



# REPORT TO OUR COMMUNITY

Annual Education Results Report  
November 2024



St. Albert  
PUBLIC SCHOOLS



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### Our Board of Trustees

John Allen  
*Chair*

Kim Armstrong  
*Trustee*

Kristi Rouse  
*Vice Chair*

Stanley Haroun  
*Trustee*

Sheyanne Levall-Crouse  
*Trustee*

### Division Administration Office

60 Sir Winston Churchill Ave.

St. Albert, AB T8N 0G4

780.460.3712

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



## MESSAGE FROM THE BOARD

The Board of Trustees is very proud of the good work done in St. Albert Public Schools. Our staff continues to rise to the occasion to teach and care for our students. It is, then, with pride that we present this 2024 Annual Education Results Report, which speaks to our story and features the professionalism, dedication and commitment of our staff, the collaborative relationship with our parents and the successes of our 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 partners through school councils, the Council of School Councils (COSC), and our annual engagement workshop. We also gather feedback through annual student, staff and parent engagement surveys. We are intentional about asking questions that guide our work further and reveal uncomfortable truths such as students' 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 outstanding results for our students. We offer a variety of programming options to students and families, including:

- English language programming
- Early and late French Immersion
- Logos Christian programming
- Cogito programming
- Advanced Placement and International Baccalaureate
- Diverse programming options for families of students with inclusive education needs
- Hockey, soccer and recreation programs
- A range of complementary programming including Career and Technology Studies, fine arts, fitness and locally-developed courses

Our board thanks our staff, parents and students for their dedication and commitment to growth and excellence.

Sincerely,

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



## MESSAGE FROM THE SUPERINTENDENT

It's a pleasure to share with you our 2024 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 by facilitating growth in an environment that permeates care, kindness and connection is our work.

St. Albert Public Schools is fortunate to have partners who are highly invested and supportive of our work with students. As a collective, we are committed to collaboration and fostering strong relationships among our schools, our families and our 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 our staff for all they do to make a difference for our students and families. I know how hard our 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

### 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.

### 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.

### BELIEFS

In our commitment to public education, we believe that:

- our 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 welcomed, connected, valued and respected;
- public school education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- the staff/student relationship is central to student learning; and,
- members of our 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 2023-2024 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 2024 was approved by the Board on November 27, 2024.

## 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**

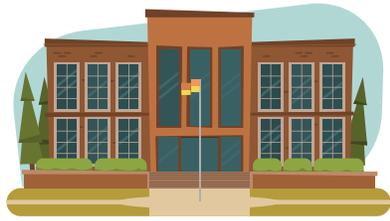
Grade K-4  
58 Grenfell Avenue  
780.460.3737  
wildrose.spschools.org

### **William D. Cuts**

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

# PROFILE

## About Us



**1958**  
(inception)

≈ **130 students**

**2024**

> **9,800 students**  
Preschool to Grade 12

**14 SCHOOLS**

**1 OUTREACH SCHOOL**

**4 PRESCHOOL LOCATIONS**

**LARGEST EMPLOYER**  
in the city of St. Albert  
> **900 people**

## Programming

supporting the individual needs, abilities and interests of all students



Inclusive learning environments that honour and value diversity



### PROGRAMS

- English Language
- French Immersion
- International Baccalaureate
- Advanced Placement
- Academic Challenge & Enrichment
- 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

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



### STUDENT PARTICIPATION



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



### 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

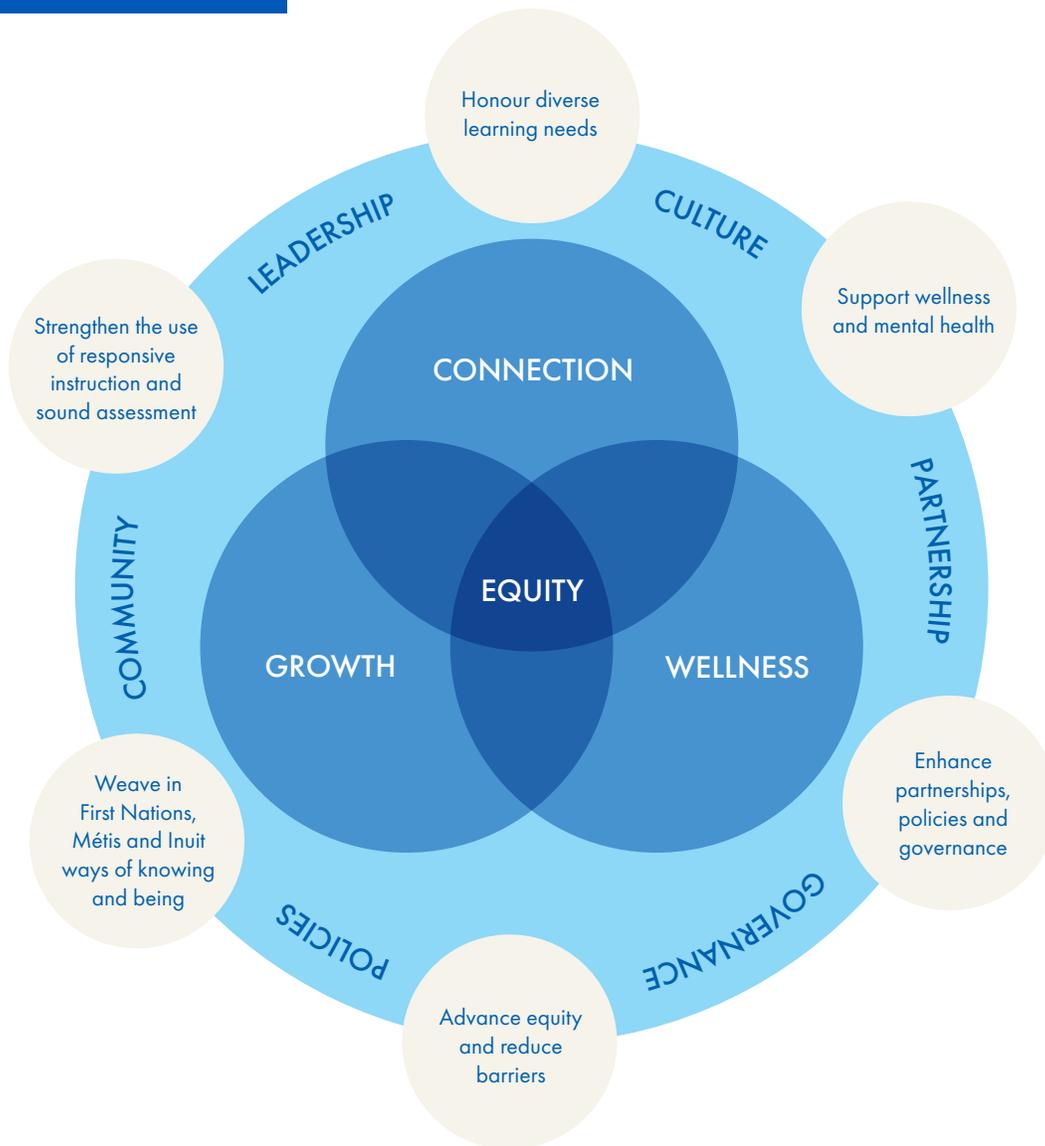
### HIGH SCHOOL ACCOMMODATION



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

the board of trustees and the superintendent are advocating for a third high school in the north part of the city

## 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.



## Culture

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.

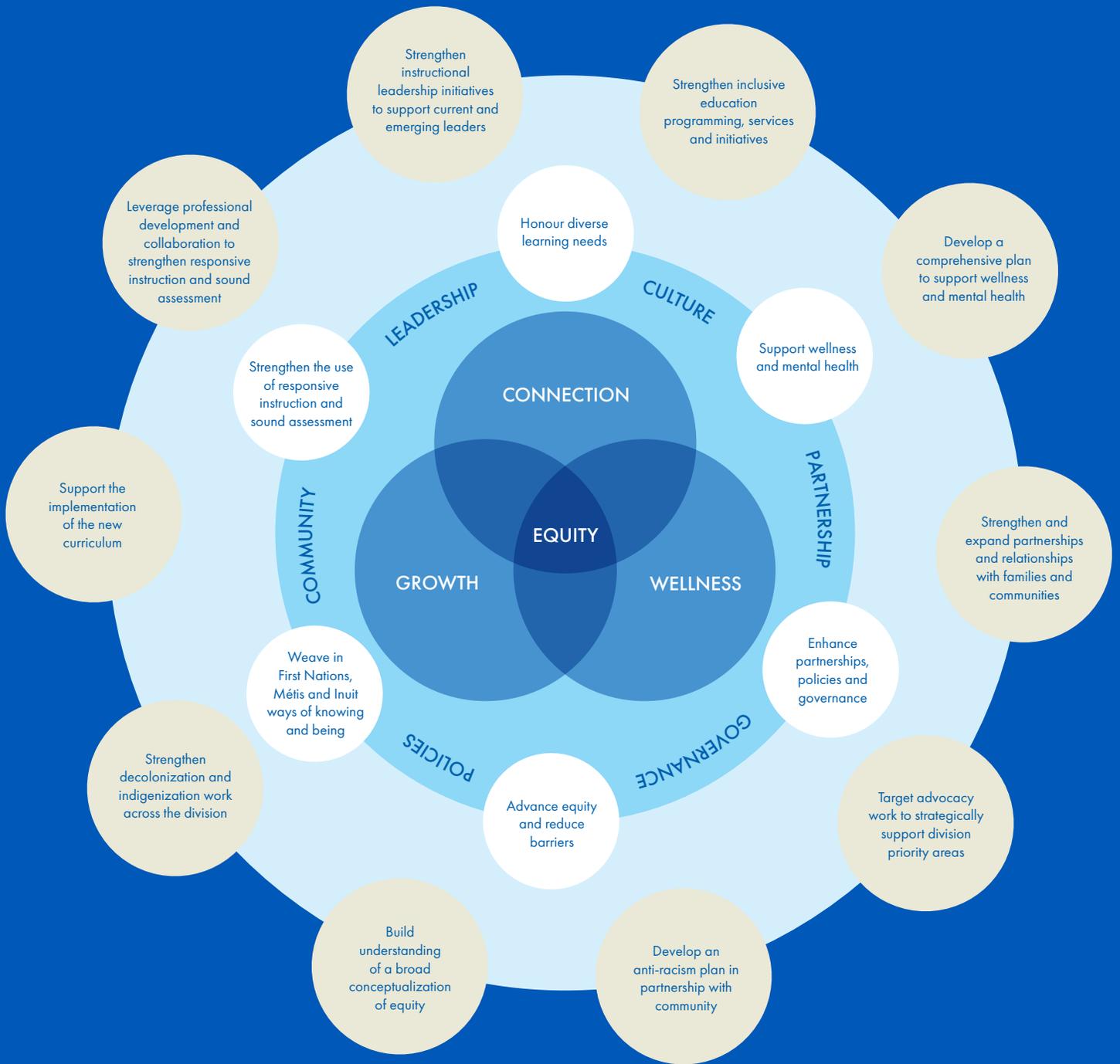
## Leadership

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

## Developing Literacy and Numeracy Learning Progression Frameworks

Curricular Services welcomed a new team member in 2023-2024. Rather than respond to emergent needs, this role, an inclusive education coordinator, was added to the team to bridge gaps in programming development between Curricular Services and Student Services. The first initiative taken on by the inclusive education coordinator, Curricular Services was to examine programming in the Gaining Opportunities and Life Skills (GOALS) Program. The inclusive education coordinator consulted with the GOALS program leads and determined that a cohesive, curriculum-focused approach was necessary to create alignment between grade-level divisions and schools. The coordinator then engaged with GOALS teachers to determine the high priority learning outcomes in literacy and numeracy, creating the learning progression framework. The learning progressions are based on levels that align to the expected outcomes for GOALS students once they leave our public education system. The progressions provide information for teachers to create curricular-based, student-focused learning. The next step in the initiative was the alignment of the learning progressions to the Individual Program Plan (IPP) process so that when creating student IPPs, teachers have the necessary information at their fingertips to create student-focused, curricular goals for students.

