
and Work Platforms  
Kaiser (V&B 800)  
- Civil & more

Alber  
v192

EMS  
PARAMEDIC

TUCANO

## Strengthen decolonization and indigenization work across the division

(Outcomes 1, 2, 4, 5 and 6)

### Professional Learning supporting Decolonization and Indigenization

The Walking Together leads continued their journey to deepen their understanding of Indigenous worldviews and cultural practices. In 2022-2023, the newly-hired Indigenous cultural consultant facilitated several powerful experiences for the Walking Together leads including a simulated “dry” sweat lodge experience, an experiential workshop based on the Medicine Wheel teachings and the gifting of smudging rights. Unique to each of these experiences were the emotional connections that emerged as leads were vulnerable and shared not only professional vulnerabilities, but also personal ones. There is a powerful difference between learning about “wholistic” approaches and participating in experiences that allows others to truly “see” you as a whole person. The Walking Together leads have expanded from a group of 30 people to just over 60 learners.



We also offered truth and reconciliation sessions to support staff during the 2022-2023 school year including two sessions facilitated by a local Indigenous educator and University of Alberta graduate student. The two sessions focused on Truth, Realities and Images of Indigeneity and Holism – Finding our Balance. These sessions have both application to personal growth and practices in schools/classrooms.

The Indigenous cultural consultant supported many school-based learning experiences. The teachings included whole and small group staff teachings on smudging, medicines and the sacred role of circles.

In November 2022, we welcomed an Indigenous teacher from Manitoba who facilitated a full-day session on First Nations math and science. The informative session focused on practical ways to infuse First Nations teachings into science and mathematics lessons. One of the teachings that many participants used with students was birch bark teachings.

### Indigenizing the Classroom

Indigenizing the classroom is more than bringing Indigenous content into the classroom context. Indigenizing includes honouring traditional norms, social values and mental constructs that guide how Indigenous peoples live and organize their lives. St. Albert Public Schools has strong relationships with Indigenous community members who help bring Indigenous worldviews into classrooms. From January to June, we were fortunate to have an Indigenous cultural consultant employed by the division who enjoyed and worked diligently to further indigenize our schools and classrooms.

From January to June, the consultant:

- blessed the official opening of the replacement Paul Kane High School through a smudge ceremony and honour song;
- worked with Paul Kane to name and officially open the Wellness Room;
- worked with a small group of Hillgrove students on healing circles, drumming, dreamcatchers, shelter and fire building;
- cooked traditional fry bread and tacos with Outreach and William D. Cuts students;
- worked with elementary students on the importance of respect through facilitating smudging and a healing circle;
- facilitated a session on the history of music through an Indigenous lens for a group of Grade 10 music students;
- facilitated pipe, drum and smudge teachings at several elementary, junior and senior high schools;
- facilitated storytelling teachings for Kindergarten and other grade levels at Muriel Martin, Sir Alexander Mackenzie, Leo Nickerson and Kinosayo elementary schools;
- facilitated a dry sweat experience for yoga students at Paul Kane, and facilitated teachings on medicines at Lorne Akins and Sir Alexander Mackenzie schools.

## Sir Alexander Mackenzie Elementary School Decolonization Initiative

As part of the division and board's commitment to truth and reconciliation and the critical importance of embedding decolonizing practices in students' learning experiences, we facilitated a pilot initiative where staff at Sir Alexander Mackenzie (SAM) Elementary School engaged in year-long professional learning and actioning of decolonizing practices. In addition to professional learning facilitated by an Indigenous scholar from the University of British Columbia, staff also engaged in collaborative planning and enacting of decolonizing projects within their classrooms. The SAM initiative also involved a school-wide project focused on Métis teachings facilitated by a local Métis knowledge keeper. Each class received Métis sash teachings and wove a portion of a sash. The knowledge keeper took each class sash and wove the pieces into a school-wide sash that serves as an important artefact of their learning and the school's commitment to truth and reconciliation.

Interview data was collected from SAM staff throughout the project as the pilot initiative will be used to guide additional pilots across the division. The following are excerpts from staff interviews.

*"The value of a school-wide approach is that more people are invested in the work and there is an expert external person (Indigenous scholar) for everyone to talk to, ask questions, gain perspective.."*

*"It feels like we have a common goal, more people are included and the shared experiences and learning allow for greater opportunities for conversations."*

*"This is a thing we are doing so you need to get on board and start... This is an exciting time to be in education. History will judge this period in education in how we handled the emerging information and if we want to be on the right side of history then get on board."*

*"It's hard to change what you have been doing for a long time when you feel it's been successful but when people start to recognize the impact on some students when you don't change your practice, it creates an impetus for change."*

Staff also identified challenges with a school-wide approach, including: using staff meeting time, competing priorities, time, the magnitude of what needs to change, and the lingering fatigue from the pandemic.

The SAM initiative continues in the 2023-2024 school year with continued supported professional learning from an external expert and an expanded focus on intersectionality.



## Celebrating Indigenous High School Graduates

In 2022-2023, St. Albert Public Schools worked with parents and community members to honour and celebrate Indigenous students graduating from high school. As part of the high school graduation ceremonies, First Nations students were presented with an eagle feather and Métis students were presented with a Métis sash. In preparation for these presentations, participating families were invited to feather and sash teachings led by the Indigenous cultural consultant and local Métis leaders. In addition, in June, we held our first annual Indigenous graduation dinner and program. Over 100 graduates, family members, staff, community members and trustees gathered for a wonderful dinner, a program focused on listening to the voices of Indigenous students and a culminating round dance.



## Support the implementation of new curriculum

(Outcomes 1, 2, 5, and 6)

### New Curriculum Implementation

The Curricular Services team was very active in their support of the implementation of new curriculum at the elementary level (Kindergarten to Grade 3 English Language Arts and Literature, Mathematics and Physical Education and Wellness in both English and French Immersion). They developed and offered a series of workshops based on the feedback from teachers. Teachers identified what areas that they needed the most support. The fall 2023 support included:

- Offerings at the November and January professional development (PD) days. The November PD day focused on reporting using the new learning outcomes and the January PD day provided opportunities for teachers to come together in grade cohorts.
- Cohort collaboration opportunities for which teachers provided their intentions for the half day and then they had the time entirely at their disposal to work on new curriculum in a way that was meaningful to them.
- Support for acquiring resources for the new curriculum following the parameters of the Alberta Education grant.

The Curricular Services team expanded new curriculum support in the spring of 2023 to include Kindergarten to Grade 3 Science (English and French Immersion) as well support in French Immersion Language Arts and Literature, Grades 4-6 English Language Arts and Literature and Mathematics in both English and French Immersion. The support included:

- facilitating opportunities for teachers to come together to introduce the structure of new curriculum. Teachers examined similarities and differences and began planning with the new curriculum using the framework of High Priority Skills and Procedures. A needs assessment was also completed in order to plan professional learning and other supports for the 2023-2024 school year;
- facilitating opportunities for teacher working groups to create materials to make new curriculum more manageable. A three-year implementation plan was developed which aligned current resources to the new curriculum, identified gaps and developed both High Priority Skills and Procedures (HPSPs) and scope and sequence documents using the HPSPs; and

- a Summer Institute for teachers to come together to understand the Learning Outcomes and Skills and Procedures and to develop materials to support new curriculum implementation. The first session, July 3-5, included 55 teachers and the second session, hosted August 22-24, included 22 teachers.

### Assessment and Reporting

The implementation of new curriculum created opportunities to have conversations about assessment. The Curricular Services team facilitated conversations with Kindergarten teachers to shift the Kindergarten Exit document to represent the new curriculum, as this is the first time Kindergarten has a provincially-mandated curriculum (as opposed to a program statement). Furthermore, new reporting documents were developed at the elementary level to align with the new curriculum.



Please keep off stage.

