



# Annual Education Results Report 2021-2022

January 31, 2023





## Table of Contents

Accountability/Assurance System  
Contextual Information  
Mission Statement, Motto, Vision, Values, and Division Goals  
Stakeholder Engagement

### **Goal One: St. Paul Education students are successful.**

Overall Grade 6 & 9 PAT & DIP  
3-5 Completion Rates  
Access to Supports  
Continuum of Supports  
Growth in Reading  
Implications for Education Plan

### **Goal Two: First Nations, Métis, and Inuit students attending St. Paul Education schools are successful.**

Overall  
Grade 6 PAT  
Grade 9 PAT  
Implications for Education Plan

### **Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders.**

Education Quality  
School Improvement  
Professional Learning  
Implications for Education Plan

### **Goal Four: St. Paul Education governance and management is based on continuous improvement and responsive to diverse stakeholders.**

Parental Involvement  
Implications for Education Plan

### **Goal Five: Wellness**

Citizenship  
Welcoming, Respectful, Caring, Safe Learning Environments  
Implications for Education Plan



## **Accountability/Assurance System:**

### Accountability Statement:

The Annual Education Results Report for Glen Avon School for the 2021/2022 school year was prepared under the direction of our staff in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. Glen Avon School 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 can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

## **Stakeholder Engagement**

The 2022-2023 to 2025-2026 Education Plan was informed from the ongoing engagement of regular staff and School Council meetings.

## **Contextual Information**

### **MISSION STATEMENT**

The mission of Glen Avon Protestant School is to develop individuals committed to a lifelong pursuit of excellence. Students will develop the capability of adapting to an ever-changing world through quality programming delivered by an effective staff in cooperation with the home and community.

### **BELIEFS**

We believe that:

Education is an important lifelong process.

Parents have the primary responsibility for the education of their children; the school provides a professional service and environment for learning. Home, school and community are partners in providing opportunities for the social, physical, intellectual, emotional, and moral development of individuals. Each individual deserves to be treated with respect, dignity, tolerance and understanding. Everyone can learn. Every individual has a right to access an education system that provides opportunities for the development of his/her maximum potential in order to become a contributing member of society. Excellence in education requires high expectations, effort, recognition in achievement, and an environment conducive to learning. It is necessary to provide opportunities for individuals to understand, appreciate and share their cultural heritage. Education is enhanced by on-going communication between home, school and community. Self-esteem and positive self-concept are conducive to learning.



## VALUES

Glen Avon Protestant School holds the following values:

- Quality - excellence in all areas of operation
- Caring - tolerance, understanding, and support for each individual  
and recognition of the uniqueness of each person
- Commitment - achievement of local and provincial goals of education
- Integrity - honesty, trust, openness, and sincerity in our relationships with each other.

## MOTTO

**“BE THE BEST YOU CAN BE”**

## DIVISION GOALS:

- 1) Improving student achievement
- 2) Building quality relationships

## HISTORICAL INCEPTION

In 1953, a number of concerned citizens met to organize a unique alternative to the area's Catholic Education. Currently, Glen Avon remains as only one of two Protestant Schools in Alberta. This makes it something special; an anomaly among Alberta schools.

Glen Avon provides an atmosphere of non-denominational partisanship. This attracts both Christian and non-Christian clients.

Our multicultural student population supports language and cultural instruction in Cree and French from Grades 4-9. Our doors are always open to a diverse student population.

## STAFF

With a strong professional learning community, the staff meets the needs of all learners at Glen Avon School. This consistency enables us to develop effective discipline standards and accepted high performance expectations. A focus on character education and the setting of high academic and athletic expectations has enabled the school



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community to develop effective discipline standards and achieve increasingly positive results. The staff is dedicated to high teaching standards and professional development. These high standards and the level of commitment are reflected in the quality of education and mutual respect given to teachers and students.