It was evident that the learning progression framework extended beyond the GOALS program, and in the latter part of the 2023-2024 school year, the inclusive education coordinator engaged with the teachers in the Learning Strategies Program (LSP). The team followed a similar procedure to that of the GOALS process. LSP teachers determined high priority learning outcomes in literacy and numeracy. The learning progressions were adjusted as the process evolved.

Finally, it was recognized that learning progressions had programming value for any classroom with diverse learners and students with complex needs. The Curricular Services team extended the learning progressions to include Kindergarten to Grade 9 for English Language Arts and Mathematics. Eventually, the outcomes identified

as part of the learning progressions also became the grade level high priority skills and procedures to create further alignment. The Curricular Services team facilitated professional learning for school administration teams, teachers and learning support facilitators that focused on ways to optimize use of the learning progressions. The learning progressions work has been shared at both the provincial and national levels.

## 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. The inclusive education coordinator, Curricular Services, was also part of the ILT team in the 2023-2024 school year as it is of great benefit to have teacher voice and expertise at the table when planning and supporting programming recommendations. ILT also introduced a contracted adapted physical education consultant to reduce barriers to student engagement in physical education.

Since the 2021-2022 school year, we saw a trend of an increasing number of student referrals. Referrals grew from 264 in 2020-2021, to 343 in 2021-2022 and to 499 in 2022-2023. However, there was a decrease in 2023-2024 with 409 referrals. 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, 2022-2023 and 2023-2024, the percentages were 72% and 28%, 64% and 36% and 60% and 40% respectively.

We will continue to monitor the number and type of referrals but recent data clearly indicates increasing complexity of student needs regardless of any specific diagnosis.

ILT has focused on purposeful communication and collaboration between school staff and ILT consultants. Intentionality in communication included having regularly scheduled meetings with the Inclusive Learning Team, school-based teams and families, and engagement in year-end transition meetings for complex students, both for those entering schools from preschools, as well as our current students receiving ILT services. Secondly, we know that the earlier we can introduce interventions, the better the outcomes are for students. ILT developed screening services to support earlier identification of students requiring support by offering pre-Kindergarten speech and language screening and assessments in March and April, for students entering Kindergarten in September. These screenings have been instrumental in identifying students who require support beyond the universal interventions provided by classroom teachers. Furthermore, ILT worked collaboratively with Curricular Services in identifying the high priority skills and procedures (HPSPs) for our learners with complex needs. Active involvement in supporting the HPSP process has optimized ILT's involvement in students' Individual Program Plans (IPPs). Consultant recommendations, strategies and suggestions can now be recorded into a student's IPP. This, in turn, supports student transitions from grade to grade; teacher to teacher; or school to school. Finally, throughout 2023-2024, ILT facilitated opportunities for our complex learners in typical classroom settings to engage with other students within their schools, as well as in other schools (e.g. provided an "across the division" literacy group for students who use Augmentative and Alternative Communication (AAC) devices and facilitated connections between our complex learners in typical classrooms and our students in GOALS programs, by having students join the GOALS program when they go on school outings).

## **Capacity Building through Professional Learning**

Professional learning is a key strategy in supporting staff's understanding of universal, targeted and individualized supports. Student Services and the Inclusive Learning Team (ILT) offered a wide variety of professional learning opportunities throughout the 2023-2024 school year. Throughout 2023-2024, we hosted our second Educational Assistant Institute, supported the CUPE conferences, offered lunch and learn sessions

and facilitated classroom modeling of interventions. Specifically, ILT offered 16 professional development sessions and the Student Services inclusive education coordinator trained more than 240 staff in verbal de-escalation strategies. Verbal de-escalation training provides staff with the skills and knowledge needed to recognize and manage challenging behaviours in the classroom and greater school setting. The program objectives include identifying and knowing how to respond to various levels of escalating behaviours and how to manage our own emotions to effectively assist students in their de-escalation process.

A significant achievement during the 2023-2024 school year was the professional learning offered to Educational Assistants (EAs). An expedited program delivery model was offered to a group of self-selected EAs who attended after-school in-person sessions twice per month over the course of eight months. Participants completed four modules of learning including Foundational Practice, Behaviour Supports, Academic Supports and Interdependence and Independence and the Need to Belong. In addition, Student Services provided a 1.5 hour in-person session each month for the remaining EAs (approximately 200). This second group completed the first two modules: Foundational Practice and Behavioural Supports. Finally, St. Albert Public Schools participated in a pilot project led by the Government of Alberta and Edmonton Public Schools. This pilot project included 13 school divisions who implemented a formalized EA training program. Twenty St. Albert Public Schools' EAs were led by an appointed EA coach. They participated in a 16-week professional journey that included engaging with modules, joining a community of practice and providing feedback to the organizers of the training. During the 16-week period, every EA participant was observed in their classroom at least twice and received constructive feedback on their performance.

Student Services continues to support school-based counsellors and learning support facilitators (LSFs). Student Services hosts grade level division-based cohort groups of counsellors/LSFs. These cohorts build communities of practice and foster connections and mentorship amongst role-alike colleagues. The whole groups of counsellors/LSFs continue to gather for shared learning and conversation four times per year.

## 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.

## Sexual Orientation and Gender Identity

St. Albert Public Schools is in its eighth 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.

In 2023-2024, SOGI leads participated in professional development in the areas of inclusive classrooms, pronouns and queer joy. Furthermore, we also offered community events for students and families that included a permanent Pride flag raising at our division office site, a parent evening featuring Alex Marshall from Fyrefly, a division Gay Straight Alliance (GSA) Conference for 140 students, hosting of the Provincial GSA Conference in

the spring, an evening Pride Panel event for parents and students and support of the St. Albert Pride Prom in June. During 2023-2024, four school staffs participated in nine hours of professional development with the provincial SOGI Educator. In June, St. Albert Public Schools continued to proudly raise the Pride Flag at all division sites and hold various pride-related activities across the division.

The board of trustees approved a junior high locally-developed course, 2SLGBTQIA+ Perspectives in the spring of 2023. 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. W. D. Cuts Junior High School successfully offered this option course during the 2023-2024 school year with close to 20 students enrolled.

The opposition and hostility toward SOGI-inclusive practices continues to be empowered not only in St. Albert but across the country. As we await the new provincial legislation that will undoubtedly impact the division's SOGI work, 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, 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.

A school engagement lead joined the division's career education team in 2023-2024. This lead is partially funded through the division and through Careers: The Next Generation. The addition of this role allowed the division to significantly raise the profile of career

education through a dedicated Facebook page, an off-campus Google classroom, lunch and learns and attendance at various post-secondary events (e.g. NAIT's Next in Trades, CAREERS Job Fair at West Edmonton Mall). The Career Education team worked diligently to ensure students and families were well aware of the many opportunities available through work experience, the Registered Apprenticeship Program (RAP) and dual credit. The team also provided professional development so staff were more aware of the career pathways available through various Career and Technology Studies (CTS) strands.

In terms of dual credit courses, in 2023-2024, St. Albert Public Schools offered the following courses: Psychology, Sociology, Accounting Principles, Veterinary Practice, Electronics and Control Systems in Precision Agriculture, Global and Sustainable Tourism, Applied Ecology, Managing Landscapes, Sports Professional Management: Training for Performance and Indigenous Studies. In 2023-2024, the foundation for offering the Building Futures program was put in place. In 2024-2025, more than 20 Grade 10 students will have the opportunity to spend their Grade 10 year building a house from the ground up. We are pleased to partner with Encore Master Builder to offer this unique and exciting opportunity.





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

OUTCOMES 2, 3, 4 AND 5

## Student Support

St. Albert Public Schools continues to offer direct mental health support to students. It is important to note that several of these positions are funded through the provincial Mental Health grant that will end in June 2025. In 2023-2024, the staffing complement consisted of 2.3 full time equivalency (FTE) mental health therapists contracted through Alberta Health Services and 2.4 FTE health recovery facilitators. The mental health therapists provided services to 200 students and the health recovery facilitators provided services to 120 students/families during the 2023-2024 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 2023-2024, Student Services facilitated 16 Assessment of Risk to Others (ARTO) [formerly known as Violence Threat Risk Assessments (VTRA)]. These meetings bring multiple partners together for a collaborative conversation that is a solution-focused response to supporting our students and their families. Due to an escalating pattern of concerning behaviour, St. Albert Public Schools initiated a citywide VTRA on the advice of Kevin Cameron. This citywide event brought together more than 40 members of local organizations, neighbouring school divisions and representatives from St. Albert Public Schools junior and senior high schools. The conversation focused on sharing the patterns of concerning behaviour in order to build a shared understanding. A follow-up meeting with Kevin Cameron will take place in fall 2024.

Regular school attendance has not sufficiently recovered following the pandemic. Beginning in the fall of 2023, the inclusive education coordinator, Student Services launched a division attendance committee to develop a common understanding of universal, targeted and intensive ways to support student attendance. Throughout the school year, the committee developed a thorough understanding of the scope of the attendance issue across all schools and all grade levels. The committee

developed a targeted social media campaign regarding the importance of regular school attendance, shared resources and developed a collaborative relationship with Alberta Education's Office of Student Attendance and Re-engagement. Future plans for the committee include developing division attendance guidelines regarding identification, family engagement and interventions. The inclusive education coordinator, Student Services also provided ongoing assistance with school teams to engage with those students who have chronic absenteeism through case conferences.

