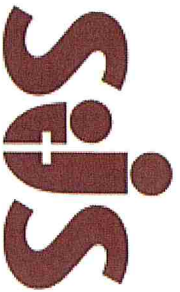


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PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	Strategies
Strengthening Our Catholic Faith	We foster a Catholic Worldview of reflection, service and sacramentality Our staff and students demonstrate knowledge of faith and commit to faith development We create communities of accompaniment in our schools and school division	Nurture an environment where students and staff feel supported in building a faith community both inside and outside of our school building.	<ul style="list-style-type: none"> ➤ Second year of new faith plan: -Theme 'Build! Pilgrims of Hope!' -Promoted through monthly division newsletter; DREC instructions and in Religion classes ➤ Low attendance of our Catholic families & children at weekend masses. ➤ Large majority of our students are non-Catholics; most are Christians. ➤ Participate in various social justice projects such as food drives, Christmas hampers, Sock it to em campaign, 25hr famine, reading buddies program, between friends ➤ Monthly masses for various divisions led by Mr. Gal and Mr. Christensen. 	<ul style="list-style-type: none"> ➤ Increase in student involvement in celebrations/liturgies ➤ Build community between parish and school in targeted ways such as SJS youth led mass and opening our doors for sacramental preparation classes. ➤ Increase the number of families practicing their faith ➤ Increase the number of students receiving their sacraments ➤ Increase Staff, student, and parent knowledge in all aspects of the Catholic Faith 	<ul style="list-style-type: none"> ➤ Increase the number of times students attend weekly mass. Students will be attending a mass, leading music ministry, and doing the readings for Thursday morning mass once a month. ➤ Provide students with context and additional information regarding mass each time they go. Mass in slow motion ➤ Invite parents to all liturgies and masses their students will lead or attend ➤ Invite more staff and parents in the community to become involved in our youth led masses ➤ Focus on continuing to build the relationship with parish & priest and continue the connectedness with students and families in our extended community



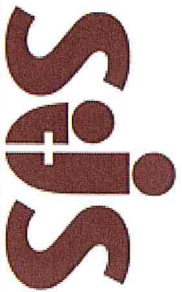
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					<ul style="list-style-type: none"> ➤ Spring Staff & Student Retreat Days focussing on Faith & Wellness ➤ Friday morning prayer (some students join). Look at asking others to lead as we continue ➤ FAI awards at quarterly assemblies focused around the Catholic Social Teachings
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PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
Learning through quality teaching	Schools reflect collaborative teaching and learning environments All students demonstrate growth in literacy and numeracy	<ul style="list-style-type: none"> ➤ To reflect, revisit, and reboot student assessment strategies to support growth for all learners.. ➤ To plan and implement targeted strategies from informed data 	<ul style="list-style-type: none"> ➤ Refine timetable to suit learner needs (ie: Finding creative ways to provide the best literacy and numeracy instruction as possible by splitting classes for lit and num. Or by combining different split classes for better lit/num periods). 	<ul style="list-style-type: none"> ➤ Unifying timetable at the elementary level allows teachers to plan together or utilize each other in unique ways (Cross class collaborations) ➤ Teachers are using sound formative and summative assessments that serve all learner needs and provide accurate reporting from a variety of sources (Creating 	<ul style="list-style-type: none"> ➤ Leveled Literacy Intervention (LLI) Program in Elementary planned by teachers with assistance from Learning Coach (Sep-Nov) ➤ Effective Assessment Practices- Oct. 23 Division PD session and Dec. 1 school PD Session & regularly at staff meetings for teachers to consider rebooting/visiting

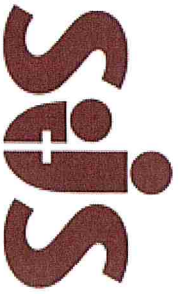


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	<p>We prepare students for career pathways</p>	<p>that allows for growth in all learners to help them achieve their potential through differentiated approaches to instruction.</p> <p>➤ To improve literacy/numeracy skills in all learners</p> <p>➤ To communicate in authentic and effective ways with our parent community our assessment strategies and student successes and challenges using Spaces, Powerschool, and Google classroom</p>	<p>➤ Fountas & Pinnell data: <i>over 1/2 of our JH students had low to moderate scores on fall F&P results</i></p> <p><i>-Continue to assess and benchmark in fall; review & check in January and review with spring assessments & benchmarks.</i></p> <p>➤ AERR fall data showed that 67% of students and 71% of parents felt engaged in their learning</p> <p>➤ Data from Early Numeracy & Literacy Assessments will drive targeted interventions</p> <p>➤ F&P & CMA as well as CC3 and Early Numeracy assessments will provide concrete data to lead to interventions</p> <p>➤ Large group of students needing further differentiation/assessments to ensure accurate reporting/growth in learning.</p>	<p>Cultures of Thinking/Thinking Routines PD for staff ongoing)</p> <p>➤ Teachers are meeting students where they are at in their learning and supporting with effective, inclusive goals that target positive growth and progress</p> <p>➤ Leveled Literacy Intervention at the Elem level will now be 1-2x per week. Students will rotate through targeted interventions focused on phonics, vocabulary, fluency, comprehension, and writing in 4 week cycles</p> <p>➤ Use of collaborative time (Weekly PLC meetings in addition to monthly CTM meetings) to work on targeted ISP and BSP goals/strategies in collaboration with division resources, as well as parent involvement to improve learning and help increase student achievement in literacy and numeracy.</p>	<p>and reflecting on assessment strategies.</p> <p>➤ 'SPACES' digital reporting platform in all elementary classrooms; incorporating 2 'lead teachers' to help those newer to the platform and to inform/report on and to division</p> <p>➤ INTERVENTION TIME: In line with our Collaborative Team Meeting Framework, we've maintained Intervention blocks for all students. All elementary teachers have 1 intervention block per week where their students are at music or gym. All JH teachers have a flex block Friday where they are able to give extra assistance to students.</p>
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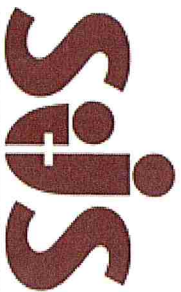


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			<p>➤ All ELEM using SPACES digital portfolio for reporting while grade 6-9 is using PowerSchool and Google Classroom.</p>		
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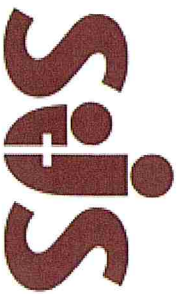


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PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
<p>Living Truth and Reconciliation</p>	<p>First Nations, Metis, and Inuit students will continue to see increasing success rates</p> <p>We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past</p> <p>We will deepen our understanding of our collective responsibilities as Treaty People</p>	<p>To offer First Nations, Metis & Inuit educational & cultural opportunities that invite learning, respect, truth and support for all members of our school community.</p>	<ul style="list-style-type: none"> ▶ We have 28 First Nation & Metis students ▶ FNMI support worker at SJS Friday, Kendrick does one on one lessons with some students, visits classrooms on a rotational basis, and makes family connections as needed ▶ Several staff actively participate in division PD opportunities to further develop their understanding of decolonizing education ▶ 2 staff members are currently participating in "Valley of the Birdtail" book study. 	<ul style="list-style-type: none"> ▶ Utilize cross curricular connections to infuse FNMI traditions & beliefs and ways of knowing. ▶ Bring learning alive for staff, parents and students with stories and creating awareness through activities that are shared and displayed ▶ Increase in student connectedness and relationship building with parents and students in all areas of the school. ▶ Increased sense of belonging and understanding between all students and staff ▶ Enhancing opportunities for staff 	<ul style="list-style-type: none"> ▶ Work with ISWAG team to bring in opportunities for all parent ▶ Use social media to promote and support family nights being hosted by ISWAG ▶ Land acknowledgement becomes part of the culture of the school. ▶ Addition of Blackfoot stories in Elementary and JH classes and Library ▶ Continue to explore 'Jordan's Principle' opportunities for parents/students