## **REGIONALIZATION**

Glen Avon School joined the St. Paul Education Regional Division #1 in 1995. Since joining this educational organization, Glen Avon has grown to approximately 486 students.



## Fall 2022 Required Alberta Education Assurance Measures - Glen Avon School Overall Summary

Assurance Domain	Measure	Glen Avon Protestant School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.4	84.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	64.9	77.1	72.3	81.4	83.2	83.1	Very Low	Declined	Concern
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	62.5	n/a	80.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.7	n/a	26.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	88.5	89.2	89.0	89.6	90.3	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.0	81.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	65.9	77.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	71.0	74.1	70.1	78.8	79.5	81.5	Low	Maintained	Issue

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses were determined solely by school-awarded marks.
  - 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.
  - 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).
  - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
  - 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.



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## Goal One: Glen Avon students are successful

**Outcome:** The growth and success of every student is supported from early learning to high school completion.

### ALBERTA EDUCATION ASSURANCE MEASURE

Results: **Analysis and Key Points**

#### Overall PATs and Diplomas (Acceptable Standard and Standard of Excellence)

Overall Grade 6 & 9 PAT and DIP Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
PAT	Acceptable Standard	62.5	80.8	60.5%	68.7%	67.3%	73.8%
	Standard of Excellence	13.7	26.5	11.3%	14.7%	18.0%	20.6%
DIP	Acceptable Standard			72.7%	77.5%	75.2%	83.6%
	Standard of Excellence			11.0%	16.0%	18.2%	24.0%

At the PAT Acceptable Standard, our school results showed a decrease of 18.3% when compared with our previous three year average, however, our 2022 school result is 2% higher than the average for the school division. At the Standard of Excellence, our school results showed a decrease of 12.8% when compared with the previous three year average. However, our 2022 results are 2.4% higher than the average for the school division.

The declining performance of our students for 2021/22 can be directly attributed to the negative impact of the pandemic. For instance, student learning was impacted due to reduced hours of instructional time and limitations on instructional practices and learning activities.

#### Grade 6 PATs (Acceptable and Standard of Excellence)

Grade 6 Provincial Achievement Test Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 6	Acceptable Standard	64.7	89.1	68.8	83.6	76.1	83.2
	Standard of Excellence	11.8	21.8	9.9	12.0	18.9	17.8
French Language Arts 6 année	Acceptable Standard			86.7	79.4	76.9	87.7
	Standard of Excellence			3.3	8.8	10.6	15.7
Mathematics 6	Acceptable Standard	38.0	69.1	47.9	66.0	64.1	72.5
	Standard of Excellence	10.0	16.4	5.8	10.2	12.6	15.0
Science 6	Acceptable Standard	72.0	83.6	67.2	73.1	71.5	77.6
	Standard of Excellence	20.0	34.5	15.3	22.8	23.7	28.6
Social Studies 6	Acceptable Standard	64.0	80.0	58.6	66.7	67.8	76.2
	Standard of Excellence	14.0	23.6	13.5	13.9	20.1	24.4





Our school results were similar to that of the province and the school division in that results decreased anywhere from 6.4 to 31.1% in all standards.