## Supporting Staff Wellness

### Gratitude and Recognition

Gratitude is foundational to St. Albert Public Schools culture. Over the course of the 2023-2024 school year, the board of trustees and senior administration continued to express their collective gratitude through small symbolic actions like sending a package of Starbursts to all staff. Organizational Health also held several events for staff and their families – Pumpkins after Dark, perogy making, Edmonton Oil Kings and a division-wide golf tournament.

The Welcome Back Barbeque and Long Service Awards are division events that encapsulate the caring culture in our division. In August 2023, division staff gathered together for the Welcome Back Barbeque. This event is a highlight of the year as its informality symbolizes the values of caring, belonging and relationships. The Long Service Awards presentations recognize the contributions of staff who have worked for the division for five or more years. We hosted a Long Service Awards evening in May 2024. The Men in Black themed event was a huge success and the division was saved from "alien invaders."

The board of trustees also recognized the school division's Edwin Parr nominee, Sabina Ogrodiuk, at a public board meeting in May 2024.

## 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. In 2023-2024, the Mentorship Steering Committee hosted professional learning opportunities with both the year 1 and year 2 teachers in attendance. The inclusion of year 1 and year 2 teachers continues to shift conversations, as it expands the variety of experiences about topics such as creating relationships with families, assessment practices, what it means to be a great teacher, and how to engage with tricky situations. In 2023-2024, 48 beginning teachers and their mentors were supported.

## 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.

## Human Resources Initiatives

Human Resources works to ensure staff wellness and safety through initiatives and supports in the workplace. In 2023-2024, Human Resources re-established the Healthy Interactions Committee that includes representatives from each school. This committee comes together to provide training to support problem solving at the school level. In 2023-2024, the committee created a series of mini modules in the areas of communication, conflict and positive working environments that were shared at staff meetings.

Human Resources (HR) personnel meet regularly with representatives from the Alberta School Employee Benefits Program (ASEBP) to review the division's Health Profile Report highlighting areas of concern, reviewing trends and comparing our statistics with other school divisions. Furthermore, HR personnel joined ASEBP's Employee Wellness sharing sessions where multiple school divisions come together virtually on a monthly basis to share challenges, strategies and solutions to support staff wellness. Finally, the ASEBP wellness coordinator is engaged in CUPE professional development days.

Human Resources and Facilities Services continue to support the implementation of Occupational Health and Safety (OHS) protocols to support the school administrators to meet required legislated and safety requirements.



# 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.

St. Albert Public Schools has a strong 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 2023-2024, Student Services was able to prepare a division application for funding through the FNHC. Although supports are still specifically directed to support individual First Nations students and families, the application project is more efficient and allows more supports to more families in a timely manner. In 2023-2024, 45 First Nations students received supports funded through Jordan's Principle.

## 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.

## Partnerships with local organizations

Our 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 and the St. Albert Community Resource team.

Student Services also has intentional ongoing relationships with the RCMP, Albert Health Services, Children and Family Services, Family and Community Support Services, the First Nations Health Consortium, Family Support for Children with Disabilities, and neighbouring school boards of Greater St Albert Catholic and Sturgeon Schools.

In 2023-2024, the coordinator, Inclusive Learning Team engaged in the Early Years Community of Learning for professional growth and training with other provincial leaders and consulted with various programs through Alberta Health Services [e.g. Infant Preschool Assessment Services (IPAS), School Age Neurodevelopmental Assessment Outreach Clinic (SNAC)], Family Supports for Children with Disabilities (FSCD), and consultants in private practice.

## Board of Trustees Partnerships and Collaborations

Our 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. The board also met with the Sturgeon School division board of trustees during the 2023-2024 school year. 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 2023-2024. Formal advocacy efforts included: a letter to the local member of parliament sharing school division priorities; a letter to provincial government pertaining to Bill 13, the *Real Property Governance Act*; a letter to the minister of Education regarding the operating reserve cap; a letter to the Minister of Education regarding additional modernization to support enhancements to the Career and Technology programming at Bellerose; letters to local members of the legislature highlighting the year in review; and, a letter to city council and the mayor regarding a school site in Erin Ridge. 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 is also active advocating for policy positions with the Alberta School Boards Association and the Public School Boards' Association of Alberta.

The board of trustees works tirelessly to inform and advocate for additional learning spaces for students, adequate funding and supports for students. This advocacy occurs at the local and provincial levels. Trustees capitalize on every opportunity to share these advocacy initiatives with local city council, members of the legislative assembly, provincial ministers and parents.

The board of trustees hear directly from students through twice a year Student Advisory meetings. The advisory meetings help ground governance and advocacy work in the lived experiences of students. In the fall of 2023, students shared their perspective on the following questions:

- What is going well in your school?
- Are there things we should know about and celebrate?
- Are there any issues or barriers in your school that we should know about?

In the spring, the advisory discussion focused on the following questions:

- What is one thing that you would like to see continue at your school?
- What is most important to you as you think about your school?
- What is one thing you would like to see changed or something new you would like to see introduced?

# Develop an anti-racism strategic plan in 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. During the last several years, we have been working deliberately and persistently to build our understanding of racism in our schools, in our community and in society. We have surveyed students to gauge the frequency of witnessing/experiencing racism in our schools; we have engaged members of the community to share their experiences; we have held listening circles with students, staff, families and community members; and we have continued to engage in targeted professional learning.

The 2024 Partner Engagement Workshop featured a keynote speaker, a Métis student in the school division. She delivered a powerful sharing of the microaggressions that are directed toward her on a frequent basis. Her message presented a profound call to action to continue and strengthen our anti-racism work. The video can be seen [here](#).

A draft anti-racism policy and administrative regulation was developed over the 2023-2024 school year and approved for circulation in the fall of 2024. Further revisions and continued development of an action plan will occur during the 2024-2025 school year.

A final project related to anti-racism work was our book study of *Critical Hope: How to Grapple with Complexity, Lead with Purpose, and Cultivate Transformative Social Change* (2022). A group of 30 diverse staff came together to work directly with the author, Dr. Kari Grain, to explore our personal relationship with hope, critical hope and systemic change. From this group, critical friend triads came together to continue exploring and learning as we shared examples of “equity challenges” in our day-to-day work.



# Build understanding of a broad conceptualization of equity

OUTCOMES 1, 2, 4 AND 5

This strategy area will continue to emerge as 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.

In 2023-2024, a new learning community was established – HEARD (Human Rights, Equity, Anti-Racism and Diversity). The HEARD community met three times over the course of the school year and engaged in learning and conversation about equity and justice, identity, positionality and privilege. This group will continue in 2024-2025.

As the use of the term 'equity,' becomes more prevalent in more spheres across the division, we must remain vigilant that the conceptual scope is not limiting and reductionist in nature. The purpose of having 'equity' at the centre of division's education plan is to ensure that we are thinking about 'equity' from a broad lens including our processes and relationships. Questions of whose voice is heard and whose voice matters remains paramount to our work related to systemic change.



# 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. During the 2023-2024 school year, we offered a menu of scaffolded learning opportunities for Walking Together leads to accommodate staff newer to the work and those who have been involved for several years. Leads could choose to do a series of six foundational sessions facilitated by Etienna Moostoos-Lafferty. This six-part series included sessions on the following: Unpacking the Teacher and Leadership Quality Standards: Applying Foundational Knowledge about First Nations, Métis and Inuit; Encounters with Myths, Stereotypes and Images of Indigeneity; Land as a Source of Relationship: All My Relations; Indigenous Pedagogy and Indigenous Knowledge; Pedagogy of the Heart; and Holistic Education and Holism as Wise Practice. Another three-part series offered in collaboration with the Musée Héritage Museum was “We are all Treaty People” in which participants engaged in learning about Treaty Six and local histories. The culminating activity was a personally-designed cross-stitch that symbolized our relationship to treaty. Finally, a full-day session on Intergenerational Trauma was offered to school leaders, counsellors/learning support facilitators and Walking Together leads.

## Unlearning Research Project

St. Albert Public Schools is fortunate to be one of four school divisions across Canada to participate in Dr. Dwayne Donald’s (University of Alberta and Canada Research Chair) five-year research project, *Reimagining teacher education with Indigenous wisdom traditions*. This research brings a collaborative cohort of educators together for opportunities for in-depth engagement with Indigenous wisdom insights shared by local Elders and knowledge holders. The research process will attend to the experiences of the educators, conceptualize a pedagogical model for unlearning colonialism, create research hubs that bring diverse groups of people

together at each location, and identify innovative research-informed teaching practices that reimagine teacher education with Indigenous wisdom traditions (Donald, 2021). During year one of the research project, 11 teachers from four schools and two division level staff participated in four days of learning which included a sweat lodge ceremony, a pipe ceremony at the Viking Ribstones historical site, a day of sharing and creatively mapping our relationships to Indigenous Peoples and worldviews and a day to disrupt current curriculum to honour Indigenous worldviews.

## Hillgrove Grade 9 Social Studies Pilot

The social studies pilot brought together all social studies 9 teachers and school leaders from Hillgrove School to collaborate with division office leaders and Dr. Dustin Louie (University of British Columbia) to disrupt the pedagogy and assessment practices traditionally used in the course and to enhance student engagement in social studies. The pilot was planned to serve two primary purposes: to focus more on developing students’ skills in the areas of inquiry, critical and creative thinking, problem solving and recognizing and responsibly addressing injustice; and to be intentional about making our schools more inclusive and welcoming for all students. Alberta Education’s social studies curriculum was delivered with shifts in terms of the outcome areas that were prioritized and students’ learning experiences. There was more of a focus on skills, community involvement, and active, learning experiences for students. The pilot included a common sequencing of learning throughout the year as well as some common lessons that focused on key concepts. The key concepts included identities, colonization, privilege, marginalization, oppression and equity. Teachers embedded lessons on these key concepts over the course of the year to help students build a more comprehensive understanding of the concepts and how the concepts interrelate. As a supplement to classroom experiences, all Grade 9 students from Hillgrove came together for a full-day student conference featuring several keynote speakers in the fall of 2023.

The outcomes for the pilot included:

- Students will develop a more complete and complex understanding of their identities and the identities of others.
- Students will more fully appreciate and participate in authentic and empathetic relationships within diverse communities.
- Students will be better and more equally prepared for social studies at the high school level.
- Students will develop the skills and understandings to be nuanced and discerning about various current events.
- Students will develop tools to take action on injustices and inequities.

