





ST. ALBERT PUBLIC SCHOOLS
60 SIR WINSTON CHURCHILL AVENUE

Our Board of Trustees

Kim Armstrong
Chair

Stanley Haroun
Trustee

John Allen
Vice Chair

Sheyanne Levall-Crouse
Trustee

Kristi Rouse
Trustee

Division Administration Office

60 Sir Winston Churchill Ave.

St. Albert, AB T8N 0G4

780.460.3712

www.spschools.org



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MESSAGE FROM THE BOARD

The Board of Trustees has always been proud of the good work done in St. Albert Public Schools, but over the last two and a half years, which have been very challenging times, we have watched with amazement as our staff have risen to the occasion time and again to teach and care for our students. It is, then, with extreme pride that we present this Report to the Community - 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 - factors that were more vital than ever during the pandemic.

As locally-elected trustees, we are committed to a strong governance approach that supports connection to community and accountability for results. While we may not have been able to engage our stakeholders in our usual ways over the last two years, we looked at alternatives and were still able to conduct some of those valuable conversations through a return to an in-person stakeholder engagement workshop in March 2022, virtual meetings, and feedback and input gathered through annual stakeholder engagement surveys. We believe in, value and model assurance at the local level, even in a pandemic!

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 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 excellence, especially during these exceptional years. We know that together, we have made it through likely the most difficult years of our lifetime, and we will come out of it stronger than ever.

Sincerely,

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

MESSAGE FROM THE SUPERINTENDENT

It's a pleasure to share with you our Report to the Community - Annual Education Results Report 2022. As we all know, the 2021-2022 school year was another challenging year as we, once again, navigated providing education during a global pandemic. These past two years have presented unimaginable challenges to students, staff and families. Yet despite this, we have seen so many examples of resilience, determination, caring and innovation as we faced these stresses together. This year's report, then, is particularly meaningful as we, again, reflect on how we pulled together to provide our students with the best possible educational experience while at the same time focusing on their physical and mental wellbeing.

We hope that when you review this results report, you can see that relationship, connection, inclusivity and resiliency are foundational to the work in our division and to the success of our students. Our division works hard to provide the opportunity for each of our students to acquire the knowledge, skills and attitudes needed to be a self-reliant, responsible, caring and contributing member of society.

St. Albert Public Schools is fortunate to have stakeholders who are highly invested and supportive of our work with students. As a collective, we are committed to collaboration and fostering strong relationships among 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, particularly over these last two challenging years, when patience and perseverance have been more important than ever. While we are always focused on staff wellness and morale, this is now an even more important consideration. We've provided resources and support to our staff, and tried to bring lighter moments of humour, camaraderie, appreciation and thanks to our team. We believe this has helped make a difference during moments of struggle during these difficult years. While we still face uncertainties, we will continue to focus on supporting each other, finding joy and celebrating successes together.

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

Sincerely,

Krimsen Sumners
Superintendent



FOUNDATION STATEMENTS

MISSION

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

Mandate

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

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

Beliefs

In our commitment to public education, we believe that:

- 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 connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The teacher-student relationship is central to student learning; and,
- Members of 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 2021-2022 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 2021-2022 was approved by the Board on December 14th, 2022.

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

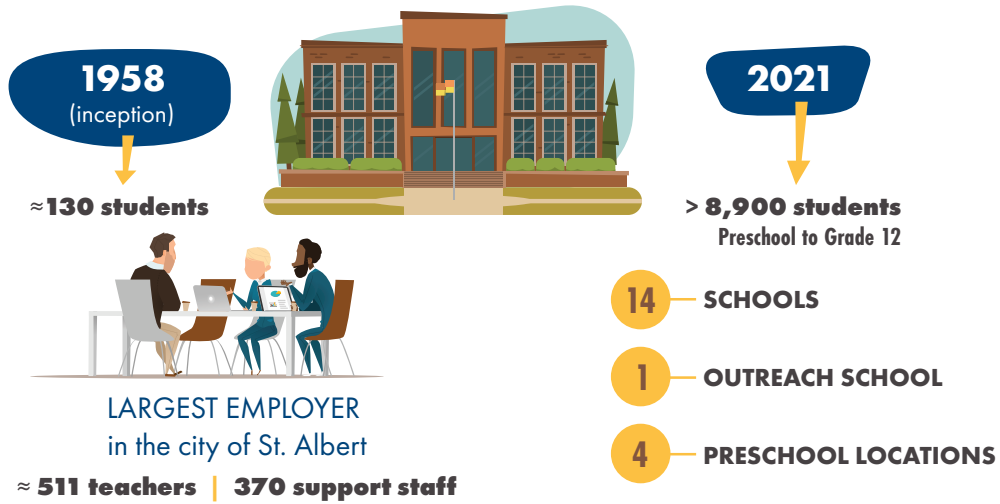
William D. Cuts

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



PROFILE

About Us



1958
(inception)

≈ **130 students**

2021

> **8,900 students**
Preschool to Grade 12

14 — SCHOOLS

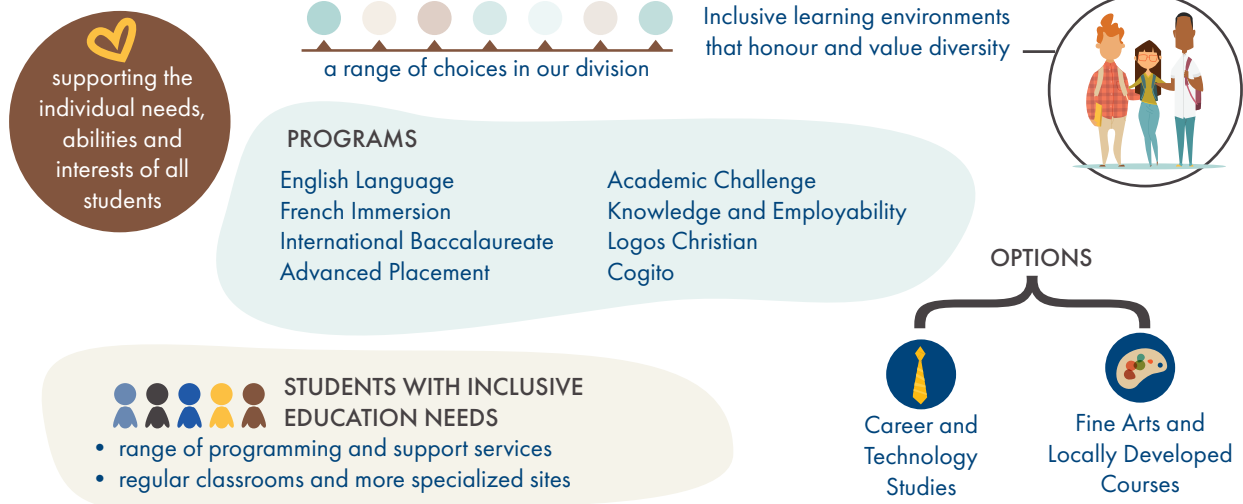
1 — OUTREACH SCHOOL

4 — PRESCHOOL LOCATIONS

LARGEST EMPLOYER
in the city of St. Albert

≈ **511 teachers** | **370 support staff**

Programming



supporting the individual needs, abilities and interests of all students

Inclusive learning environments that honour and value diversity

a range of choices in our division

PROGRAMS

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

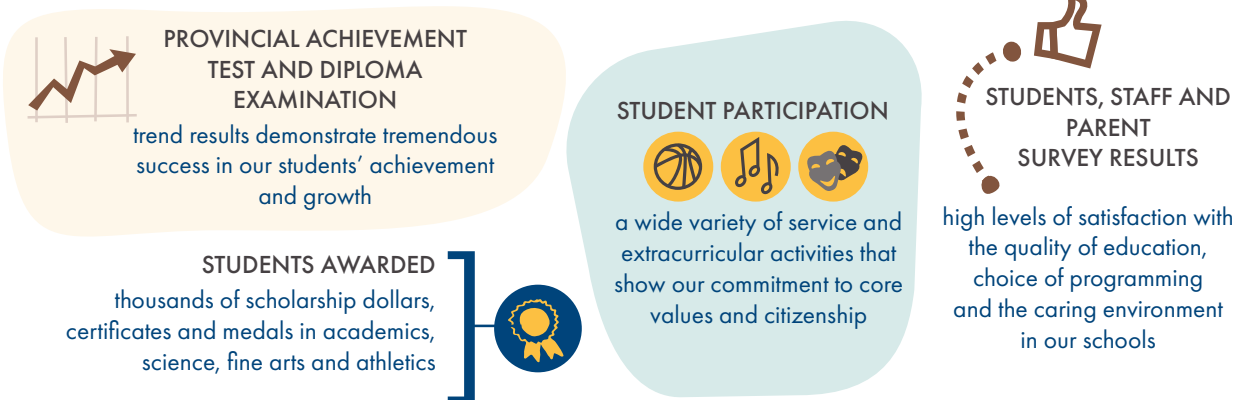
STUDENTS WITH INCLUSIVE EDUCATION NEEDS

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

OPTIONS

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

Our Results



PROVINCIAL ACHIEVEMENT TEST AND DIPLOMA EXAMINATION

trend results demonstrate tremendous success in our students' achievement and growth

STUDENT PARTICIPATION

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

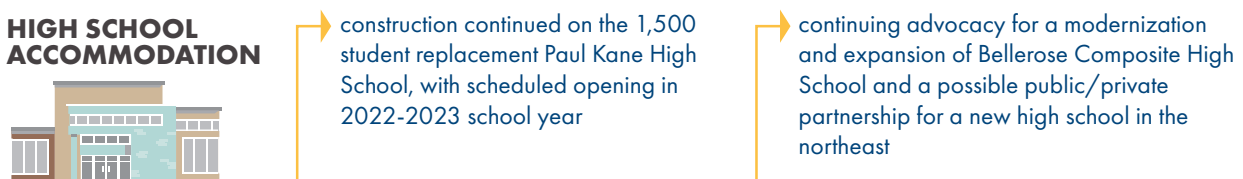
STUDENTS AWARDED

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

STUDENTS, STAFF AND PARENT SURVEY RESULTS

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

Our Growth






HIGH SCHOOL ACCOMMODATION

construction continued on the 1,500 student replacement Paul Kane High School, with scheduled opening in 2022-2023 school year

continuing advocacy for a modernization and expansion of Bellerose Composite High School and a possible public/private partnership for a new high school in the northeast


QUICK FACTS: DID YOU KNOW?



 **625**
KINDERGARTEN
STUDENTS
REGISTERED
(the highest in our history)





Our jurisdiction is working with the provincial government to
plan facilities for the rapid growth
of high school students
that is imminent

Our division
serves more than
8,900
STUDENTS



Budget for 2021-2022
\$105 million
(approximately)


Our student enrollment
INCREASED
1.7% 

10 grade
groupings
grew in size as
they moved
forward one grade



Employing more than
900 PEOPLE
We are one of the largest employers
in the City of St. Albert

Our division
has grown
> 10%
in the last five years

49 old portables & 59 new modulares
for a total of 108 non-permanent classroom spaces
NON-PERMANENT CLASSROOMS HOUSE
OVER 2,100 STUDENTS



ALL GRADES HAVE **> 600 STUDENTS**
FOUR GRADES HAVE **> 700 STUDENTS**

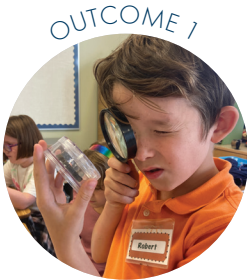
ST. ALBERT PUBLIC SCHOOLS PRIORITY AREAS

For the 2021-2022 school year, St. Albert Public School Division had six priority areas:

- provide high-quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- prepare all students for participation in the global community through active citizenship and lifelong learning;
- promote inclusive, healthy, safe and vibrant learning communities in our schools;
- foster collegial relationships and collaborative working environments;
- increase literacy and numeracy skills of students in Preschool to Grade 12 through the division’s enhancing instructional practice approach; and
- initiate and champion division initiatives that support wellness and growth during the post-pandemic recovery.

Progress on the achievement of our priorities is supported through division outcomes, strategies and performance indicators. The development of outcomes and strategies helps to focus attention and target resources. Our performance indicators include Provincial Achievement Test and Diploma Examination results, Division Satisfaction Survey results, and the Provincial Assurance Framework data, and they are used to assess division progress. Provincial Achievement Test and Diploma Examination data are not available for the 2019-2020 or 2020-2021 school years.

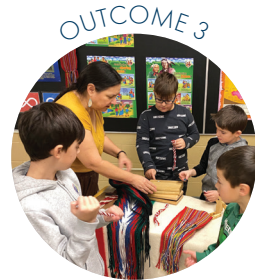
DIVISION OUTCOMES



Learning environments facilitate connection, curiosity and competencies.



Students demonstrate growth in literacy and numeracy skills.



Students’ wellness and resiliency are fostered through culture, collaboration and programming.



Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning.



Division excellence is supported and managed by governance, public engagement and partnerships.



Outcome 1

Learning environments facilitate connection, curiosity and competencies

Strategies

- Maintain the focus on empathetic, trusting and respectful relationships as the foundation for the learning process.
- Champion, advance and energize pedagogical approaches that support competency development (e.g. inquiry-based learning, metacognitive approaches, project-based learning, transdisciplinary/cross-curricular approaches, approaches with direct applications to the “real-world”).
- Review the draft Kindergarten to Grade 6 curriculum and provide feedback to Alberta Education.
- Collaborate with division leaders and teachers to develop an approach for implementation of the new curriculum.
 - Identify essential outcomes.
 - Develop lesson plans, tasks and assessments to support instructional practice.
 - Seek and share resources to support new curriculum.
 - Revise reporting document key learner outcomes to reflect new curriculum.
- Continue to support land-based learning opportunities.
- Focus professional development opportunities on supporting learner competencies and the purposeful use of technology.
- Build student understanding of privacy, safety and appropriate use of technology.
- Use technology to support positive digital and global citizenship.
- Leverage digital tools and emerging technologies to support inquiry, problem solving and critical thinking.
- Maintain commitment to choice for families with children with inclusive needs.
- Continue to provide Inclusive Learning Team support to students and school staff.
- Continue to support implementation of the Response to Intervention model.
- Continue re-visioning Individual Program Plans using the “I-Can” philosophy.
- Continue to provide responsive professional learning in the area of inclusive education.
- Build capacity through professional learning and collaboration in support of English Language Learners (ELL), specifically ELL benchmarking and strategies to support language acquisition.
- Continue to support a proactive approach that focuses on building inclusive learning environments for Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) students.
- Provide opportunities for students to connect with First Nations, Métis, Inuit and Francophone communities and/or community members.
- Continue to build division capacity in the area of First Nations, Métis and Inuit education focusing on embedding indigenous perspectives in school activities.
- Continue to offer parent/community reconciliation events.

Key Performance Indicators

Survey

Questions	Results (%)			
	2019	2020	2021	2022
Students				
Students who agree their teachers and school staff show they care about their success.	84.4	84.0	86.6	84.1
Students who agree that they feel accepted for who they are at school.	82.3	78.6	82.4	81.3
Students who agree that their school is a place where they feel like they belong.	76.8	76.6	77.8	76.1
Students who agree that they like being at school.	67.6	65.5	68.9	67.1
Students who agree that all students are welcome to participate in school activities (e.g. clubs, teams).	91.8	90.4	89.5	92.3
Students who agree that their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	87.1	91.1	88.9	89.1
Students who agree that they feel safe at school.	82.3	81.3	84.3	81.0
Students who agree their teachers make the topics they learn about interesting.	73.7	74.0	76.9	76.0
Students who agree teachers and school staff provide a variety of ways for them to learn.	83	80.9	81.2	80.1
Students who agree that teachers provide feedback that helps them learn.	87.2	86.0	88.6	87.1
Students who agree that their school provides them with opportunities to be creative.	87.8	86.8	86.5	86.6
Parents				
Parents who are satisfied that teachers care about their children.	91.0	90.0	89.0	91.0
Parents who are satisfied with the support and resources available to meet the diverse needs of students.	84.0	78.0	80.5	78.8
Parents who are satisfied that their child's learning needs are being met.	87.0	84.0	85.6	84.7
Parents who are satisfied that their child's school is a positive, caring and welcoming place.	88.8	91.6	92.1	90.5
Staff				
Teachers who are satisfied that staff care about students.	100.0	99.0	100.0	100.0
School staff who are satisfied that their school is a positive, caring and welcoming place.	95.5	95.6	94.2	94.2
School staff who are satisfied that they are provided the support and resources needed to meet the diverse needs of students.	85.5	83.2	84.7	82.0



Accountability Pillar (Required Measure)

	St. Albert Public Schools					Alberta				
	Results (%)					Results (%)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Citizenship Measure Teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.9	80.3	81.1	79.3	78.2	83.0	82.9	83.3	83.2	81.4
Safe and Caring Measure Teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.6	88.7	88.5	89.3	88.0	89.0	89.0	89.4	90.0	88.8

Key Accomplishments for the 2021-2022 School Year

- As we started this school year, it became evident that more students and families were disconnected from school (as evidenced by lack of attendance) and we needed to think differently about supports for families. In November 2021, we hired two additional mental health recovery workers to reach out to families to develop a plan to re-engage in school. In some cases, families needed to be connected with community resources, in other cases, re-entry plans needed to be developed to lower the level of anxiety of students (e.g. adjusted expectations around start and end times). This new support is highly utilized and summary reports indicate that the support is having success.
- As we considered connection and growth, we needed to understand the social/emotional impacts of the pandemic and general things to consider when responding to traumatic experiences. Kevin Cameron led division and school leaders and counsellors through a two-day session on Traumatic Event Systems.
- Junior and senior high staff were very excited that we were able to reintroduce some extracurricular activities and clubs this school year. We recognize the important role these activities play in the overall feeling of connection to school, staff and peers. Unfortunately, due to cohorting, elementary schools were limited in their ability to offer cross-graded activities.
- Division and school staff created opportunities for staff wellness through virtual activities, staff challenges, special treats and online collaboration.
- Within cohorts/classes, school staff created virtual opportunities for school-wide activities in order to sustain the unique school cultures within buildings, including Orange Shirt Day, Halloween, Remembrance Day, jersey days, winter activities, Pink Shirt Day and 100 Days of School for our youngest learners.
- Senior administration continued to meet with division and school leaders on a weekly basis to maintain connections and discuss emergent issues.
- Schools used emergent technologies, particularly video technologies, to bring individual classrooms together and to create opportunities for families to “visit” their schools.
- The Board of Trustees increased recognition of staff through messaging and special treats.
- Parents were engaged through online school council meetings and online parent-teacher conferences. In some cases, the move to an online format allowed for increased access for some families. For example, parents who work away from the community were able to join parent-teacher conferences for the first time.
- School councils continued to find innovative ways to support school staff and school initiatives through new methods of fundraising (including partnerships with local restaurants) and providing individual recognition/treats.
- We were excited, when pandemic restrictions allowed, that we were able to gather in-person for learning and collaboration. Examples include Walking Together leads, literacy sessions and technology leads.