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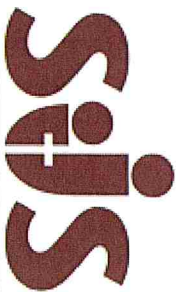
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			<p>► SJS grade 9 winter count tradition started in spring of 2023</p>	<p>and students to connect with local Elders and knowledge keepers</p>	
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FIRST NATION METIS INUIT TARGETS:

PRIORITY	Holy Spirit Catholic School Division Strategic Goal Area	School Goal	Baseline Data (Current Reality)	Target Data (Desired Reality)	STRATEGIES
<p>Belonging in our Diverse Community</p>	<p>We will assist students in navigating various pathways of support</p> <p>We provide programming and support for student</p>	<p>To be an inclusive environment where all students are supported; traditions and culture are celebrated and</p>	<p>► 'Our School Survey' Student data: 78% of students feel safe and cared for at school (up 5% from previous year)</p>	<p>► To offer a variety of interventions to support wellness within the school day. (Option classes; extra-curricular; field trips, spirit days, etc.)</p>	<p>► Utilizing Student Leadership Class to promote a variety of wellness initiatives throughout the year.</p> <p>► Breakfast/Nutrition Program: Continue to revitalize & expand the</p>

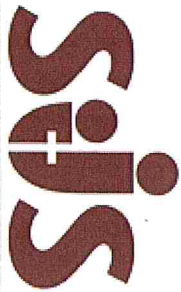


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	<p>and staff well-being We celebrate and respect all cultures and ethnicities in our schools</p>	<p>visible; and children feel included, safe and are growing and learning. To nurture a school community culture where both physical and mental wellness are priority; a focus of learning and support for both physical and mental health on staff and with students.</p>	<ul style="list-style-type: none"> ➤ Division Mental Health Capacity Builder Role is now centralized and we have access in a variety of ways. Capacity has been built over the years with programs such as Kimochi's and worry woos ➤ Family School Liaison Counsellor (Daphne Kramer) at our school 2 days a week ➤ Mental Health Literacy Curriculum being delivered to our Gr 9 students this school year. ➤ 'Between Friends' program offered to our current Gr 8 class ➤ Students have access to breakfast program and healthy snack fridge ➤ Over 40% of grade 6-9 students participate in SJS athletics program ➤ All students attend mass on a monthly basis 	<ul style="list-style-type: none"> ➤ To ensure the mental well-being of all staff and students is supported through a variety of 'in-school' and divisional resources, PD Days, and initiatives within the school ➤ All students are nourished throughout each school day 	<p>Breakfast/Nutrition Program with support of Friends of St. Joe's</p> <ul style="list-style-type: none"> ➤ "GO TO EDUCATOR" PD TRAINING DAY- 4 hour Inservice with certificates for all staff in the area of MentalHealth ➤ Pastoral guide training for all staff
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			▶ student social emotional well being a focus of monthly CTM		
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ST. JOSEPH SCHOOL RESULTS - (2022/2023)

(AEMR SUMMARY REPORT FROM ALBERTA EDUCATION)

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	St. Joseph's 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	69.2	78.6	78.6	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	77.0	78.7	79.8	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	82.7	77.1	n/a	63.3	64.3	n/a	Very High	n/a	n/a
Teaching & Learning	PAT: Excellence	9.1	22.9	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Learning Supports	Education Quality	79.9	87.8	90.2	88.1	89.0	89.7	Very Low	Declined	Concern
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.1	87.5	87.5	84.7	86.1	86.1	n/a	Declined	n/a
Governance	Access to Supports and Services	76.7	75.2	75.2	80.6	81.6	81.6	n/a	Maintained	n/a
	Parental Involvement	70.0	68.9	72.2	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

Student Learning Engagement – Measure Details

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

	School					Measure Evaluation					Authority					Province														
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023												
Overall	n/a	n/a	n/a	90.2	63	78.6	64	69.2	n/a	Declined	n/a	n/a	n/a	n/a	1,590	87.7	1,636	86.3	1,654	86.9	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	
Parent	n/a	n/a	n/a	100.0	8	83.3	12	71.4	n/a	Maintained	n/a	n/a	n/a	n/a	262	89.5	186	87.5	198	88.6	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	
Student	n/a	n/a	n/a	70.6	41	52.4	52	66.9	n/a	Improved	n/a	n/a	n/a	n/a	1,125	75.8	1,280	74.6	1,266	75.4	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	
Teacher	n/a	n/a	n/a	100.0	14	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	97.8	170	96.9	190	96.6	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

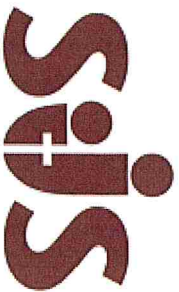
Citizenship – Measure Details

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

	School					Measure Evaluation					Authority					Province																	
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023															
Overall	73	82.6	76	80.9	59	81.6	63	78.7	64	77.0	Intermediate	Maintained	Acceptable	1,798	85.1	1,724	86.9	1,585	86.8	1,637	86.2	1,656	86.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	7	62.9	16	78.8	7	75.0	8	72.5	12	81.7	Very High	Maintained	Excellent	232	81.4	261	84.5	262	82.7	186	81.1	198	82.8	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	50	85.0	45	85.4	38	74.0	41	63.6	52	72.4	Very High	Maintained	Excellent	1,330	79.2	1,226	79.7	1,120	80.8	1,280	77.7	1,267	80.3	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	16	100.0	15	98.7	14	95.7	14	100.0	n/a	n/a	n/a	n/a	n/a	236	94.6	237	96.4	203	97.1	171	96.8	190	96.6	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results	By Number Enrolled Measure History					St Joseph's School					Measure Evaluation					Alberta				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023		
N	53	n/a	n/a	52	44	n/a	n/a	n/a	n/a	n/a	Very High	n/a	n/a	104,012	n/a	n/a	109,520	115,580		
Acceptable Standard %	84.7	n/a	n/a	77.1	82.7	Very High	n/a	n/a	n/a	n/a	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3		
Standard of Excellence %	27.5	n/a	n/a	22.9	9.1	Very Low	n/a	n/a	n/a	n/a	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0		



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1. We are happy to have continued to excel in the number of students achieving the acceptable standard. We will continue to strive to increase the number of students achieving standard of excellence.
2. Student learner engagement has increased and we will continue to work on that in an effort to improve our standard of excellence numbers.
3. SJS thrives on relational learning. We had some new, or relatively new, teachers last year so we will continue to try and grow those relationships in an effort to improve student engagement and performance.
4. While the number of parent responses has increased we will continue to explore new ways to engage parents more and get more feedback from parents moving forward.

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	St. Joseph's School				Alberta			
				Overall	N	2023 %	Prev. 3 Year Average N	2023 %	Prev. 3 Year Average N	2023 %	Prev. 3 Year Average %
English Language Arts 6	Acceptable Standard	High	n/a	n/a	22	88.4	n/a	52,109	78.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	22	31.8	n/a	52,109	18.4	n/a	n/a
French Language Arts 6 ajp666	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Énglais 6 ajp666	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	678	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	678	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	22	90.9	n/a	52,851	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	22	27.3	n/a	52,851	15.9	n/a	n/a
Science 6	Acceptable Standard	Intermediate	n/a	n/a	22	98.4	n/a	54,859	68.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	22	18.2	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	22	98.4	n/a	57,855	66.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	22	4.5	n/a	57,855	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	High	n/a	n/a	16	87.5	n/a	58,255	71.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	16	6.3	n/a	58,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	*	*	*	8	*	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	*	*	*	8	*	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 ajp999	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	3,215	78.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Énglais 9 ajp999	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	18	83.3	n/a	56,447	54.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	18	18.7	n/a	56,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	*	*	*	4	*	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	16	81.3	n/a	56,311	69.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	16	0.0	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	Very High	n/a	n/a	8	100.0	n/a	1,197	62.9	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	8	0.0	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	17	70.8	n/a	58,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	17	0.0	n/a	58,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	*	*	*	5	*	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	*	*	*	5	*	n/a	1,140	10.6	n/a	n/a

1. Staff will continue to look at individual results on PAT exams in an effort to continually improve student performance.