The first year was a success. Students reported higher levels of engagement in social studies and the Hillgrove students performed above the school division average on the social studies provincial achievement test. Staff also reported feeling renewed and empowered to change their pedagogy and assessment practice.

## 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 and we are also expanding our Indigenous programming support team. In 2023-2024, we were fortunate to have a full time Indigenous program support coordinator and a part time Inuit teacher lead as well as one-day-a-week access to Monique Waters' Wilderness school.

Throughout 2023-2024, the following are key highlights:

- Dot art projects at various schools and grade levels that incorporated Métis teaching.
- A collaborative junior high project that focused on raising awareness of missing and murdered Indigenous women.
- A school-wide art project focused on the art of Leah Dorion.

- Land-based teaching that focused on plant medicines and the spirit of reciprocity.
- Lessons on Inuit clothing.
- Participatory lessons on Inuit games which teach the roles of the games in culture and survival.
- A plethora of land-based learning at the Wilderness school, including nests, sit spots, mud kitchen, pop-up playground, tracking, wetlands, ecosystem system, woodland mapping, land art, scavenger hunts and journey sticks.
- Raising of tipis with students with the support of Bent Arrow Traditional Healing Society. Students were led by knowledge keepers, and constructed and raised the tipis and then received tipi teachings from a female elder.

## Celebrating Indigenous High School Graduates

In 2023-2024, St. Albert Public Schools continued our work 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, all participating families were invited to feather and sash teachings led by local First Nations and Métis leaders. In addition, in June, we held our second annual Indigenous graduation dinner and program. More than 125 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

## Fall 2023

### Kindergarten to Grade 3

Science (English and French Immersion)

French Immersion Language Arts and Literature

### Grades 4-6

English Language Arts and Literature

Math (English and French Immersion)

The Curricular Services team developed and offered a series of workshops for teachers related to supporting new curriculum implementation. The workshops were developed based on the feedback from teachers about what areas they determined they will need the most support. Implementation support was offered at both the November and January division professional development days. The November day focused on a variety of topics related to new curriculum for Kindergarten to Grade 3 teachers and reporting student progress using the new learning outcomes for Grades 4 through 6 teachers. The January day provided opportunities for teachers to come together in grade cohorts. In addition to the division professional development days, the team also supported cohort collaboration opportunities. Curricular Services provided space, snacks and covered substitute teacher costs. Teachers provided their intentions for the half day and had the autonomy to work on new curriculum in a way that was meaningful to them. Finally, the team supported schools in choosing and ordering resources for new curriculum implementation following the parameters of the grant from Alberta Education.

## Spring 2024

### Grades 4 - 6

Science (English and French Immersion)

French Immersion Language Arts and Literature

The Curricular Services team facilitated opportunities for teachers to come together to introduce the structure of new curriculum and examine similarities and differences between the new and old curricula. Building on previous implementation supports, the team used the framework of High Priority Skills and Procedures (HPSP) to begin planning with the new curriculum. Using HPSP, the team facilitated opportunities for teacher working groups to create materials to make new curriculum more manageable, as well as to support a three-year implementation roll out. The three-year implementation plan includes - aligning current resources to the new curriculum, identifying gaps in resources, developing High Priority Skills and Procedures (HPSPs) to focus the work of teachers for the first year and developing scope and sequence documents using the HPSPs to guide implementation. Furthermore, a needs assessment was conducted to use to plan professional learning and other supports for teachers for 2025-2026 school year.

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

OUTCOMES 1, 2, 5 AND 6

## Assessment

During the 2023-2024 school year, Curricular Services facilitated a working group of principals and assistant principals to review and revise the division's Assessment Policy. The policy was updated to reflect research and the division goals, in particular our focus on growth, wellness and equity. Following the policy revisions, Curricular Services developed a professional learning opportunity to delve more deeply into the policy. This session was shared with assistant principals, principals, mentorship and a number of schools on an invitational basis. To support policy enactment, a companion document was developed that highlights classroom implications of the policy.

## Supporting Building Thinking Classrooms

The Curricular Services team developed a sustained professional learning opportunity centred around thinking classrooms. Using Peter Liljedahl's *Building Thinking Classrooms* as an anchor, the team hosted two pre-sessions to provide the background information to a full-day session with Peter Liljedahl. Participants in these sessions ranged from primary grades to high school. The division then hosted Peter Liljedahl for a day of learning directly from the expert! The day with the expert was followed up with a post-session to consolidate learning and determine next steps. From the information gathered from participants, the team also hosted two follow-up assessment sessions, as well as hosted Kyle Webb to further our deepening understanding of embedding the pedagogy of thinking classrooms. The coordinator, numeracy, supported classroom teachers as they embarked on incorporating thinking classroom principles into their pedagogical practice.

## Responding to the New Social Studies Curriculum

Curricular services provided feedback to Alberta Education on the updated draft of the social studies curriculum and participated in a College of Alberta

School Superintendents (CASS) implementation feedback session. The team then developed a structured approach that supported Alberta Education field testing of new curriculum and created a way for the division to be able to implement the social studies curriculum "in a good way". Twenty-four teachers are participating in a pilot that uses Historical Thinking Concepts as the organizing structure for new curriculum, as opposed to planning instruction around disconnected pieces of knowledge. Dr. Carla Peck, a professor from the University of Alberta and an expert in historical thinking, is supporting our division on this journey with workshops and elbow-to-elbow support. Dr. Peck facilitated onboarding to the pilot team with two full-day sessions. The pilot will continue into the 2024-2025 school year and the results will guide us in the division implementation of the social studies curriculum.

## Learning Disruption Grant

The Curricular Services team facilitated the administration of literacy and numeracy pre-assessments for the division which included a shift from division selected assessment tools to provincially mandated tools (LeNS, CC3 and a provincial numeracy screening tool). The support included the use of the repurposed provincial Student Learning Assessment (SLA) Dashboard as a data entry mechanism for the assessments. Based on the provincial funding made available to support at-risk students in literacy and numeracy, the team supported schools with developing intervention plans, including recommending intervention resources, and coaching and modelling for staff providing interventions.

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

The Diplôme d'études en langue française (DELF) is an examination issued by the French Ministry for National Education to certify the language skills of persons whose first language is not French. The DELF evaluates language skills in four areas: oral comprehension, oral expression, written comprehension and written expression.

St. Albert Public Schools continues to work with Grande Prairie Public Schools to become an affiliated centre for the DELF exam. In 2023-2024, we facilitated the testing of 73 Grade 12 students for their B2 level. Seventy-two students were successful and DELF certificates were presented at their graduation ceremony in June.

### **Facilitating Diploma Preparation Courses**

Based on feedback from students, families and staff, we recognized that we needed provide additional support for students who are writing diploma examinations. Curricular Services worked with teachers to develop various diploma examination preparation courses. In January and June, we offered two-day prep classes for the following subjects – Math 30-1, Math 30-2, Biology 30, Chemistry 30 and Physics 30. 288 students registered for the prep courses. Students shared very positive feedback. Students appreciated the dedicated review time, working with diploma-level questions and having access to a teacher to answer questions about the diploma, as well as content. We continue to evolve the courses and will add English 30-1/-2 and Social Studies 30-1/-2 in the coming year.

### **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 full staff professional development (12.3%), teacher/staff professional development sessions (27.2%), focused planning and collaboration with teachers (18.6%), one-on-one teaching coaching (16.8%), as well as smaller percentages in the areas of small group coaching, small group staff professional development, classroom modelling and classroom observation and feedback. In total, the Curricular Services team documented 5,703 school-based supports during the 2023-2024 which is an increase of 1,400 from the 2022-2023 school year. The coordinators also source external and internal experts to facilitate professional learning for our teachers and they collaborate with external partners to ensure our school division is abreast of emerging research and best practices.



# Strengthen instructional leadership initiatives to support current and emerging leaders

## OUTCOMES 1, 2, 3, 4, 5 AND 6

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 continues 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. The role of division principal evolved to a director, Leadership Services and this role was instrumental in supporting new school administrators as they established informal mentorship structures. In 2023-2024, we had several changes at the school administration level. One principal was new to the role and two assistant principals were new to their roles. Newer principals have formed an informal cohort and gather to problem solve and support one another. Newer assistant principals also came together to discuss the leadership competencies and worked through leadership growth process where observations and conversations occurred and the development of a portfolio was completed. In addition, we had changes in the central office learning team as we added a coordinator, Inclusive Education in Curricular Services and evolved the leadership of the Inclusive Learning Team to have a speech language pathologist lead the team.

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 2023-2024 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, Leading for Learning sessions in 2023-2024 focused on the changes to the Code of Professional Conduct and the implications of the Alberta Teaching Profession Commission.

Succession planning for school-based leaders includes a robust leadership development plan for current assistant principals and the central office learning team. The directors of Leadership Services and Curricular Services facilitated a series of collaborative opportunities for assistant principals focusing on sessions around leadership identity and character examining the cognitive, psychological and social aspects of leadership.

We also continued exploring the concepts from *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Sfir & Dugan, 2021). This year, the sessions focused on analyzing and compiling data to determine a school problem of practice (examining provincial achievement test results, attendance data and student voice data related to racism and school culture).

The Aspiring Leaders program continues to grow and evolve. During the second year of the program, three sessions focused on their leadership identity by reflecting on the psychological, emotional and cognitive aspects of leadership. These robust sessions led by diverse leaders from across the division allow aspiring leaders to deeply explore various leadership models.

### **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. The director, Leadership Services, also continued to participated in the evaluation of new

teachers. Beginning teachers had the opportunity to participate in professional development around the teacher growth process including the Teacher Quality Standards (TQS) and gathering and triangulation of evidence. Teachers submitted digital portfolios and participated in growth conversations.

The process is proving valuable for probationary teachers.

*..really pushed me to dig deep in regards to my teaching practice and assessment processes... challenged me to take a risk and try out the thinking classrooms more (so I did that as my second observation with my principal).*

– Probationary Teacher

*Overall, I think this entire growth process has really made an impact on me as an educator and I feel like there are now several things I question about my practice rather than just doing routinely. I find myself questioning my own practices and exploring new options. The WHY is always the students and I need to continue to learn and grow to better help my students be the best versions of themselves.*

– Probationary teacher

With respect to school leaders, the superintendent formally evaluates new principals and new assistant principals over a two-year period. The superintendent 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.