OMNIA TRAINING



CONSTRUCTION

# OWN YOUR FUTURE



## Leverage professional development and collaboration to strengthen responsive instruction and sound assessment

(Outcomes 1, 2, 5 and 6)

### Assessment and Reporting

Assessment plays a key role in the process of learning. As assessment is a lens for understanding student learning, a strategy for identifying invisible barriers and a tool to help us to improve our teaching approaches, St. Albert Public Schools continues to invest in the enhancement of our assessment processes. In 2022-2023, the Curricular Services team facilitated conversations to pilot a standards-based report card for William D. Cuts Junior High School. The curricular and school teams engaged in collaborative conversations to develop high-priority learning outcomes for junior high Language Arts, Mathematics, Science and Social Studies. In 2022-2023, the project-based Pursuits program piloted a hybrid standards and percentage-based reporting document. The goal is to gather feedback from stakeholders and expand the hybrid reporting model.

### Support for School-Based Projects

As a site-based support division, the Curricular Services team works with school teams to determine how the team can support each school's unique execution of the strategy related to responsive instruction and sound assessment. The team visited each school to connect with school administrators to discuss their needs and the support required. Illustrative school-based projects in 2022-2023 school year included:

Kinosayo's inquiry-based instructional focus in which the Curricular Services team collaborated with Kinosayo's administration and teachers. The support included professional learning and time to collaborate with a specific focus on inquiry-based programming.

Lorne Akins Junior High School's instructional focus was on active learning experiences and student engagement. The Curricular Services team collaborated with the Lorne Akins administration and lead teachers to support mathematics teachers and grade 8 core subject teachers in embedding ways to enhance active student learning in the classroom.

Lois. E. Hole Elementary school is focused on a multi-year literacy project. The Curricular Services team worked with school staff to facilitate goal setting and the development of a parallel professional development plan in support of literacy in both English and French.

The Paul Kane High School Mathematics Department is engaged in professional conversations in the use of *Thinking Classrooms*. Our numeracy coordinator collaborated with the mathematics team as they embarked on effectively using vertical non-permanent surfaces to support strong numeracy behaviours (persistence, collaboration, resilience).

### Diplôme d'études en langue française (DELF)

The Diplôme d'études en langue française (DELF) is a diploma examination issued by the French Ministry for National Education to certify the French language skills. The administration of the DELF examination is a long-standing component of the French Immersion program in St. Albert Public Schools. In 2022-2023, we coordinated with Grande Prairie Public Schools to become an affiliated testing centre for the DELF exam. We facilitated testing of 48 Grade 12 students for the B2 language level. Forty-seven DELF certificates were presented at the June graduation ceremony.

The coordinator, French Immersion continued to support oral language skills in all grades through in-school residencies, team teaching, model lessons and facilitated professional learning and collaboration.

### Curricular Services Embedded Work

Our team in Curricular Services, including coordinators in literacy, numeracy and French immersion/educational technology, continued to focus on providing support to school staff. Supports included small-group teacher professional development (46.7%), focused planning and collaboration with teachers (20.6%), classroom modelling (10.3%), as well as smaller percentages in the areas of one-to-one teacher and educational assistant coaching, small group coaching, whole school-staff professional development and classroom observation and feedback. In total, the Curricular Services team documented 4,310 school-based supports during the 2022-2023 which is double the supports from the 2021-2022 school year. The coordinators also source external and internal experts to facilitate professional learning for teachers and they collaborate with external partners to ensure our school division is abreast of emerging research and best practices.



→ Backbend  
→ Situ. Bandhasana  
- Bridge

→ Core  
→ Navasana  
- Boat

→ Inversion  
→ Salamba Sarvangasana  
- Shoulder Stand

\* Press into Feet  
- Use of Block

\* Happy with knee knees

\* Neck Support  
- tuck shoulder in  
- Support low back  
with Hands

④ Relaxation  
\* Savasana



## Strengthen instructional leadership initiatives to support current and emerging leaders

(Outcomes 1, 2, 3, 4, 5 and 6)

### Supporting Aspiring Leaders

In 2022-2023, St. Albert Public Schools began an initiative to support staff who are interested in leadership. For the inaugural year, the division principal and the director of Curricular Services facilitated a three-part series for over 25 staff to build their understanding of educational leadership. The series focused on the Leadership Quality Standards (LQS) competencies with particular emphasis on Competency One – Building Effective Relationships. Participants had the opportunity to explore what makes a good leader and the roles that the qualities of trust, authenticity, fairness and credibility play in building effective professional relationships. The series culminated with a panel of division and school leaders answering participants questions.

### Supporting Leadership

The work of instructional leaders is to ensure that every student receives the highest-quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning. St. Albert Public Schools is very proactive in addressing the issues of leadership development and succession planning. The Administrator’s Mentorship Program continued to flourish. Flexibility in pairing of principals and assistant principals, coupled with the opportunity for individuals, pairs and small groups to develop growth plans designed to meet their own specific professional needs have resulted in a program that is highly effective. In 2022-2023, we had several changes at the school administration level. Two principals and two assistant principals were new to their roles. The newly created role of division principal was instrumental in supporting new school administrators as they established informal mentorship structures. In addition, we had changes in the central office learning team. The coordinators of numeracy and inclusive education were new to their roles in 2022-2023.

Our division offers a “Leading for Learning” model that places the school administrators at the centre of instructional leadership and surrounds them with the support of division services and senior administration. During the 2022-2023 school year, senior administration met with school principals on a bi-weekly basis (one virtual and one in person). The frequency of the meetings allowed division and school leaders

to share information promptly, to respond to any emergent issues/concerns and as well as to proactively identify matters for additional conversation and discussion. In addition, division and school leaders participated in learning sessions focused on the investigations, documentation and legal matters.

As we embark on a differentiated approach to support leaders, division leaders, assistant principals and principals had opportunities to participate in a book study of *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Sfir & Dugan, 2021). Rather than division-led, the book study structure allowed school administrators to lead their colleagues in their exploration of the book. In addition, school leaders had the opportunity to participate in sessions focused on *Leadership Competency Five - Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit*. These sessions were led by a local Indigenous educator/leader and an Indigenous scholar.

Succession planning for school-based leaders includes a robust leadership development plan for current assistant principals. The division principal and the director of Curricular Services facilitated a series of collaborative opportunities for assistant principals focusing on *Leadership Competency Three - Embodying Visionary Leadership*. Through in-depth exploration, discussion and debate, the assistant principals co-constructed criteria that define what visionary leadership means in St. Albert Public Schools.



### Leadership and Teacher Growth, Supervision and Evaluation

The superintendent team, principals and teachers work together to implement our provincial and local policies to ensure that all teachers’ and leaders’ practices are consistent with the Teaching and Leadership Quality Standards. There is a robust support and evaluation process in place for beginning teachers and leaders. New teachers are formally evaluated by their school administration teams. Beginning in 2022-2023 school year, the division principal also participated in the evaluation of new teachers and

new assistant principals. With respect to school leaders, the superintendent formally evaluates new principals and new assistant principals over a two-year period. The superintendents team also have a series of one-on-ones with principals/school administration teams to review their growth plans, school plans, results and human resources and financial matters. Furthermore, all staff holding a teaching certificate develop an annual professional growth plan which includes one-on-one meetings with their principals/supervisors.

Effective supervision and evaluation are integral parts of the culture of St. Albert Public Schools.



St. Albert Public Schools is committed to an assurance model that gathers feedback from stakeholders. In addition, to stakeholder engagement workshops, we conduct annual satisfaction surveys. In the spring of 2023, 1,813 parents, 642 staff, 1,326 elementary students, 1,506 junior high students and 636 high school students completed the satisfaction surveys. Included in this report are the questions most related to the education plan outcomes. All survey data are presented annually to the Board of Trustees at their June public board meeting.