Our Journey of Truth and Reconciliation

- We are very pleased that the Wisdom and Guidance group was able to gather this year. The group met in November and remained 30 people strong. Staff, community members, parents, students and a trustee are part of this passionate group. Our November meeting was our first since March of 2020 so the purpose of the meeting was solely focused on reconnecting. We started with a smudging ceremony and from there we sat in a circle and shared about our hopes for our work. During the second and third meetings, we focused on redefining the role of our group and setting priorities for future engagement activities.
- We continued to have a strong relationship with the Musée Héritage and the 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.
- Sir Alexander Mackenzie Elementary School has

a strong relationship with Elder Ernest Arcand, who is a key support of the school's "Reconciliation Ambassadors" initiative. The division sponsored Elder Arcand and his wife to attend the CASS First Nations, Métis and Inuit Gathering in March of 2022.

- Many of our Walking Together leads also volunteered at St. Albert Spring Métis Fest and the St. Albert National Indigenous Day celebration in Lion's Park as we "go to community" to build and enhance relationships.
- In June, we hosted an indigenous cooking class for interested staff. Chef Scott Jonathon Iserhoff from Pei Pei Chei Ow led a group of enthusiastic staff as they prepared indigenous tacos. The cooking class highlighted the role of oral traditions in cooking.
- In June, we also worked with an indigenous family and hosted a sharing circle for school leaders, and more than 25 staff had the opportunity to participate in a sweat lodge. These experiences helped build a deeper understanding of cultures, ceremonies and indigenous teachings.

Competencies and Curiosity

Facing the challenges anticipated during a pandemic, school staff continued to shift their planning so they could lead engaging learning experiences that focused on student learning growth in key areas.

- We continued to use high-priority learning outcomes (a partnership with Edmonton Public Schools) to guide our planning so key skills and competencies were prioritized as we continued to experience pandemic-related learning disruptions.
- A variety of learning needs and levels are always present in any classroom. There is little doubt that the pandemic and the disruptions to learning resulted in greater degrees of learning needs and levels. It is important to keep in mind that teachers have the tools to address various learning needs through differentiated

instruction. However, we are experiencing an increase in the demand for professional learning focused on differentiation, particularly at the junior and senior high levels. Teachers are certainly recognizing the important role of differentiation in effective classroom practice. We continued to focus on learning growth rather than learning 'gaps'.

- Aligning with the important role of differentiation, assessment practices continued to be a focus across the division, particularly at the junior and senior high levels. We are fortunate to be working with Sandra Herbst, an education consultant with expertise in assessment. Sandra emphasized the variety of evidence that can, and should, be collected to assess student learning. Her first model lesson at the junior high level focused on co-constructing assessment criteria with students.

Preparing for New Curriculum

- The Board of Trustees and division leaders continue to provide formal and informal feedback on the released curriculum documents and proposed implementation plan. In the fall of 2021, we conducted a survey of stakeholders to gather feedback on the draft curricular documents and the provincial implementation plan. More than 300 people completed the survey. The results of the survey were collated and presented to the board and provided to Alberta Education. In addition, the curricular services team hosted teacher focus groups to gather their feedback on the draft curricular documents. Again, this information was collated and shared with the board and Alberta Education.
- Although there continued to be delays and revisions and we have concerns about some of the components of the draft curricular documents, our division has continued to work on developing teachers' confidence in pedagogy that supports high-quality teaching practices.

The Purposeful Use of Technology to Support Learning

As a school division, we recognize that technology can be leveraged as a powerful tool to support learning, and technology can also be a source of distraction and stress.

Educational Technology as a universal strategy

- Our coordinator, education technology/French Immersion is a revisioned role in the Curricular Services Department. Because the coordinator is fluent in French, we are seeing an increase in the use of technology tools in French Immersion classes, as she is able to teach model lessons.
- Teachers continued to utilize equipment from the division lending library in their classrooms to provide opportunities for purposeful development of computational thinking skills (including decomposition, pattern recognition, abstraction and creating algorithms). The lending library was replenished at the end of the 2021-2022 school year to ensure we are continuing to provide access to emergent technologies.
- Technology lead-teacher meetings continued in both in-person and virtual formats to maintain a collaborative network across the division.
- Given the plethora and use of online tools, there was targeted work in regards to privacy and safety concerns. The coordinator, education technology/French Immersion worked with technology lead teachers and additional staff to proactively enhance awareness of privacy and safety concerns around technology tools.
- As some classes were required to temporarily shift to at-home learning, the coordinator, education technology/French Immersion provided ongoing scheduled and individual support for teachers and schools required to move to at-home learning to ensure purposeful and effective practice.

Technology as a targeted strategy to support diverse learning needs

- Teachers continued to encourage students to take advantage of Read&Write for Google and other assistive tech supports (e.g. EquatIO, ModMath) as needed to personalize study. Professional development helped to build confidence and capacity in using these tools.
- This school year, we added a position on the Inclusive Learning Team (ILT) whose primary focus is to support students (and the staff working with them) in the use of Augmented and Alternative Communication (AAC) devices.



Student Services

Inclusive Learning Environments

- St. Albert Public Schools believes that an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students - regardless of their backgrounds, needs or abilities. Inclusive learning is more than just the placement of a student - inclusive learning is about participating, belonging, being engaged in the learning process, and being welcomed and embraced in classrooms and schools.

Programming Supports

- We continued to implement the Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS) in our Learning Assistance Classes. LiPS is a program that supports an oral-motor, visual and auditory feedback system that enables all students to prove the identity, number and order of phonemes in syllables and words.
- We saw an increase in the number of students in our Behaviour Improvement Programs who presented with complex mental health challenges. The changing nature of the students' presenting needs necessitated a change in programming and supports. In addition to moving to more trauma-informed programming, we also changed the staffing complement to include mental health recovery workers who have specialized training in working with children with complex needs.
- Professional development for the Opportunity Program's staff continued to focus on supporting language development through the use of the core vocabulary programming. Core vocabulary is defined as a small set of simple words, in any language, that are used frequently and across contexts.
- We also saw an increase in requests for professional learning in the areas of executive functioning and emotional regulation.
- The Inclusive Learning Team (ILT) held regular meetings to collaborate and discuss specific students and the most effective ways to support them and the staff within the schools. It is important to note that prior to the 2020-2021 school year, St. Albert Public Schools had both an Early Learning Team (ELT) which served Kindergarten and Preschool and an Inclusive Learning Team (ILT) which served students in Grades 1 through 12. Due to

funding changes, these teams were collapsed into one team - the Inclusive Learning Team. We continued to work on the process so that schools have timely access to the extraordinary services provided by our speech and language pathologists, occupational therapists, physical therapists and psychologists.

- The Speech and Language Pathology (SLP) team provided ongoing support through professional development sessions for division staff related to articulation and language development.
- The Speech and Language Pathology (SLP) team developed webinars for parents of children with mild articulation and language needs.
- As part of our reconciliation work, we are thinking about the level of colonization associated with support plans and specifically behaviour support plans.

Response to Intervention

- We continued to provide elbow-to-elbow differentiation and programming support to teachers and educational assistants using the Response to Intervention (RTI) model of individualized, targeted and universal strategies and supports.
- We provided support to teachers with Individual Learning and Program Plans as well as individualized report card development through writing of goals, objectives and strategies using the RTI model.
- There was intentional work between the coordinators in literacy and numeracy and the ILT team to ensure focus and alignment of universal strategies.



Supports for Educational Assistants

- Professional learning was provided to educational assistants in the area of literacy (French and English) and Read&Write for Google. Learning was facilitated through virtual sessions and elbow-to-elbow support.
- The ILT team continued to offer after-school sessions to educational assistants and teachers.
- Elbow-to-elbow coaching was provided to model meaningful inclusive experiences for students.
- The ILT team offered sessions at the CUPE Support Staff conference held in February of 2022.
- In August, our Inclusive Learning Team (ILT) organized and delivered a three-day Educational Assistant (EA) Institute where EAs were given the opportunity to attend a variety of presentations offered by both the therapists from our Inclusive Learning Team and our inclusive education coordinators.

Additional Supports

- New and renewal training for Non-Violent Crisis Intervention is held several times a year. The division used a combined model of online and in-person training to seek greater efficiency in professional development time.
- Several licensed practical nurses (LPNs) were hired by the division to meet the needs of students with complex medical needs.

Sexual Orientation and Gender Identity (SOGI)

- We continued to provide professional learning capacity-building opportunities for Sexual Orientation and Gender Identity (SOGI) school leads multiple times per year. These sessions included guest speakers who shared their experiences and insight on weaving SOGI education into our inclusive environments. Alberta continued to have a SOGI 123 lead who also supported the meetings.
- We continued to source practical resources and ideas that SOGI leads can share with their school staff. Community partnerships, at local and provincial levels, are instrumental to moving forward inclusiveness for gender and sexual minorities. A junior high teacher shared a weekly newsletter with SOGI leads that highlighted local events and curricular integration ideas.

- All schools and division sites flew the Pride flag in June and there were a variety of school-based events celebrating diversity throughout the month of June, including a photo booth that travelled among the schools.

Addressing the Decline in Citizenship Measure

The citizenship measure from the Province Education Assurance Framework demonstrated that our results declined significantly.

The data indicated that the 98 junior high parents who responded to the provincial survey showed a lower level of agreement on several questions than in previous years. Specifically, there was a decline of greater than 10% on the following question:

- Students at your child's school respect each other.
- There was a 5% decline on the remaining questions in this category:
 - Students at your child's school help each other.
 - Students at your child's school follow the rules.
 - Your child is encouraged to do his or her best.

There was also a decline in the level of agreement in the responses of junior high staff – specifically more than a 5% decline on the following questions:

- Students at your school follow the rules.
- Students at your school help each other when they can.
- Students at your school respect each other.

The results from students in junior and senior high also showed a decline in agreement of more than 5% on the following questions:

- At school, students follow the rules.
- At school, students respect each other.

The data suggests and anecdotal information supports that the pandemic and the accompanying restrictions had significant impacts on our adolescents. At the junior high level, schools are renewing efforts on social emotional learning specifically through designated instructional time blocks (e.g. Classroom Connects) where there are shared lessons on topics such as respecting one another, goal setting, conflict resolution, being kind on social media, setting boundaries with peers, etc.

Outcome One aligns with Alberta Education Domains – Student Growth and Achievement and Learning Supports.



Outcome 2

Students demonstrate growth in literacy and numeracy skills

Literacy is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.

Numeracy is the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.

Strategies

- Enhance capacity in literacy with teachers in Kindergarten to Grade 12 through the work of the division coordinator, literacy.
- Enhance capacity in numeracy with teachers in Kindergarten to Grade 12 through the work of the division coordinator, numeracy.
- Leverage appropriate literacy and numeracy screening, diagnostic and intervention tools.
- Leverage classroom-based evidence to develop responsive lessons that promote student growth.
- Provide focused professional learning on differentiated instruction that supports student growth.
- Provide targeted support for students needing support in areas of numeracy and literacy.
- Continue to build student understanding of computational thinking and financial literacy.
- Offer parent sessions to increase their understanding of literacy and numeracy progressions.
- Offer parent/family sessions that focus on computational thinking and coding.
- Continue to develop a culture that identifies all teachers as responsible for literacy and numeracy competencies regardless of subject area.
- Develop a culture where digital literacy is universally accepted as a component of literacy and numeracy.
- Build an understanding that responsible digital literacy includes developing a positive digital identity.
- Review the draft Kindergarten to Grade 6 curriculum and provide feedback to Alberta Education.
- Collaborate with division leaders and teachers to develop an approach for implementation of the new curriculum.
- Host lead-teacher collaboration sessions and continue to promote collaboration among schools.



Key Performance Indicators

Survey

Questions	Results (%)				
	2018	2019	2020	2021	2022
Students					
Sstudents who agree that, at school, they can get help with reading and writing.	86.0	81.0	83.0	77.0	78.0

Provincial Examinations

Provincial Achievement Tests	Results (Overall %)						
		2017	2018	2019	2020	2021	2022
Students in Grades 6, 9 and 12 who achieved the acceptable standard in English Language Arts (overall cohort results).	Grade 6	94.0	94.1	92.5	N/A	N/A	86.8
	Grade 9	86.7	85.3	88.2	N/A	N/A	81.9
	English 30-1	90.6	92.9	91.1	N/A	N/A	83.8
	English 30-2	90.8	92.4	88.4	N/A	N/A	76.1
Students in Grades 6, 9 and 12 who achieved the standard of excellence in English Language Arts (overall cohort results).	Grade 6	30.9	26.2	23.3	N/A	N/A	22.2
	Grade 9	28.1	18.8	22.7	N/A	N/A	19.8
	English 30-1	15.2	19.1	12.6	N/A	N/A	8.9
	English 30-2	12.3	21.1	10.5	N/A	N/A	6.8
Students in Grades 6, 9 and 12 who achieved the acceptable standard in French Language Arts (overall cohort results).	Grade 6	94.2	88.5	90.2	N/A	N/A	73.1
	Grade 9	93.1	86.4	86.3	N/A	N/A	78.9
	French 30-1	98.5	95.2	94.5	N/A	N/A	100.0
Students in Grades 6, 9 and 12 who achieved the standard of excellence in French Language Arts (overall cohort results).	Grade 6	17.3	11.5	18.7	N/A	N/A	10.8
	Grade 9	19.5	20.4	12.6	N/A	N/A	8.1
	French 30-1	9.4	11.0	10.5	N/A	N/A	3.2
Diploma Examinations							
Students who achieved the acceptable standard in Mathematics (overall results).	Grade 6	85.5	89.8	82.7	N/A	N/A	71.1
	Grade 9	80.0	67.8	72.8	N/A	N/A	61.3
	Math 30-1	72.6	68.1	67.0	N/A	N/A	67.2
	Math 30-2	79.9	72.6	78.0	N/A	N/A	62.2
Students who achieved the standard of excellence in Mathematics (overall results).	Grade 6	20.2	22.7	18.5	N/A	N/A	8.4
	Grade 9	28.8	14.0	23.2	N/A	N/A	18.3
	Math 30-1	30.0	20.8	25.5	N/A	N/A	19.7
	Math 30-2	12.7	12.7	16.6	N/A	N/A	7.6

Key accomplishments for the 2021-2022 school year

Learning Disruption Grant

In 2021-2022, Alberta Education provided targeted funding through the Learning Disruptions Grant to provide intervention for Grade 1-3 students who were identified as achieving below instructional expectations in literacy and numeracy. For assessment in English literacy, we used the Fountas and Pinnell Benchmarks; in French Immersion literacy we used the Right to Read subtests in French; and in both English and French numeracy, we used the division numeracy screening tool. We identified 353 students in Grades 2 and 3 who needed support in literacy and 82 students in Grades 2 and 3 who needed support in numeracy.

For our Grade 1 students, we assessed 631 total students in January 2022. From those students, 231 were identified as requiring further support in literacy and 66 were identified as requiring further support in numeracy.

With the funding from Alberta Education, dedicated interventions were provided to students based on their needs for 10 weeks. Students in the division project had access (in English and French) to a pull-out interventionist for 25 minutes, every second day for the duration of their intervention time. Students in the school-based project similarly had dedicated time with a pull-out interventionist, though the amount of time and frequency varied according to school. Students identified for numeracy typically received push-in interventions, though two schools did have a pull-out model.



Literacy

Our literacy coordinator continued to focus on enhancing elbow-to-elbow work with teachers. Opportunities for follow-up coaching conversations and encouraging further dialogue were key to successful elbow-to-elbow work.