### Grade 9 PATs (Acceptable and Standard of Excellence)

Grade 9 Provincial Achievement Test Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	72.5	80.4	68.3	69.8	69.6	75.1
	Standard of Excellence	11.8	10.9	7.7	9.3	12.9	14.7
K&E English Language Arts 9	Acceptable Standard	10.0	75.0	21.1	62.5	50.5	57.4
	Standard of Excellence	0.0	0.0	0.0	0.0	5.0	5.4
French Language Arts 9 année	Acceptable Standard			70.0	85.7	73.5	82.9
	Standard of Excellence			3.3	9.5	9.9	12.3
Mathematics 9	Acceptable Standard	68.9	87.5	45.7	53.2	53.0	60.0
	Standard of Excellence	22.2	37.5	12.6	14.8	16.7	19.0
K&E Mathematics 9	Acceptable Standard	56.3	55.6	61.1	65.7	55.3	59.6
	Standard of Excellence	0.0	16.7	16.7	11.4	11.1	13.2
Science 9	Acceptable Standard	80.0	93.0	75.5	71.1	68.0	75.2
	Standard of Excellence	24.0	51.2	19.4	23.7	22.6	26.4
K&E Science 9	Acceptable Standard	45.5	66.7	47.1	69.6	57.8	61.7
	Standard of Excellence	0.0	26.7	0.0	8.7	14.1	15.0
Social Studies 9	Acceptable Standard	67.3	83.3	53.6	60.2	60.8	68.7
	Standard of Excellence	9.6	33.3	9.4	13.7	17.2	20.6
K&E Social Studies 9	Acceptable Standard	0.0	70.0	7.1	52.2	53.2	55.9
	Standard of Excellence	0.0	20.0	0.0	8.7	14.1	15.0

At the Grade 9 level, our school showed an increase of 0.9% in the Standard of Excellence in English Language Arts 9, an increase of 0.7% in the Acceptable Standard in K&E Math 9. Decreases in all other standards ranged from 7.9% to 27.2%.

### Student Learning Engagement

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Glen Avon		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022
<b>Overall</b>	84.6	82.4	81.8	82.6	85.6	85.1
<b>Parent</b>	92.2	86.7	82.1	83.8	89.0	88.7
<b>Student</b>	70.1	68.0	70.5	70.4	71.8	71.3
<b>Teacher</b>	91.5	92.4	92.8	93.8	96.0	95.5

We note a slight decrease in the overall score of 2.2%. The 2022 results are very similar to the trends for our school division.



### Access to Supports and Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Glen Avon		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022
<b>Overall</b>	77.2	65.9	80.9	82.9	82.6	81.6
<b>Parent</b>	73.8	52.0	71.8	76.1	78.9	77.4
<b>Student</b>	72.7	70.3	78.9	81.0	80.2	80.1
<b>Teacher</b>	85.2	75.2	92.0	91.6	88.7	87.3

We notice a decrease in our overall score in all categories.

### **LOCAL COMPONENTS**

#### Continuum of Supports and Services

School Authorities are responsible for ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

Glen Avon strives to meet the needs of all learners through a continuum of supports and services.

Processes and strategies include:

- Implementing differentiation in order to meet a variety of student needs in the classroom, with elbow-to-elbow consultant services, common assessment data review, IPP reviews and meetings, shared program development and collaborative team meetings.
- Individual Program Plans, Behaviour Support Plans, Medical Support Plans, safety plans, and Success in School Plans are created to support the individual learning needs of students.
- Access to the St. Paul Inclusive Education Student Supports team which includes an SLP, an OT, an SLPA and a program assistant to deliver appropriate programming onsite in schools for those students with Speech and Language or Occupational Therapy needs.
- Access to the St. Paul Inclusive Education Literacy Team which consists of four highly skilled and passionate program assistants who provide onsite explicit and systematic targeted instruction.
- Contracting various professional services providers such as Educational Psychologists, Speech and Language Pathologists, Occupational Therapists, Behavioural Consultants and Physical Therapists to assist in creating appropriate programming
- Accessing the Together We're Better Mental Health Capacity Program where Success Coaches work directly within the school community and the greater community to wrap-around supports for students and families. This team provides ongoing universal programming in the areas of health and wellness.
- Family School Liaison Workers (FSLWs) in our school to provide targeted mental health support to students. This team works collaboratively with Alberta Health Services Mental Health when students require support beyond the targeted level.
- Glen Avon also continues to provide support for approximately 6 children requiring Early



Intervention Programming through Program Unit Funding (PUF)

- We work with Tribal Chiefs Ventures (TCVI) and First Nations Health Care (FNHC) to secure additional support through Jordan’s Principle.