## Connection

Survey	Results (%)				
	2019	2020	2021	2022	2023*
<b>Students</b>					
Students who agree their teachers and school staff show they care about their success.	84.4	84.0	86.6	84.1	70.9
Students who agree that they feel accepted for who they are at school.	82.3	78.6	82.4	81.3	75.2
Students who agree that their school is a place where they feel like they belong.	76.8	76.6	77.8	76.1	55.4
Students who agree that they like being at school.	67.6	65.5	68.9	67.1	45.6
Students who agree that all students are welcome to participate in school activities (e.g. clubs, teams).	91.8	90.4	89.5	92.3	86.4
Students who agree that their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	87.1	91.1	88.9	89.1	77.0
Students who agree that their school is a safe place for all students.	New Indicator				65.8

\*The Student Survey results indicate a change in rating scale as we shifted from a satisfaction scale to a frequency scale. The 2023 results indicate the percentage of students who indicate frequently/almost always in their responses. 2023 results are not comparable with previous years. In 2023, the following scale was used for the student survey Almost Never, Once in a While, Sometimes, Frequently, Almost Always. The percentage reported in the 2023 column for students represents the percentage of students who responded frequently or almost always. The staff and parent surveys retain the satisfaction scale - Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied and Don't Know. The percentages reported for staff and parents represents the percentage of staff/parents who responded very satisfied/satisfied.

<b>Parents</b>					
Parents who are satisfied that teachers care about their children.	91.0	90.0	89.0	91.0	90.0
Parents who are satisfied that their child's school is a positive, caring and welcoming place.	88.8	91.6	92.1	90.5	90.2

<b>Staff</b>					
Teachers who are satisfied that staff care about students.	99.0	100	100	100	100
School staff who are satisfied that their school is a positive, caring and welcoming place.	95.5	95.6	94.2	94.2	95.6

<b>Citizenship Measure – Provincial Assurance Framework</b>					
Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.3	81.1	79.3	78.2	80.0

## Growth

Survey	Results (%)				
	2019	2020	2021	2022	2023*
<b>Students</b>					
Students who agree their teachers make the topics they learn about interesting.	73.7	74.0	76.9	76.0	55.0
Students who agree teachers and school staff provide a variety of ways for them to learn.	83.3	80.9	81.2	80.1	72.6
Percentage of students who agree that teachers provide feedback that helps them learn.	87.2	86.0	88.6	87.1	70.2

\*The Student Survey results indicate a change in rating scale as we shifted from a satisfaction scale to a frequency scale. The 2023 results indicate the percentage of students who indicate frequently/almost always in their responses. 2023 results are not comparable with previous years. In 2023, the following scale was used for the student survey Almost Never, Once in a While, Sometimes, Frequently, Almost Always. The percentage reported in the 2023 column for students represents the percentage of students who responded frequently or almost always. The staff and parent surveys retain the satisfaction scale - Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied and Don't Know. The percentages reported for staff and parents represents the percentage of staff/parents who responded very satisfied/satisfied.

<b>Parents</b>					
Parents who are satisfied with the support and resources available to meet the diverse needs of students.	84.3	78.0	80.5	78.8	74.8
Parents who are satisfied that their child's learning needs are being met.	87.3	84.0	85.6	84.7	81.8

<b>Staff</b>					
School staff who are satisfied that they are provided the support and resources needed to meet the diverse needs of students.	85.5	83.2	84.7	82.0	71.8
Staff who are satisfied that they have the support necessary to be effective and successful in their job.	90.4	88.8	87.2	87.2	83.5
Staff who are satisfied with the opportunities to collaborate with colleagues.	77.8	82.1	83.1	77.1	73.2
Staff who are satisfied that the professional growth plan process helps them improve their skills.	80.7	84.3	81.6	79.8	79.8
Staff who are satisfied with the opportunities to assume leadership roles.	82.8	84.7	82.2	84.7	76.5

<b>Student Learning Engagement – Provincial Assurance Framework</b>					
Teachers, parents and students who agree that students are engaged in their learning at school.	-	-	82.2	83.9	83.6



**Wellness**

Survey	Results (%)				
	2019	2020	2021	2022	2023*
<b>Students</b>					
Students who agree that when they make a mistake, they try again.	91.2	90.2	90.7	91.2	75.7
Students who agree they know at least one adult in their school who they could go to for help.	89.5	88.4	89.1	88.4	63.4
Students who agree that in their school, they can get the support they need for their mental health.	78.6	74.0	75.1	68.9	49.2
My school provides me opportunities to be physically active.	90.1	89.6	89.7	89.4	87.7
Students who agree that their school encourages them to make healthy food choices.	68.9	69.3	69.9	68.1	54.6
Students who agree that they feel safe at school.	82.3	81.3	84.3	81.0	74.6

\*The student survey results indicate a change in rating scale as we shifted from a satisfaction scale to a frequency scale. The 2023 results indicate the percentage of students who indicate frequently/almost always in their responses. 2023 results are not comparable with previous years. In 2023, the following scale was used for the student survey Almost Never, Once in a While, Sometimes, Frequently, Almost Always. The percentage reported in the 2023 column for students represents the percentage of students who responded frequently or almost always. The staff and parent surveys retain the satisfaction scale - Very Satisfied, Satisfied, Unsatisfied, Very Unsatisfied and Don't Know. The percentages reported for staff and parents represents the percentage of staff/parents who responded very satisfied/satisfied.

**Access to Supports and Services – Provincial Assurance Framework**

Teachers, parents and students who agree that students have access to the appropriate supports and services at school.	-	-	80.6	78.7	79.7
--	---	---	------	------	------

**Welcoming, Caring, Respectful and Safe Learning Environments – Provincial Assurance Framework**

Teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	-	-	86.5	84.7	85.4
---	---	---	------	------	------



## Equity

Survey	Results (%)	
	2022	2023*
<b>Students</b>		
In the last year, I have witnessed or experienced racism at school.	19.4	29.6
At school, I am learning about gender diversity and sexual orientation.	New Indicator	32.7
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator	35.4
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator	50.2
*The student survey results denotes percentage of students who indicated frequently/almost always		
<b>Parents</b>		
Parents who are satisfied with their child's opportunities to learn about First Nations, Métis and Inuit worldviews, identities and cultures.	New Indicator	80.1
Parents who are satisfied with their child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	New Indicator	64.1
Parents who are satisfied with their child's opportunities to learn about people from different races, ethnicities or cultures.	New Indicator	78.5
Parents who are satisfied that their child's school is a place where staff anticipate, value and support diversity and learner differences.	New Indicator	79.9
<b>Staff</b>		
Staff who are satisfied with the opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	New Indicator	93.1
Staff who are satisfied with the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	New Indicator	90.7
Staff who are satisfied with opportunities to learn about anti-racism and culturally-responsive practices.	New Indicator	84.3
Staff who are satisfied that their school is a place where staff anticipate, value and support diversity and learner differences.	New Indicator	91.8



**Overall**

Survey	Results (%)				
	2019	2020	2021	2022	2023
<b>Students</b>					
Students who are satisfied with the overall quality of teaching at their school	92.7	94	92.0	91.5	92.5
Students who are satisfied with the variety of courses at their school.	90.5	90.5	84.5	88.0	92.5
<b>Parents</b>					
Parents who are satisfied with the quality of education their child is receiving.	86.8	93.1	92.7	92.0	90.8
Parents who are satisfied with the choice of courses and programs available in their school.	91.3	92.9	92.9	92.7	92.5
<b>Staff</b>					
Staff who are satisfied with the quality of education that students are receiving in school.	95.3	94.8	98.2	98.0	97.5
Staff who are satisfied with the choice of courses and programs available for students in the school division.	95.4	93.0	95.2	98.5	93.8
<b>Education Quality Measure – Provincial Assurance Framework</b>					
Teachers, parents and students satisfied with the overall quality of basic education.	88.7	89.6	87.7	88.8	89.0
<b>Parent Involvement Measure – Provincial Assurance Framework</b>					
Teachers and parents satisfied with parental involvement in decisions about their child's education.	78.1	78.8	74.9	72.1	75.4

	Results (%)				
	2019	2020	2021	2022	2023
<b>Provincial Achievement Tests</b>					
Acceptable Standard	83.3	N/A	N/A	73.7	72.9
Standard of Excellence	25.3	N/A	N/A	18.5	16.5
<b>Diploma Examinations</b>					
Acceptable Standard	81.7	N/A	N/A	75.5	76.6
Standard of Excellence	20.5	N/A	N/A	14.5	13.1
<b>High School Completion Rate</b>					
3 Year Completion	82.6	86.2	82.0	85.4	84.8
5 Year Completion	88.8	86.1	90.5	90.8	88.9

## Stakeholder Engagement and Communication

The Four-Year Education Plan and Annual Education Results Report for St. Albert Public Schools were developed as a result of considerable stakeholder input and a comprehensive results review. On March 11th, 2022, we hosted our annual Stakeholder Engagement Workshop inclusive of students, staff, parents and community members. The workshop focused on “What is most important” as we emerge from the pandemic. Feedback was incorporated in the division priorities, outcomes and strategies. On February 15th, 2023, we hosted an engagement workshop focused on racism in our schools and community. Finally, surveys are conducted annually. Again, this feedback was used to revise the four-year plan strategies and stakeholder survey questions.