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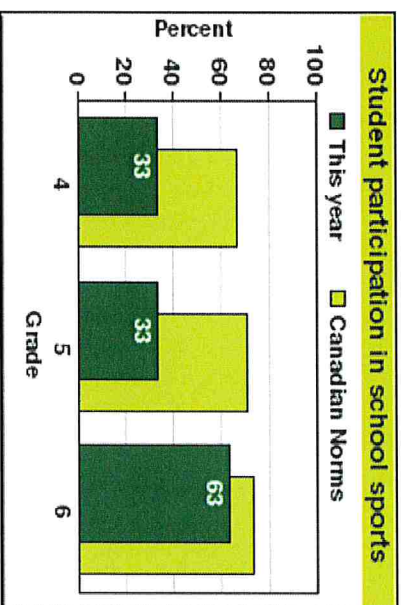
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Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

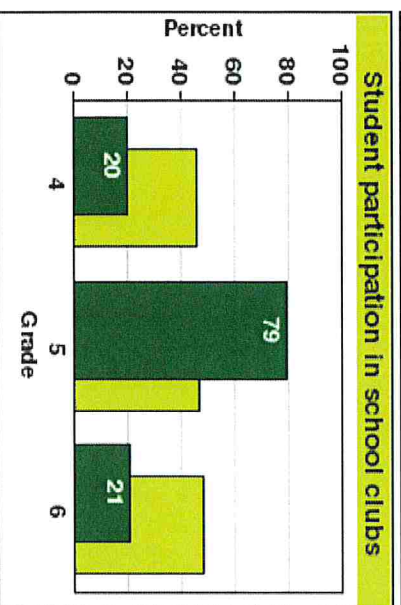
- 41% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 70%.
- 23% of the girls and 52% of the boys in this school had a high rate of participation in sports. The Canadian norm for girls is 66% and for boys is 75%.



Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 40% of students in this school had a high rate of participation in clubs; the Canadian norm for these grades is 47%.
- 40% of the girls and 40% of the boys in this school had a high rate of participation in clubs. The Canadian norm for girls is 54% and for boys is 41%.



**School Continuous Improvement Plan &
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2023-2024

Students with a positive sense of belonging

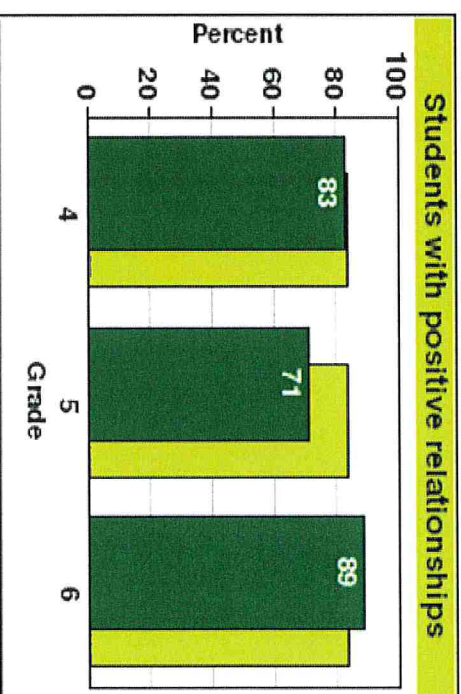
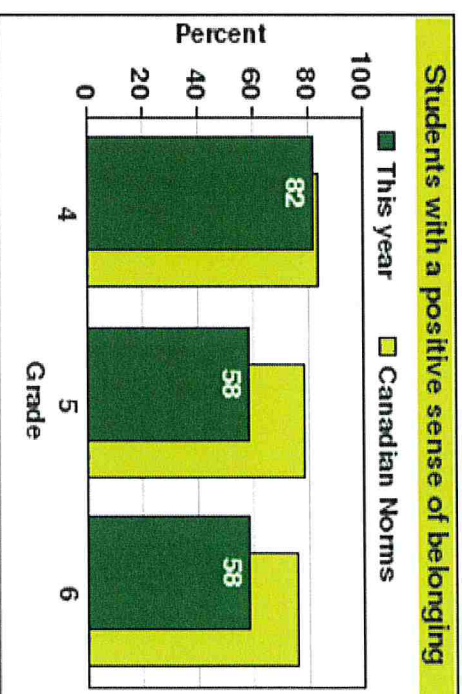
Students who feel accepted and valued by their peers and by others at their school.

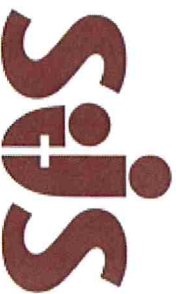
- 68% of students in this school had a high sense of belonging; the Canadian norm for these grades is 79%.
- 66% of the girls and 68% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 78% and for boys is 80%.

Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

- In this school, 81% of students had positive relationships; the Canadian norm for these grades is 84%.
- 83% of the girls and 79% of the boys in this school had positive relationships. The Canadian norm for girls is 87% and for boys is 81%.





SAINT JOSEPH SCHOOL

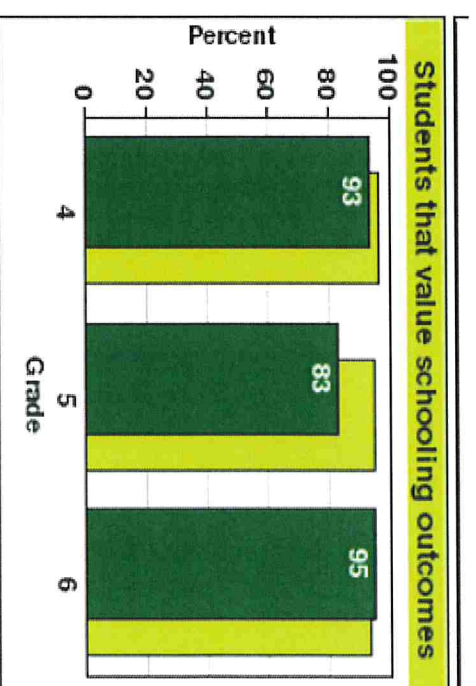
School Continuous Improvement Plan & Alberta Education Annual Measures Report

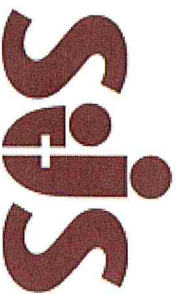
2023-2024

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 90% of students in this school valued school outcomes; the Canadian norm for these grades is 95%.
- 90% of the girls and 93% of the boys in this school valued school outcomes. The Canadian norm for girls is 96% and for boys is 93%.





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SAINT JOSEPH SCHOOL

2023-2024

Students with positive homework behaviours

Students who do homework for their classes with a positive attitude and in a timely manner.

- In this school, 49% of students had positive homework behaviours; the Canadian norm for these grades is 66%.
- 60% of the girls and 41% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 73% and for boys is 60%.