Specifically, in the 2021-2022 school year, our literacy coordinator:

- Offered a three-part comprehensive literacy series which focused on providing teachers with a grounding in the grade-appropriate use of principles of a comprehensive approach to literacy. The focus areas of the sessions included:
 - How to integrate all elements of a comprehensive approach to literacy instruction including reading, writing, word work and oral language strategies.
 - How to plan for whole-class, small-group and one-to-one instruction.
 - How to organize the classroom in order to make the most efficient use of space.
 - How to create a manageable and balanced literacy schedule.
- Continued to offer school residency visits which is a week-long stay at a school focused on building teacher capacity in the writing process, word study and reading strategies.
- Continued to support teachers with Fountas and Pinnell benchmarking.
- Provided professional development for teachers at staff meetings and lunch and learns.
- Provided professional development for educational assistants in the area of reading support.
- Provided supports to the division interventionists funded through the Learning Disruptions Grant.

Numeracy

In the 2021-2022 school year, the position that included numeracy supports returned to a full-time equivalency. Our numeracy coordinator continued to focus on enhancing elbow-to-elbow work with teachers. Opportunities for follow-up coaching conversations and encouraging further dialogue were key to successful elbow-to-elbow work.

Specifically, in the 2021-2022 school year, our numeracy coordinator:

- Offered school residency visits which is a week-long stay at a school focused on building teacher capacity in evidence-based numeracy practice.
- Supported school projects around targeted and small group instruction, specifically in the area of guided math.
- Provided professional learning around evidence-based assessment practices, active and engaging student learning activities, multiplicative thinking and improving numeracy conceptual understanding.
- Led a high school action research project focusing on understanding and improving success for Math 10 students.
- Developed a reflection tool for Grade 9 mathematics students identifying and describing qualities, behaviours and skills related to success in numeracy learning, More than Marks: Mathematical Proficiency Checklist.
- Added numeracy manipulatives to the Division Technology Lending Library.
- Began development of a division Comprehensive Numeracy Overview and vetted resource bank which will align with the new curriculum.
- Supported the implementation of financial literacy lessons in Career and Life Management (CALM) classes offered through the Enriched Academy. Lesson topics included money myths, budgeting, making money, saving and investing money, and understanding credit (credit cards, credit scores, student loans).

French Immersion

Support for French Immersion programming is a key component of the work of the Curricular Services department as enrollment in French Immersion represents over 20% of our total enrollment. Offering a robust online French Immersion program during the 2020-2021 school year provided high-quality learning opportunities for families who did not wish to return to in-person classes during the first year of the pandemic year and helped

alleviate some staff and parent concerns. Furthermore, our schools that offer French Immersion continue to implement differentiated strategies to support language proficiency, thus reassuring families that their children will continue to grow in their language development despite learning disruptions due to COVID-19.

During the 2021-2022 school year, our French Immersion coordinator:

- Supported teachers with GB+ Benchmarking in French.
- Supported teachers with the Right to Read Screening tool in French.
- Provided teachers with professional development and information sessions for Diplôme d'études en langue française (DELFL).
- Offered school residency visits which is a week-long stay at a school focused on building teacher capacity in reading strategies and vocabulary development in French.
- Continued to support teachers in their reflections of the effectiveness of instructional practices, including supporting the use of strategies such as chunking new material, varying assessments, and reviewing new material in effective and innovative ways.
- Provided focused staff learning on oral language development, specifically in relation to productive language – expression, verbal production and verbal interaction.
- Modelled the use of instructional technologies in French Immersion classrooms.

Supporting students with diverse learning needs

Our coordinators, Inclusive Education and our team of speech language pathologists (SLPs) and speech and language pathologist assistants (SLPAs) are key members of the Student Services team who support literacy and numeracy growth for our students with diverse and complex learning needs.

During the 2021-2022 school year, our coordinators, Inclusive Education, SLPs and SLPAs:

- Provided literacy screening supports to inform targeted and intensive programming for students with complex needs.
- Continued to implement intensive reading intervention supports through the Lindamood Phoneme Sequencing Program (LiPS) in our Learning Assistance Classes (LAC).

- Offered support to school teams who were developing Individual Program Plans/Individual Learning Plans (IPP/ILP).
- Worked collaboratively with Alberta Health Services to plan for alignment and consistency in programming.
- Facilitated multidisciplinary transition meetings for all students with complex needs.
- Prioritised psychoeducational assessments for students with complex needs.
- Provided coaching & modelling for teachers and educational assistants as they planned for meaningful learning opportunities for students with complex needs.
- Modelled differentiation techniques through classroom and whole-school professional development.
- Provided focused literacy development support for our early learners, including one-on-one and small group practice with students with speech and/or language delays.
- Offered learning opportunities in the hierarchy of speech sound development, common error patterns, classroom-based strategies and when to call the SLP.

Draft K-6 Curriculum

- The Board of Trustees and division leaders continued to provide formal and informal feedback on the released curriculum documents and proposed implementation plan. In the fall of 2021, we conducted a survey of stakeholders to gather feedback on the draft curricular documents and the provincial implementation plan. More than 300 people completed the survey. The results of the survey were collated and presented to the Board and provided to Alberta Education. In addition, the Curricular Services team hosted teacher focus groups to gather their feedback on the draft curricular documents. Again, this information was collated and shared with the board and Alberta Education.
- In March 2022, Alberta Education announced their curriculum implementation plans for the 2022-2023 school year. The province plans to proceed with the implementation of English Language Arts and Mathematics curricula in Kindergarten to Grade 3 as well as Physical Education and Wellness in Kindergarten to Grade 6.
- Although we have concerns about some of the components of the draft curricular documents and we believe that the timing of implementation is a significant

challenge, our division worked on developing teachers' confidence in pedagogy that supports high-quality teaching practices. Specifically, we are supporting responsive teaching that meets the needs of students and assessment practices that support learning growth.

- In May and June, our Curricular Services department met with all Kindergarten to Grade 3 teachers and all elementary Physical Education and Wellness teachers to orient them to the curriculum and begin the process of planning for implementation. Curricular Services also hosted working groups of teachers to select High Priority Skills and Procedures (HPSPs) and create Scope and Sequence documents to support implementation for teachers.
- In July and August 2022, the division hosted two Summer Teacher Institutes. These three-day, voluntary institutes provided teachers the opportunity to work with colleagues to become more familiar with the new curriculum, develop resources to support their students, and access professional learning. More than 90 teachers attended the two sessions. The resources developed during the institutes will be shared with teachers in the division.
- Throughout the spring, our director of Curricular Services met with all elementary school councils to review our plans for curricula implementation and answer any questions that came forward.



Diagnostics and Benchmarking

- Benchmarking systems in literacy allow teachers to determine students' independent and instructional reading levels. Through the benchmarking process, teachers observe student reading behaviours one-on-one and engage in comprehension conversations that go beyond retelling. Teachers can then use individual and collated student data to make informed decisions that connect assessment to instruction. Our schools continued to use Fountas and Pinnell benchmarking in English and GB+ in Benchmarking in French. A key role of the French Immersion and literacy coordinators is to support teachers in the use of these benchmarking systems. Over the last couple of years, the support had shifted from using the benchmarking tools themselves to the use of the information gleaned from the benchmarking process to inform instruction.
- In terms of numeracy, our schools used a number of tools as screeners and diagnostics including our internally-created mathematics screening tool, First Steps in Mathematics, and Math Running Records. The use of these tools allows teachers to know very precisely where students are in their understanding of basic math facts and then plan for the next steps toward comprehensive fluency.
- Screening, diagnostics and other forms of formative assessment provided critical information so teachers could plan for meaningful, differentiated small group lessons. Leading indicators of student learning are a valuable tool in supporting student growth.

Outcome Two aligns with Alberta Education Domains - Student Growth and Achievement and Learning Supports.





Outcome 3

Students' wellness and resiliency are fostered through culture, collaboration and programming

Strategies

- Continue to build a common understanding and definition of resiliency.

Resiliency is defined as the demonstration of positive adaptation of children and youth despite challenges, obstacles or areas of risk that they may encounter in their social contexts and living circumstances: feel appreciated and valued for their individual gifts and strengths, have an understanding of how to set realistic expectations for themselves and others, possess positive problem solving skills, apply productive coping strategies when they encounter areas of challenge or vulnerability, seek assistance from others when support is deemed necessary, experience positive support and interactions from peers and adults.

- Pan Canadian Joint Consortium on School Health

- Develop and implement a Mental Health Strategic Plan.
- Strengthen staff, students' and families' understanding of the relationship between physical health and resiliency.

- Increase focus on connection and positive coping as we navigate education in a post-pandemic world.
- Offer professional learning in programming that promotes wellness and social/emotional learning.
- Continue to implement the Mental Health Literacy approach.
- Continue with the student voice iLEAD project.
- Provide parent sessions that support wellness and resiliency.
- Reflect upon current character education practices and their ability to meet the intended student outcomes.
- Assess site-based counselling and student-learning support needs.



Key Performance Indicators

Survey

Questions	Results (%)			
	2019	2020	2021	2022
Students who agree that when they make a mistake, they try again.	91.2	90.2	90.7	91.2
Students who agree they know at least one adult in their school who they could go to for help.	89.5	88.4	89.1	88.4
Students who agree their school has helped them develop resiliency (not giving up).	71.3	68.5	69.3	66.4
Students who agree that in their school, they can get the support they need for their mental health.	78.6	74.0	75.1	68.9
Students who agree that their school encourages them to be physically active.	90.1	89.6	89.7	89.4
Students who agree that their school encourages them to make healthy food choices.	68.9	69.3	69.9	68.1

Key Accomplishments for the 2021-2022 School Year

Student Services played a key role in supporting resiliency and mental health of our students. Key highlights include:

- Full-time school-based mental supports provided by a psychologist contracted through Alberta Health Services (AHS). The full-time equivalency was increased from 0.8 to 1.0 in February 2022 to manage the number of referrals.
- Full-time school-based addiction intervention and recovery supports provided by a substance use therapist contracted through AHS.
- Our health recovery facilitators provided supports to families as they navigated the mental health system and/or various other social agencies.
- Two additional health recovery facilitators (with specific training in social work/child and youth care) were added to support students and families who were struggling with regular school attendance.
- School administrators, the Central Office Learning Team (COLT), school counsellors and learning support facilitators as well as several community personnel participated in two days of Traumatic Event Systems (TES) training with Kevin Cameron, executive director, North American Center for Threat Assessment and Trauma Response. The TES training included specifics about the social/emotional impacts of the pandemic, including what Kevin Cameron termed “the connection gap”. A community/parent session with Kevin Cameron focusing on the pandemic impacts was held in March 2022. Additional training for community partners was held in June 2022.
- The continuation of monthly elementary, junior high and high school counsellor and learning support facilitator meetings provided opportunities for open-ended questions and collegial support.
- Our psychologists from the Inclusive Learning Team (ILT) provided professional learning related to stress and self care during the pandemic.
- Our coordinators, Inclusive Education, psychologists and occupational therapists provided professional learning and consultation in the area of emotional regulation and executive functioning.
- The supervisor, Student Services, continued conversations with St. Albert Mental Health management staff to improve student access to mental health supports.
- Student Services continued to facilitate informal and formal wraparound and Violence Threat Risk Assessment (VTRA) meetings.



Working with Community Partners

- 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, particularly in the area of social/emotional supports following the pandemic.
- Our coordinators, Inclusive Education, served as division representatives on various City of St. Albert committees, including interagency, mental wellness, domestic and sexual violence response committees.
- Our supervisor, Student Services, served on the City of St. Albert Mental Health Hub Development Committee which organized the Social-Emotional Impacts of the Pandemic March 17 session with Kevin Cameron.
- As noted above, St. Albert Public Schools supported a 1.0 FTE substance use therapist, a 1.0 FTE psychologist/mental health therapist and continued to supplement the City of St. Albert's Family School Liaison program.
- Our division partnered with community resources to offer more intensive, individualized supports to approximately 2-7% of students with more significant mental health problems or mental illness. Often these needs are such that a referral to one of our community partners or mental health clinic is required. Students and their families then access clinical interventions at a health care or community facility.

Supporting Resilience in Schools

- St. Albert Public Schools thrives in using a strength-based approach in welcoming, caring, safe, respectful and inclusive learning environments as the foundation for positive mental health and resilience. Students develop resiliency when they feel appreciated and valued for their individual gifts and strengths. Our schools promoted student engagement and a sense of belonging through relationships and classroom instruction.
- The return of extracurricular activities and clubs at the junior and senior high levels had a significant positive impact on student and staff mental health.
- From a universal support perspective, schools were intentional in supporting social emotional learning (SEL) as research evidence suggests that SEL, particularly at the elementary level, is effective in building mental health literacy and resiliency. School staff used various

resources/programs as universal strategies when they implemented a school-wide approach to resiliency and as a targeted strategy when counsellors/staff offered small group sessions for students.

- School counselling/learning supports staff levels were increased for the 2021-2022 school year to more than 16 full-time equivalencies (FTE). Five schools increased their FTE support with the highest levels seen at the high school level. Bellerose also had a position in their student services area to connect and work with indigenous students and families.

Indigenous Student Experience Survey

As part of our truth and reconciliation work with Dr. Dustin Louie, we developed a survey to administer to Grade 8-12 students who self-identified as First Nations, Métis or Inuit. Consent was obtained verbally from families via phone calls from staff. Many parents expressed gratitude for our efforts to understand the experiences of indigenous students. We administered the survey in late March. The following is a brief summary of the results:

- 96 students completed the survey.
- 87.5% said they were proud of their indigenous ancestry.
- 91.58% said they feel safe and free to identify as indigenous at school.
- 31.25% said they experienced or witnessed racism at school.
- 52.13% said they have 2 or more adults at school with whom they have a meaningful and trusting connection.
- 24.47% said they did not have any adults at school with whom they have a meaningful and trusting connection.
- More than 50% of respondents indicated that they derived pride in their indigenous culture through family members. *"Being able to share it with people around me and learn from and with my family about what it means to be Métis. I also really enjoy learning from indigenous and Métis events and from my kokum and the Métis part of my family."*
- *"Dancing, pow wow, my regalia, my family and my uncle has a drum group. My mom's beadwork and being able to understand most of my language (Stoney Sioux)."*
- More than 15% of respondents indicated that they derived pride in their indigenous culture through school activities/classes.

- 35% of respondents indicated specific actions in their school that supported their identification as indigenous (e.g. indigenous games, the survey itself, clubs, posters, Orange Shirt Day, learning in class).

"Has offered me not only a safe space, but one where I can learn and gather with people like me. We have a circle of courage where other indigenous students meet, my school has set up events in which we have met with other schools and overall, I feel accepted here and safe. We also do smudging and have counsellors dedicated to supporting us."

- More than 35% of respondents indicated that they were not aware of or could not identify anything specific that their school does that supports their identification as indigenous.
- More than 90% did not identify or were not sure of any barriers to their success at school; however, several students identified the need for more adult indigenous mentors and/or elders being a part of the school community.

"I feel my success as a Métis student could be strengthened by learning more about the beauty of my culture instead of focusing on the bad. Though it's important to learn about the bad we also need to secure the good and beauty that come along with that."

- The survey results will be used to inform initiatives as we move forward in our truth and reconciliation work - as we focus on bringing the beauty and complexities of indigenous cultures into our buildings.

HEADSTRONG Student Conference

In the five years, prior to the pandemic, St. Albert Public Schools hosted an iLEAD youth conference focused on a variety of themes selected by the iLEAD student leadership team. In the spring of 2021, we started planning for a 2022 in-person conference in conjunction with representatives from the Canadian Mental Health Association. The conference named HEADSTRONG is an initiative focused on mental health. In the fall of 2022, we realized that an in-person summit was unlikely given the realities of the pandemic so we shifted plans to host a virtual summit.

- The virtual HEADSTRONG summit took place over a three-day period at the end of February 2022. The summit was an experiential learning opportunity involving groups of students from all of our junior and senior high schools. The summit challenged stereotypical thinking and inspired youth leadership through activities, real-life recovery stories, discussions and action planning. HEADSTRONG gives youth the tools, skills and confidence to:
 - recognize when and who to ask for help
 - understand what stigma is and how to challenge it
 - teach others about mental wellness
 - know that recovery from mental health problems is expected
 - appreciate that mental health is health
- Due to pandemic restrictions, the iLEAD initiative will be re-visioned for the 2022-2023 school year as more than 95% of the iLEAD student leaders will have graduated by the end of the 2021-2022 school year.



Mental Health Strategic Plan

A draft Mental Health Strategic Plan was developed in June and served as the basis for our Mental Health Grant proposal submission in September 2022.

Building Counsellor Capacity

- As we assessed site-based counselling and student-learning support needs (particularly as we emerged from the pandemic and saw an increase in both the frequency and complexity of student and family social/emotional challenges), we recognized that we needed to build capacity in the area of school-based counselling support.
- There are three components to the capacity-building initiative:
 - Supporting teachers who wish to pursue graduate level training in counselling psychology.
 - Differentiating the work of credentialled counsellors and learning support facilitators.
 - Exploring the financial compensation of credentialled counsellors.
- In terms of supporting teachers who wish to pursue graduate level training in counselling psychology, we pursued a potential partnership with Athabasca University to host a St. Albert Public Schools cohort in their graduate program in Counselling Psychology. Although there was a generous amount of interest, we did not have sufficient interest to offer a cohort for the 2022-2023 school year. The continuing pandemic and prerequisite requirement timelines were barriers to applications. We have a number of individuals who applied for graduate programs in September 2022 and we are developing plans to support these staff on an individual level.