The complete document is available at our division office (60 Sir Winston Churchill Avenue, St. Albert, AB T8N 0G4), on our website at [www.spschools.org](http://www.spschools.org) or at school sites.

## Alignment with Ministry Business Plan - Education

The St. Albert Public Schools Four-Year Education Plan was developed in alignment with the Alberta Education 2023-2026 Business Plan, including the following provincial outcomes:

**Outcome 1:** Alberta’s students are successful.

**Outcome 2:** First Nations, Métis and Inuit students in Alberta are successful.

**Outcome 3:** Alberta has excellent teachers, school leaders and school leaders.

**Outcome 4:** Alberta’s K-12 education system is well governed and managed.

Furthermore, our Four-Year Education Plan meets the requirements as outlined in the five domains of the assurance framework - Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance and the Local and Societal Context.



## Principles for the Allocation of Resources

### Basic Principles

---

- The board allocates resources equitably to all schools in respect of the learning needs of the students.
- The method of allocation is kept as simple as possible.
- The basis of allocation is primarily enrollment driven and recognizes the value of a strong basic allocation rate.

### Development and Implementation Principles

---

- School principals and the senior leadership group are responsible for developing recommendations to the superintendent who brings a basis of allocation recommendation to the Board of Trustees.
- The Basis of Allocation provides resources to support all students with an instructional program and learning resources appropriate to their educational needs. Support services such as counselling, intervention, libraries and technology are provided within the available resources.
- School principals are responsible for developing education plans and their site-based expenditure budgets.
- Division service administrators are responsible for developing education plans that address the need for division support services.
- The education plans serve as planning, operational and control mechanisms to ensure accountability for results and resources, and to be the basis for board approval of school and division services programs and resource deployment.
- All decisions taken are consistent with the division's mission and the priorities set out in the division's Four Year Education Plan and are consistent with prevailing collective agreements, division policy and provincial statutes and regulations.
- The superintendent of schools can discuss with any school principal and then reallocate a portion of a school's surplus, if it is significantly higher than the projected future needs of that particular school.

### Basis of Allocation

---

The basis of allocation process establishes the criteria to equitably allocate instructional funding to schools and to school programs based on differentiated student needs. Once the level of resources required to address differentiated student needs is determined, and the grant rates are approved by Alberta Education, a basic allocation rate per student can be established. The per-student rates for differentiated categories of student needs are based on a ratio or weighting of the basic allocation rate. The level of shared instructional services and recoveries, transfers and charges allocated to instruction affect the basic allocation rate and are a component of the basis of allocation.

### Budget Principles

---

- All staff and school councils have the opportunity for involvement in the budget planning process.
- The responsibility for expending funds is delegated to schools and service departments through the budget allocation.
- School and division services education plans are addressed in the budget.
- School budgets reflect the anticipated costs of meeting the identified educational requirements of all students.
- The degree of operational flexibility within the approved budget is clearly defined.
- The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of programs and resource deployment.
- Surpluses and deficits are monitored and reported.
- The budget is developed in accordance with generally-accepted accounting principles.

## Budget Guidelines

### Enrollments

- Approved budgets will be based on projected enrollments.
- Budgets will be revised in October based on actual September 30th enrollments.

### Changes in Priorities

- The superintendent must be consulted if adjustments to school priorities are considered during the year.

### Surplus/Deficit

- Schools will plan for balanced budgets.
- Planning for contingent expenditures should be built into the budget.
- Surpluses and/or deficits will be carried over into the next year's budget as an aggregated amount.
- Deficit recovery plans are required in the event of a deficit.

### Reserves

- Schools may set aside budget reserves in anticipation of future equipment needs that could not normally be acquired within the funding allocations for a single year.
- The reserve fund must have a specific purpose, clearly described in the school's plan.
- The superintendent is to be consulted on the establishment and allocation of reserve funds.
- Reserve funds are not considered when calculating the maximum surplus allowable.

### Variance Report

2022-2023 SCHOOL YEAR

Total Expenses	Total Budget
<b>\$101,541,767</b>	<b>\$98,434,507</b>

Variance percentage is 3%.

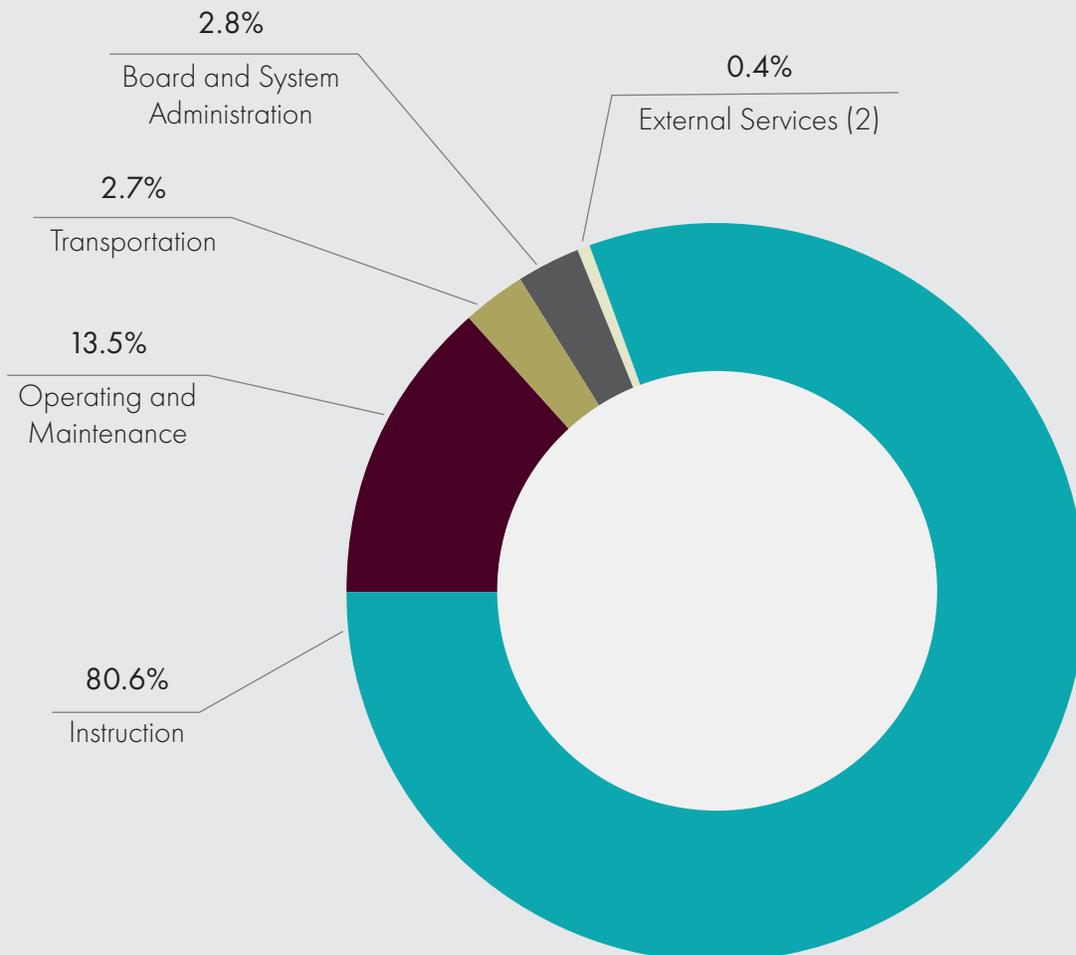
As per guidelines a variance explanation is not required for variances less than 10%.