Students with positive behaviour at school

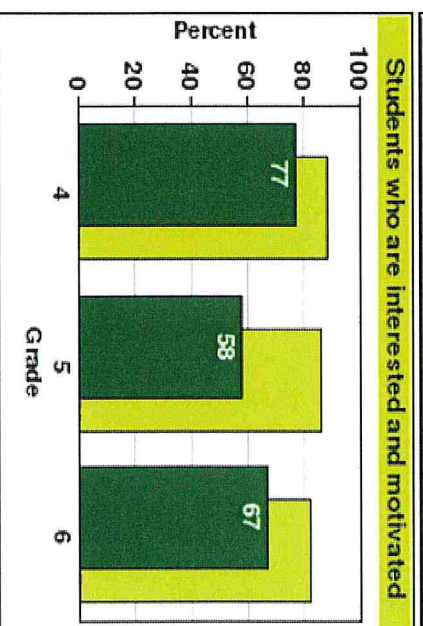
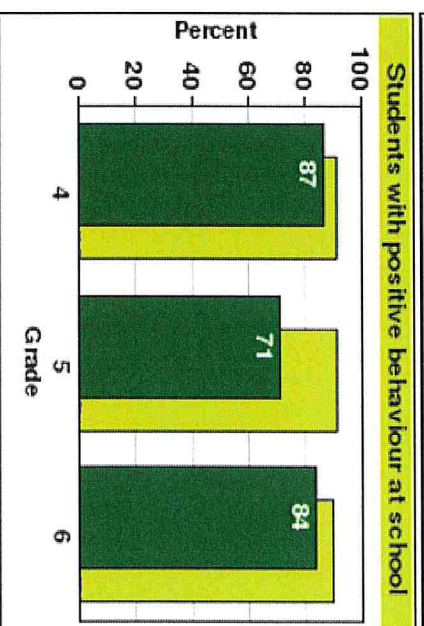
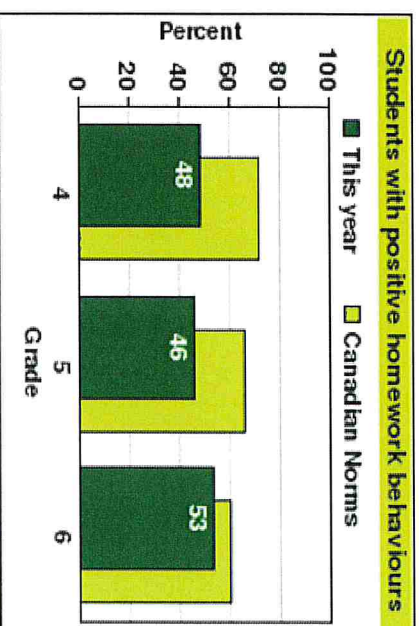
Students that do not get in trouble at school for disruptive or inappropriate behaviour.

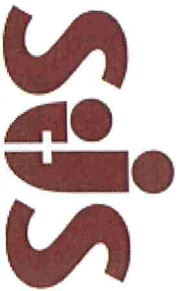
- In this school, 81% of students had positive behaviour; the Canadian norm for these grades is 91%.
- 93% of the girls and 71% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 95% and for boys is 86%.

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 68% of students in this school were interested and motivated; the Canadian norm for these grades is 86%.
- 63% of the girls and 73% of the boys in this school were interested and motivated. The Canadian norm for girls is 88% and for boys is 83%.





SAINT JOSEPH SCHOOL

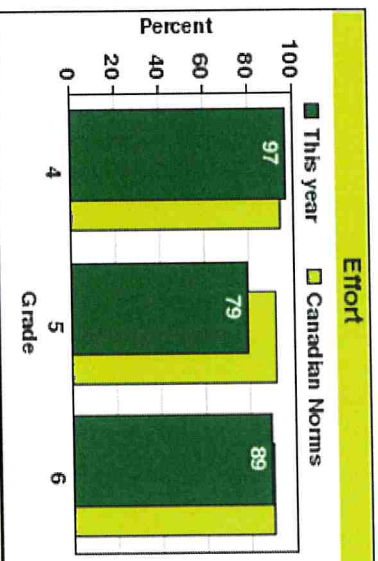
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Effort

Students who try hard to succeed in their learning.

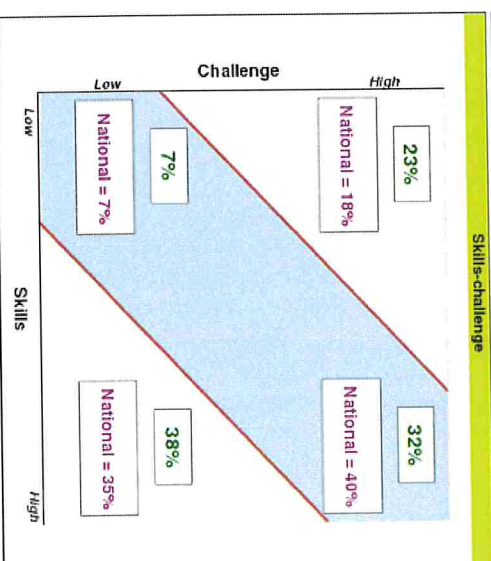
- 89% of students in this school tried hard to succeed; the Canadian norm for these grades is 92%.
- 87% of the girls and 90% of the boys in this school tried hard to succeed. The Canadian norm for girls is 94% and for boys is 91%.



Skills-challenge

Students who feel challenged in their language arts, math and Science classes and feel confident of their skills in these subjects.

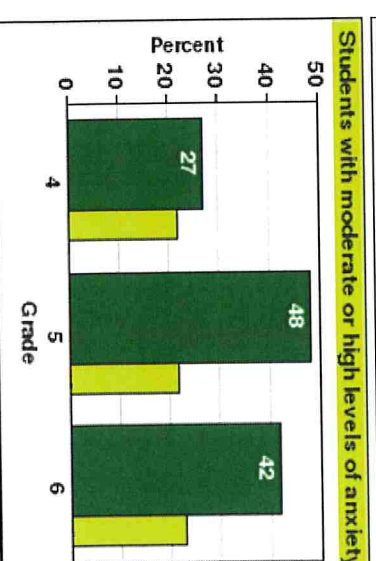
- 32% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 40%.
- 38% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 35%.
- 23% of students were not confident of their skills and found language arts or math challenging. The Canadian norm for this category is 18%.
- 7% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 7%.

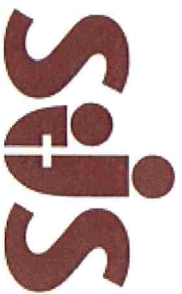


Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 37% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 37% of the girls and 39% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.





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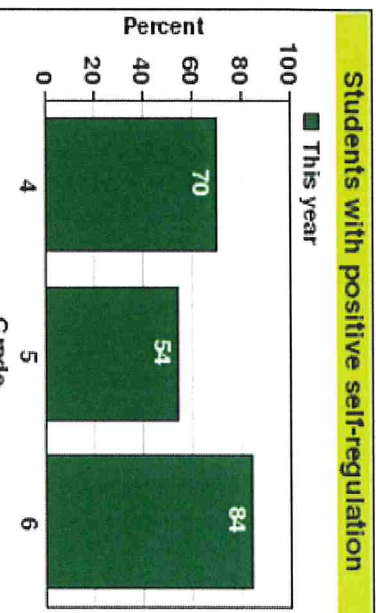
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Students with positive self-regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

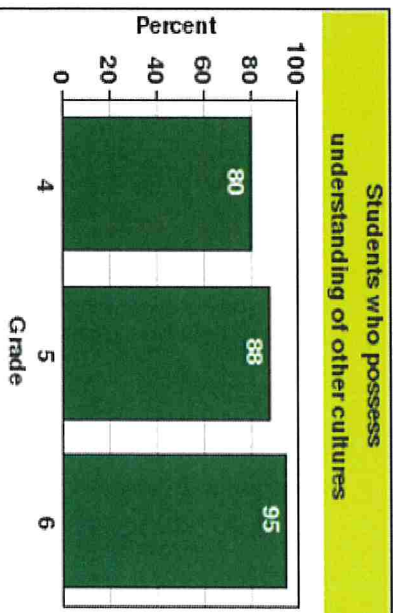
- 68% of students in this school had positive self-regulation.
- 67% of the girls and 69% of the boys in this school had positive self-regulation.



Students who possess understanding of other cultures

Students who have an understanding of the beliefs, values, attitudes, and behaviours of those from other cultures.

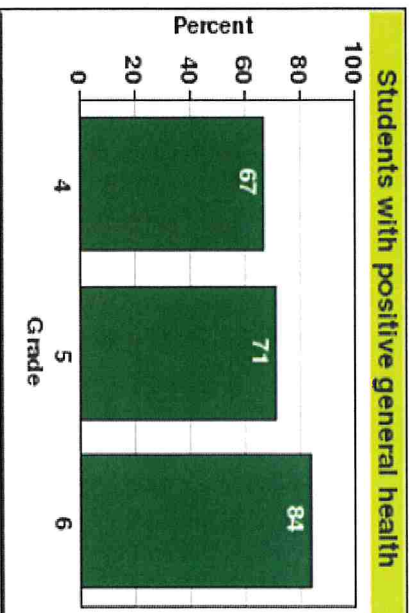
- 86% of students in this school had awareness of other cultures.
- 87% of the girls and 86% of the boys in this school had awareness of other cultures.