- Program and Planning and Human Resources worked on job descriptions to differentiate the work of credentialled counsellors and learning support facilitators.
- In terms of exploring the financial compensation of credentialled counsellors, we defined what it means to be a credentialled counsellor. Credentialled counsellors in St. Albert Public Schools means that an individual holds a teaching certificate and has a minimum of a graduate diploma in counselling/educational psychology. Credentialled counsellors must have a minimum of eight graduate level courses including two courses in counselling theory and practice, a course in ethics and professional practice, and a course specific to counselling children and adolescents. The four additional graduate level courses are electives but courses in assessment, group counselling, cross-cultural counselling, brief counselling, the psychology of grief and loss and the psychology of trauma are preferred. Credentialled counsellors, approved through Human Resources, will be compensated to include a department head allowance starting in the 2022-2023 school year.

Outcomes Three aligns with Alberta Education Domains - Student Growth and Achievement and Learning Supports.







Outcome 4

Staff excellence, wellness and resiliency are supported through culture, collaboration and professional learning

Strategies

- Promote an understanding of a comprehensive approach to wellness and resiliency.
- Identify, support and create school and division initiatives designed to enhance morale and staff wellness.
- Increase focus on, and monitoring of, staff wellness as we navigate a post-pandemic world.
- Continue to support new teachers through the two-year mentorship program.
- Continue to provide professional learning for school and division leaders through Leading for Learning and IDEA sessions.
- Continue to support professional learning opportunities for staff.
- Offer more opportunities to share best practices among staff – both site-based and across the division which may include opportunities for embedded professional collaboration in work schedules.
- Create more opportunities for school communities to collaborate, share and support initiatives.
- Continue to support the implementation of the Teacher and Leadership Quality Practice Standards.
- Provide feedback on the draft K-6 curriculum to Alberta Education.
- Develop a formal leadership program that supports current and aspiring leaders.
- Support professional learning and collaboration that build understanding of systemic racism and unconscious bias.



Key Performance Indicators

Survey

Questions	Results (%)				
	2018	2019	2020	2021	2022
Staff					
Staff who are satisfied with professional learning opportunities that are supported by the division.	90.0	91.0	87.7	85.1	85.4
Staff who are satisfied that they have the support necessary to be effective and successful in their job.	92.0	88.0	90.4	87.2	87.2
Staff who are satisfied with the opportunities to collaborate with colleagues.	83.0	78.0	82.1	83.1	77.1
Staff who are satisfied that the professional growth plan process helps them improve their skills.	85.0	81.0	84.3	81.6	79.8
Staff satisfied with the opportunities to learn about First Nations, Métis and Inuit worldviews, histories and cultures.	91.0	88.5	86.2	82.9	86.9
Staff who are satisfied with the opportunities to assume leadership roles.	89.1	82.8	84.7	82.2	84.7

Key accomplishments for the 2021-2022 school year

Supporting Staff Wellness

Gratitude is foundational to the St. Albert Public Schools culture. Over the course of the 2021-2022 school year, the Board of Trustees, senior administration and the Organizational Health Committee expressed their collective gratitude through small symbolic actions during another very challenging year. Examples of expressions of gratitude included:

- Welcome back treat bag
- Booster Juice
- Valentine cookies
- Everyday Hero goodie bags

Organizational Health also held two events for staff and their families - Bubble Boy dinner theatre and a screening of Top Gun.

Mentorship

Positive relationships, as well as a sense of belonging and appreciation, contributed to staff health and wellness. Our Mentorship Program is our beginning teachers’ introduction to our division and the program is symbolic of the value we place on connection and support. The COVID-19 pandemic and the associated public health restrictions and pressures, again, changed how we supported new teachers in the 2021-2022 school year. Gathering teachers from multiple schools and providing substitute coverage were

both challenges that we experienced over the course of the school year. New teachers (approximately 22 over the course of the year) were provided targeted support after school and some limited professional development specific to their roles during the school day.

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 and technology lead teachers. We are grateful that we were able to come together in person for our stakeholder engagement workshop in March 2022. Beginning in late May and continuing into June, elementary teachers were coming together to plan for the implementation of the new curriculum.

As indicated previously, learning and collaboration sessions were offered to teachers who are implementing the new curriculum and an Educational Assistant Institute was offered in June.

Our Journey of Truth and Reconciliation - Walking Together

We are very pleased that we relaunched the Walking Together reconciliation leads with Dr. Dustin Louie. Leads from each school participated in monthly virtual or in-person sessions focusing on decolonization and indigenization.

Staff Recognition

The Welcome Back Barbeque and Long Service Awards are division events that encapsulate the caring culture in our division and all had to be re-visioned this year. The Welcome Back Barbeque traditionally takes place annually on the second operational day at the start of the school year. It is an informal event that symbolizes the values of caring, belonging and relationships. For the second year, we could not gather in August so individual treat bags were sent to all employees.

The Long Service Awards presentations recognize the contributions of staff who have worked for this division for five or more years. We hosted an in-person Long Service Awards evening in May 2022. The 80s-themed event was a huge success.

Supporting Leadership

The work of instructional leaders is to ensure that every student receives the highest-quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning. St. Albert Public Schools is very proactive in addressing the issues of leadership development and succession planning. The Administrator's Mentorship Program continued to flourish. Flexibility in pairing of principals and assistant principals, coupled with the opportunity for individuals, pairs and small groups to develop growth plans designed to meet their own specific professional needs have resulted in a program that is highly effective. In 2021-2022, we had several changes at the school administration level: one principal was new to their role as principal; one principal transferred from an elementary to a junior high school; one assistant principal transferred from junior high to high school; and two assistant principals were new to their roles. In addition, we had several changes in the central office learning team. The following positions had people who are new to their roles in 2021-2022: supervisor, Student Services and the coordinators of French Immersion, Inclusive Education and Numeracy.

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 2021-2022 school year, senior administration continued to meet with school principals on a weekly basis. The frequency of the meetings allowed division and school leaders to share information promptly, to respond to any emergent issues/concerns and as well as to proactively identify matters for additional conversation and discussion. In addition, division and school leaders participated in learning sessions focused on the collective agreements and the supervision and evaluation of staff. Additional learning focused on Leadership Quality Standard 5 - Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit took place in May 2022. Finally, St. Albert Public Schools embarked on a multiyear project with education consultant Sandra Herbst focused on supporting teacher and leadership growth in the area of assessment. Sandra facilitated sessions for all leaders as well as teacher representatives in October 2021 and May 2022.

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 new teachers and new leaders. All teachers develop an annual professional growth plan which includes one-on-one meetings with their principals. The superintendent team had a series of one-on-ones with principals to review their individual growth plans, school plans, results and human resources matters. Effective supervision and evaluation are integral parts of the culture of St. Albert Public Schools.

Outcome Four aligns with Alberta Education Domain – Teaching and Leading.





Outcome 5

Division excellence is supported and managed by governance, public engagement and partnerships

Strategies

- Champion St. Albert Public Schools' current small community feel and culture through division office, site-specific and community initiatives.
- Continue to engage parents and community members through school councils and stakeholder engagement.
- Engage in professional learning and community conversations with respect to systemic racism and unconscious bias.
- Use the lens of systemic racism and unconscious bias as part of the policy review process.
- Implement a new public engagement tool that provides easy access to all engagement projects.
- Continue to work with the Alberta government, the municipal government and other partners to find solutions to accommodate our growing student population.
- Continue to work closely with Alberta Health Services to ensure our students and families have access to services required.
- Continue to proactively manage current and future facility and modular maintenance needs.
- Continue to inform community members of Transition 10,000 plans and decisions.
- Implement proactive hiring strategies for specialty teachers.
- Continue to seek support and direction from the Lesbian, Gay, Bisexual, Transgendered and Queer community in support of inclusive learning environments.
- Continue to collaborate with the Royal Canadian Mounted Police (RCMP) in community partnerships.
- Work with community partners to implement the Violent Threat Risk Assessment (VTRA) protocol.
- Strengthen partnerships with community partners in relation to alcohol and drug awareness, including the legalization of marijuana and the rising popularity of vaping.
- Create and maintain a strong positive relationship with our First Nations, Métis and Inuit communities, particularly at the local school level.
- Advocate to all levels of government on educational issues and trends by participating in activities such as school-site allocation, education funding and curriculum feedback.



Key Performance Indicators

Survey

Questions	Results (%)				
	2018	2019	2020	2021	2022
Students					
Students who are satisfied with the overall quality of teaching at their school.	94.0	92.7	94.0	92.0	91.5
Students who are satisfied with the variety of courses at their school.	92.5	90.5	90.5	84.5	88.0
Parents					
Parents who are satisfied with the quality of education their child is receiving.	93.0	89.6	93.1	92.7	92.0
Parents who are satisfied with the choice of courses and programs available in their school.	93.8	91.7	92.9	92.9	92.7
Staff					
Staff who are satisfied with the quality of education that students are receiving in school.	95.5	95.3	94.8	98.2	98.0
Staff who are satisfied with the choice of courses and programs available for students in the school division.	95.0	95.4	93.0	95.2	98.5

Accountability Pillar (Required Measure)

	St. Albert Public Schools					Alberta				
	Results (%)					Results (%)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Education Quality Measure Teachers, parents and students satisfied with the overall quality of basic education.	89.8	88.7	89.6	87.7	88.8	90.0	90.2	90.3	89.6	89.0
Parent Involvement Measure Teachers and parents satisfied with parental involvement in decisions about their child's education.	79.5	78.1	78.8	74.9	72.1	81.2	81.3	81.8	79.5	78.8



Key Accomplishments for the 2021-2022 School Year

Local 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. Whether it is setting the strategic direction, approving budget allocation models, approving and then advocating for capital investments, or setting fees, the Board of Trustees connects the local dynamics with provincial directions in a nuanced and thoughtful manner. Our Board of Trustees uses a strategic planning process that identifies board priorities and strategies that are reviewed on an annual basis. The 2021-2022 school year was a year of transition for the Board of Trustees as elections were held in October 2021. The 2022-2026 St. Albert Board of Trustees consists of two returning trustees and three new trustees.

As the Board transitioned, they set their term priorities in August 2022.

Advocacy at the Provincial and Municipal Levels

The board continued to be active in their advocacy work. Relationships are foundation to successful advocacy. To date, the board has met with the Honourable Dale Nally, Associate Minister of Natural Gas and Electricity and Member of the Legislative Assembly (MLA) for Morinville-St. Albert, Marie Renaud, MLA for St. Albert, and Sarah Hoffman, MLA for Edmonton-Glenora.

The board advocated to the Ministry of Education through letters addressing the following areas:

- Request for a provincial mandate regarding mask wearing in school (August 2021).
- Request to maintain hold harmless funding for the 2022-2023 and 2023-2024 school years (September 2021).
- Request to discard the Weighted Moving Average (WMA) funding mechanism and reinstate the per student funding formula (October 2021).
- Request to revise curriculum implementation timelines as well as a submission of collated results from our curriculum engagement efforts (December 2021).
- Submission of suggestions to address the limitations of the transportation funding formula (February 2022).

- Request to cancel June 2022 Provincial Achievement Tests and Diploma Examinations (March 2022).

The continuation of strong local governance is key to delivering on the expectations of our community. As a division, we will continue to advocate for a model of strong local governance.

Policy Development

Policies are both symbolic of the values of an organization and a framework for operations. The St. Albert Public Schools Board of Trustees has a robust policy development and review process. The policy process includes many opportunities for stakeholder input and engagement.

From September 2021 to May 2022, the board reviewed, revised and approved the following policies and regulations:

- B-100, Board Governance
- B-110, Rules of Order
- D-660-AR, Substitute Teachers
- A-150, Discrimination and Harassment
- F-130, Student Fees
- 630-AR, Information Security and Acceptable Use of Technology
- E-100, Programming for Students
- Policy F-140, Health and Wellness of Students and Staff
- D610-AR, Personnel Records
- A-120, Trustee Code of Conduct

Partnerships

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. In turn, through partnership, we contribute to equitable, accessible, safe, caring and inclusive communities. Alignment of goals and sharing resources allows opportunities to effectively and efficiently meet the needs of shared stakeholders. St. Albert Public Schools is fortunate to have many and varied strong partnerships. Our closest partners, our parents, support division and school initiatives through providing feedback, volunteering, fundraising and participating in school councils and the Council of School Councils. Our parents have been incredibly supportive over this last year - providing gestures of appreciation to school staff, supporting public health measures

and advocating to the provincial government in relation to the pandemic response and the new draft K-6 curriculum.

We also have effective partnerships through the St. Albert Mobilization Committee. We are very proud of our partnership with the St. Albert RCMP Community Policing team. In addition, our Board of Trustees works collaboratively with the city council and the Greater St. Albert Catholic Regional School Division Board of Trustees through formal and informal sharing opportunities. Finally, our trustees are active members of the Alberta School Boards Association (ASBA) and the Public School Boards' Association of Alberta (PSBAA).

A key partnership for the 2021-2022 school year was St. Albert Public Schools agreement with Active Communities, who approached St. Albert Public Schools regarding a partnership in which Active Communities would build a facility on land leased from St. Albert Public Schools. The proposed facility would feature two arena-sized multipurpose use hard surface recreation pads, would operate year round and provide St. Albert Public Schools access to the facility during school hours. We were pleased that Active Communities received provincial funding in the February 2022 budget.

Program Accommodation

As a growing school division, planning for student accommodation is an essential component of the work of senior administration and the Board of Trustees. 2021-2022 was the second year of operation for the program accommodation changes to the Grandin area schools that were decided on in the spring of 2020. As part of these changes, Wild Rose transitioned to a Kindergarten to Grade 3 school and Sir George Simpson and Robert Rundle started their transition to a Grades 4 through 9 campus. For the 2022-2023 school year, the transition continues as modulars were added to Wild Rose so they will become a Kindergarten to Grade 4 school. The Board of Trustees also approved the new name, Hillgrove, for the Sir George Simpson/Robert Rundle campus which will become a Grades 5 through 9 campus in 2022-2023.

Senior administration continued to work with the leadership of Landrex Incorporated and Alberta Infrastructure on an unsolicited public private partnership (P3) that would see construction of a new high school building in the Erin Ridge North area of the city. An unsolicited P3 is a new concept

in the field of school capital projects. Senior administration also worked with Bellerose leadership and Workun Garrick architectural firm on an addition to Bellerose Composite High School.

The Board of Trustees continued their efforts to inform St. Albert city council of our short and long-term capital needs. The board presented our Three-Year Capital Plan at a city council meeting.

Addressing the decline in parental involvement measure

The provincial Assurance Framework showed a significant decline on the parent involvement measure.

The survey results showed a decline in agreement of more than 5% for elementary parents (100) and junior high parents (99) with the extent they are involved in their child's overall education. Furthermore, we saw a decrease over the last two years in parents' agreement/satisfaction with involvement in decisions regarding their child's school and education. There was a relatively high percentage of parents who responded with "I don't know" to questions related more generally to school decisions.

Our local survey representing 644 secondary parents showed 66.3% agreement that there are opportunities for meaningful input into decisions that affect their child's education, and 71.5% of respondents indicated they are satisfied that their input was considered, respected and valued by their child's school. More than 15% of parents indicated they did not know.

Our local survey representing 820 elementary parents showed that 81.5% were satisfied with the opportunities for meaningful input into decisions that affect their child's education and 71.3% were satisfied that their input was considered, respected and valued by their child's school.

Pandemic restrictions and provincial direction of many public health measures limited parental involvement in schools and our ability to make operational decisions. The decision-making and engagement context was different for the last two-and-a-half years. We are optimistic that a return to pre-pandemic parent engagement will result in an increase in these survey measures.

Outcome Five aligns with Alberta Education Domain – Governance.

Assurance Framework Overall Summary - October 2022

Assurance Domain	Measure	St. Albert Public Schools			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3 Year Average	Current Result	Previous Year Result	Previous 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.9	82.2	N/A	85.1	85.6	N/A	N/A	N/A	N/A
	Citizenship	78.2	79.3	80.7	81.4	83.2	83.1	N/A	N/A	N/A
	3-year High School Completion	85.4	82.0	84.1	83.2	83.4	81.1	High	Declined Significantly	Issue
	5-year High School Completion	90.8	90.5	88.6	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	73.7	N/A	83.3	67.3	N/A	73.8	High	Improved	Good
	PAT: Excellence	18.5	N/A	25.3	18.0	N/A	20.6	N/A	N/A	N/A
	Diploma: Acceptable	75.5	N/A	81.7	75.2	N/A	83.6	N/A	N/A	N/A
	Diploma: Excellence	14.5	N/A	20.5	18.2	N/A	24.0	N/A	N/A	N/A
Teaching & Leading	Education Quality	88.8	87.7	89.2	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	86.5	N/A	86.1	87.8	N/A	N/A	N/A	N/A
	Access to Supports and Services	78.7	80.6	N/A	81.6	82.6	N/A	N/A	N/A	N/A
Governance	Parental Involvement	72.1	74.9	78.5	78.8	79.5	81.5	Low	Declined Significantly	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school St. Albert Public Schools reporting. Caution should be used when interpreting these results.
6. 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 Examination 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.

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.
- Surpluses in excess of 3 percent are to be supported by an explanation for the surplus.
- Deficit recovery plans are required in the event of a deficit.