**Growth in Reading**

With a lack of provincial achievement results due to the cancellation of PATs and DIPs during the pandemic, the division-wide STAR reading scores for the last three years are indicated in Grades 3, 6, 9, and 12.

**Accelerated Reader (Renaissance Learning) - STAR Results**

	Glen Avon			Division Results		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
<b>Grade 3</b>	42%	29%	30%	53%	53%	38%
<b>Grade 6</b>	42%	35%	30%	33%	28%	27%
<b>Grade 9</b>			11%	31%	26%	26%
<b>Grade 12</b>				49%	56%	39%

\*Note: Not all Grade 12s have tested due to semester timetable

Since the onset of the pandemic, STAR tests results indicate that fewer students are reading at grade level. This concerning trend was identified in the spring of 2022. As a result, our division implemented a Literacy Intervention Team to implement literacy and numeracy intervention for the 2022/23 academic year. This program is in addition to current ELA programming that all at risk students are receiving. Students from Grades 2-4 were screened early in September and the ones identified as being at risk are benefitting from 16 weeks of systematic, phonics-based targeted instruction. Qualitative results are promising as a number of students have demonstrated accelerated improvement of knowledge and skills as readers. Post-screening quantifiable data was not available at reporting time.

Through our grade level professional development sessions, teachers are reviewing the best literacy practices including strategies based on the Science of Reading and structured literacy.

Our Literacy Committee has begun work on the division-wide framework which includes best practices and common assessments in the areas of phonemic awareness, sound/symbol association, word recognition (either irregular or high frequency), vocabulary, reading comprehension, fluency, spelling and writing prompts.

In addition, a numeracy framework is being developed by a division committee in order to establish guiding principles for numeracy instruction and learning in our division. In conjunction with the release of the new curriculum, K-6 teachers have met on numerous occasions to review best practices for numeracy instruction with an ARPCD math consultant.



### Implications for Education Plan

- This year Glen Avon representatives have participated in the division literacy and numeracy committees at the K-6 level. The goal of these committees is to develop division-wide common assessments and to establish literacy profiles. The committees will also establish literacy and numeracy frameworks to identify and guide best practices for literacy and numeracy instruction in our school.
- We have accessed a centrally-based literacy and numeracy intervention team that has been established to provide support for students in Grades 1-4 who are below grade level in numeracy and/or literacy.
- We will administer the STAR assessment 2-4 times per year for students in Grades 2-3 and up.
- Learning opportunities will be available for staff to develop skills around data collection, analysis and how to use data to inform instruction and next steps.



**Goal Two: FNMI students attending St. Paul Education schools are successful**

**Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**PATs and Diplomas (Acceptable Standard and Standard of Excellence)**

Overall Grade 6 & 9 PAT and DIP Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
PAT	Acceptable Standard	44.2%	67.1%	36.8%	50.6%	46.4%	54.0%
	Standard of Excellence	3.9%	12.1%	2.1%	5.0%	6.4%	7.4%
DIP	Acceptable Standard			52.9%	65.1%	68.7%	77.2%
	Standard of Excellence			1.2%	6.2%	8.5%	11.4%

At the school level, our Provincial Achievement Exam (Grade 6 & 9) Acceptable Standard moved from 67.1% to 44.2%, while our Standard of Excellence moved from 12.1% to 3.9%.

Note: The impact of the pandemic was more deeply felt by our FNMI students living on reserve. Families experienced significant limitations in accessing technology. In collaboration with Indigenous Services Canada, our division facilitated the distribution of Chromebooks and devices for all students living on reserve. However, access to the internet continued to be a barrier for many families. In addition, our neighboring First Nations experienced a number of Covid-19 related lockdowns, including several busing suspensions which prevented some students from being able to attend school in person during Lockdowns.

Our division literacy/numeracy intervention team is working with our staff at the school level to provide support to students in grades 1-4 who are below grade level in these areas.