Students with positive general health

Students who consider their own general health to be good to excellent.

- 73% of students in this school reported having positive general health.
- 87% of the girls and 62% of the boys in this school reported having positive general health.



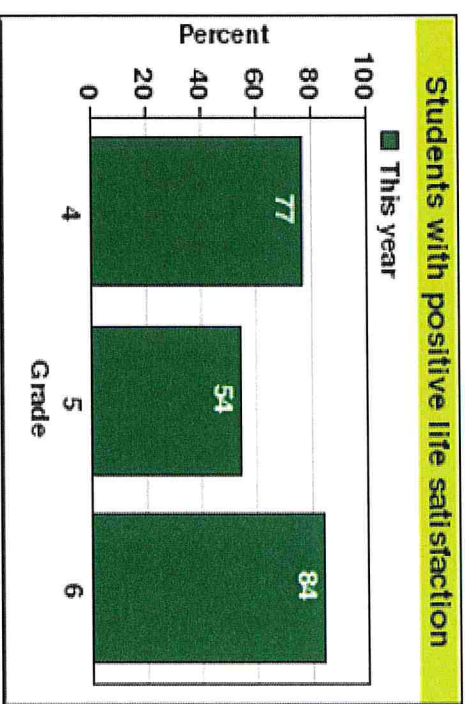
School Continuous Improvement Plan & Alberta Education Annual Measures Report

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Students with positive life satisfaction

Students who are satisfied with the overall quality of their lives.

- 71% of students in this school had positive life satisfaction.
- 70% of the girls and 71% of the boys in this school had positive life satisfaction.



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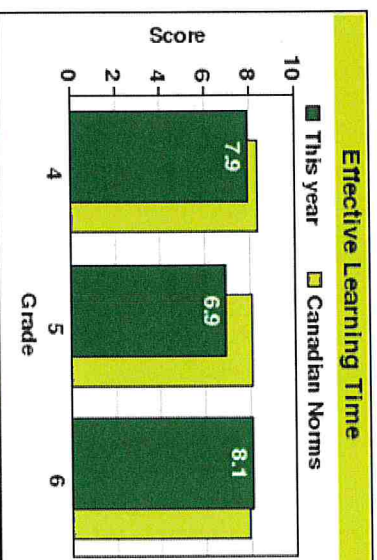
2023-2024

DRIVERS of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.

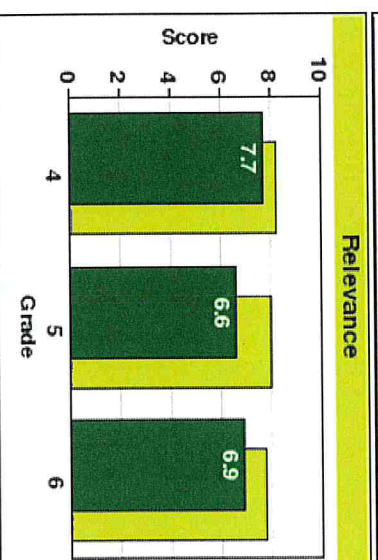
- In this school, students rated effective classroom learning time 7.6 out of 10; the Canadian norm for these grades is 8.1.
- In this school, effective classroom learning time was rated 8 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 8.2 and for boys is 8.1.



Relevance

Students who find classroom instruction relevant to their everyday lives.

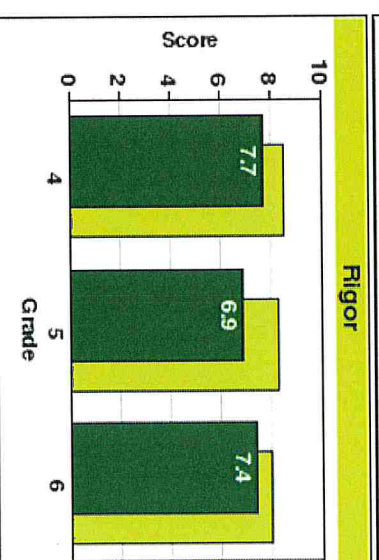
- In this school, students rated relevance 7.1 out of 10; the Canadian norm for these grades is 8.
- In this school, relevance was rated 7.4 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 8.1 and for boys is 7.9.



Rigor

Students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, students rated rigor 7.4 out of 10; the Canadian norm for these grades is 8.3.
- In this school, rigor was rated 7.6 out of 10 by girls and 7.3 out of 10 by boys. The Canadian norm for girls is 8.3 and for boys is 8.2.



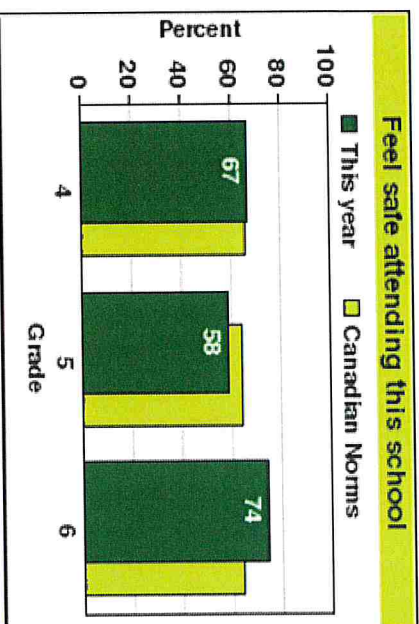
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Feel safe attending this school

Students who feel safe at school as well as going to and from school.

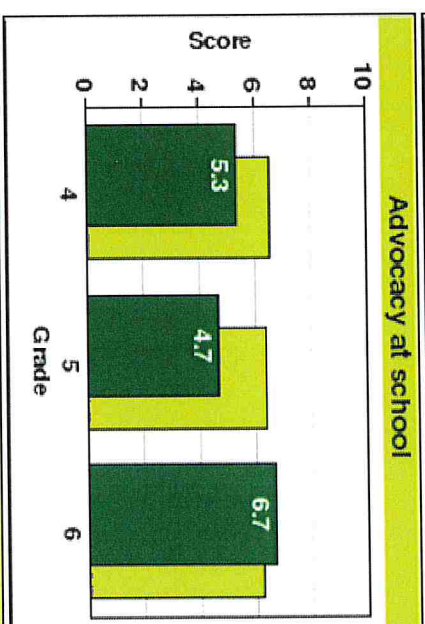
- 66% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 73% of the girls and 62% of the boys felt safe attending the school. The Canadian norm for girls is 66% and for boys is 64%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

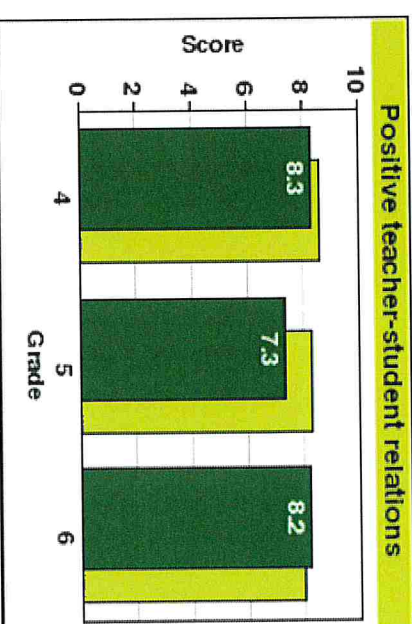
- In this school, students rated advocacy at school 5.5 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy at school was rated 5.7 out of 10 by girls and 5.3 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.3.