## 2023-24 Budgeted Expenditures

	Budgeted Total Expenditures	Budgeted Number of Students (1)	Calculated Spending per Student
<b>Expenditures</b>			
Instruction	90,363,932	9,071	9,962
Operating and Maintenance	15,115,305	9,071	1,666
Transportation	3,042,384	2,357	1,291
Board and System Administration	3,168,348	9,071	349
External Services (2)	443,076	9,071	49
<b>Total Board Expenditures</b>	<b>112,133,045</b>	<b>9,071</b>	<b>12,361.71</b>

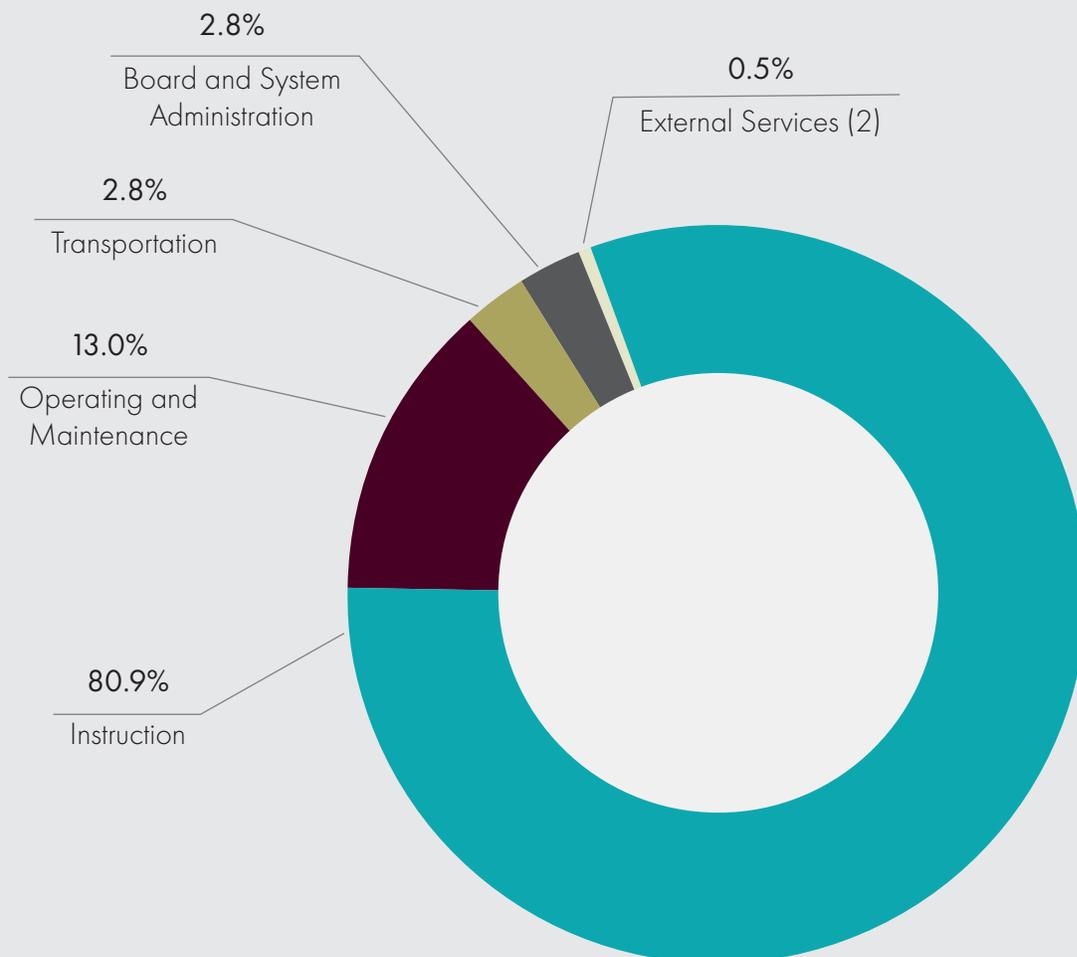
- (1) ECS students reported as 0.5 except for transportation. PUF children (78) are not included in the student enrollment.
- (2) External Services includes, but it not limited to secondments, cafeteria and international students, fundraising, and sales.



## 2022-23 Budgeted Expenditures

	Budgeted Total Expenditures	Budgeted Number of Students (1)	Calculated Spending per Student
<b>Expenditures</b>			
Instruction	87,914,825	8,806	9,984
Operating and Maintenance	14,091,417	8,806	1,600
Transportation	3,020,162	1,977	1,528
Board and System Administration	3,056,879	8,806	347
External Services (2)	548,515	8,806	62
<b>Total Board Expenditures</b>	<b>108,631,798</b>	<b>8,806</b>	<b>12,336</b>

- (1) ECS students reported as 0.5 except for transportation. PUF children (78) are not included in the student enrollment.
- (2) External Services includes, but it not limited to secondments, cafeteria and international students, fundraising, and sales.



## WEBSITE LINKS

### St. Albert Public Schools' Financials

[www.spschools.org/board-governance/financials](http://www.spschools.org/board-governance/financials)

### St. Albert Public Schools' Capital and Infrastructure Maintenance and Renewal Plans

[www.spschools.org/board-governance/plans-reports](http://www.spschools.org/board-governance/plans-reports)

For additional information please contact:

Financial Services at 780.460.3712 or [info@spschools.org](mailto:info@spschools.org)

## Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. There are no disclosures to report for the 2022-2023 school year.



## Early Years Assessment

	Total number of Students Assessment at the beginning of the school year (January for Grade 1)	Total number of students assessed at being at risk in literacy or numeracy on these initial assessments	Total number of at-risk students in literacy only who received literacy intervention programming	Total number of at-risk students in literacy only who received numeracy intervention programming	Total number of at-risk students in literacy who received both literacy and numeracy intervention programming
Grade 1	621	236	99	51	86
Grade 2	629	147	147	0	0
Grade 3	628	133	131	1	1
Grade 4	83	94	87	3	4

## Early Years Literacy Assessment

	Approved Literacy Screening/Assessment	Total number of students assessed at being at risk in literacy on these initial assessments	Total number of students assessed at being at risk in literacy on final assessments	Average number of months behind grade level at-risk students were in literacy at time of initial assessment	Average number of months behind grade level at-risk students were in literacy at time of final assessment
Grade 1	LENS/CC3	185	87	4.8	1.8
Grade 2	LENS/CC3	260	131	4.8	2.8
Grade 3	CC3	130	47	7.1	5.3
Grade 4	CC3	43	21	6.1	3.8

## Summary of Interventions

A combination of pull-out and push-in supports was used throughout the 2022-2023 school year and the combination was determined to be the most effective. The pull-out supports allowed for targeted interventions based on student needs. Pull-out interventions were offered on an individual and/or small-group basis. The push-in supports allowed for students and teachers to bridge universal supports being offered in the classroom, allowing for the greatest transfer of learning. By combining two strategies, schools were best able to leverage the impacts of the interventions.

## Early Years Numeracy Assessment

	Approved Numeracy Screening/Assessment	Total number of students assessed at being at risk in numeracy on these initial assessments	Total number of students assessed at being at risk in numeracy on final assessments	Average number of months behind grade level at-risk students were in numeracy at time of initial assessment	Average number of months behind grade level at-risk students were in numeracy at time of final assessment
Grade 1	Provincial Screener	137	77	4.9	3.5
Grade 2	Provincial Screener	0	10	3.7	3.1
Grade 3	Provincial Screener	2	10	4.0	3.0
Grade 4	Provincial Screener	7	0	3.5	0.5

## Summary of Interventions

We identified the alignment of progressions to the interventions as the most effective strategy. By focusing on individual skill progressions, teachers and interventionists were better able to support students in their next steps in learning, allowing the interventions to most effectively targeted.