Grade 6 FNMI Provincial Achievement Test Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 6	Acceptable Standard	47.8	75.0	45.2	75.3	58.2	71.6
	Standard of Excellence	4.3	0.0	1.9	2.2	7.4	6.3
French Language Arts 6 année	Acceptable Standard			*	n/a	63.7	81.3
	Standard of Excellence			*	n/a	6.4	6.6
Mathematics 6	Acceptable Standard	18.2	35.0	23.3	41.9	40.3	50.5
	Standard of Excellence	0.0	5.0	0.0	4.3	3.7	4.2
Science 6	Acceptable Standard	45.5	70.0	39.4	54.8	51.2	59.2
	Standard of Excellence	4.5	10.0	1.9	8.6	9.7	11.9
Social Studies 6	Acceptable Standard	45.5	60.0	34.0	51.6	46.8	57.7
	Standard of Excellence	4.5	5.0	1.9	3.2	7.3	8.9



Our school saw a decrease in achievement in all standards in all subject areas at Grade 6.

Grade 9 FNMI Provincial Achievement Test Results		Glen Avon		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	50.0	66.7	44.3	49.4	49.4	55.0
	Standard of Excellence	0.0	11.1	1.1	3.9	3.6	4.2
K&E English Language Arts 9	Acceptable Standard	*	83.3	18.2	71.4	46.7	56.3
	Standard of Excellence	*	0.0	0.0	0.0	5.0	5.0
French Language Arts 9 année	Acceptable Standard			*	n/a	53.3	67.7
	Standard of Excellence			*	n/a	5.2	5.4
Mathematics 9	Acceptable Standard	38.5	n/a	18.8	24.7	26.3	31.5
	Standard of Excellence	7.7	n/a	1.3	2.7	4.1	5.4
K&E Mathematics 9	Acceptable Standard	70.0	77.8	63.2	83.3	48.1	55.0
	Standard of Excellence	0.0	33.3	10.5	16.7	6.0	11.4
Science 9	Acceptable Standard	64.7	85.7	55.1	48.1	49.3	52.8
	Standard of Excellence	11.8	28.6	4.5	6.5	8.5	10.2
K&E Science 9	Acceptable Standard	66.7	75.0	60.0	78.6	53.3	56.2
	Standard of Excellence	0.0	25.0	0.0	14.3	9.7	6.1
Social Studies 9	Acceptable Standard	44.4	70.0	29.7	36.3	34.7	44.7
	Standard of Excellence	5.6	20.0	3.3	5.0	4.1	6.8
K&E Social Studies 9	Acceptable Standard	*	n/a	0.0	54.5	41.3	53.9
	Standard of Excellence	*	n/a	0.0	9.1	9.1	12.9

In 2022, our FNMI population performed better than the province in every subject area and all standards, outside of the K & E Standards of Excellence for Science, Language Arts and Math.



**Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders**

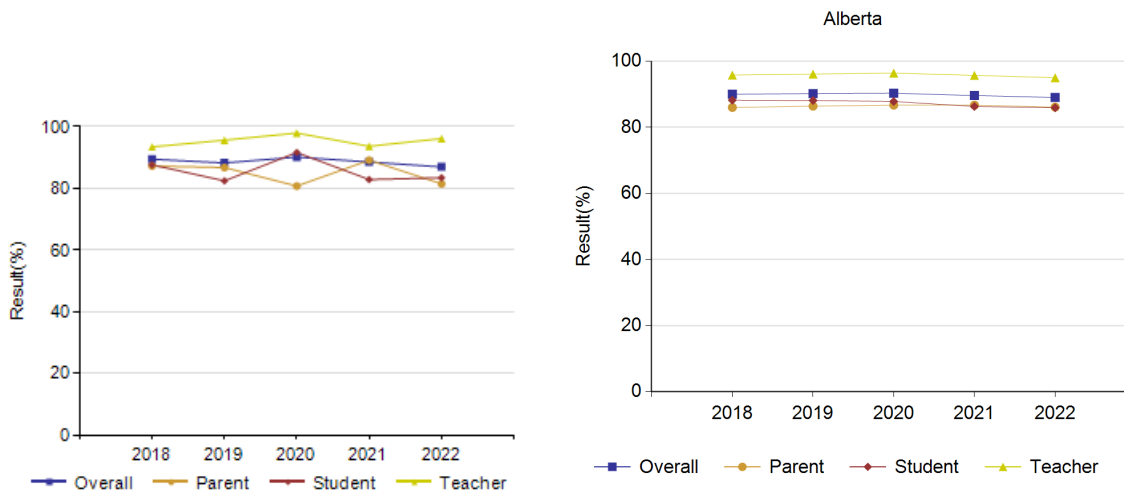
**Outcome: St. Paul Education provides welcoming, high-quality working and learning environments**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**Education Quality**

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



	Glen Avon		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	88.5	86.9	85.9	87.4	89.6	89.0
<b>Parent</b>	89.1	81.4	80.8	82.1	86.7	86.1
<b>Student</b>	82.8	83.4	84.5	86.2	86.3	85.9
<b>Teacher</b>	93.6	96.1	92.4	94.0	95.7	95.0

Overall, the scores showed a decrease with an improvement noted in the results of students and teachers.

**School Improvement**

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Glen Avon		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	79.9	67.4	80.3	72.2	81.4	74.2
<b>Parent</b>	86.7	44.4	77.8	61.8	81.7	70.0
<b>Student</b>	71.0	76.9	77.6	79.2	79.1	76.3
<b>Teacher</b>	82.1	81.0	85.4	75.5	83.4	76.3

Like the province, our school results decreased from the previous year, likely as a result of learning disruptions due to the pandemic. Students in our school expressed an overall increase in satisfaction of 5.9%.

**LOCAL COMPONENT****Professional Learning, Supervision & Evaluation**

School authorities are responsible for supporting teaching and leadership quality through professional learning supervision and evaluation processes.

**Implications for the Education Plan**

We continue to support teachers participating in our division Mentorship Program for teachers new to the profession, which includes pairing them with a mentor and the opportunity for professional collaboration at the school level. In addition, there are five meetings with senior administration who organize the agendas around the Teaching Quality Standard and are based partially on teacher requests.

As part of succession planning, we continue to nominate teachers who are interested in becoming school leaders and these individuals take part in professional learning, discussion, etc., relating to the Leadership Quality Standard.

School professional development has included topics such as trauma-informed education, bias, inclusion, bullying and residential school legacy.





**Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders**

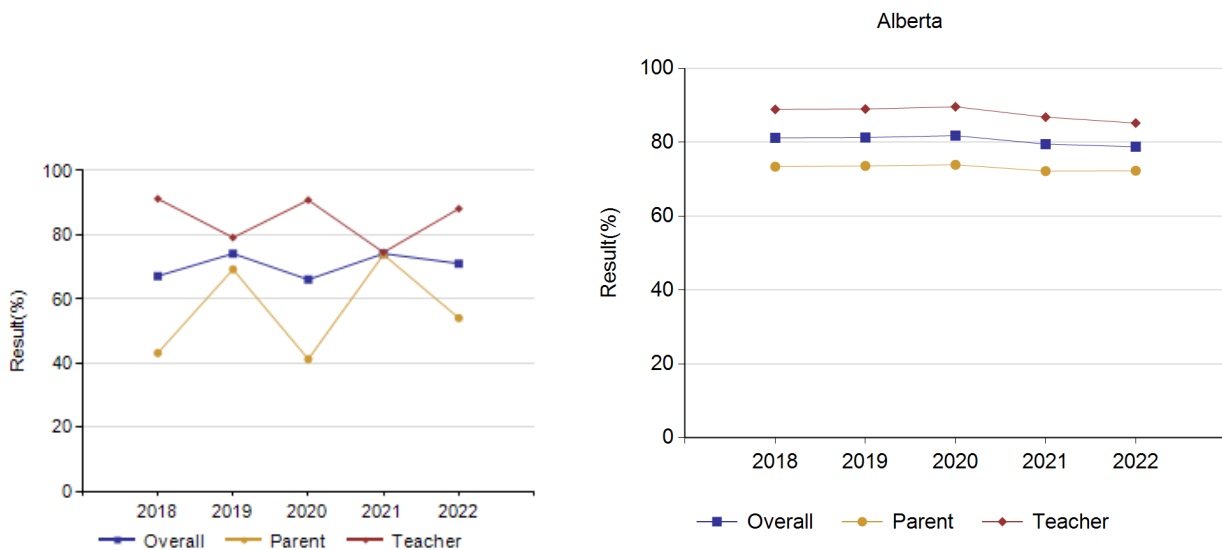
**Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.**