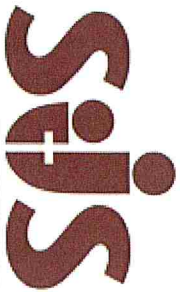


Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 7.9 out of 10; the Canadian norm for these grades is 8.3.
- In this school, positive teacher-student relations were rated 8.6 out of 10 by girls and 7.5 out of 10 by boys. The Canadian norm for girls is 8.5 and for boys is 8.1.





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2023-2024

Positive learning climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated disciplinary climate of the classroom 6.1 out of 10; the Canadian norm for these grades is 6.9.
- In this school, disciplinary climate of the classroom was rated 6.1 out of 10 by girls and 6.1 out of 10 by boys. The Canadian norm for girls is 6.9 and for boys is 6.9.

Expectations for success

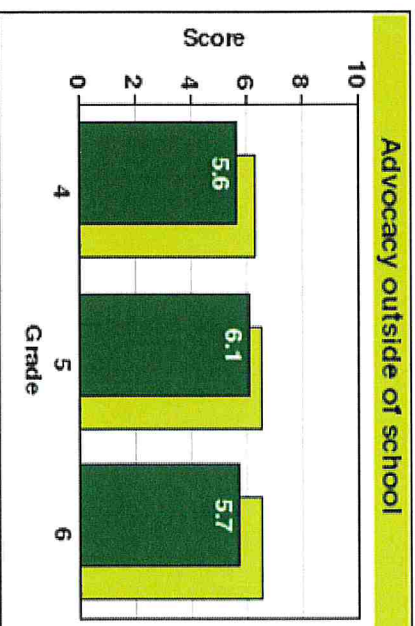
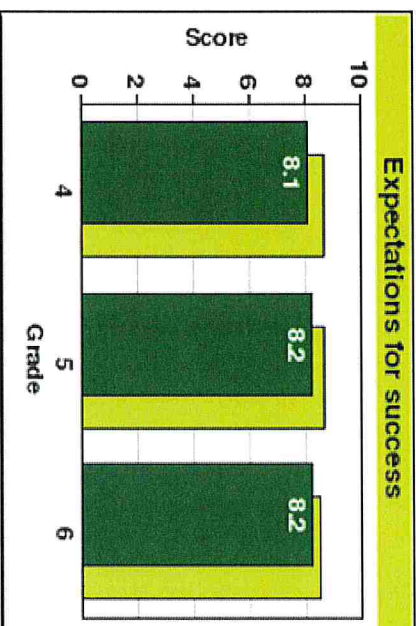
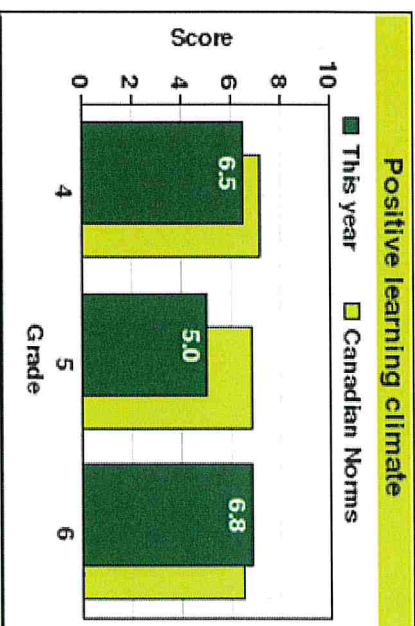
The school staff emphasizes academic skills and hold high expectations for all students to succeed.

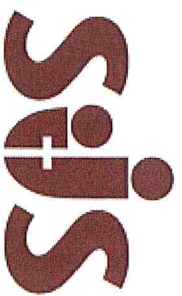
- In this school, students rated teachers' expectations for academic success 8.2 out of 10; the Canadian norm for these grades is 8.6.
- In this school, teachers' expectations for academic success were rated 8.4 out of 10 by girls and 8 out of 10 by boys. The Canadian norm for girls is 8.7 and for boys is 8.6.

Advocacy outside of school

Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy outside of school 5.8 out of 10; the Canadian norm for these grades is 6.4.
- In this school, advocacy outside school was rated 5.8 out of 10 by girls and 5.7 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.3.





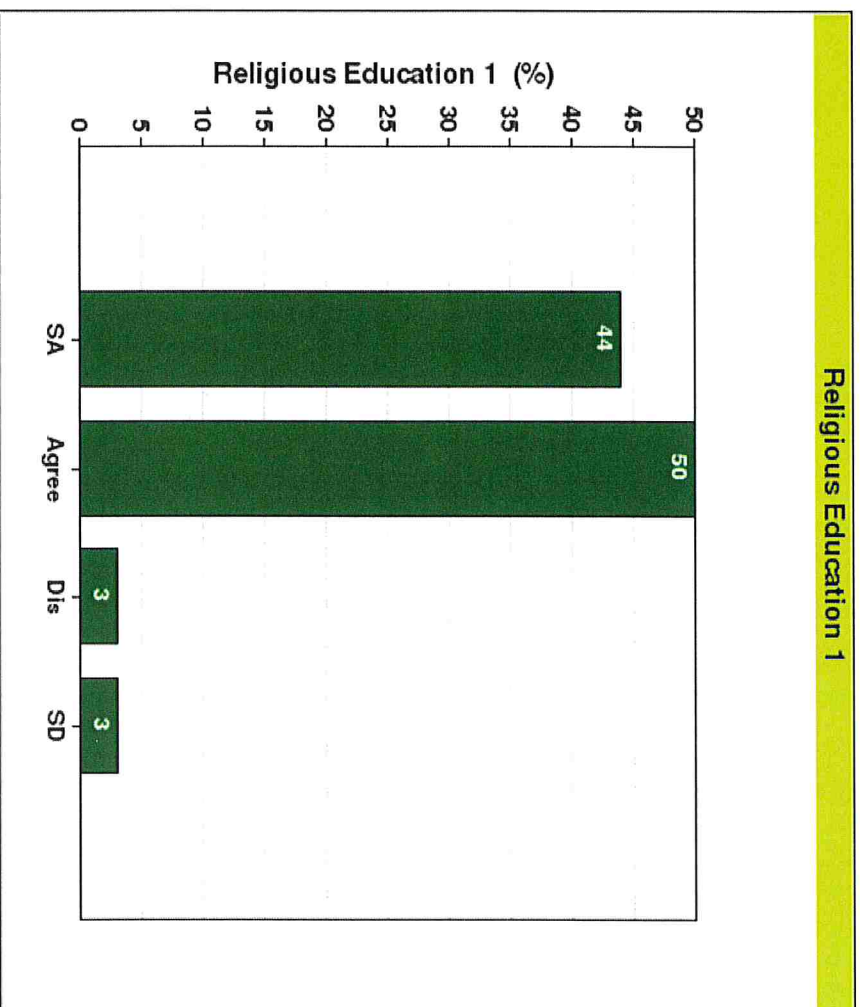
SAINT JOSEPH SCHOOL

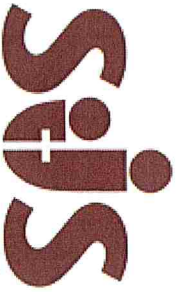
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Students were asked: "My school is a Catholic community that helps me to understand the Catholic faith."