## Recruitment, Selection, and Retention of Staff

St. Albert Public Schools is an employer of choice; however, we still maintain active and intentional recruitment of quality certificated and non-certificated staff. Human Resources is enhancing their in-person or virtual presence through partnerships with the following post-secondary sites: University of Alberta, Concordia University, King's University, Faculté Saint-Jean, Berman University and Lethbridge University. St. Albert Public Schools is a proud partner in teacher and educational assistant student placements. Human Resources utilizes the Bridge to Teacher Certification program to address staffing needs in trades areas such as automotives and cosmetology and works with the coordinator, French Immersion and school administration teams to ensure we are aware of the staffing needs within our French Immersion program.

As we move forward on equity and anti-racism, Human Resources will focus on diversity in hiring processes as it builds a foundation for diverse voices and inclusive workspaces and the department will also explore an all inclusive hiring statement to add to our postings for all positions.

St. Albert Public Schools is committed to an assurance model that gathers feedback from students, staff and families. In addition to engagement workshops, we conduct annual satisfaction surveys. In the spring of 2024, 1 503 parents, 526 staff, 1 510 elementary students, 1 498 junior high students and 633 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 (%)				
	2020	2021	2022	2023	2024
<b>Students</b>					
Students who agree their teachers and school staff show they care about their success.	84.0	86.6	84.1	70.9	73.3
Students who agree that they feel accepted for who they are at school.	78.6	82.4	81.3	75.2	76.5
Students who agree that their school is a place where they feel like they belong.	76.6	77.8	76.1	55.4	60.4
Students who agree that they like being at school.	65.5	68.9	67.1	45.6	50.4
Students who agree that all students are welcome to participate in school activities (e.g. clubs, teams).	90.4	89.5	92.3	86.4	87.8
Students who agree that their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	91.1	88.9	89.1	77.0	80.0
Students who agree that their school is a safe place for all students.	New Indicator			65.8	58.3

\*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. 2023/2024 results are not comparable with previous years. In 2023/2024, the following scale was used for the student survey Almost Never, Once in a While, Sometimes, Frequently, Almost Always. The percentage reported in the 2023/2024 columns 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.	90.0	89.0	91.0	90.0	93.0
Parents who are satisfied that their child's school is a positive, caring and welcoming place.	91.6	92.1	90.5	90.2	88.3

<b>Staff</b>					
Teachers who are satisfied that staff care about students.	100	100	100	100	100
School staff who are satisfied that their school is a positive, caring and welcoming place.	95.6	94.2	94.2	95.6	89.1

<b>Citizenship Measure – 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 (%)				
	2020	2021	2022	2023	2024
<b>Student Learning Engagement – Assurance Framework</b>					
Teachers, parents and students who agree that students are engaged in their learning at school.	--	82.2	83.9	83.6	82.7
<b>Students</b>					
Students who agree their teachers make the topics they learn about interesting.	74.0	76.9	76.0	55.0	47.9
Students who agree teachers and school staff provide a variety of ways for them to learn.	80.9	81.2	80.1	72.6	82.6
Percentage of students who agree that teachers provide feedback that helps them learn.	86.0	88.6	87.1	70.2	74.5
<p>*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.</p>					
<b>Parents</b>					
Parents who are satisfied with the support and resources available to meet the diverse needs of students.	78.0	80.5	78.8	74.8	73.2
Parents who are satisfied that their child's learning needs are being met.	84.0	85.6	84.7	81.8	79.7
<b>Staff</b>					
School staff who are satisfied that they are provided the support and resources needed to meet the diverse needs of students.	83.2	84.7	82.0	71.8	66.8
Staff who are satisfied that they have the support necessary to be effective and successful in their job.	88.8	87.2	87.2	83.5	78.1
Staff who are satisfied with the opportunities to collaborate with colleagues.	82.1	83.1	77.1	73.2	66.9
Staff who are satisfied that the professional growth plan process helps them improve their skills.	84.3	81.6	79.8	79.8	72.4
Staff who are satisfied with the opportunities to assume leadership roles.	New Indicator			72.6	73.5

## Wellness

Survey	Results (%)				
	2020	2021	2022	2023	2024
<b>Students</b>					
Students who agree that when they make a mistake, they try again.	90.2	90.7	91.2	75.7	67.3
Students who agree they know at least one adult in their school who they could go to for help.	88.4	89.1	88.4	63.4	67.3
Students who agree that in their school, they can get the support they need for their mental health.	74.0	75.1	68.9	49.2	50.2
My school provides me opportunities to be physically active.	89.6	89.7	89.4	87.7	81.8
Students who agree that their school encourages them to make healthy food choices.	69.3	69.9	68.1	54.6	40.0
Students who agree that they feel safe at school.	81.3	84.3	81.0	74.6	76.8

\*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. 2023/2024 results are not comparable with previous years. In 2023/2024, the following scale was used for the student survey Almost Never, Once in a While, Sometimes, Frequently, Almost Always. The percentage reported in the 2023/2024 columns 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 – 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	78.5

Welcoming, Caring, Respectful and Safe Learning Environments – Assurance Framework					
Teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	--	86.5	84.7	85.4	84.6



## Equity

Survey	Results (%)		
	2022 *	2023 **	2024 **
<b>Students</b>			
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator	50.2	53.5
At school, I am learning about gender diversity and sexual orientation.	New Indicator	32.7	37.0
In the last year, I have witnessed or experienced racism at school.	19.4	29.6	36.3
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator	35.4	37.0
**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	79
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	65.5
Parents who are satisfied with their child's opportunities to learn about people from different races, ethnicities or cultures.	New Indicator	78.5	78.2
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	79.2
<b>Staff</b>			
Staff who are satisfied with the opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.9	93.1	90.5
Staff who are satisfied with the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	New Indicator	90.7	88.2
Staff who are satisfied with opportunities to learn about anti-racism and culturally-responsive practices.	New Indicator	84.3	83.6
Staff who are satisfied that their school is a place where staff anticipate, value and support diversity and learner differences.	New Indicator	91.8	90.3

**Overall**

Survey	Results (%)				
	2020	2021	2022	2023	2024
<b>Students</b>					
Students who are satisfied with the overall quality of teaching at their school	94.0	92.0	91.5	92.5	92.0
Students who are satisfied with the variety of courses at their school.	90.5	84.5	88.0	92.5	92.0
<b>Parents</b>					
Parents who are satisfied with the quality of education their child is receiving.	93.1	92.7	92.0	90.8	88.0
Parents who are satisfied with the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
<b>Staff</b>					
Staff who are satisfied with the quality of education that students are receiving in school.	94.8	98.2	98.0	97.5	92.4
Staff who are satisfied with the choice of courses and programs available for students in the school division.	93.0	95.2	98.5	93.8	91.4
<b>Education Quality Measure – Provincial Assurance Framework</b>					
Teachers, parents and students satisfied with the overall quality of basic education.	89.6	87.7	88.8	89.0	87.5
<b>Parent Involvement Measure – Provincial Assurance Framework</b>					
Teachers and parents satisfied with parental involvement in decisions about their child's education.	78.8	74.9	72.1	75.4	77.2

	Results (%)				
	2020	2021	2022	2023	2024
<b>Provincial Achievement Tests</b>					
Acceptable Standard - Grade 6	N/A	N/A	73.7	72.9	73.6
Acceptable Standard - Grade 9	N/A	N/A	73.7	72.9	75.2
Standard of Excellence - Grade 6	N/A	N/A	18.5	16.5	15.7
Standard of Excellence - Grade 9	N/A	N/A	18.5	16.5	17.1

<b>Diploma Examinations</b>					
Acceptable Standard	N/A	N/A	75.5	76.6	84.0
Standard of Excellence	N/A	N/A	14.5	13.1	21.1

	Results (%)				
	2019	2020	2021	2022	2023
<b>High School Completion Rate</b>					
3 Year Completion	86.2	82.0	85.4	84.8	84.1
5 Year Completion	86.1	90.5	90.8	88.9	90.6

## Partner 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 partners input and a comprehensive results review. Annual engagement workshops, surveys, and ongoing engagement with school and administrative councils inform the latest iteration of the Four-Year Education Plan and we are pleased to report our progress in the Annual Education Results Report.

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 2024-2027 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's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.

### Outcome 4

Alberta's K-12 education system and workforce are well-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

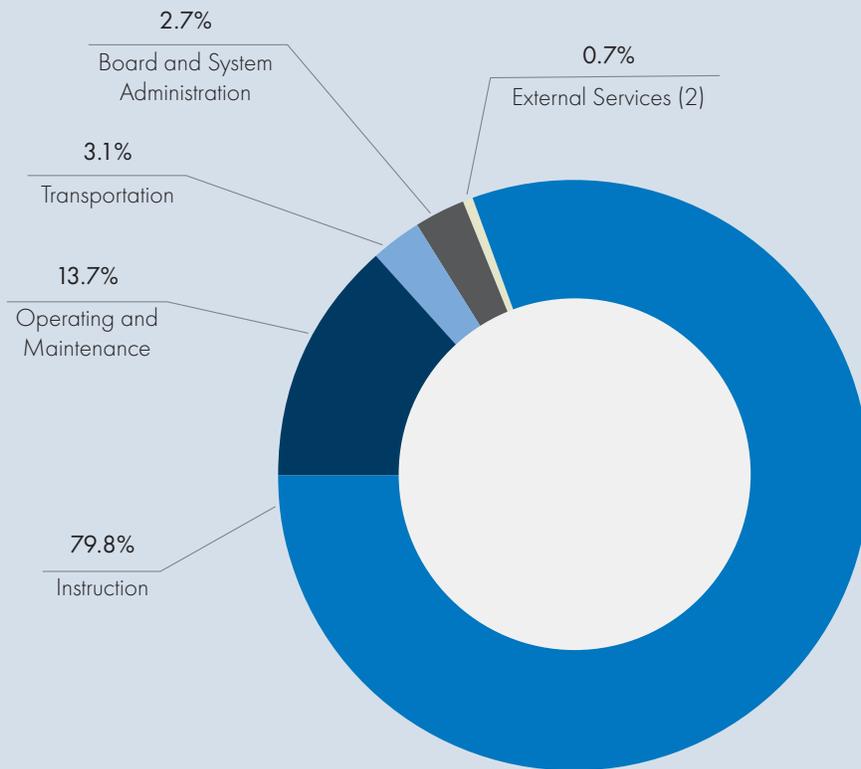
- Schools may set aside budget reserves in anticipation of future equipment needs that could not normally be acquired within the funding allocations for a single year.
- The reserve fund must have a specific purpose, clearly described in the school's plan.
- The superintendent is to be consulted on the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

## 2024-25 Budgeted Expenditures

	Budgeted Total Expenditures	Budgeted Number of Students (1)	Calculated Spending per Student
<b>Expenditures</b>			
Instruction	94,192,927	9,354	10,070
Operating and Maintenance	16,164,435	9,354	1,728
Transportation	3,600,779	2,574	1,399
Board and System Administration	3,225,424	9,354	345
External Services (2)	801,519	9,354	86
<b>Total Board Expenditures</b>	<b>117,985,083</b>	<b>9,354</b>	<b>12,613.33</b>

(1) ECS students reported as 0.5 except for transportation. PUF children (64) are not included in the student enrollment.