Reserves

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

Variance Report

Total Expenses for 2021-2022 school year

\$97 580 847

Total Budget for 2021-2022 school year

\$105 388 618

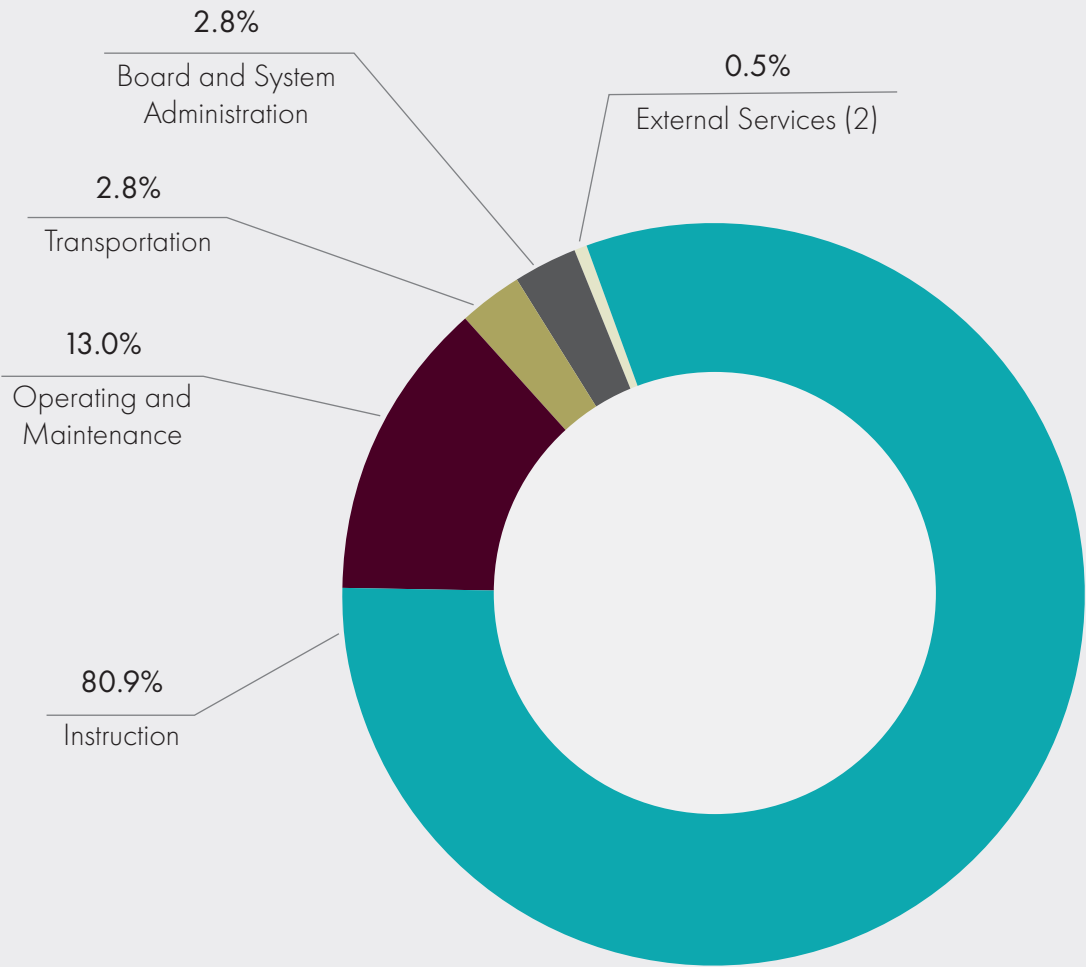
Variance percentage is 7%.

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

2022-23 Budgeted Expenditures

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

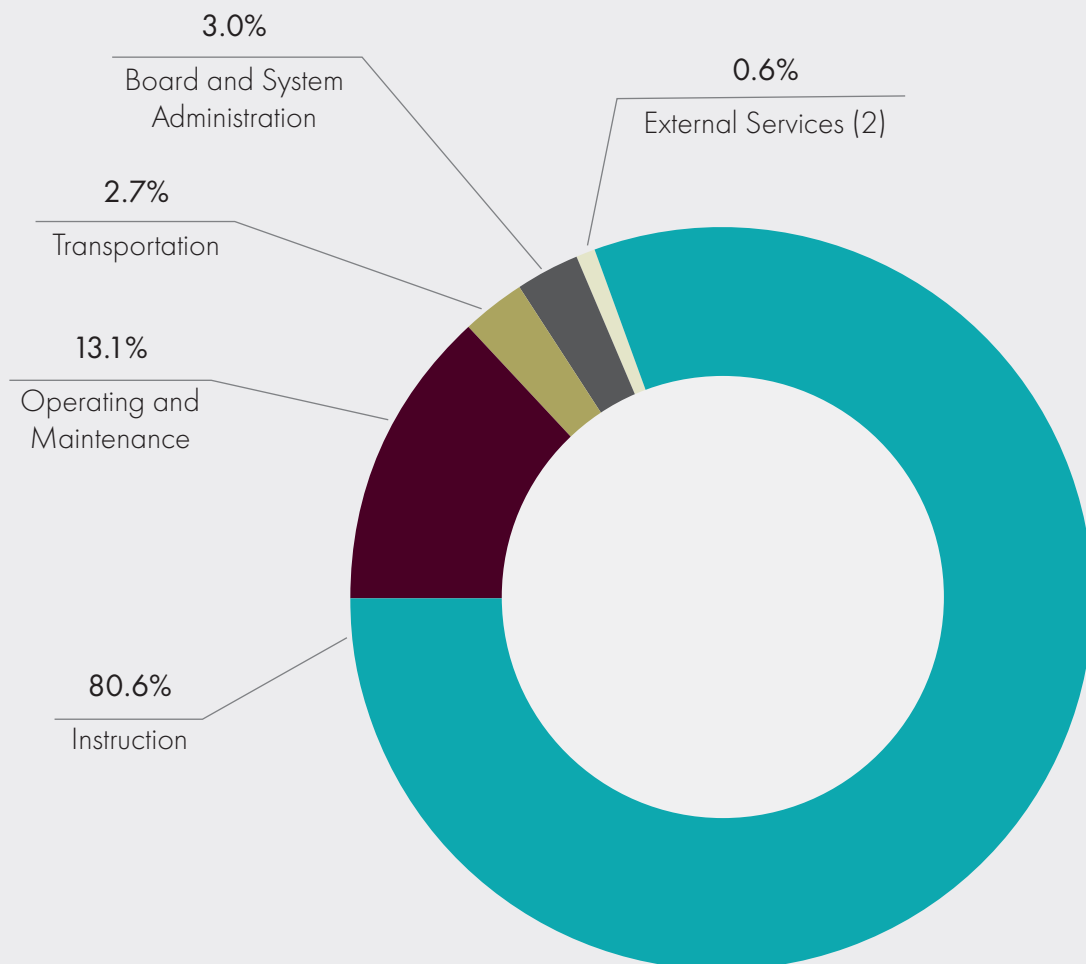
- (1) ECS students reported as 0.5 except for transportation. PUF children (78) are not included in the student enrollment.
- (2) External Services includes, but it not limited to secondments, cafeteria and international students, fundraising, and sales.



2021-22 Budgeted Expenditures

	Budgeted Total Expenditures	Budgeted Number of Students (1)	Calculated Spending per Student
Expenditures			
Instruction	84,107,906	8,553	9,834
Operating and Maintenance	13,671,279	8,553	1,599
Transportation	2,774,651	1,932	1,436
Board and System Administration	3,153,599	8,553	369
External Services (2)	688,436	8,553	80
Total Board Expenditures	104,395,871	8,553	12,206

- (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' Allocation Model

www.spschools.org/board_governance/financials

St. Albert Public Schools' Budget

www.spschools.org/board_governance/financials

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

www.spschools.org/board_governance/financials

For additional information please contact:

Financial Services at 780.460.3712 or info@spschools.org

Timelines and Communication

The Annual Education Results Report is available at our division office at 60 Sir Winston Churchill Avenue, St. Albert, AB T8N 0G4 and on our website at www.spschools.org or at school sites.

Alignment with Ministry Business Plan - Education

The St. Albert Public Schools Annual Education Results Report was developed in alignment with the Alberta Education Assurance Framework and with Alberta Education's Business Plan, including the following provincial outcomes:

Outcome 1

Alberta's students are successful.

Outcome 2

First Nations, Métis, and Inuit students in Alberta are successful.

Outcome 3

Alberta has excellent teachers, school leaders and school St. Albert Public Schools leaders.

Outcome 4

Alberta's K-12 education system is well governed and managed.

Required Performance Measures for Alberta Education Domain: Student Growth and Achievement

Student Learning Engagement Survey

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

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
Overall	N/A	N/A	N/A	82.2	83.9	N/A	N/A	N/A	N/A	N/A	N/A	85.6	85.1
Parent	N/A	N/A	N/A	84.8	88.7	N/A	N/A	N/A	N/A	N/A	N/A	89.0	88.7
Student	N/A	N/A	N/A	65.8	66.6	N/A	N/A	N/A	N/A	N/A	N/A	71.8	71.3
Teacher	N/A	N/A	N/A	96.1	96.3	N/A	N/A	N/A	N/A	N/A	N/A	96.0	95.5

Citizenship Survey

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

Overall	81.9	80.3	81.1	79.3	78.2	High	Declined Significantly	Issue	83.0	82.9	83.3	83.2	81.4
Parent	77.5	78.0	79.7	72.0	74.1	High	Declined	Acceptable	81.7	81.9	82.4	81.4	80.4
Student	71.8	67.4	67.4	69.2	66.0	Intermediate	Declined	Issue	73.9	73.5	73.8	74.1	72.1
Teacher	96.5	95.6	96.1	96.7	94.6	Very High	Maintained	Excellent	93.4	93.2	93.6	94.1	91.7

Provincial Achievement Tests (PAT)

Overall summary of all students

	St. Albert Public Schools						Alberta					
	Results (%)						Results (%)					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
Acceptable Standard	85.4	84.1	83.3	N/A	N/A	73.7	73.4	73.6	73.8	N/A	N/A	67.3
Standard of Excellence	29.3	26.0	25.3	N/A	N/A	18.5	19.5	19.9	20.6	N/A	N/A	18.0

Self-identified First Nations, Métis, and Inuit students

Acceptable Standard	66.9	73.8	N/A	N/A	60.7	51.7	54.0	N/A	N/A	46.4	N/A	67.3
Standard of Excellence	17.3	10.1	N/A	N/A	12.3	6.6	7.4	N/A	N/A	6.4	N/A	18.0

English Language Learners

Acceptable Standard	87.4	87.0	N/A	N/A	84.1	69.4	70.2	N/A	N/A	65.8	N/A	67.3
Standard of Excellence	22.0	25.1	N/A	N/A	20.0	15.5	16.4	N/A	N/A	15.2	N/A	18.0

Course results based on the number of students enrolled (cohort results)

English Language Arts 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	577	624	N/A	N/A	627	51,540	54,820	N/A	N/A	56,095
	Students Writing	561	602	N/A	N/A	569	46,678	49,639	N/A	N/A	47,534
	Students Writing %	97.2	96.5	N/A	N/A	90.7	90.6	90.5	N/A	N/A	84.7
Based on Number Enrolled Results (%)	Acceptable Standard	94.1	92.5	N/A	N/A	86.8	83.5	83.2	N/A	N/A	76.1
	Standard of Excellence	26.2	23.4	N/A	N/A	22.2	17.9	17.8	N/A	N/A	18.9
	Below Acceptable Standard	3.1	4.0	N/A	N/A	4.0	7.1	7.3	N/A	N/A	8.7
Based on Number Writing Results (%)	Acceptable Standard	96.8	95.8	N/A	N/A	95.6	92.2	91.9	N/A	N/A	89.8
	Standard of Excellence	26.9	24.3	N/A	N/A	24.4	19.7	19.6	N/A	N/A	22.3
	Below Acceptable Standard	3.2	4.2	N/A	N/A	4.4	7.8	8.1	N/A	N/A	10.2

French Language Arts 6 année

Participation	Students Enrolled	78	123	N/A	N/A	130	3,326	3,559	N/A	N/A	3,496
	Students Writing	76	123	N/A	N/A	123	3,189	3,479	N/A	N/A	3,312
	Students Writing %	97.4	100.0	N/A	N/A	94.6	95.9	97.8	N/A	N/A	94.7
Based on Number Enrolled Results (%)	Acceptable Standard	88.5	90.2	N/A	N/A	73.1	85.2	87.7	N/A	N/A	76.9
	Standard of Excellence	11.5	18.7	N/A	N/A	10.8	12.3	15.7	N/A	N/A	10.6
	Below Acceptable Standard	9.0	9.8	N/A	N/A	21.5	10.6	10.1	N/A	N/A	17.9
Based on Number Writing Results (%)	Acceptable Standard	90.8	90.2	N/A	N/A	77.2	88.9	89.7	N/A	N/A	81.1
	Standard of Excellence	11.8	18.7	N/A	N/A	11.4	12.9	16.1	N/A	N/A	11.1
	Below Acceptable Standard	9.2	9.8	N/A	N/A	22.8	11.1	10.3	N/A	N/A	18.9

Mathematics 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	577	623	N/A	N/A	627	51,486	54,778	N/A	N/A	56,019
	Students Writing	564	602	N/A	N/A	578	46,883	49,753	N/A	N/A	47,909
	Students Writing %	97.7	96.6	N/A	N/A	92.2	91.1	90.8	N/A	N/A	85.5
Based on Number Enrolled Results (%)	Acceptable Standard	89.8	82.7	N/A	N/A	71.0	72.9	72.5	N/A	N/A	64.1
	Standard of Excellence	22.7	18.5	N/A	N/A	8.3	14.0	15.0	N/A	N/A	12.6
	Below Acceptable Standard	8.0	14.0	N/A	N/A	21.2	18.1	18.3	N/A	N/A	21.4
Based on Number Writing Results (%)	Acceptable Standard	91.8	85.5	N/A	N/A	77.0	80.1	79.8	N/A	N/A	75.0
	Standard of Excellence	23.2	19.1	N/A	N/A	9.0	15.3	16.6	N/A	N/A	14.8
	Below Acceptable Standard	8.2	14.5	N/A	N/A	23.0	19.9	20.2	N/A	N/A	25.0

Science 6

Participation	Students Enrolled	577	623	N/A	N/A	627	51,517	54,879	N/A	N/A	56,451
	Students Writing	552	589	N/A	N/A	561	46,814	49,793	N/A	N/A	48,395
	Students Writing %	95.7	94.5	N/A	N/A	89.5	90.9	90.7	N/A	N/A	85.7
Based on Number Enrolled Results (%)	Acceptable Standard	88.7	83.8	N/A	N/A	73.2	78.8	77.6	N/A	N/A	71.5
	Standard of Excellence	40.2	31.6	N/A	N/A	19.5	30.5	28.6	N/A	N/A	23.7
	Below Acceptable Standard	6.9	10.8	N/A	N/A	16.3	12.1	13.1	N/A	N/A	14.2
Based on Number Writing Results (%)	Acceptable Standard	92.8	88.6	N/A	N/A	81.8	86.7	85.5	N/A	N/A	83.4
	Standard of Excellence	42.0	33.4	N/A	N/A	21.7	33.6	31.6	N/A	N/A	27.7
	Below Acceptable Standard	7.2	11.4	N/A	N/A	18.2	13.3	14.5	N/A	N/A	16.6

Social Studies 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	577	623	N/A	N/A	627	51,525	54,802	N/A	N/A	56,483
	Students Writing	548	584	N/A	N/A	567	46,734	49,670	N/A	N/A	48,283
	Students Writing %	95.0	93.7	N/A	N/A	90.4	90.7	90.6	N/A	N/A	85.5
Based on Number Enrolled Results (%)	Acceptable Standard	85.3	82.8	N/A	N/A	71.0	75.1	76.2	N/A	N/A	67.8
	Standard of Excellence	31.2	28.4	N/A	N/A	16.9	23.2	24.4	N/A	N/A	20.1
	Below Acceptable Standard	9.7	10.9	N/A	N/A	19.5	15.6	14.4	N/A	N/A	17.7
Based on Number Writing Results (%)	Acceptable Standard	89.8	88.4	N/A	N/A	78.5	82.8	84.1	N/A	N/A	79.3
	Standard of Excellence	32.8	30.3	N/A	N/A	18.7	25.6	27.0	N/A	N/A	23.6
	Below Acceptable Standard	10.2	11.6	N/A	N/A	21.5	17.2	15.9	N/A	N/A	20.7

English Language Arts 9

Participation	Students Enrolled	559	578	N/A	N/A	648	46,822	47,465	N/A	N/A	35,521
	Students Writing	516	546	N/A	N/A	578	41,631	42,002	N/A	N/A	28,956
	Students Writing %	92.3	94.5	N/A	N/A	89.2	88.9	88.5	N/A	N/A	81.5
Based on Number Enrolled Results (%)	Acceptable Standard	85.3	88.2	N/A	N/A	81.9	76.1	75.1	N/A	N/A	69.6
	Standard of Excellence	18.8	22.7	N/A	N/A	19.8	14.7	14.7	N/A	N/A	12.9
	Below Acceptable Standard	7.0	6.2	N/A	N/A	7.3	12.8	13.3	N/A	N/A	11.9
Based on Number Writing Results (%)	Acceptable Standard	92.4	93.4	N/A	N/A	91.9	85.6	84.9	N/A	N/A	85.4
	Standard of Excellence	20.3	24.0	N/A	N/A	22.1	16.5	16.7	N/A	N/A	15.8
	Below Acceptable Standard	7.6	6.6	N/A	N/A	8.1	14.4	15.1	N/A	N/A	14.6