- Strongly Agree (SA)
- Agree (Agree)
- Disagree (Dis)
- Strongly Disagree (SD)





SAINT JOSEPH SCHOOL

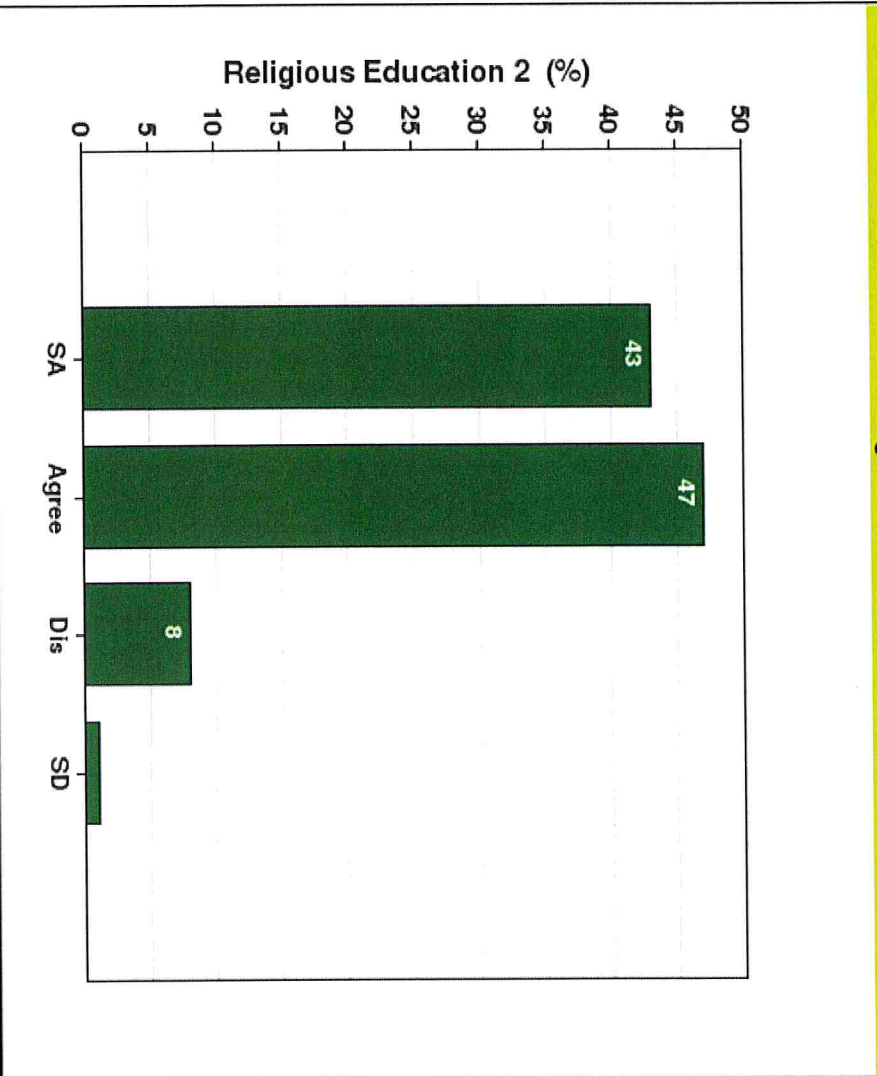
School Continuous Improvement Plan & Alberta Education Annual Measures Report

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Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community."

- Strongly Agree (SA)
- Agree (Agree)
- Disagree (Dis)
- Strongly Disagree (SD)

Religious Education 2



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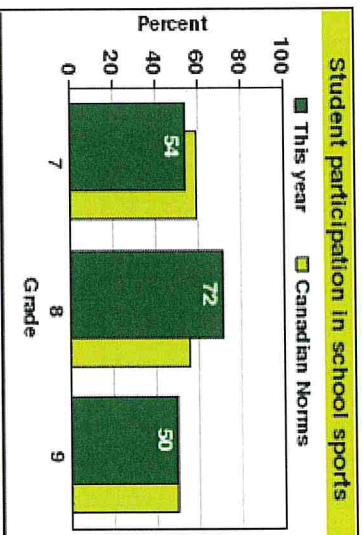
JH

Social-Emotional Outcomes

Student participation in school sports

Students who play sports with an instructor at school, other than in a gym class.

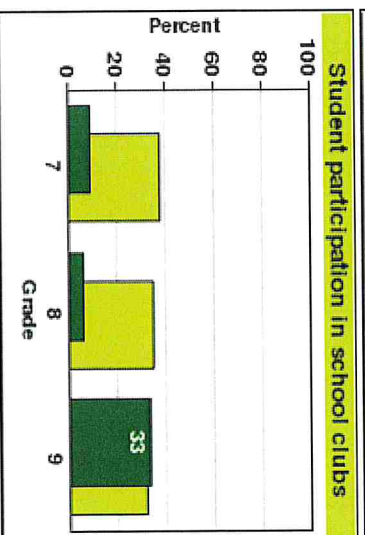
- 58% of students in this school had a high rate of participation in sports; the Canadian norm for these grades is 55%.
- 52% of the girls and 59% of the boys in this school had a high rate of participation in sports. The Canadian norm for girls is 52% and for boys is 58%.

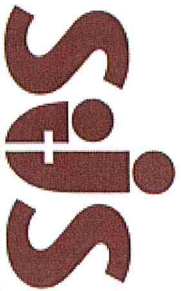


Student participation in school clubs

Students who take part in art, drama, or music groups; school clubs; or a school committee.

- 16% of students in this school had a high rate of participation in clubs; the Canadian norm for these grades is 35%.
- 19% of the girls and 16% of the boys in this school had a high rate of participation in clubs. The Canadian norm for girls is 40% and for boys is 30%.





SAINT JOSEPH SCHOOL

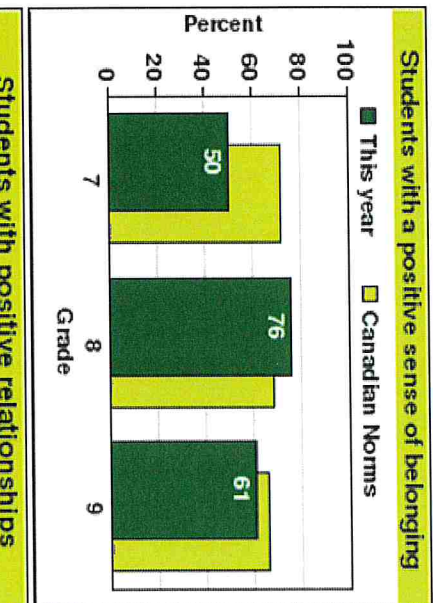
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Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

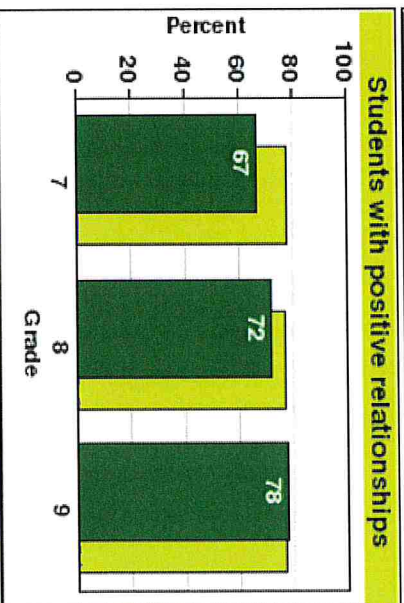
- 61% of students in this school had a high sense of belonging; the Canadian norm for these grades is 68%.
- 52% of the girls and 74% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 64% and for boys is 73%.



Students with positive relationships

Students who have friends at school they can trust and who encourage them to make positive choices.

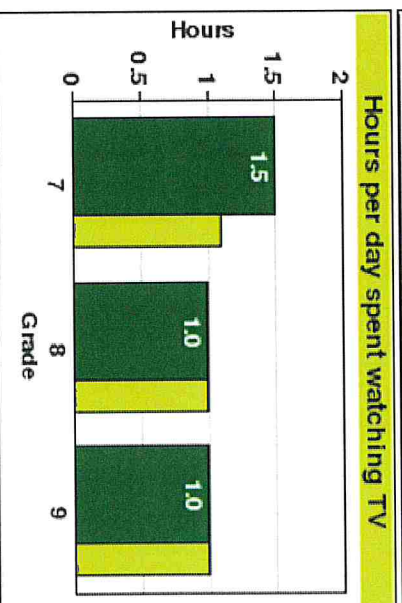
- In this school, 72% of students had positive relationships; the Canadian norm for these grades is 77%.
- 65% of the girls and 75% of the boys in this school had positive relationships. The Canadian norm for girls is 80% and for boys is 75%.

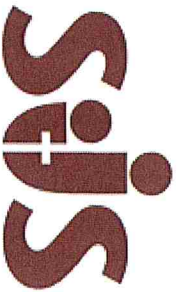


Hours per day spent watching TV

During a typical weekday (i.e., Monday to Friday), the average time students spend watching TV.