### Overall Summary

Assurance Domain	Measure	St. Albert Public Schools			Alberta			Measure Evaluation		
		Results (%)			Results (%)			Results		
		Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average	Achievement	Improvement	Overall
Student Growth & Achievement	Student Learning Engagement	83.6	83.9	83.9	84.4	85.1	85.1	N/A	Maintained	N/A
	Citizenship	80.0	78.2	79.6	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	84.8	85.4	84.6	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	88.9	90.8	89.2	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable	72.9	71.8	N/A	63.3	64.3	N/A	Intermediate	N/A	N/A
	PAT: Excellence	16.5	19.9	N/A	16.0	17.7	N/A	Intermediate	N/A	N/A
	Diploma: Acceptable	76.6	75.5	N/A	80.3	75.2	N/A	Low	N/A	N/A
	Diploma: Excellence	13.1	14.5	N/A	21.2	18.2	N/A	Intermediate	N/A	N/A
Teaching & Leading	Education Quality	89.0	88.8	89.2	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	84.7	84.7	84.7	86.1	86.1	N/A	Maintained	N/A
	Access to Supports and Services	79.7	78.7	78.7	80.6	81.6	81.6	N/A	Improved	N/A
Governance	Parental Involvement	75.4	72.1	75.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

## Students who Self-identified as First Nations, Métis or Inuit

Assurance Domain	Measure	St. Albert Public Schools			Alberta			Measure Evaluation		
		Results (%)			Results (%)			Results		
		Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average	Achievement	Improvement	Overall
	3-year High School Completion	72.7	60.3	66.2	57.0	59.5	59.1	Low	Maintained	Issue
	5-year High School Completion	73.4	80.1	73.1	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	63.9	58.9	N/A	40.5	43.3	N/A	Low	N/A	N/A
	PAT: Excellence	11.6	13.7	N/A	5.5	5.9	N/A	Low	N/A	N/A
	Diploma: Acceptable	70.1	70.9	N/A	74.8	68.7	N/A	Very Low	N/A	N/A
	Diploma: Excellence	9.8	3.6	N/A	11.3	8.5	N/A	Low	N/A	N/A

## Students who Require and Receive English as an Additional Language (EAL) Supports

Assurance Domain	Measure	St. Albert Public Schools			Alberta			Measure Evaluation		
		Results (%)			Results (%)			Results		
		Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average	Achievement	Improvement	Overall
	3-year High School Completion	83.3	71.5	78.3	72.8	78.5	77.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	79.6	84.9	78.6	88.7	86.1	86.0	Low	Maintained	Issue
	PAT: Acceptable	65.3	86.3	N/A	57.9	59.7	N/A	Low	N/A	N/A
	PAT: Excellence	13.5	24.2	N/A	12.2	13.7	N/A	Intermediate	N/A	N/A
	Diploma: Acceptable	50.0	61.2	N/A	67.1	59.0	N/A	Very Low	N/A	N/A
	Diploma: Excellence	10.7	4.1	N/A	13.8	10.8	N/A	Low	N/A	N/A

### Notes:

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

### Student Learning Engagement

Teachers, parents and students who agree that students are engaged in their learning at school.

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2019	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2020	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2021	N	4,588	283	3,900	405		
			%	82.2	84.8	65.8	96.1		
		2022	N	4,630	294	3,897	439		
			%	83.9	88.7	66.6	96.3		
		2023	N	2,623	266	1,927	430		
			%	83.6	86.9	67.6	96.4		
		Measure Evaluation	Results	Achievement		N/A	N/A	N/A	N/A
				Improvement		Maintained	Maintained	Maintained	Maintained
Overall				N/A	N/A	N/A	N/A		
Alberta	Results (%)	2019	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2020	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2021	N	230,956	30,994	169,789	30,173		
			%	85.6	89.0	71.8	96.0		
		2022	N	249,740	31,694	187,102	30,944		
			%	85.1	88.7	71.3	95.5		
		2023	N	257,214	31,862	193,029	32,323		
			%	84.4	87.3	70.9	95.1		

## Citizenship

Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2019	N	5,058	297	4,332	429		
			%	80.3	78.0	67.4	95.6		
		2020	N	5,393	323	4,604	466		
			%	81.1	79.7	67.4	96.1		
		2021	N	4,588	283	3,900	405		
			%	79.3	72.0	69.2	96.7		
		2022	N	4,631	293	3,899	439		
			%	78.2	74.1	66.0	94.6		
		2023	N	2,625	266	1,927	432		
			%	80.0	76.8	68.7	94.6		
		Measure Evaluation	Results	Achievement		High	High	High	Very High
				Improvement		Maintained	Maintained	Improved	Maintained
				Overall		Good	Good	Good	Excellent
		Alberta	Results (%)	2019	N	265,614	35,247	197,090	33,277
%	82.9				81.9	73.5	93.2		
2020	N			264,413	36,891	193,577	33,945		
	%			83.3	82.4	73.8	93.6		
2021	N			230,843	30,905	169,741	30,197		
	%			83.2	81.4	74.1	94.1		
2022	N			249,770	31,689	187,120	30,961		
	%			81.4	80.4	72.1	91.7		
2023	N			257,231	31,869	193,015	32,347		
	%			80.3	79.4	71.3	90.3		

### Education Quality

Teachers, parents and students satisfied with the overall quality of basic education.

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2019	N	5,064	297	4,338	429		
			%	88.7	85.2	85.4	95.6		
		2020	N	5,399	324	4,608	467		
			%	89.6	88.2	84.0	96.6		
		2021	N	4,582	283	3,894	405		
			%	87.7	83.4	83.1	96.6		
		2022	N	4,612	294	3,879	439		
			%	88.8	87.0	83.1	96.4		
		2023	N	2,627	267	1,929	431		
			%	89.0	85.8	84.3	96.8		
		Measure Evaluation	Results	Achievement		High	Very High	Intermediate	High
				Improvement		Maintained	Maintained	Maintained	Maintained
				Overall		Good	Excellent	Acceptable	Good
		Alberta	Results (%)	2019	N	265,841	35,262	197,282	33,297
%	90.2				86.4	88.1	96.1		
2020	N			264,623	36,907	193,763	33,953		
	%			90.3	86.7	87.8	96.4		
2021	N			230,814	31,024	169,589	30,201		
	%			89.6	86.7	86.3	95.7		
2022	N			249,532	31,728	186,834	30,970		
	%			89.0	86.1	85.9	95.0		
2023	N			257,584	31,890	193,343	32,351		
	%			88.1	84.4	85.7	94.4		

## Welcoming, Caring, Respectful and Safe Learning Environments

Teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2019	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2020	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2021	N	4,589	283	3,901	405		
			%	86.5	84.5	78.4	96.6		
		2022	N	4,633	294	3,900	439		
			%	84.7	84.0	74.5	95.6		
		2023	N	2,628	267	1,929	432		
			%	85.4	84.9	76.1	95.2		
		Measure Evaluation	Results	Achievement		N/A	N/A	N/A	N/A
				Improvement		Maintained	Maintained	Improved	Maintained
				Overall		N/A	N/A	N/A	N/A
		Alberta	Results (%)	2019	N	N/A	N/A	N/A	N/A
%	N/A				N/A	N/A	N/A		
2020	N			N/A	N/A	N/A	N/A		
	%			N/A	N/A	N/A	N/A		
2021	N			231,091	30,980	169,900	30,211		
	%			87.8	88.2	79.8	95.3		
2022	N			249,941	31,715	187,258	30,968		
	%			86.1	86.9	77.7	93.6		
2023	N			257,391	31,885	193,156	32,350		
	%			84.7	85.6	76.6	92.0		

### Access to Supports & Services

Teachers, parents and students who agree that students have access to the appropriate supports and services at school.