French Language Arts 9 année

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	103	95	N/A	N/A	123	2,899	2,811	N/A	N/A	3,228
	Students Writing	101	92	N/A	N/A	120	2,780	2,720	N/A	N/A	2,990
	Students Writing %	98.1	96.8	N/A	N/A	97.6	95.9	96.8	N/A	N/A	92.6
Based on Number Enrolled Results (%)	Acceptable Standard	86.4	86.3	N/A	N/A	78.9	81.4	82.9	N/A	N/A	73.5
	Standard of Excellence	20.4	12.6	N/A	N/A	8.1	9.8	12.3	N/A	N/A	9.9
	Below Acceptable Standard	11.7	10.5	N/A	N/A	18.7	14.5	13.9	N/A	N/A	19.1
Based on Number Writing Results (%)	Acceptable Standard	88.1	89.1	N/A	N/A	80.8	84.9	85.6	N/A	N/A	79.4
	Standard of Excellence	20.8	13.0	N/A	N/A	8.3	10.2	12.8	N/A	N/A	10.7
	Below Acceptable Standard	11.9	10.9	N/A	N/A	19.2	15.1	14.4	N/A	N/A	20.6

Mathematics 9

Participation	Students Enrolled	559	577	N/A	N/A	649	46,603	46,764	N/A	N/A	32,890
	Students Writing	517	543	N/A	N/A	577	41,359	41,612	N/A	N/A	27,331
	Students Writing %	92.5	94.1	N/A	N/A	88.9	88.7	89.0	N/A	N/A	83.1
Based on Number Enrolled Results (%)	Acceptable Standard	67.8	72.8	N/A	N/A	63.5	59.2	60.0	N/A	N/A	53.0
	Standard of Excellence	14.0	23.2	N/A	N/A	19.4	15.0	19.0	N/A	N/A	16.7
	Below Acceptable Standard	24.7	21.3	N/A	N/A	25.4	29.5	29.0	N/A	N/A	30.1
Based on Number Writing Results (%)	Acceptable Standard	73.3	77.3	N/A	N/A	71.4	66.7	67.4	N/A	N/A	63.7
	Standard of Excellence	15.1	24.7	N/A	N/A	21.8	16.9	21.4	N/A	N/A	20.1
	Below Acceptable Standard	26.7	22.7	N/A	N/A	28.6	33.3	32.6	N/A	N/A	36.3

Science 9

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	559	578	N/A	N/A	655	46,810	47,489	N/A	N/A	31,215
	Students Writing	507	529	N/A	N/A	577	41,978	42,280	N/A	N/A	25,840
	Students Writing %	90.7	91.5	N/A	N/A	88.1	89.7	89.0	N/A	N/A	82.8
Based on Number Enrolled Results (%)	Acceptable Standard	83.9	84.1	N/A	N/A	74.5	75.7	75.2	N/A	N/A	68.0
	Standard of Excellence	31.8	32.0	N/A	N/A	23.5	24.4	26.4	N/A	N/A	22.6
	Below Acceptable Standard	6.8	7.4	N/A	N/A	13.6	14.0	13.8	N/A	N/A	14.8
Based on Number Writing Results (%)	Acceptable Standard	92.5	91.9	N/A	N/A	84.6	84.4	84.5	N/A	N/A	82.1
	Standard of Excellence	35.1	35.0	N/A	N/A	26.7	27.2	29.6	N/A	N/A	27.3
	Below Acceptable Standard	7.5	8.1	N/A	N/A	15.4	15.6	15.5	N/A	N/A	17.9

Social Studies 9

Participation	Students Enrolled	559	578	N/A	N/A	655	46,840	47,496	N/A	N/A	30,108
	Students Writing	509	530	N/A	N/A	575	41,902	42,336	N/A	N/A	25,130
	Students Writing %	91.1	91.7	N/A	N/A	87.8	89.5	89.1	N/A	N/A	83.5
Based on Number Enrolled Results (%)	Acceptable Standard	75.7	77.9	N/A	N/A	67.3	66.7	68.7	N/A	N/A	60.8
	Standard of Excellence	25.8	27.3	N/A	N/A	22.1	21.5	20.6	N/A	N/A	17.2
	Below Acceptable Standard	15.4	13.8	N/A	N/A	20.5	22.8	20.5	N/A	N/A	22.7
Based on Number Writing Results (%)	Acceptable Standard	83.1	84.9	N/A	N/A	76.7	74.6	77.0	N/A	N/A	72.8
	Standard of Excellence	28.3	29.8	N/A	N/A	25.2	24.0	23.1	N/A	N/A	20.6
	Below Acceptable Standard	16.9	15.1	N/A	N/A	23.3	25.4	23.0	N/A	N/A	27.2

Course results for self-identified First Nations, Métis, and Inuit students

English Language Arts 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	18	21	N/A	N/A	62	3,832	4,109	N/A	N/A	4,275
	Students Writing	17	19	N/A	N/A	50	3,306	3,587	N/A	N/A	3,278
	Students Writing %	94.4	90.5	N/A	N/A	80.6	86.3	87.3	N/A	N/A	76.7
Based on Number Enrolled Results (%)	Acceptable Standard	88.9	90.5	N/A	N/A	75.8	69.0	71.6	N/A	N/A	58.2
	Standard of Excellence	27.8	9.5	N/A	N/A	11.3	5.5	6.3	N/A	N/A	7.4
	Below Acceptable Standard	5.6	0.0	N/A	N/A	4.8	17.2	15.7	N/A	N/A	18.4
Based on Number Writing Results (%)	Acceptable Standard	94.1	100.0	N/A	N/A	94.0	80.0	82.0	N/A	N/A	76.0
	Standard of Excellence	29.4	10.5	N/A	N/A	14.0	6.4	7.2	N/A	N/A	9.6
	Below Acceptable Standard	5.9	0.0	N/A	N/A	6.0	20.0	18.0	N/A	N/A	24.0

Mathematics 6

Participation	Students Enrolled	18	21	N/A	N/A	63	3,821	4,101	N/A	N/A	4,294
	Students Writing	17	19	N/A	N/A	52	3,280	3,557	N/A	N/A	3,352
	Students Writing %	94.4	90.5	N/A	N/A	82.5	85.8	86.7	N/A	N/A	78.1
Based on Number Enrolled Results (%)	Acceptable Standard	88.9	71.4	N/A	N/A	57.1	49.1	50.5	N/A	N/A	40.3
	Standard of Excellence	16.7	9.5	N/A	N/A	4.8	3.0	4.2	N/A	N/A	3.7
	Below Acceptable Standard	5.6	19.0	N/A	N/A	25.4	36.7	36.3	N/A	N/A	37.8
Based on Number Writing Results (%)	Acceptable Standard	94.1	78.9	N/A	N/A	69.2	57.3	58.2	N/A	N/A	51.6
	Standard of Excellence	17.6	10.5	N/A	N/A	5.8	3.5	4.8	N/A	N/A	4.7
	Below Acceptable Standard	5.9	21.1	N/A	N/A	30.8	42.7	41.8	N/A	N/A	48.4

Science 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	18	21	N/A	N/A	63	3,832	4,096	N/A	N/A	4,391
	Students Writing	17	19	N/A	N/A	50	3,315	3,580	N/A	N/A	3,461
	Students Writing %	94.4	90.5	N/A	N/A	79.4	86.5	87.4	N/A	N/A	78.8
Based on Number Enrolled Results (%)	Acceptable Standard	72.2	76.2	N/A	N/A	57.1	58.9	59.2	N/A	N/A	51.2
	Standard of Excellence	33.3	9.5	N/A	N/A	14.3	11.5	11.9	N/A	N/A	9.7
	Below Acceptable Standard	22.2	14.3	N/A	N/A	22.2	27.6	28.2	N/A	N/A	27.6
Based on Number Writing Results (%)	Acceptable Standard	76.5	84.2	N/A	N/A	72.0	68.1	67.7	N/A	N/A	65.0
	Standard of Excellence	35.3	10.5	N/A	N/A	18.0	13.3	13.6	N/A	N/A	12.4
	Below Acceptable Standard	23.5	15.8	N/A	N/A	28.0	31.9	32.3	N/A	N/A	35.0

Social Studies 6

Participation	Students Enrolled	18	21	N/A	N/A	63	3,836	4,080	N/A	N/A	4,396
	Students Writing	15	19	N/A	N/A	50	3,309	3,551	N/A	N/A	3,416
	Students Writing %	83.3	90.5	N/A	N/A	79.4	86.3	87.0	N/A	N/A	77.7
Based on Number Enrolled Results (%)	Acceptable Standard	61.1	81.0	N/A	N/A	50.8	52.8	57.7	N/A	N/A	46.8
	Standard of Excellence	11.1	23.8	N/A	N/A	9.5	7.5	8.9	N/A	N/A	7.3
	Below Acceptable Standard	22.2	9.5	N/A	N/A	28.6	33.4	29.3	N/A	N/A	30.9
Based on Number Writing Results (%)	Acceptable Standard	73.3	89.5	N/A	N/A	64.0	61.3	66.3	N/A	N/A	60.3
	Standard of Excellence	13.3	26.3	N/A	N/A	12.0	8.6	10.3	N/A	N/A	9.4
	Below Acceptable Standard	26.7	10.5	N/A	N/A	36.0	38.7	33.7	N/A	N/A	39.7

English Language Arts 9

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	12	17	N/A	N/A	66	3,388	3,259	N/A	N/A	2,822
	Students Writing	10	15	N/A	N/A	54	2,721	2,559	N/A	N/A	1,941
	Students Writing %	83.3	88.2	N/A	N/A	81.8	80.3	78.5	N/A	N/A	68.8
Based on Number Enrolled Results (%)	Acceptable Standard	58.3	76.5	N/A	N/A	66.7	54.4	55.0	N/A	N/A	49.4
	Standard of Excellence	8.3	0.0	N/A	N/A	10.6	4.9	4.2	N/A	N/A	3.6
	Below Acceptable Standard	25.0	11.8	N/A	N/A	15.2	25.9	23.5	N/A	N/A	19.3
Based on Number Writing Results (%)	Acceptable Standard	70.0	86.7	N/A	N/A	81.5	67.7	70.1	N/A	N/A	71.9
	Standard of Excellence	10.0	0.0	N/A	N/A	13.0	6.1	5.4	N/A	N/A	5.3
	Below Acceptable Standard	30.0	13.3	N/A	N/A	18.5	32.3	29.9	N/A	N/A	28.1

Mathematics 9

Participation	Students Enrolled	12	16	N/A	N/A	66	3,357	3,128	N/A	N/A	2,169
	Students Writing	10	15	N/A	N/A	57	2,628	2,453	N/A	N/A	1,511
	Students Writing %	83.3	93.8	N/A	N/A	86.4	78.3	78.4	N/A	N/A	69.7
Based on Number Enrolled Results (%)	Acceptable Standard	33.3	56.3	N/A	N/A	53.0	30.7	31.5	N/A	N/A	26.3
	Standard of Excellence	8.3	12.5	N/A	N/A	13.6	3.4	5.4	N/A	N/A	4.1
	Below Acceptable Standard	50.0	37.5	N/A	N/A	33.3	47.6	46.9	N/A	N/A	43.3
Based on Number Writing Results (%)	Acceptable Standard	40.0	60.0	N/A	N/A	61.4	39.2	40.2	N/A	N/A	37.8
	Standard of Excellence	10.0	13.3	N/A	N/A	15.8	4.3	6.9	N/A	N/A	5.8
	Below Acceptable Standard	60.0	40.0	N/A	N/A	38.6	60.8	59.8	N/A	N/A	62.2

Science 9

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	12	17	N/A	N/A	66	3,379	3,245	N/A	N/A	2,476
	Students Writing	9	15	N/A	N/A	57	2,735	2,580	N/A	N/A	1,870
	Students Writing %	75.0	88.2	N/A	N/A	86.4	80.9	79.5	N/A	N/A	75.5
Based on Number Enrolled Results (%)	Acceptable Standard	66.7	76.5	N/A	N/A	63.6	51.7	52.8	N/A	N/A	49.3
	Standard of Excellence	8.3	11.8	N/A	N/A	15.2	8.0	10.2	N/A	N/A	8.5
	Below Acceptable Standard	8.3	11.8	N/A	N/A	22.7	29.2	26.7	N/A	N/A	26.2
Based on Number Writing Results (%)	Acceptable Standard	88.9	86.7	N/A	N/A	73.7	63.9	66.4	N/A	N/A	65.3
	Standard of Excellence	11.1	13.3	N/A	N/A	17.5	9.8	12.8	N/A	N/A	11.3
	Below Acceptable Standard	11.1	13.3	N/A	N/A	26.3	36.1	33.6	N/A	N/A	34.7

Social Studies 9

Participation	Students Enrolled	12	17	N/A	N/A	66	3,394	3,261	N/A	N/A	2,073
	Students Writing	9	16	N/A	N/A	57	2,753	2,617	N/A	N/A	1,498
	Students Writing %	75.0	94.1	N/A	N/A	86.4	81.1	80.3	N/A	N/A	72.3
Based on Number Enrolled Results (%)	Acceptable Standard	50.0	64.7	N/A	N/A	62.1	41.2	44.7	N/A	N/A	34.7
	Standard of Excellence	8.3	5.9	N/A	N/A	19.7	6.8	6.8	N/A	N/A	4.1
	Below Acceptable Standard	25.0	29.4	N/A	N/A	24.2	39.9	35.6	N/A	N/A	37.6
Based on Number Writing Results (%)	Acceptable Standard	66.7	68.8	N/A	N/A	71.9	50.8	55.7	N/A	N/A	48.0
	Standard of Excellence	11.1	6.3	N/A	N/A	22.8	8.4	8.4	N/A	N/A	5.7
	Below Acceptable Standard	33.3	31.3	N/A	N/A	28.1	49.2	44.3	N/A	N/A	52.0

English Language Arts 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	71	63	N/A	N/A	40	9,059	9,804	N/A	N/A	9,336
	Students Writing	69	60	N/A	N/A	36	8,177	8,931	N/A	N/A	8,310
	Students Writing %	97.2	95.2	N/A	N/A	90.0	90.3	91.1	N/A	N/A	89.0
Based on Number Enrolled Results (%)	Acceptable Standard	91.5	90.5	N/A	N/A	90.0	80.7	81.3	N/A	N/A	76.8
	Standard of Excellence	18.3	30.2	N/A	N/A	17.5	12.7	13.8	N/A	N/A	16.0
	Below Acceptable Standard	5.6	4.8	N/A	N/A	0.0	9.5	9.8	N/A	N/A	12.2
Based on Number Writing Results (%)	Acceptable Standard	94.2	95.0	N/A	N/A	100.0	89.4	89.3	N/A	N/A	86.3
	Standard of Excellence	18.8	31.7	N/A	N/A	19.4	14.1	15.1	N/A	N/A	17.9
	Below Acceptable Standard	5.8	5.0	N/A	N/A	0.0	10.6	10.7	N/A	N/A	13.7

French Language Arts 6 année

Participation	Students Enrolled	3	5	N/A	N/A	5	208	228	N/A	N/A	215
	Students Writing	3	5	N/A	N/A	4	188	226	N/A	N/A	202
	Students Writing %	*	*	N/A	N/A	*	90.4	99.1	N/A	N/A	94.0
Based on Number Enrolled Results (%)	Acceptable Standard	*	*	N/A	N/A	*	81.3	89.5	N/A	N/A	74.0
	Standard of Excellence	*	*	N/A	N/A	*	11.5	21.5	N/A	N/A	11.6
	Below Acceptable Standard	*	*	N/A	N/A	*	9.1	9.6	N/A	N/A	20.0
Based on Number Writing Results (%)	Acceptable Standard	*	*	N/A	N/A	*	89.9	90.3	N/A	N/A	78.7
	Standard of Excellence	*	*	N/A	N/A	*	12.8	21.7	N/A	N/A	12.4
	Below Acceptable Standard	*	*	N/A	N/A	*	10.1	9.7	N/A	N/A	21.3

Mathematics 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	71	63	N/A	N/A	40	9,052	9,792	N/A	N/A	9,289
	Students Writing	70	61	N/A	N/A	36	8,309	8,986	N/A	N/A	8,321
	Students Writing %	98.6	96.8	N/A	N/A	90.0	91.8	91.8	N/A	N/A	89.6
Based on Number Enrolled Results (%)	Acceptable Standard	94.4	88.9	N/A	N/A	72.5	71.5	72.7	N/A	N/A	65.3
	Standard of Excellence	19.7	15.9	N/A	N/A	2.5	13.3	14.5	N/A	N/A	13.1
	Below Acceptable Standard	4.2	7.9	N/A	N/A	17.5	20.2	19.1	N/A	N/A	24.3
Based on Number Writing Results (%)	Acceptable Standard	95.7	91.8	N/A	N/A	80.6	77.9	79.2	N/A	N/A	72.9
	Standard of Excellence	20.0	16.4	N/A	N/A	2.8	14.5	15.8	N/A	N/A	14.6
	Below Acceptable Standard	4.3	8.2	N/A	N/A	19.4	22.1	20.8	N/A	N/A	27.1