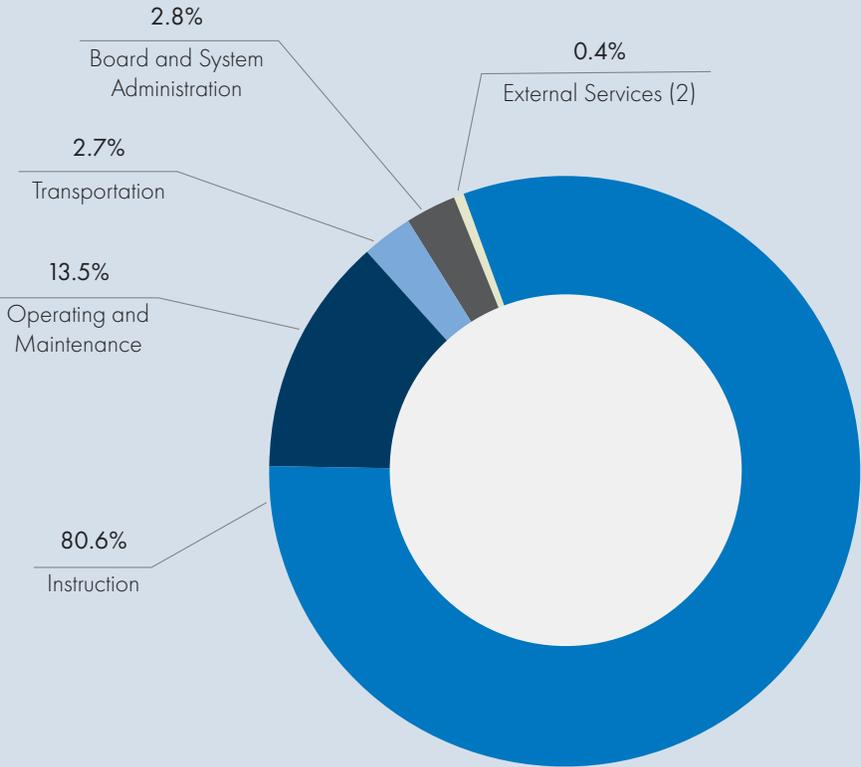
(2) External Services includes, but it not limited to secondments, cafeteria and international students, fundraising, and sales.



# 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.



## 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 2023-2024 school year.







All Students										
Assurance Domain	Measure	St. Albert Public Schools			Province			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	82.7	83.6	83.7	83.7	84.4	84.8	N/A	Declined	N/A
	Citizenship	78.1	80.0	79.1	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	84.1	84.8	84.1	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	90.6	88.9	90.1	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	73.6	72.2	72.2	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	15.7	13.7	13.7	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	75.2	73.1	73.1	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	17.1	17.2	17.2	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	84.0	76.6	76.6	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
Diploma: Excellence	21.1	13.1	13.1	22.6	21.2	21.2	High	Improved Significantly	Good	
Teaching & Leading	Education Quality	87.5	89.0	88.9	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	85.4	85.1	84.0	84.7	85.4	N/A	Maintained	N/A
	Access to Supports and Services	78.5	79.7	79.2	79.9	80.6	81.1	N/A	Maintained	N/A
Governance	Parental Involvement	77.2	75.4	73.7	79.5	79.1	78.9	Intermediate	Improved	Good

Students who Self-identified as First Nations, Métis or Inuit										
Student Growth & Achievement	3-year High School Completion	79.4	72.7	63.4	58.6	57.0	59.5	Intermediate	Improved	Good
	5-year High School Completion	72.3	73.4	77.2	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	72.5	71.3	71.3	48.7	45.3	45.3	Intermediate	Maintained	Acceptable
	PAT6: Excellence	9.9	9.6	9.6	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	69.2	61.8	61.8	41.4	39.4	39.4	Intermediate	Improved	Good
	PAT9: Excellence	10.4	12.2	12.2	6.1	5.3	5.3	Low	Maintained	Issue
	Diploma: Acceptable	83.5	70.1	70.1	76.9	74.8	74.8	Intermediate	Improved Significantly	Good
	Diploma: Excellence	17.4	9.8	9.8	11.8	11.3	11.3	Intermediate	Improved	Good

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

Assurance Domain	Measure	St. Albert Public Schools			Province			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	0.0	83.3	78.3	72.0	72.8	76.7	Very Low	Declined Significantly	Concern
	5-year High School Completion	88.5	79.6	80.4	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	62.5	67.5	67.5	64.6	65.4	65.4	Low	Maintained	Issue
	PAT6: Excellence	15.0	15.0	15.0	16.5	15.7	15.7	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	58.9	64.6	64.6	52.7	55.3	55.3	Very Low	Maintained	Concern
	PAT9: Excellence	15.1	13.1	13.1	10.1	11.0	11.0	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	55.6	50.0	50.0	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	4.8	10.7	10.7	14.0	13.8	13.8	Very Low	Maintained	Concern

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 (%)	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		
		2024	N	2,126	323	1,471	332		
			%	82.7	84.6	68	95.4		
		Province	Results (%)	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	71.8	96		
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		
2024	N			265,079	33,209	199,823	32,047		
	%			83.7	86.7	69.3	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 (%)	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	69.2	96.7		
		2022	N	4,631	293	3,899	439		
			%	78.2	74.1	66	94.6		
		2023	N	2,625	266	1,927	432		
			%	80	76.8	68.7	94.6		
		2024	N	2,127	323	1,472	332		
			%	78.1	75.1	65.3	93.8		
		Province	Results (%)	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		
2024	N			265,100	33,217	199,816	32,067		
	%			79.4	78.7	69.6	89.8		

## Education Quality

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

				Overall	Parent	Student	Teacher		
St. Albert Public Schools	Results (%)	2020	N	5,399	324	4,608	467		
			%	89.6	88.2	84	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	83.1	96.4		
		2023	N	2,627	267	1,929	431		
			%	89	85.8	84.3	96.8		
		2024	N	2,131	323	1,475	333		
			%	87.5	83	84.1	95.5		
		Province	Results (%)	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	86.1	85.9	95		
2023	N			257,584	31,890	193,343	32,351		
	%			88.1	84.4	85.7	94.4		
2024	N			265,643	33,250	200,322	32,071		
	%			87.6	83.8	84.9	93.9		

## 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 (%)	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	74.5	95.6		
		2023	N	2,628	267	1,929	432		
			%	85.4	84.9	76.1	95.2		
		2024	N	2,129	323	1,474	332		
			%	84.6	85.6	73.8	94.5		
		Province	Results (%)	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		
2024	N			265,321	33,232	200,020	32,069		
	%			84	85.3	75.2	91.6		

### 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 (%)	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		
		2023	N	2,623	266	1,925	432		
			%	79.7	72.5	80	86.7		
		2024	N	2,123	322	1,469	332		
			%	78.5	70.4	77.1	88		
		Province	Results (%)	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		
2024	N			264,733	33,177	199,516	32,040		
	%			79.9	75.4	78.7	85.6		

### Parental Involvement

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

				Overall	Parent	Teacher		
St. Albert Public Schools	Results (%)	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		
		2024	N	648	322	326		
			%	77.2	67.3	87		
		Province	Results (%)	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		
2024	N			64,949	33,070	31,879		
	%			79.5	74.4	84.6		

All Students				3 Year Completion	5 Year Completion		
St. Albert Public Schools	Results (%)	2019	N	641	733		
			%	86.3	86.3		
		2020	N	758	671		
			%	82	90.5		
		2021	N	704	647		
			%	85.4	90.8		
		2022	N	782	757		
			%	84.8	88.9		
		2023	N	766	703		
			%	84.1	90.6		
		Measure Evaluation for 3 Year High School Completion Rate 2023	Results	Achievement		Intermediate	High
				Improvement		Maintained	Maintained
Overall				Acceptable	Good		
Province	Results (%)	2019	N	45,354	44,988		
			%	80.3	85.3		
		2020	N	46,245	44,972		
			%	83.4	86.2		
		2021	N	47,675	45,344		
			%	83.2	87.1		
		2022	N	48,340	46,238		
			%	80.7	88.6		
		2023	N	49,297	47,659		
			%	80.4	88.1		

Students who Self-identified as First Nations, Métis or Inuit				3 Year Completion	5 Year Completion	
St. Albert Public Schools	Results (%)	2019	N	34	35	
			%	81.0	61.1	
		2020	N	32	32	
			%	57.2	78.1	
		2021	N	19	34	
			%	60.3	80.1	
		2022	N	22	35	
			%	72.7	73.4	
		2023	N	68	21	
			%	79.4	72.3	
		Measure Evaluation for 3 Year High School Completion Rate 2023	Results	Achievement	Intermediate	Very Low
				Improvement	Improved	Maintained
Overall	Good			Concern		
Province	Results (%)	2019	N	3,750	3,407	
			%	55.9	65.0	
		2020	N	3,814	3,469	
			%	62	68.1	
		2021	N	3,972	3,593	
			%	59.5	68.0	
		2022	N	3,943	3,719	
			%	57.0	71.3	
		2023	N	4,222	3,909	
			%	58.6	69.4	



## 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	12	13		
			%	83.3	74.2		
		2020	N	32	12		
			%	80.1	76.6		
		2021	N	34	12		
			%	71.5	84.9		
		2022	N	18	30		
			%	83.3	79.6		
		2023	N	6	31		
			%	0	88.5		
		Measure Evaluation for 3 Year High School Completion Rate 2023	Results	Achievement		Very Low	Intermediate
				Improvement		Declined Significantly	Maintained
Overall				Concern	Acceptable		
Province	Results (%)	2019	N	3,307	2,664		
			%	74.1	85.0		
		2020	N	3,654	2,960		
			%	78.7	86.9		
		2021	N	3,646	2,874		
			%	78.5	86.1		
		2022	N	3,805	3,151		
			%	72.8	88.7		
		2023	N	3,883	3,135		
			%	72.0	88.1		

<b>Early Years Assessments (2023-2024)</b>					
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Total Students Assessed in Literacy (Sept 2023/Jan 2024 for Gr 1)	643	645	656	N/A	N/A
Assessed as At Risk in Literacy ONLY (Sept 2023/Jan 2024 for Gr 1)	104	107	89	47	N/A
Assessed as Still at Risk in Literacy ONLY in June 2024	71	70	58	37	N/A
Total Students Assessed in Numeracy (Sept 2023/Jan 2024 for Gr 1)	649	636	637	N/A	N/A
Assessed as At Risk in Numeracy ONLY (Sept 2023/Jan 2024 for Gr 1)	65	42	38	N/A	N/A
Assessed as Still at Risk in Numeracy ONLY in June 2024	36	20	20	N/A	N/A
Assessed as At Risk in BOTH Literacy and Numeracy (Sept 2023/Jan 2024 for Gr 1)	67	42	36	N/A	N/A
Assessed as Still at Risk in BOTH Literacy and Numeracy in June 2024	39	25	27	N/A	N/A

### **Summary of Literacy Interventions**

A combination of pull-out and push-in supports was used throughout the 2023-2024 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.