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2019	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2020	N	N/A	N/A	N/A	N/A		
			%	N/A	N/A	N/A	N/A		
		2021	N	4,584	283	3,896	405		
			%	80.6	72.3	79.9	89.5		
		2022	N	4,629	294	3,896	439		
			%	78.7	69.9	78.2	88.0		
		2023	N	2,623	266	1,925	432		
			%	79.7	72.5	80.0	86.7		
		Measure Evaluation	Results	Achievement		N/A	N/A	N/A	N/A
				Improvement		Improved	Maintained	Improved	Maintained
				Overall		N/A	N/A	N/A	N/A
		Alberta	Results (%)	2019	N	N/A	N/A	N/A	N/A
%	N/A				N/A	N/A	N/A		
2020	N			N/A	N/A	N/A	N/A		
	%			N/A	N/A	N/A	N/A		
2021	N			230,761	30,936	169,631	30,194		
	%			82.6	78.9	80.2	88.7		
2022	N			249,570	31,684	186,935	30,951		
	%			81.6	77.4	80.1	87.3		
2023	N			256,994	31,847	192,805	32,342		
	%			80.6	75.7	79.9	86.2		

## Parental Involvement

Teachers and parents satisfied with parental involvement in decisions about their child's education.

				Overall	Parent	Teacher		
St. Albert Public Schools	Results (%)	2019	N	722	293	429		
			%	78.1	68.4	87.9		
		2020	N	787	321	466		
			%	78.8	68.1	89.5		
		2021	N	689	283	406		
			%	74.9	62.7	87.2		
		2022	N	730	292	438		
			%	72.1	60.5	83.8		
		2023	N	696	265	431		
			%	75.4	65.4	85.4		
		Measure Evaluation	Results	Achievement		Intermediate	Intermediate	Low
				Improvement		Maintained	Maintained	Maintained
Overall				Acceptable	Acceptable	Issue		
Alberta	Results (%)	2019	N	68,116	34,944	33,172		
			%	81.3	73.6	89.0		
		2020	N	70,377	36,556	33,821		
			%	81.8	73.9	89.6		
		2021	N	60,919	30,886	30,033		
			%	79.5	72.2	86.8		
		2022	N	62,412	31,598	30,814		
			%	78.8	72.3	85.2		
		2023	N	63,935	31,720	32,215		
			%	79.1	72.5	85.7		

Students who Completed High School within Three, Four and Five Years of Entering Grade 10

				3 Year Completion	5 Year Completion		
St. Albert Public Schools	Results (%)	2019	N	672	711		
			%	83.8	89.1		
		2020	N	641	733		
			%	86.3	86.3		
		2021	N	758	671		
			%	82.0	90.5		
		2022	N	704	647		
			%	85.4	90.8		
		2023	N	782	757		
			%	84.8	88.9		
		Measure Evaluation	Results	Achievement		High	Intermediate
				Improvement		Maintained	Maintained
Overall				Good	Acceptable		
Alberta	Results (%)	2019	N	44,978	44,842		
			%	79.7	85.2		
		2020	N	45,354	44,988		
			%	80.3	85.3		
		2021	N	46,245	44,972		
			%	83.4	86.2		
		2022	N	47,675	45,344		
			%	83.2	87.1		
		2023	N	48,340	46,238		
			%	80.7	88.6		

## Students who Self-identified as First Nations, Métis or Inuit

				3 Year Completion	4 Year Completion	5 Year Completion		
St. Albert Public Schools	Results (%)	2019	N	32	32	27		
			%	67.7	54.8	43.8		
		2020	N	34	34	35		
			%	81.0	79.8	61.1		
		2021	N	32	34	32		
			%	57.2	78.2	78.1		
		2022	N	19	34	34		
			%	60.3	68.0	80.1		
		2023	N	22	19	35		
			%	72.7	69.4	73.4		
		Measure Evaluation	Results	Achievement		Low	Very Low	Low
				Improvement		Maintained	Maintained	Maintained
				Overall		Issue	Concern	Issue
		Alberta	Results (%)	2019	N	3,632	3,453	3,266
%	57.1				60.8	64.5		
2020	N			3,750	3,524	3,407		
	%			55.9	64.2	65.0		
2021	N			3,814	3,670	3,469		
	%			62.0	63.6	68.1		
2022	N			3,972	3,729	3,593		
	%			59.5	68.6	68.0		
2023	N			3,943	3,936	3,719		
	%			57.0	65.8	71.3		

Students who Require and Receive English as an Additional Language (EAL) Supports

				3 Year Completion	5 Year Completion		
St. Albert Public Schools	Results (%)	2019	N	13	12		
			%	54.5	100		
		2020	N	12	13		
			%	83.3	74.2		
		2021	N	32	12		
			%	80.1	76.6		
		2022	N	34	12		
			%	71.5	84.9		
		2023	N	18	30		
			%	83.3	79.6		
		Measure Evaluation	Results	Achievement		Intermediate	Low
				Improvement		Maintained	Maintained
				Overall		Acceptable	Issue
		Alberta	Results (%)	2019	N	3,388	2,410
%	75.1				86.0		
2020	N			3,307	2,664		
	%			74.1	85.0		
2021	N			3,654	2,960		
	%			78.7	86.9		
2022	N			3,646	2,874		
	%			78.5	86.1		
2023	N			3,805	3,151		
	%			72.8	88.7		

**By Number Enrolled Measure History**

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	1,209	81.1	26.1
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	1,283	71.8	19.9
		2023	1,283	72.9	16.5
Measure Evaluation	Results	Achievement	N/A	Intermediate	Intermediate
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	104,012	71.1	20.8
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	109,520	64.3	17.7
		2023	115,580	63.3	16.0

**Students who Self-identified as First Nations, Métis or Inuit**

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	41	69.6	10.8
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	129	58.9	13.7
		2023	173	63.9	11.6
Measure Evaluation	Results	Achievement	N/A	Low	Low
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	7,791	49.6	7.4
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	8,584	43.3	5.9
		2023	9,049	40.5	5.5

**Students who Require and Receive English as an Additional Language (EAL) Supports**

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	98	82.9	22.9
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	77	86.3	24.2
		2023	73	65.3	13.5
Measure Evaluation	Results	Achievement	N/A	Low	Intermediate
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	16,165	64.5	15.6
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	15,953	59.7	13.7
		2023	17,260	57.9	12.2

**All Students Enrolled**

## English Language Arts 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	507	507
		%	87.4	18.3
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	52,106	52,106
		%	76.2	18.4
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## French Language Arts 6 année

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Very Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	32	32
		%	71.9	0.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	3,131	3,131
		%	77.6	12.5
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Mathematics 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	558	558
		%	74.7	13.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	52,551	52,551
		%	65.4	15.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Science 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	434	434
		%	71.7	22.6
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	54,859	54,859
		%	66.7	21.8
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Social Studies 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	665	665
		%	72.2	13.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	57,655	57,655
		%	66.2	18.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

English Language Arts 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	605	605
		%	84.3	17.5
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	56,255	56,255
		%	71.4	13.4
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## K&amp;E English Language Arts 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	11	11
		%	81.8	0.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,254	1,254
		%	50.2	5.7
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## French Language Arts 9 année

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	73	73
		%	87.7	13.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	3,215	3,215
		%	76.1	10.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Mathematics 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	609	609
		%	64.7	16.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	55,447	55,447
		%	54.4	13.5
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## K&E Mathematics 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	9	9
		%	66.7	11.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,815	1,815
		%	52.7	11.3
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Science 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Very High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	615	615
		%	76.6	20.5
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	56,311	56,311
		%	66.3	20.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	615	615
		%	65.2	15.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	56,309	56,309
		%	58.4	15.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

**Students who Self-identified as First Nations, Métis or Inuit**

## English Language Arts 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	64	64
		%	87.5	9.4
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	3,891	3,891
		%	60.6	7.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Mathematics 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	74	74
		%	77.0	16.2
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	3,907	3,907
		%	42.0	5.6
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Science 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	58	58
		%	70.7	19.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	3,990	3,990
		%	46.0	9.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	94	94
		%	71.3	9.6
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	4,332	4,332
		%	45.3	6.5
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## English Language Arts 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	76	76
		%	73.7	14.5
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	4,375	4,375
		%	49.2	4.4
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## French Language Arts 9 année

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	11	11
		%	81.8	9.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	136	136
		%	65.4	4.4
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Mathematics 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	77	77
		%	54.5	14.3
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	4,197	4,197
		%	28.7	3.8
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Science 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	79	79
		%	67.1	13.9
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	4,380	4,380
		%	42.1	7.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Very Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	79	79
		%	50.6	7.6
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	4,393	4,393
		%	34.1	4.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Notes:

Provincial Achievement Test (PAT) are not available for Grade 6 French Language Arts (FLA) and Grade 9 Knowledge and Employability (K & E) Mathematics, Science and Social courses as less than six students wrote these examinations. Five students wrote FLA-6 and three students wrote K & E English Language Arts and two students wrote K & E Mathematics.