Science 6

Participation	Students Enrolled	71	63	N/A	N/A	40	9,055	9,819	N/A	N/A	9,369
	Students Writing	68	61	N/A	N/A	36	8,282	9,012	N/A	N/A	8,461
	Students Writing %	95.8	96.8	N/A	N/A	90.0	91.5	91.8	N/A	N/A	90.3
Based on Number Enrolled Results (%)	Acceptable Standard	91.5	93.7	N/A	N/A	80.0	75.5	76.4	N/A	N/A	72.0
	Standard of Excellence	29.6	33.3	N/A	N/A	20.0	25.3	23.5	N/A	N/A	21.0
	Below Acceptable Standard	4.2	3.2	N/A	N/A	10.0	15.9	15.4	N/A	N/A	18.3
Based on Number Writing Results (%)	Acceptable Standard	95.6	96.7	N/A	N/A	88.9	82.6	83.2	N/A	N/A	79.8
	Standard of Excellence	30.9	34.4	N/A	N/A	22.2	27.7	25.6	N/A	N/A	23.2
	Below Acceptable Standard	4.4	3.3	N/A	N/A	11.1	17.4	16.8	N/A	N/A	20.2

Social Studies 6

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	71	63	N/A	N/A	40	9,056	9,817	N/A	N/A	9,379
	Students Writing	68	61	N/A	N/A	36	8,236	8,982	N/A	N/A	8,436
	Students Writing %	95.8	96.8	N/A	N/A	90.0	90.9	91.5	N/A	N/A	89.9
Based on Number Enrolled Results (%)	Acceptable Standard	85.9	92.1	N/A	N/A	85.0	72.0	74.8	N/A	N/A	68.4
	Standard of Excellence	23.9	28.6	N/A	N/A	10.0	19.0	20.5	N/A	N/A	17.9
	Below Acceptable Standard	9.9	4.8	N/A	N/A	5.0	19.0	16.6	N/A	N/A	21.5
Based on Number Writing Results (%)	Acceptable Standard	89.7	95.1	N/A	N/A	94.4	79.1	81.8	N/A	N/A	76.1
	Standard of Excellence	25.0	29.5	N/A	N/A	11.1	20.9	22.5	N/A	N/A	19.9
	Below Acceptable Standard	10.3	4.9	N/A	N/A	5.6	20.9	18.2	N/A	N/A	23.9

English Language Arts 9

Participation	Students Enrolled	39	35	N/A	N/A	37	5,832	6,143	N/A	N/A	4,153
	Students Writing	38	33	N/A	N/A	35	5,005	5,268	N/A	N/A	3,319
	Students Writing %	97.4	94.3	N/A	N/A	94.6	85.8	85.8	N/A	N/A	79.9
Based on Number Enrolled Results (%)	Acceptable Standard	82.1	82.9	N/A	N/A	89.2	64.6	63.4	N/A	N/A	61.9
	Standard of Excellence	15.4	17.1	N/A	N/A	24.3	6.9	6.8	N/A	N/A	7.0
	Below Acceptable Standard	15.4	11.4	N/A	N/A	5.4	21.2	22.4	N/A	N/A	18.1
Based on Number Writing Results (%)	Acceptable Standard	84.2	87.9	N/A	N/A	94.3	75.3	73.9	N/A	N/A	77.4
	Standard of Excellence	15.8	18.2	N/A	N/A	25.7	8.0	8.0	N/A	N/A	8.7
	Below Acceptable Standard	15.8	12.1	N/A	N/A	5.7	24.7	26.1	N/A	N/A	22.6
Based on Number Writing Results (%)	Acceptable Standard	N/A	N/A	N/A	N/A	N/A	67.1	61.7	N/A	N/A	54.7
	Standard of Excellence	N/A	N/A	N/A	N/A	N/A	8.1	2.6	N/A	N/A	2.8
	Below Acceptable Standard	N/A	N/A	N/A	N/A	N/A	32.9	38.3	N/A	N/A	45.3

French Language Arts 9 année

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	2	2	N/A	N/A	2	144	158	N/A	N/A	189
	Students Writing	2	2	N/A	N/A	2	134	152	N/A	N/A	173
	Students Writing %	*	*	N/A	N/A	*	93.1	96.2	N/A	N/A	91.5
Based on Number Enrolled Results (%)	Acceptable Standard	*	*	N/A	N/A	*	75.0	79.1	N/A	N/A	64.0
	Standard of Excellence	*	*	N/A	N/A	*	9.7	13.9	N/A	N/A	10.1
	Below Acceptable Standard	*	*	N/A	N/A	*	18.1	17.1	N/A	N/A	27.5
Based on Number Writing Results (%)	Acceptable Standard	*	*	N/A	N/A	*	80.6	82.2	N/A	N/A	69.9
	Standard of Excellence	*	*	N/A	N/A	*	10.4	14.5	N/A	N/A	11.0
	Below Acceptable Standard	*	*	N/A	N/A	*	19.4	17.8	N/A	N/A	30.1

Français 9 année

Participation	Students Enrolled	N/A	N/A	N/A	N/A	N/A	51	42	N/A	N/A	40
	Students Writing	N/A	N/A	N/A	N/A	N/A	44	40	N/A	N/A	38

Mathematics 9

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	39	35	N/A	N/A	37	5,835	6,102	N/A	N/A	4,157
	Students Writing	37	34	N/A	N/A	35	5,113	5,367	N/A	N/A	3,449
	Students Writing %	94.9	97.1	N/A	N/A	94.6	87.6	88.0	N/A	N/A	83.0
Based on Number Enrolled Results (%)	Acceptable Standard	74.4	68.6	N/A	N/A	83.8	53.2	53.3	N/A	N/A	47.0
	Standard of Excellence	15.4	17.1	N/A	N/A	21.6	12.1	16.3	N/A	N/A	12.9
	Below Acceptable Standard	20.5	28.6	N/A	N/A	10.8	34.4	34.7	N/A	N/A	35.9
Based on Number Writing Results (%)	Acceptable Standard	78.4	70.6	N/A	N/A	88.6	60.7	60.6	N/A	N/A	56.7
	Standard of Excellence	16.2	17.6	N/A	N/A	22.9	13.8	18.6	N/A	N/A	15.6
	Below Acceptable Standard	21.6	29.4	N/A	N/A	11.4	39.3	39.4	N/A	N/A	43.3
Based on Number Writing Results (%)	Acceptable Standard	N/A	N/A	N/A	N/A	N/A	66.3	60.8	N/A	N/A	61.9
	Standard of Excellence	N/A	N/A	N/A	N/A	N/A	22.1	16.9	N/A	N/A	11.1
	Below Acceptable Standard	N/A	N/A	N/A	N/A	N/A	33.7	39.2	N/A	N/A	38.1

Science 9

Participation	Students Enrolled	39	35	N/A	N/A	37	5,837	6,163	N/A	N/A	3,141
	Students Writing	37	34	N/A	N/A	35	5,119	5,389	N/A	N/A	2,375
	Students Writing %	94.9	97.1	N/A	N/A	94.6	87.7	87.4	N/A	N/A	75.6
Based on Number Enrolled Results (%)	Acceptable Standard	87.2	88.6	N/A	N/A	86.5	68.1	66.0	N/A	N/A	55.8
	Standard of Excellence	25.6	25.7	N/A	N/A	29.7	16.4	18.1	N/A	N/A	13.7
	Below Acceptable Standard	7.7	8.6	N/A	N/A	8.1	19.6	21.4	N/A	N/A	19.8
Based on Number Writing Results (%)	Acceptable Standard	91.9	91.2	N/A	N/A	91.4	77.7	75.5	N/A	N/A	73.8
	Standard of Excellence	27.0	26.5	N/A	N/A	31.4	18.8	20.7	N/A	N/A	18.1
	Below Acceptable Standard	8.1	8.8	N/A	N/A	8.6	22.3	24.5	N/A	N/A	26.2

K&E Science 9

		St. Albert Public Schools					Alberta				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Students Enrolled	N/A	N/A	N/A	N/A	N/A	189	167	N/A	N/A	109

Social Studies 9

Participation	Students Enrolled	39	35	N/A	N/A	37	5,839	6,151	N/A	N/A	4,434
	Students Writing	38	33	N/A	N/A	35	5,095	5,363	N/A	N/A	3,730
	Students Writing %	97.4	94.3	N/A	N/A	94.6	87.3	87.2	N/A	N/A	84.1
Based on Number Enrolled Results (%)	Acceptable Standard	79.5	77.1	N/A	N/A	86.5	58.0	59.6	N/A	N/A	54.5
	Standard of Excellence	25.6	22.9	N/A	N/A	37.8	14.2	14.1	N/A	N/A	12.6
	Below Acceptable Standard	17.9	17.1	N/A	N/A	8.1	29.3	27.6	N/A	N/A	29.7
Based on Number Writing Results (%)	Acceptable Standard	81.6	81.8	N/A	N/A	91.4	66.4	68.3	N/A	N/A	64.7
	Standard of Excellence	26.3	24.2	N/A	N/A	40.0	16.3	16.2	N/A	N/A	15.0
	Below Acceptable Standard	18.4	18.2	N/A	N/A	8.6	33.6	31.7	N/A	N/A	35.3
Based on Number Writing Results (%)	Acceptable Standard	N/A	N/A	N/A	N/A	N/A	61.1	62.7	N/A	N/A	73.3
	Standard of Excellence	N/A	N/A	N/A	N/A	N/A	15.0	13.3	N/A	N/A	13.3
	Below Acceptable Standard	N/A	N/A	N/A	N/A	N/A	38.9	37.3	N/A	N/A	26.7

There was an insufficient number of students enrolled in French Language Arts 6 or 9 to report.

Diploma Examination

Overall summary for all students writing

	St. Albert Public Schools						Alberta					
	Results (%)						Results (%)					
	2017	2018	2019	2020	2021	2022	2017	2018	2019	2020	2021	2022
Acceptable Standard	84.2	83.3	81.7	N/A	N/A	75.5	83.0	83.7	83.6	N/A	N/A	75.2
Standard of Excellence	21.1	21.8	20.5	N/A	N/A	14.5	22.2	24.2	24.0	N/A	N/A	18.2

Self-identified First Nations, Métis, and Inuit students

Acceptable Standard	79.1	75.8	N/A	N/A	70.9	77.1	77.2	N/A	N/A	68.7	N/A	67.3
Standard of Excellence	9.9	10.0	N/A	N/A	3.6	11.0	11.4	N/A	N/A	8.5	N/A	18.0

English Language Learners

Acceptable Standard	72.0	57.8	N/A	N/A	61.2	73.8	72.5	N/A	N/A	59.0	N/A	67.3
Standard of Excellence	12.0	6.3	N/A	N/A	4.1	16.6	15.3	N/A	N/A	10.8	N/A	18.0

Course results based on the number of students writing

English Language Arts 30-1

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	491	485	N/A	N/A	303	30,393	29,832	N/A	N/A	17,372
Diploma Examination Acceptable Standard	92.9	91.1	N/A	N/A	83.8	87.5	86.8	N/A	N/A	78.8
Diploma Examination Standard of Excellence	19.1	12.6	N/A	N/A	8.9	13.2	12.3	N/A	N/A	9.4
School Awarded Acceptable Standard	98.2	97.7	N/A	N/A	99.0	97.9	98.0	N/A	N/A	98.2
School Awarded Standard of Excellence	34.8	37.3	N/A	N/A	51.2	34.5	35.1	N/A	N/A	44.6

English Language Arts 30-2

Students Writing	251	181	N/A	N/A	88	16,184	16,640	N/A	N/A	8,903
Diploma Examination Acceptable Standard	92.4	88.4	N/A	N/A	76.1	88.0	87.1	N/A	N/A	80.8
Diploma Examination Standard of Excellence	21.1	10.5	N/A	N/A	6.8	13.1	12.1	N/A	N/A	12.3
School Awarded Acceptable Standard	94.8	96.1	N/A	N/A	95.5	95.9	96.1	N/A	N/A	96.6
School Awarded Standard of Excellence	20.3	17.1	N/A	N/A	19.3	15.2	15.4	N/A	N/A	19.9

French Language Arts 30-1

Students Writing	62	55	N/A	N/A	31	1,230	1,215	N/A	N/A	666
Diploma Examination Acceptable Standard	95.2	94.5	N/A	N/A	100.0	93.8	91.5	N/A	N/A	91.9
Diploma Examination Standard of Excellence	11.3	10.9	N/A	N/A	3.2	11.0	10.1	N/A	N/A	6.8
School Awarded Acceptable Standard	100.0	100.0	N/A	N/A	100.0	99.8	99.7	N/A	N/A	99.8
School Awarded Standard of Excellence	56.5	40.0	N/A	N/A	71.0	60.0	56.7	N/A	N/A	65.8

Mathematics 30-1

Students Writing	288	306	N/A	N/A	183	20,148	19,389	N/A	N/A	9,102
Diploma Examination Acceptable Standard	68.1	67.0	N/A	N/A	67.2	77.8	77.8	N/A	N/A	63.6
Diploma Examination Standard of Excellence	20.8	25.5	N/A	N/A	19.7	35.3	35.1	N/A	N/A	23.0
School Awarded Acceptable Standard	94.1	93.1	N/A	N/A	95.6	96.1	96.2	N/A	N/A	95.4
School Awarded Standard of Excellence	41.3	50.7	N/A	N/A	43.7	52.3	51.6	N/A	N/A	51.6

Mathematics 30-2

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	212	223	N/A	N/A	119	14,362	14,465	N/A	N/A	7,872
Diploma Examination Acceptable Standard	72.6	78.0	N/A	N/A	62.2	74.2	76.5	N/A	N/A	61.5
Diploma Examination Standard of Excellence	12.7	16.6	N/A	N/A	7.6	16.4	16.8	N/A	N/A	11.8
School Awarded Acceptable Standard	89.6	92.4	N/A	N/A	94.1	94.4	94.3	N/A	N/A	94.3
School Awarded Standard of Excellence	19.3	25.6	N/A	N/A	26.1	26.9	28.6	N/A	N/A	29.7

Social Studies 30-1

Students Writing	401	416	N/A	N/A	233	21,793	21,610	N/A	N/A	13,811
Diploma Examination Acceptable Standard	80.0	81.5	N/A	N/A	82.8	86.2	86.6	N/A	N/A	81.5
Diploma Examination Standard of Excellence	15.0	14.7	N/A	N/A	11.6	17.7	17.0	N/A	N/A	15.8
School Awarded Acceptable Standard	98.8	98.6	N/A	N/A	98.7	99.0	99.1	N/A	N/A	99.3
School Awarded Standard of Excellence	39.4	38.2	N/A	N/A	48.1	43.3	43.6	N/A	N/A	50.6

Social Studies 30-2

Students Writing	253	242	N/A	N/A	119	20,391	20,758	N/A	N/A	11,131
Diploma Examination Acceptable Standard	81.0	77.7	N/A	N/A	74.8	78.8	77.8	N/A	N/A	72.5
Diploma Examination Standard of Excellence	9.1	9.5	N/A	N/A	3.4	12.2	12.2	N/A	N/A	13.2
School Awarded Acceptable Standard	89.3	94.6	N/A	N/A	94.1	95.8	96.4	N/A	N/A	97.1
School Awarded Standard of Excellence	17.0	16.1	N/A	N/A	14.3	19.6	20.2	N/A	N/A	24.7

Biology 30

Students Writing	363	351	N/A	N/A	224	23,026	22,442	N/A	N/A	13,449
Diploma Examination Acceptable Standard	88.2	81.8	N/A	N/A	71.9	86.6	83.9	N/A	N/A	74.3
Diploma Examination Standard of Excellence	33.1	29.6	N/A	N/A	22.8	36.6	35.5	N/A	N/A	25.2
School Awarded Acceptable Standard	95.3	96.9	N/A	N/A	97.3	97.1	97.5	N/A	N/A	97.0
School Awarded Standard of Excellence	49.3	49.9	N/A	N/A	49.6	50.4	49.3	N/A	N/A	51.1

Chemistry 30

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	285	299	N/A	N/A	226	18,770	18,525	N/A	N/A	10,196
Diploma Examination Acceptable Standard	77.5	76.6	N/A	N/A	69.9	83.6	85.7	N/A	N/A	77.1
Diploma Examination Standard of Excellence	29.1	31.4	N/A	N/A	22.1	38.3	42.5	N/A	N/A	31.1
School Awarded Acceptable Standard	96.8	97.7	N/A	N/A	96.9	97.1	97.3	N/A	N/A	97.4
School Awarded Standard of Excellence	48.8	49.5	N/A	N/A	57.5	52.7	53.9	N/A	N/A	56.6

Physics 30

Students Writing	140	136	N/A	N/A	90	9,679	9,247	N/A	N/A	5,560
Diploma Examination Acceptable Standard	82.1	86.8	N/A	N/A	73.3	86.2	87.5	N/A	N/A	78.5
Diploma Examination Standard of Excellence	42.1	37.5	N/A	N/A	24.4	43.6	43.5	N/A	N/A	34.6
School Awarded Acceptable Standard	97.9	95.6	N/A	N/A	97.8	97.4	97.8	N/A	N/A	97.9
School Awarded Standard of Excellence	55.7	46.3	N/A	N/A	67.8	58.3	58.5	N/A	N/A	64.0

Science 30

Students Writing	176	178	N/A	N/A	79	9,426	9,676	N/A	N/A	4,887
Diploma Examination Acceptable Standard	88.6	85.4	N/A	N/A	81.0	85.4	85.7	N/A	N/A	75.7
Diploma Examination Standard of Excellence	29.0	30.9	N/A	N/A	16.5	31.5	31.2	N/A	N/A	17.2
School Awarded Acceptable Standard	95.5	96.1	N/A	N/A	100.0	96.6	96.6	N/A	N/A	96.5
School Awarded Standard of Excellence	27.8	26.4	N/A	N/A	44.3	39.6	38.1	N/A	N/A	36.8

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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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. 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.