### **Summary of Numeracy 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.



# By Number Enrolled Measure History

## Grade 6

### All students

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	627	665	675	N/A	N/A	56,482	57,655	60,804
Acceptable Standard (%)	N/A	N/A	71.0	72.2	73.6	N/A	N/A	67.8	66.2	68.5
Standard of Excellence (%)	N/A	N/A	16.9	13.7	15.7	N/A	N/A	20.1	18.0	19.8

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

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	63	94	91	N/A	N/A	4,396	4,332	4,556
Acceptable Standard (%)	N/A	N/A	50.8	71.3	72.5	N/A	N/A	46.8	45.3	48.7
Standard of Excellence (%)	N/A	N/A	9.5	9.6	9.9	N/A	N/A	7.3	6.5	7.3

### Students who require and receive English as an Additional Language (EAL) supports

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	40	40	40	N/A	N/A	9738	10098	11278
Acceptable Standard (%)	N/A	N/A	85	67.5	62.5	N/A	N/A	68.4	65.4	64.6
Standard of Excellence (%)	N/A	N/A	10.0	15.0	15.0	N/A	N/A	17.9	15.7	16.5

## Grade 9

### All students

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	656	618	759	N/A	N/A	53,039	57,925	60,682
Acceptable Standard (%)	N/A	N/A	72.0	73.1	75.2	N/A	N/A	62.9	62.6	62.5
Standard of Excellence (%)	N/A	N/A	20.6	17.2	17.1	N/A	N/A	16.8	15.5	15.4

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

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	66	79	124	N/A	N/A	4,188	4,717	4,868
Acceptable Standard (%)	N/A	N/A	60.8	61.8	69.2	N/A	N/A	41.9	39.4	41.4
Standard of Excellence (%)	N/A	N/A	14.7	12.2	10.4	N/A	N/A	5.4	5.3	6.1

### Students who require and receive English as an Additional Language (EAL) supports

	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	37	33	18	N/A	N/A	6575	7162	7405
Acceptable Standard (%)	N/A	N/A	86.7	64.6	58.9	N/A	N/A	54.8	55.3	52.7
Standard of Excellence (%)	N/A	N/A	28.0	13.1	15.1	N/A	N/A	11.3	11.0	10.1

# Three Year Achievement Levels by Course

## Grade 6

### All students

	St. Albert Public Schools			Province		
	2022	2023	2024	2022	2023	2024
<b>French Language Arts</b>						
Acceptable Standard (%)	73.1	71.9	N/A	76.9	77.6	69.9
Standard of Excellence (%)	10.8	0.0	N/A	10.6	12.5	9.3
<b>Science</b>						
Acceptable Standard (%)	73.2	71.7	*	71.5	66.7	68.8
Standard of Excellence (%)	19.5	22.6	*	23.7	21.8	24.8
<b>Social Studies</b>						
Acceptable Standard (%)	71.0	72.2	73.6	67.8	66.2	68.5
Standard of Excellence (%)	16.9	13.7	15.7	20.1	18.0	19.8

## Grade 9

### All students

	St. Albert Public Schools			Province		
	2022	2023	2024	2022	2023	2024
<b>English Language Arts</b>						
Acceptable Standard (%)	81.9	84.3	85.2	69.6	71.4	69.5
Standard of Excellence (%)	19.8	17.5	14.4	12.9	13.4	11.8
<b>French Language Arts</b>						
Acceptable Standard (%)	78.9	87.7	90.2	73.5	76.1	76.6
Standard of Excellence (%)	8.1	13.7	7.3	9.9	10.9	10.6
<b>Mathematics</b>						
Acceptable Standard (%)	63.5	64.7	64.2	53.0	54.4	52.7
Standard of Excellence (%)	19.4	16.7	14.5	16.7	13.5	14.0
<b>Science</b>						
Acceptable Standard (%)	74.5	76.6	79.4	68.0	66.3	67.6
Standard of Excellence (%)	23.5	20.5	23.9	22.6	20.1	20.8
<b>Social Studies</b>						
Acceptable Standard (%)	67.3	65.2	69.7	60.8	58.4	60.5
Standard of Excellence (%)	22.1	15.0	17.2	17.2	15.9	15.8

# Current Achievement Levels by Course

## Grade 6

All students									
	St. Albert Public Schools				Province				
	2024		Previous 3 Year Average		2024		Previous 3 Year Average		
	N	%	N	%	N	%	N	%	
<b>French Language Arts</b>									
Acceptable Standard	N/A	N/A	32	71.9	1,870	69.9	3,131	77.6	
Standard of Excellence	N/A	N/A	32	0.0	1,870	9.3	3,131	12.5	
<b>Social Studies</b>									
Acceptable Standard	675	73.6	665	72.2	60,804	68.5	57,655	66.2	
Standard of Excellence	675	15.7	665	13.7	60,804	19.8	57,655	18.0	

## Grade 9

All students									
	St. Albert Public Schools				Province				
	2024		Previous 3 Year Average		2024		Previous 3 Year Average		
	N	%	N	%	N	%	N	%	
<b>English Language Arts</b>									
Acceptable Standard	759	85.2	605	84.3	59,096	69.5	56,255	71.4	
Standard of Excellence	759	14.4	605	17.5	59,096	11.8	56,255	13.4	
<b>French Language Arts</b>									
Acceptable Standard	123	90.2	73	87.7	3,308	76.6	3,215	76.1	
Standard of Excellence	123	7.3	73	13.7	3,308	10.6	3,215	10.9	
<b>Mathematics</b>									
Acceptable Standard	759	64.2	609	64.7	58,577	52.7	55,447	54.4	
Standard of Excellence	759	14.5	609	16.7	58,577	14.0	55,447	13.5	
<b>Science</b>									
Acceptable Standard	757	79.4	615	76.6	59,072	67.6	56,311	66.3	
Standard of Excellence	757	23.9	615	20.5	59,072	20.8	56,311	20.1	
<b>Social Studies</b>									
Acceptable Standard	757	69.7	615	65.2	59,125	60.5	56,309	58.4	
Standard of Excellence	757	17.2	615	15.0	59,125	15.8	56,309	15.9	

## Grade 6

Students who self-identified as First Nations, Métis or Inuit								
	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>Social Studies</b>								
Acceptable Standard	91	72.5	94	71.3	4,556	48.7	4,332	45.3
Standard of Excellence	91	9.9	94	9.6	4,556	7.3	4,332	6.5

## Grade 9

Students who self-identified as First Nations, Métis or Inuit								
	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>English Language Arts</b>								
Acceptable Standard	124	85.5	76	73.7	4,465	49.5	4,375	49.2
Standard of Excellence	124	11.3	76	14.5	4,465	4.7	4,375	4.4
<b>French Language Arts</b>								
Acceptable Standard	13	100.0	11	81.8	160	63.8	136	65.4
Standard of Excellence	13	7.7	11	9.1	160	5.6	136	4.4
<b>Mathematics</b>								
Acceptable Standard	124	50.0	77	54.5	4,361	28.7	4,197	28.7
Standard of Excellence	124	5.6	77	14.3	4,361	4.8	4,197	3.8
<b>Science</b>								
Acceptable Standard	124	70.2	79	67.1	4,477	46.0	4,380	42.1
Standard of Excellence	124	15.3	79	13.9	4,477	8.5	4,380	7.1
<b>Social Studies</b>								
Acceptable Standard	124	67.7	79	50.6	4,498	39.0	4,393	34.1
Standard of Excellence	124	9.7	79	7.6	4,498	6.3	4,393	4.9

## Grade 6

Students who require and receive English as an Additional Language (EAL) supports								
	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>Social Studies</b>								
Acceptable Standard	40	62.5	40	67.5	11,278	64.6	10,098	65.4
Standard of Excellence	40	15.0	40	15.0	11,278	16.5	10,098	15.7

## Grade 9

Students who require and receive English as an Additional Language (EAL) supports								
	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>English Language Arts</b>								
Acceptable Standard	18	66.7	31	71.0	7,249	56.9	6,969	62.2
Standard of Excellence	18	16.7	31	9.7	7,249	5.4	6,969	6.6
<b>French Language Arts</b>								
Acceptable Standard	1	*	N/A	N/A	174	67.8	194	71.1
Standard of Excellence	1	*	N/A	N/A	174	9.2	194	11.3
<b>Mathematics</b>								
Acceptable Standard	18	50.0	33	54.5	7,201	46.7	6,930	50.1
Standard of Excellence	18	16.7	33	15.2	7,201	11.5	6,930	12.0
<b>Science</b>								
Acceptable Standard	18	72.2	31	74.2	7,236	57.7	6,975	59.4
Standard of Excellence	18	16.7	31	19.4	7,236	14.2	6,975	15.0
<b>Social Studies</b>								
Acceptable Standard	18	44.4	31	54.8	7,249	49.4	6,983	50.4
Standard of Excellence	18	11.1	31	9.7	7,249	9.6	6,983	11.0

### Notes:

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 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
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 authority reporting. Caution should be used when interpreting these results.