## Students who Require and Receive English as an Additional Language (EAL) Supports

### English Language Arts 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	30	30
		%	90.0	20.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	9,044	9,044
		%	73.9	13.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### Mathematics 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	31	31
		%	83.9	16.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	9,076	9,076
		%	64.9	15.2
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### Science 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Very Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	34	34
		%	73.5	5.9
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	9,728	9,728
		%	64.7	17.2
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 6

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	40	40
		%	67.5	15.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	10,098	10,098
		%	65.4	15.7
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## English Language Arts 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	31	31
		%	71.0	9.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	6,969	6,969
		%	62.2	6.6
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Mathematics 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	33	33
		%	54.5	15.2
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	6,930	6,930
		%	50.1	12.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Science 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Very High
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	31	31
		%	74.2	19.4
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	6,975	6,975
		%	59.4	15.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 9

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Very Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	31	31
		%	54.8	9.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	6,983	6,983
		%	50.4	11.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### Notes:

Provincial Achievement Test (PAT) results are not available for students who require and receive EAL supports as there were fewer than six students writing several PATs. In terms of number writing per subject area, three students wrote French Language Arts 6 and one student wrote French Language Arts 9, Knowledge and Employability English, Mathematics, Social and Science 9.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school St. Albert Public Schools reporting. Caution should be used when interpreting these results.

### By Students Writing Measure History

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	1,022	81.7	20.5
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	975	75.5	14.5
		2023	1,041	76.6	13.1
Measure Evaluation	Results	Achievement	N/A	Low	Intermediate
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	65,117	83.6	24.0
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	58,444	75.2	18.2
		2023	67,294	80.3	21.2

### Students who Self-identified as First Nations, Métis or Inuit

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	47	75.8	10.0
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	35	70.9	3.6
		2023	93	70.1	9.8
Measure Evaluation	Results	Achievement	N/A	Very Low	Low
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	3,452	77.2	11.4
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	3,107	68.7	8.5
		2023	3,949	74.8	11.3

### Students who Require and Receive English as an Additional Language (EAL) Supports

			N	Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Results (%)	2019	23	57.8	6.3
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	24	61.2	4.1
		2023	12	50.0	10.7
Measure Evaluation	Results	Achievement	N/A	Very Low	Low
		Improvement	N/A	N/A	N/A
		Overall	N/A	N/A	N/A
Alberta	Results (%)	2019	6,239	72.5	15.3
		2020	N/A	N/A	N/A
		2021	N/A	N/A	N/A
		2022	5,396	59.0	10.8
		2023	6,167	67.1	13.8

## All Students Writing

### English Language Arts 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	484	484
		%	82.0	6.4
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	31,493	31,493
		%	83.7	10.5
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### English Language Arts 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	223	223
		%	87.9	6.7
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	17,112	17,112
		%	86.2	12.7
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### French Language Arts 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	58	58
		%	89.7	5.2
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,236	1,236
		%	93.1	6.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Mathematics 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		N/A	N/A
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	322	322
		%	62.7	18.6
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	19,763	19,763
		%	70.8	29.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Mathematics 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		N/A	N/A
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	255	255
		%	65.5	9.8
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	14,418	14,418
		%	71.1	15.2
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Social Studies 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	482	482
		%	81.7	8.5
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	24,023	24,023
		%	83.5	15.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Social Studies 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	236	236
		%	72.5	5.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	21,045	21,045
		%	78.1	12.3
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Biology 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	390	390
		%	76.2	21.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	23,270	23,270
		%	82.7	32.8
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Chemistry 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	294	294
		%	77.2	23.5
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	18,364	18,364
		%	80.5	37.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Physics 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	138	138
		%	74.6	20.3
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	9,241	9,241
		%	82.3	39.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Science 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	160	160
		%	77.5	20.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	8,007	8,007
		%	79.4	23.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Students who Self-identified as First Nations, Métis or Inuit

### English Language Arts 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	31	31
		%	74.2	3.2
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,286	1,286
		%	78.3	6.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### English Language Arts 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Low	Very Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	29	29
		%	86.2	3.4
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,833	1,833
		%	86.5	9.9
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

### Mathematics 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		N/A	N/A
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	26	26
		%	50.0	15.4
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	566	566
		%	60.6	15.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Mathematics 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		N/A	N/A
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	20	20
		%	65.0	10.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	742	742
		%	65.8	12.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Social Studies 30-1

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	33	33
		%	66.7	3.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	986	986
		%	73.0	8.6
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Social Studies 30-2

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	33	33
		%	69.7	9.1
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	1,933	1,933
		%	72.3	5.4
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Biology 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Very Low	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	27	27
		%	66.7	14.8
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	902	902
		%	72.5	19.1
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Chemistry 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		Intermediate	Low
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	20	20
		%	75.0	15.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	550	550
		%	70.0	24.0
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

## Physics 30

			Acceptable Standard	Standard of Excellence
St. Albert Public Schools	Achievement		High	Intermediate
	Improvement		N/A	N/A
	Overall		N/A	N/A
	2023	N	7	7
		%	85.7	28.6
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	250	250
		%	72.0	26.8
	Previous 3 Year Average	N	N/A	N/A
		%	N/A	N/A

Science 30

		Acceptable Standard	Standard of Excellence	
St. Albert Public Schools	Achievement	Low	Intermediate	
	Improvement	N/A	N/A	
	Overall	N/A	N/A	
	2023	N	15	15
		%	66.7	20.0
	Previous 3 Year Average	N	N/A	N/A
%		N/A	N/A	
Alberta	2023	N	470	
		%	75.3	
	Previous 3 Year Average	N	N/A	
		%	N/A	

Notes:

Diploma Exams results are not available in French Language Arts (FLA) 30-1 for students who self-identified as First Nations, Métis or Inuit as there were fewer than six students who wrote the diploma examination. In 2023-2024, three students wrote the FLA 30-1 diploma examination.

**Students who Require and Receive English as an Additional Language (EAL) Supports**

Notes:

Diploma Exams results are not available for students who require and receive EAL as there were fewer than six students writing any diploma examination. In terms of number writing per subject area, three students wrote English Language Arts 30-1 and Mathematics 30-1, four students wrote English Language Arts 30-2, Social Studies 30-2 and Physics 30, and two students wrote Social Studies 30-1, Chemistry 30, and Science 30.

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure	St. Albert Public Schools			Alberta			Measure Evaluation		
	Results (%)			Results (%)			Results		
	Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	3.1	N/A	64.0	3.5	N/A	56.6	N/A	N/A	N/A
Drop Out Rate	2.2	1.7	1.4	2.5	2.3	2.5	Very High	Declined Significantly	Acceptable
In-Service Jurisdiction Needs	83.7	83.4	84.2	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	79.0	77.9	73.0	80.4	81.0	76.8	High	Improved Significantly	Good
Program of Studies	86.3	85.8	84.5	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies - At Risk Students	80.5	79.4	81.7	81.2	81.9	83.4	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	77.8	75.0	74.1	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	88.2	88.0	88.3	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	69.9	67.3	69.5	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	74.5	69.1	74.2	75.2	74.2	77.9	Intermediate	Maintained	Acceptable
Transition Rate (6 yr)	64.7	63.4	65.3	59.7	60.3	60.2	High	Maintained	Good
Work Preparation	82.1	81.4	82.6	83.1	84.9	84.5	High	Maintained	Good

**CLAC**  
better together

Skilled Labour  
for your Jobsites.

  
CL  
CA  
DE  
CO