Course results for self-identified First Nations, Métis, and Inuit students

English Language Arts 30-1

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	12	17	N/A	N/A	13	1,210	1,164	N/A	N/A	722
Diploma Examination Acceptable Standard	100.0	100.0	N/A	N/A	76.9	83.1	84.4	N/A	N/A	73.5
Diploma Examination Standard of Excellence	0.0	0.0	N/A	N/A	0.0	5.9	5.4	N/A	N/A	4.4
School Awarded Acceptable Standard	83.3	100.0	N/A	N/A	100.0	97.2	95.9	N/A	N/A	97.1
School Awarded Standard of Excellence	25.0	23.5	N/A	N/A	46.2	22.3	22.5	N/A	N/A	31.9

English Language Arts 30-2

Students Writing	16	12	N/A	N/A	2	1,577	1,548	N/A	N/A	923
Diploma Examination Acceptable Standard	93.8	100.0	N/A	N/A	*	88.5	88.4	N/A	N/A	82.1
Diploma Examination Standard of Excellence	6.3	16.7	N/A	N/A	*	10.0	9.7	N/A	N/A	9.2
School Awarded Acceptable Standard	100.0	91.7	N/A	N/A	*	94.9	94.8	N/A	N/A	96.0
School Awarded Standard of Excellence	25.0	16.7	N/A	N/A	*	11.5	11.2	N/A	N/A	13.7

French Language Arts 30-1

Students Writing	N/A	N/A	N/A	N/A	N/A	37	32	N/A	N/A	18
Diploma Examination Acceptable Standard	N/A	N/A	N/A	N/A	N/A	83.8	81.3	N/A	N/A	83.3
Diploma Examination Standard of Excellence	N/A	N/A	N/A	N/A	N/A	5.4	0.0	N/A	N/A	0.0
School Awarded Acceptable Standard	N/A	N/A	N/A	N/A	N/A	97.3	100.0	N/A	N/A	100.0
School Awarded Standard of Excellence	N/A	N/A	N/A	N/A	N/A	40.5	56.3	N/A	N/A	55.6

Mathematics 30-1

Students Writing	8	16	N/A	N/A	8	509	467	N/A	N/A	220
Diploma Examination Acceptable Standard	62.5	50.0	N/A	N/A	75.0	61.3	61.7	N/A	N/A	50.9
Diploma Examination Standard of Excellence	0.0	12.5	N/A	N/A	12.5	15.3	18.2	N/A	N/A	10.5
School Awarded Acceptable Standard	75.0	93.8	N/A	N/A	87.5	93.1	95.5	N/A	N/A	94.5
School Awarded Standard of Excellence	12.5	31.3	N/A	N/A	50.0	34.6	37.9	N/A	N/A	39.1

Mathematics 30-2

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	5	8	N/A	N/A	2	752	699	N/A	N/A	413
Diploma Examination Acceptable Standard	*	50.0	N/A	N/A	*	69.1	72.0	N/A	N/A	55.2
Diploma Examination Standard of Excellence	*	12.5	N/A	N/A	*	9.7	12.0	N/A	N/A	7.3
School Awarded Acceptable Standard	*	100.0	N/A	N/A	*	92.7	93.1	N/A	N/A	91.5
School Awarded Standard of Excellence	*	0.0	N/A	N/A	*	19.4	19.5	N/A	N/A	22.8

Social Studies 30-1

Students Writing	9	21	N/A	N/A	11	865	864	N/A	N/A	564
Diploma Examination Acceptable Standard	33.3	81.0	N/A	N/A	72.7	75.3	77.3	N/A	N/A	72.5
Diploma Examination Standard of Excellence	0.0	4.8	N/A	N/A	0.0	8.1	7.6	N/A	N/A	7.4
School Awarded Acceptable Standard	100.0	95.2	N/A	N/A	100.0	98.4	97.2	N/A	N/A	99.1
School Awarded Standard of Excellence	11.1	23.8	N/A	N/A	9.1	27.1	26.9	N/A	N/A	34.6

Social Studies 30-2

Students Writing	17	11	N/A	N/A	4	1,764	1,647	N/A	N/A	929
Diploma Examination Acceptable Standard	76.5	72.7	N/A	N/A	*	72.2	70.1	N/A	N/A	66.0
Diploma Examination Standard of Excellence	11.8	0.0	N/A	N/A	*	5.8	5.8	N/A	N/A	5.4
School Awarded Acceptable Standard	82.4	63.6	N/A	N/A	*	93.5	94.7	N/A	N/A	95.5
School Awarded Standard of Excellence	11.8	9.1	N/A	N/A	*	10.9	11.2	N/A	N/A	13.2

Biology 30

Students Writing	7	11	N/A	N/A	4	868	821	N/A	N/A	514
Diploma Examination Acceptable Standard	85.7	63.6	N/A	N/A	*	75.7	72.6	N/A	N/A	58.9
Diploma Examination Standard of Excellence	28.6	0.0	N/A	N/A	*	17.3	17.8	N/A	N/A	11.5
School Awarded Acceptable Standard	85.7	90.9	N/A	N/A	*	94.7	94.9	N/A	N/A	95.7
School Awarded Standard of Excellence	28.6	27.3	N/A	N/A	*	30.6	32.0	N/A	N/A	32.9

Chemistry 30

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	6	11	N/A	N/A	4	472	527	N/A	N/A	285
Diploma Examination Acceptable Standard	50.0	63.6	N/A	N/A	*	69.7	72.9	N/A	N/A	62.5
Diploma Examination Standard of Excellence	16.7	9.1	N/A	N/A	*	19.9	23.7	N/A	N/A	15.4
School Awarded Acceptable Standard	83.3	100.0	N/A	N/A	*	94.1	95.6	N/A	N/A	96.8
School Awarded Standard of Excellence	16.7	9.1	N/A	N/A	*	36.9	38.3	N/A	N/A	39.6

Physics 30

Students Writing	3	5	N/A	N/A	2	221	216	N/A	N/A	159
Diploma Examination Acceptable Standard	*	*	N/A	N/A	*	76.9	74.1	N/A	N/A	68.6
Diploma Examination Standard of Excellence	*	*	N/A	N/A	*	24.0	25.9	N/A	N/A	25.2
School Awarded Acceptable Standard	*	*	N/A	N/A	*	95.9	94.9	N/A	N/A	97.5
School Awarded Standard of Excellence	*	*	N/A	N/A	*	41.6	45.8	N/A	N/A	54.1

Science 30

Students Writing	8	8	N/A	N/A	5	439	471	N/A	N/A	250
Diploma Examination Acceptable Standard	100.0	100.0	N/A	N/A	*	84.1	84.1	N/A	N/A	70.0
Diploma Examination Standard of Excellence	25.0	50.0	N/A	N/A	*	24.4	19.5	N/A	N/A	7.2
School Awarded Acceptable Standard	100.0	100.0	N/A	N/A	*	96.6	95.8	N/A	N/A	96.4
School Awarded Standard of Excellence	12.5	12.5	N/A	N/A	*	28.7	23.6	N/A	N/A	27.2

Course results for English Language Learners

English Language Arts 30-1

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	6	8	N/A	N/A	4	2,414	2,294	N/A	N/A	1,398
Diploma Examination Acceptable Standard	83.3	62.5	N/A	N/A	*	71.0	68.1	N/A	N/A	55.5
Diploma Examination Standard of Excellence	0.0	0.0	N/A	N/A	*	3.8	3.3	N/A	N/A	2.6
School Awarded Acceptable Standard	100.0	100.0	N/A	N/A	*	95.4	95.3	N/A	N/A	96.4
School Awarded Standard of Excellence	16.7	25.0	N/A	N/A	*	18.8	19.2	N/A	N/A	28.5

English Language Arts 30-2

Students Writing	8	10	N/A	N/A	6	2,350	2,420	N/A	N/A	1,368
Diploma Examination Acceptable Standard	75.0	60.0	N/A	N/A	50.0	76.3	73.1	N/A	N/A	63.9
Diploma Examination Standard of Excellence	12.5	0.0	N/A	N/A	0.0	4.8	4.8	N/A	N/A	3.7
School Awarded Acceptable Standard	100.0	90.0	N/A	N/A	83.3	95.9	95.4	N/A	N/A	95.5
School Awarded Standard of Excellence	0.0	0.0	N/A	N/A	16.7	11.1	11.1	N/A	N/A	14.8

French Language Arts 30-1

Students Writing	N/A	N/A	N/A	N/A	N/A	39	43	N/A	N/A	16
Diploma Examination Acceptable Standard	N/A	N/A	N/A	N/A	N/A	92.3	93.0	N/A	N/A	93.8
Diploma Examination Standard of Excellence	N/A	N/A	N/A	N/A	N/A	12.8	20.9	N/A	N/A	12.5
School Awarded Acceptable Standard	N/A	N/A	N/A	N/A	N/A	97.4	100.0	N/A	N/A	100.0
School Awarded Standard of Excellence	N/A	N/A	N/A	N/A	N/A	59.0	65.1	N/A	N/A	56.3

Mathematics 30-1

Students Writing	6	6	N/A	N/A	6	1,947	1,807	N/A	N/A	873
Diploma Examination Acceptable Standard	66.7	50.0	N/A	N/A	50.0	71.5	71.7	N/A	N/A	52.2
Diploma Examination Standard of Excellence	33.3	0.0	N/A	N/A	0.0	29.3	27.6	N/A	N/A	19.2
School Awarded Acceptable Standard	83.3	66.7	N/A	N/A	83.3	93.4	93.5	N/A	N/A	92.1
School Awarded Standard of Excellence	66.7	16.7	N/A	N/A	33.3	45.7	43.9	N/A	N/A	47.7

Mathematics 30-2

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	4	2	N/A	N/A	6	1,495	1,461	N/A	N/A	819
Diploma Examination Acceptable Standard	*	*	N/A	N/A	50.0	66.1	68.8	N/A	N/A	46.9
Diploma Examination Standard of Excellence	*	*	N/A	N/A	0.0	12.0	11.6	N/A	N/A	6.3
School Awarded Acceptable Standard	*	*	N/A	N/A	83.3	91.2	90.5	N/A	N/A	91.0
School Awarded Standard of Excellence	*	*	N/A	N/A	16.7	20.0	22.3	N/A	N/A	23.9

Social Studies 30-1

Students Writing	2	5	N/A	N/A	4	1,061	1,082	N/A	N/A	804
Diploma Examination Acceptable Standard	*	*	N/A	N/A	*	77.9	79.1	N/A	N/A	68.7
Diploma Examination Standard of Excellence	*	*	N/A	N/A	*	10.0	9.6	N/A	N/A	9.0
School Awarded Acceptable Standard	*	*	N/A	N/A	*	98.2	98.2	N/A	N/A	98.3
School Awarded Standard of Excellence	*	*	N/A	N/A	*	34.5	34.6	N/A	N/A	40.8

Social Studies 30-2

Students Writing	9	14	N/A	N/A	4	2,897	2,901	N/A	N/A	1,630
Diploma Examination Acceptable Standard	55.6	50.0	N/A	N/A	*	68.0	65.7	N/A	N/A	55.6
Diploma Examination Standard of Excellence	0.0	0.0	N/A	N/A	*	8.7	7.5	N/A	N/A	7.1
School Awarded Acceptable Standard	100.0	100.0	N/A	N/A	*	95.3	95.7	N/A	N/A	96.1
School Awarded Standard of Excellence	0.0	0.0	N/A	N/A	*	16.6	15.6	N/A	N/A	20.1

Biology 30

Students Writing	5	8	N/A	N/A	6	1,852	1,745	N/A	N/A	1,030
Diploma Examination Acceptable Standard	*	75.0	N/A	N/A	66.7	80.5	76.6	N/A	N/A	61.0
Diploma Examination Standard of Excellence	*	12.5	N/A	N/A	16.7	29.1	24.7	N/A	N/A	18.0
School Awarded Acceptable Standard	*	100.0	N/A	N/A	83.3	95.2	94.9	N/A	N/A	94.3
School Awarded Standard of Excellence	*	37.5	N/A	N/A	16.7	42.2	36.2	N/A	N/A	40.3

Chemistry 30

	St. Albert Public Schools					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	4	6	N/A	N/A	6	1,745	1,553	N/A	N/A	807
Diploma Examination Acceptable Standard	*	50.0	N/A	N/A	50.0	79.3	78.8	N/A	N/A	67.9
Diploma Examination Standard of Excellence	*	33.3	N/A	N/A	0.0	33.2	34.6	N/A	N/A	23.5
School Awarded Acceptable Standard	*	100.0	N/A	N/A	100.0	95.0	95.1	N/A	N/A	95.5
School Awarded Standard of Excellence	*	16.7	N/A	N/A	33.3	44.1	42.1	N/A	N/A	49.9

Physics 30

Students Writing	3	3	N/A	N/A	3	858	744	N/A	N/A	444
Diploma Examination Acceptable Standard	*	*	N/A	N/A	*	79.4	79.3	N/A	N/A	63.1
Diploma Examination Standard of Excellence	*	*	N/A	N/A	*	32.8	32.3	N/A	N/A	26.4
School Awarded Acceptable Standard	*	*	N/A	N/A	*	94.9	96.2	N/A	N/A	95.5
School Awarded Standard of Excellence	*	*	N/A	N/A	*	50.6	48.4	N/A	N/A	55.9

Science 30

Students Writing	3	2	N/A	N/A	4	1,014	975	N/A	N/A	536
Diploma Examination Acceptable Standard	*	*	N/A	N/A	*	75.8	78.3	N/A	N/A	59.7
Diploma Examination Standard of Excellence	*	*	N/A	N/A	*	22.1	21.8	N/A	N/A	11.8
School Awarded Acceptable Standard	*	*	N/A	N/A	*	95.2	94.8	N/A	N/A	93.3
School Awarded Standard of Excellence	*	*	N/A	N/A	*	30.7	32.0	N/A	N/A	30.0

Three and Five Year High School Completion Rates

	St. Albert Public Schools					Alberta				
	Results (%)					Results (%)				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
3 Year Completion	77.5	82.6	86.2	82.0	85.4	78.0	79.1	79.7	83.4	83.2
5 Year Completion	85.0	88.8	86.1	90.5	90.8	83.4	84.8	84.9	86.2	87.1

Self-identified First Nations, Métis, and Inuit students

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
3 Year Completion	43.7	67.7	81.0	57.2	60.3	Very Low	Maintained	Concern	53.8	57.1	55.9	62.0	59.5
5 Year Completion	56.8	43.8	61.1	78.1	80.1	Low	Improved	Acceptable	60.6	64.5	65.0	68.1	68.0

English Language Learners

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
3 Year Completion	74.3	54.5	83.3	80.1	71.5	Low	Maintained	Issue	75.7	75.1	74.1	78.7	78.5
5 Year Completion	*	100	74.2	76.6	84.9	Intermediate	Maintained	Acceptable	83.8	86.0	85.0	86.9	86.1

Required Alberta Education Assurance Measures: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments

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

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
Overall	N/A	N/A	N/A	86.5	84.7	N/A	N/A	N/A	N/A	N/A	N/A	87.8	86.1
Parent	N/A	N/A	N/A	84.5	84.0	N/A	N/A	N/A	N/A	N/A	N/A	88.2	86.9
Student	N/A	N/A	N/A	78.4	74.5	N/A	N/A	N/A	N/A	N/A	N/A	79.8	77.7
Teacher	N/A	N/A	N/A	96.6	95.6	N/A	N/A	N/A	N/A	N/A	N/A	95.3	93.6

Access to Supports & Services

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

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
Overall	N/A	N/A	N/A	80.6	78.7	N/A	N/A	N/A	N/A	N/A	N/A	82.6	81.6
Parent	N/A	N/A	N/A	72.3	69.9	N/A	N/A	N/A	N/A	N/A	N/A	78.9	77.4
Student	N/A	N/A	N/A	79.9	78.2	N/A	N/A	N/A	N/A	N/A	N/A	80.2	80.1
Teacher	N/A	N/A	N/A	89.5	88.0	N/A	N/A	N/A	N/A	N/A	N/A	88.7	87.3

Required Alberta Education Assurance Measures: Teaching and Leading

Education Quality

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

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
Overall	89.8	88.7	89.6	87.7	88.8	High	Maintained	Good	90.0	90.2	90.3	89.6	89.0
Parent	86.7	85.2	88.2	83.4	87.0	Very High	Maintained	Excellent	86.0	86.4	86.7	86.7	86.1
Student	86.7	85.4	84.0	83.1	83.1	Low	Declined Significantly	Concern	88.2	88.1	87.8	86.3	85.9
Teacher	96.2	95.6	96.6	96.6	96.4	High	Maintained	Good	95.8	96.1	96.4	95.7	95.0

Required Alberta Education Assurance Measures: Governance

Parental Involvement

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

	St. Albert Public Schools					Measure Evaluation			Alberta				
	Results (%)					Achievement	Improvement	Overall	Results (%)				
	2018	2019	2020	2021	2022				2018	2019	2020	2021	2022
Overall	79.5	78.1	78.8	74.9	72.1	Low	Declined Significantly	Concern	81.2	81.3	81.8	79.5	78.8
Parent	68.0	68.4	68.1	62.7	60.5	Low	Declined Significantly	Concern	73.4	73.6	73.9	72.2	72.3
Teacher	91.0	87.9	89.5	87.2	83.8	Low	Declined Significantly	Concern	88.9	89.0	89.6	86.8	85.2