## Current Achievement Levels by Course

All students										
	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	975	1,041	1,072	N/A	N/A	58,444	67,294	72,444
Acceptable Standard (%)	N/A	N/A	75.5	76.6	84.0	N/A	N/A	75.2	80.3	81.5
Standard of Excellence (%)	N/A	N/A	14.5	13.1	21.1	N/A	N/A	18.2	21.2	22.6

Students who self-identified as First Nations, Métis or Inuit										
	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	35	93	117	N/A	N/A	3,107	3,949	4,258
Acceptable Standard (%)	N/A	N/A	70.9	70.1	83.5	N/A	N/A	68.7	74.8	76.9
Standard of Excellence (%)	N/A	N/A	3.6	9.8	17.4	N/A	N/A	8.5	11.3	11.8

Students who require and receive English as an Additional Language (EAL) supports										
	St. Albert Public Schools					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Number	N/A	N/A	24	12	22	N/A	N/A	5,396	6,167	5,610
Acceptable Standard (%)	N/A	N/A	61.2	50.0	55.6	N/A	N/A	59.0	67.1	66.3
Standard of Excellence (%)	N/A	N/A	4.1	10.7	4.8	N/A	N/A	10.8	13.8	14.0

## Three Year Achievement Levels by Course

All students						
	St. Albert Public Schools			Province		
	2022	2023	2024	2022	2023	2024
<b>English Lang Arts 30-1</b>						
Acceptable Standard (%)	83.8	82.0	87.4	78.8	83.7	84.2
Standard of Excellence (%)	8.9	6.4	13.9	9.4	10.5	10.1
<b>English Lang Arts 30-2</b>						
Acceptable Standard (%)	76.1	87.9	87.2	80.8	86.2	85.7
Standard of Excellence (%)	6.8	6.7	10.6	12.3	12.7	12.9
<b>French Language Arts 30-1</b>						
Acceptable Standard (%)	100.0	89.7	95.7	91.9	93.1	95.3
Standard of Excellence (%)	3.2	5.2	4.3	6.8	6.1	8.6
<b>Mathematics 30-1</b>						
Acceptable Standard (%)	67.2	62.7	73.6	63.6	70.8	75.4
Standard of Excellence (%)	19.7	18.6	27.8	23.0	29.0	34.9
<b>Mathematics 30-2</b>						
Acceptable Standard (%)	62.2	65.5	85.3	61.5	71.1	70.9
Standard of Excellence (%)	7.6	9.8	19.0	11.8	15.2	15.4
<b>Social Studies 30-1</b>						
Acceptable Standard (%)	82.8	81.7	83.7	81.5	83.5	85.2
Standard of Excellence (%)	11.6	8.5	14.7	15.8	15.9	18.7
<b>Social Studies 30-2</b>						
Acceptable Standard (%)	74.8	72.5	74.2	72.5	78.1	77.6
Standard of Excellence (%)	3.4	5.1	7.8	13.2	12.3	12.7
<b>Biology 30</b>						
Acceptable Standard (%)	71.9	76.2	86.4	74.3	82.7	83.1
Standard of Excellence (%)	22.8	21.0	31.9	25.2	32.8	33.7
<b>Chemistry 30</b>						
Acceptable Standard (%)	69.9	77.2	84.1	77.1	80.5	82.9
Standard of Excellence (%)	22.1	23.5	30.4	31.1	37.0	38.0
<b>Physics 30</b>						
Acceptable Standard (%)	73.3	74.6	90.0	78.5	82.3	85.1
Standard of Excellence (%)	24.4	20.3	37.3	34.6	39.9	43.1
<b>Science 30</b>						
Acceptable Standard (%)	81.0	77.5	89.3	75.7	79.4	81.3
Standard of Excellence (%)	16.5	20.0	33.6	17.2	23.1	24.6

## Current Achievement Levels by Course

All Students									
	St. Albert Public Schools				Province				
	2024		Previous 3 Year Average		2024		Previous 3 Year Average		
	N	%	N	%	N	%	N	%	
<b>English Language Arts 30-1</b>									
Acceptable Standard	540	87.4	484	82.0	33,001	84.2	31,493	83.7	
Standard of Excellence	540	13.9	484	6.4	33,001	10.1	31,493	10.5	
<b>English Language Arts 30-2</b>									
Acceptable Standard	218	87.2	223	87.9	19,219	85.7	17,112	86.2	
Standard of Excellence	218	10.6	223	6.7	19,219	12.9	17,112	12.7	
<b>French Language Arts 30-1</b>									
Acceptable Standard	69	95.7	58	89.7	1,200	95.3	1,236	93.1	
Standard of Excellence	69	4.3	58	5.2	1,200	8.6	1,236	6.1	
<b>Mathematics 30-1</b>									
Acceptable Standard	367	73.6	322	62.7	21,035	75.4	19,763	70.8	
Standard of Excellence	367	27.8	322	18.6	21,035	34.9	19,763	29.0	
<b>Mathematics 30-2</b>									
Acceptable Standard	232	85.3	255	65.5	15,676	70.9	14,418	71.1	
Standard of Excellence	232	19.0	255	9.8	15,676	15.4	14,418	15.2	
<b>Social Studies 30-1</b>									
Acceptable Standard	509	83.7	482	81.7	25,167	85.2	24,023	83.5	
Standard of Excellence	509	14.7	482	8.5	25,167	18.7	24,023	15.9	
<b>Social Studies 30-2</b>									
Acceptable Standard	217	74.2	236	72.5	23,985	77.6	21,045	78.1	
Standard of Excellence	217	7.8	236	5.1	23,985	12.7	21,045	12.3	
<b>Biology 30</b>									
Acceptable Standard	398	86.4	390	76.2	24,414	83.1	23,270	82.7	
Standard of Excellence	398	31.9	390	21.0	24,414	33.7	23,270	32.8	
<b>Chemistry 30</b>									
Acceptable Standard	352	84.1	294	77.2	19,955	82.9	18,364	80.5	
Standard of Excellence	352	30.4	294	23.5	19,955	38.0	18,364	37.0	
<b>Physics 30</b>									
Acceptable Standard	150	90.0	138	74.6	9,955	85.1	9,241	82.3	
Standard of Excellence	150	37.3	138	20.3	9,955	43.1	9,241	39.9	
<b>Science 30</b>									
Acceptable Standard	131	89.3	160	77.5	8,439	81.3	8,007	79.4	
Standard of Excellence	131	33.6	160	20.0	8,439	24.6	8,007	23.1	

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

	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>English Language Arts 30-1</b>								
Acceptable Standard	60	83.3	31	74.2	1,402	81.7	1,286	78.3
Standard of Excellence	60	10.0	31	3.2	1,402	6.9	1,286	6.1
<b>English Language Arts 30-2</b>								
Acceptable Standard	28	92.9	29	86.2	2,010	86.0	1,833	86.5
Standard of Excellence	28	7.1	29	3.4	2,010	10.8	1,833	9.9
<b>Mathematics 30-1</b>								
Acceptable Standard	32	56.3	26	50.0	634	64.4	566	60.6
Standard of Excellence	32	15.6	26	15.4	634	17.0	566	15.0
<b>Mathematics 30-2</b>								
Acceptable Standard	22	90.9	20	65.0	785	64.8	742	65.8
Standard of Excellence	22	22.7	20	10.0	785	10.1	742	12.1
<b>Social Studies 30-1</b>								
Acceptable Standard	55	85.5	33	66.7	1,071	79.1	986	73.0
Standard of Excellence	55	14.5	33	3.0	1,071	10.6	986	8.6
<b>Social Studies 30-2</b>								
Acceptable Standard	31	80.6	33	69.7	2,091	72.9	1,933	72.3
Standard of Excellence	31	9.7	33	9.1	2,091	6.6	1,933	5.4
<b>Biology 30</b>								
Acceptable Standard	41	90.2	27	66.7	1,041	72.8	902	72.5
Standard of Excellence	41	22.0	27	14.8	1,041	17.0	902	19.1
<b>Chemistry 30</b>								
Acceptable Standard	37	78.4	20	75.0	614	78.2	550	70.0
Standard of Excellence	37	21.6	20	15.0	614	23.5	550	24.0
<b>Physics 30</b>								
Acceptable Standard	13	92.3	7	85.7	280	80.4	250	72.0
Standard of Excellence	13	53.8	7	28.6	280	23.2	250	26.8
<b>Science 30</b>								
Acceptable Standard	11	100.0	15	66.7	480	78.1	470	75.3
Standard of Excellence	11	45.5	15	20.0	480	18.5	470	18.7

Students who require and receive English as an Additional Language (EAL) supports								
	St. Albert Public Schools				Province			
	2024		Previous 3 Year Average		2024		Previous 3 Year Average	
	N	%	N	%	N	%	N	%
<b>English Language Arts 30-1</b>								
Acceptable Standard	13	30.8	N/A	N/A	2,095	61.3	2,482	63.3
Standard of Excellence	13	0.0	N/A	N/A	2,095	2.7	2,482	3.7
<b>English Language Arts 30-2</b>								
Acceptable Standard	8	75.0	N/A	N/A	2,333	70.0	2,284	71.5
Standard of Excellence	8	0.0	N/A	N/A	2,333	5.2	2,284	5.5
<b>Mathematics 30-1</b>								
Acceptable Standard	7	57.1	N/A	N/A	1,543	64.0	1,714	61.1
Standard of Excellence	7	0.0	N/A	N/A	1,543	27.6	1,714	23.1
<b>Social Studies 30-1</b>								
Acceptable Standard	7	42.9	N/A	N/A	1,110	70.5	1,415	72.7
Standard of Excellence	7	0.0	N/A	N/A	1,110	10.7	1,415	8.8
<b>Social Studies 30-2</b>								
Acceptable Standard	8	75.0	N/A	N/A	2,904	63.2	2,749	62.5
Standard of Excellence	8	12.5	N/A	N/A	2,904	8.3	2,749	7.8
<b>Biology 30</b>								
Acceptable Standard	6	66.7	N/A	N/A	1,509	69.7	1,790	72.8
Standard of Excellence	6	16.7	N/A	N/A	1,509	23.6	1,790	24.7
<b>Chemistry 30</b>								
Acceptable Standard	6	66.7	N/A	N/A	1,364	73.2	1,479	73.5
Standard of Excellence	6	0.0	N/A	N/A	1,364	29.6	1,479	29.9

## Notes:

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.

Overall Summary									
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)	59.1	3.1	N/A	52.7	3.5	N/A	High	N/A	N/A
Drop Out Rate	1.9	2.2	1.7	2.5	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	86.0	83.7	83.5	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	75.3	79.0	78.4	79.9	80.4	80.7	Intermediate	Declined	Issue
Program of Studies	85.4	86.3	86.1	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	79.1	80.5	79.9	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	74.9	77.8	75.5	70.7	71.9	70.0	High	Maintained	Good
Safe and Caring	88.1	88.2	88.1	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	68.9	69.9	68.6	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	76.7	74.5	71.8	75.8	75.2	74.7	High	Improved Significantly	Good
Transition Rate (6 yr)	63.3	64.7	64.1	60.1	59.7	60.0	High	Maintained	Good
Work Preparation	79.3	82.1	81.8	82.8	83.1	84.0	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.