**ALBERTA EDUCATION ASSURANCE MEASURE**

**Results: Analysis and Key Points**

**Parental Involvement**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



	Glen Avon School		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	74.1	71.0	71.8	77.5	79.5	78.8
<b>Parent</b>	73.8	54.0	62.8	71.6	72.2	72.3
<b>Teacher</b>	74.5	88.1	80.8	83.5	86.8	85.2

The summary results indicated an overall decline in improvement with an increase in teacher percentage.

**LOCAL COMPONENT**

- Division satisfaction survey to be shared in spring of 2023.

**Implications for Education Plan:**

Increase the number of opportunities for parent engagement.  
Participating in collaboration with the St. Paul and District STEAM Society.



## Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

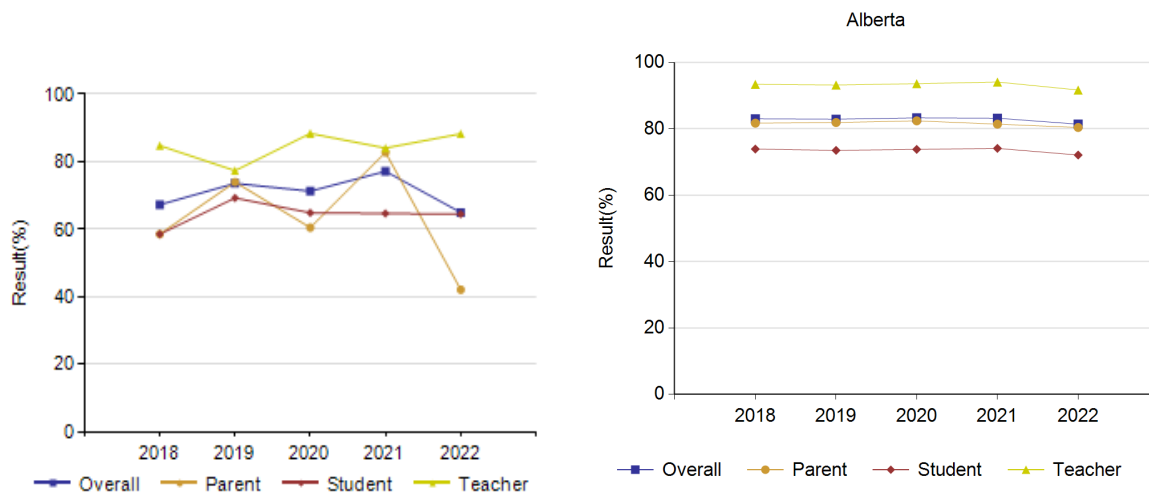
### ALBERTA EDUCATION ASSURANCE MEASURE Results: Analysis and Key Points

#### Citizenship

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

	Glen Avon		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	77.1	64.9	77.3%	79.3%	83.2%	81.4%
<b>Parent</b>	82.7	42.0	70.6%	72.9%	81.4%	80.4%
<b>Student</b>	64.6	64.4	70.1%	72.4%	74.1%	72.1%
<b>Teacher</b>	84.0	88.2	91.2%	92.6%	94.1%	91.7%

Graph of School Results



The school's overall score for Citizenship decreased. Student data remained stable and teacher data increased slightly.

#### Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)



The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

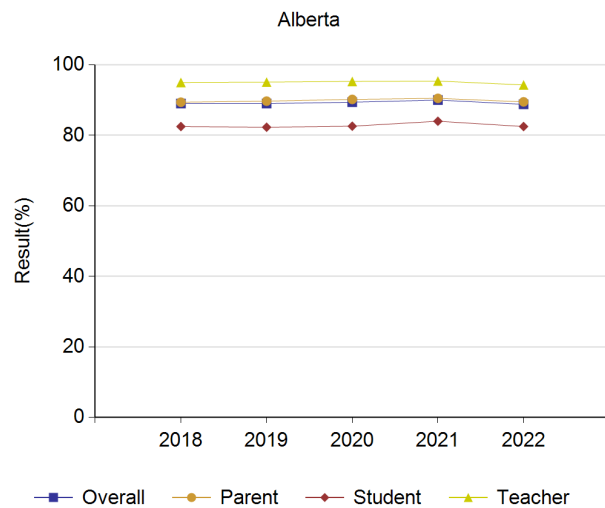
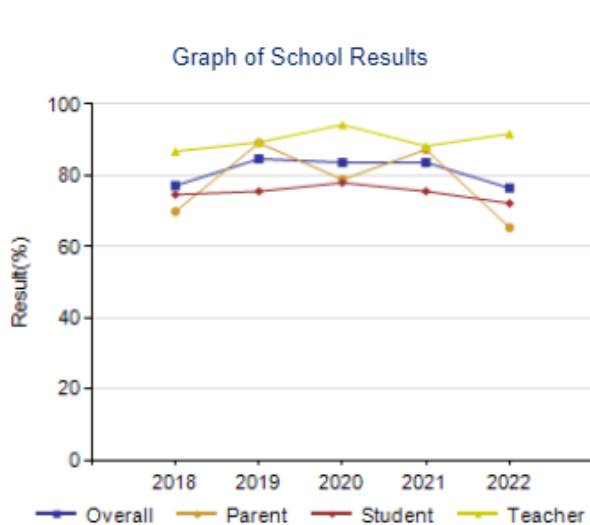
	Glen Avon		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	81.6	74.0	84.0%	84.5%	84.5%	86.1%
<b>Parent</b>	85.0	62.0	80.6%	81.2%	81.2%	86.9%
<b>Student</b>	70.2	67.8	76.3%	76.4%	76.4%	77.7%
<b>Teacher</b>	89.6	92.2	95.0%	95.8%	95.8%	93.6%

Our overall score decreased. Parent data decreased substantially and teacher data increased.

### Safe and Caring

The percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Glen Avon		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
<b>Overall</b>	83.6	76.4	86.1%	87.1%	90.0%	88.8%
<b>Parent</b>	87.2	65.3	82.4%	84.1%	90.5%	89.5%
<b>Student</b>	75.5	72.1	81.0%	80.9%	84.0%	82.5%
<b>Teacher</b>	88.2	91.7	94.9%	96.3%	95.4%	94.3%



Our data showed an overall decrease. Student data decreased slightly and teacher data increased.

### Implications for Education Plan



2021-2022 AERR

- Develop individualized school practices to support and promote well-being, satisfaction, and positive morale for all students and staff with involvement from all groups who support students.
- Focus on relationships as an effective method to maintain system wellness
- Continue to explore trauma informed practices and develop systems within our school that support students and parents.