- In this school, students on average spent 1.2 hours per day watching TV; the Canadian norm for these grades is 1 hour.
- In this school, girls on average spent 1.1 hours and boys on average spent 1.1 hours per day watching TV. The Canadian norm for girls is 1 hour and for boys is 1.1 hours.





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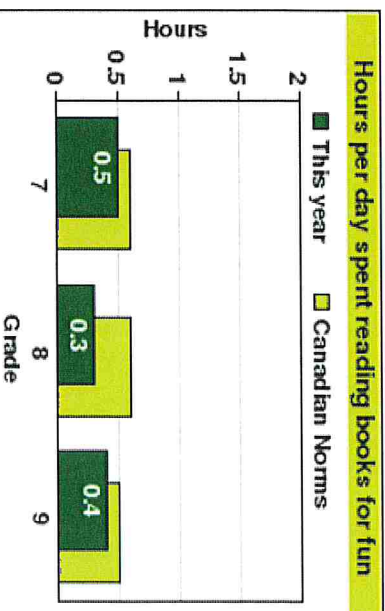
SAINT JOSEPH SCHOOL

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Hours per day spent reading books for fun

During a typical weekday (i.e., Monday to Friday), the average time students spend reading books.

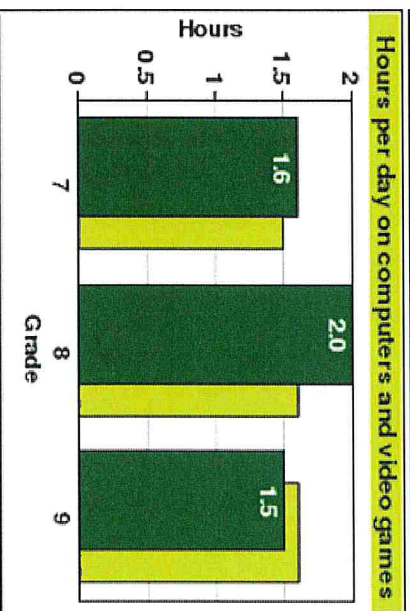
- In this school, students on average spent 0.4 hours per day on leisure reading; the Canadian norm for these grades is 0.6 hours.
- In this school, girls on average spent 0.5 hours and boys on average spent 0.3 hours per day on leisure reading. The Canadian norm for girls is 0.6 hours and for boys is 0.5 hours.



Hours per day on computers and video games

During a typical weekday (i.e., Monday to Friday), the average time students spend using a computer for leisure activities.

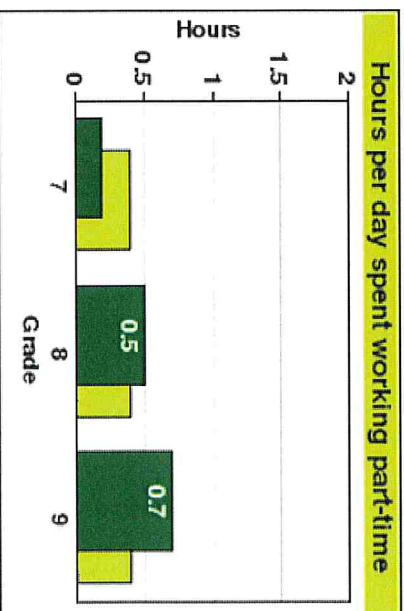
- In this school, students on average spent 1.7 hours per day on computers and video games; the Canadian norm for these grades is 1.5 hours.
- In this school, girls on average spent 1.6 hours and boys on average spent 1.8 hours per day on computers and video games. The Canadian norm for girls is 1.4 hours and for boys is 1.7 hours.

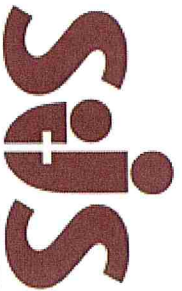


Hours per day spent working part-time

During a typical weekday (i.e., Monday to Friday), the average time students spend on part-time job.

- In this school, students on average spent 0.5 hours per day working part-time; the Canadian norm for these grades is 0.4 hours.
- In this school, girls on average spent 0.5 hours and boys on average spent 0.5 hours per day working part-time. The Canadian norm for girls is 0.4 hours and for boys is 0.4 hours.





SAINT JOSEPH SCHOOL

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Hours per day spent volunteering

During a typical weekday (i.e., Monday to Friday), the average time students spend volunteering.

- In this school, students on average spent 0.1 hours per day on volunteer work; the Canadian norm for these grades is 0.3 hours.
- In this school, girls on average spent 0.2 hours and boys on average spent 0.1 hours per day on volunteer work. The Canadian norm for girls is 0.3 hours and for boys is 0.2 hours.

Hours per day spent using phone

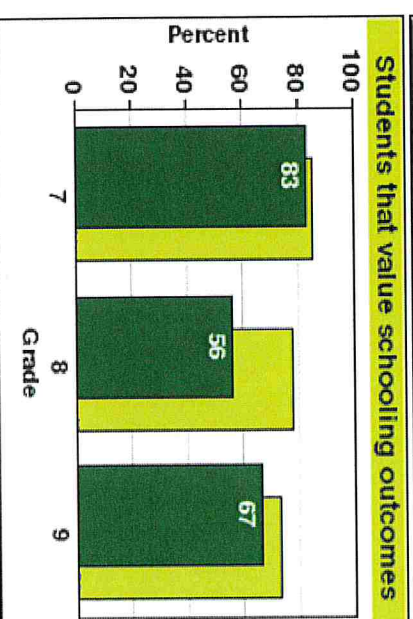
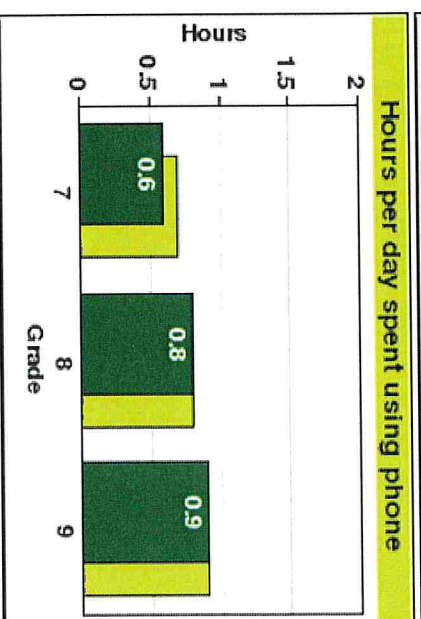
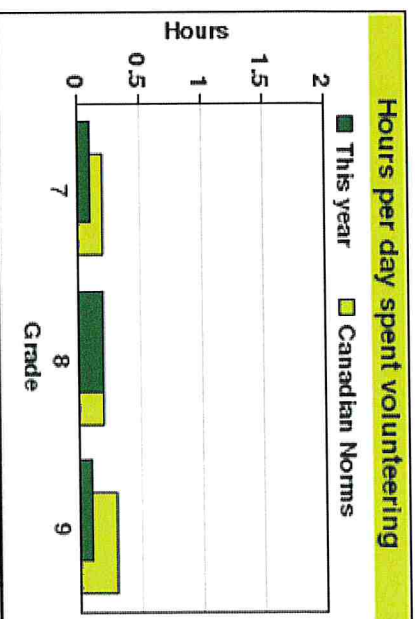
During a typical weekday (i.e., Monday to Friday), the average time students spend using phone.

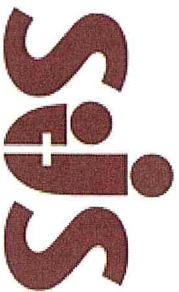
- In this school, students on average spent 0.7 hours per day talking on the phone or texting friends; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 1 hour and boys on average spent 0.7 hours per day talking on the phone or texting friends. The Canadian norm for girls is 0.9 hours and for boys is 0.7 hours.

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 70% of students in this school valued school outcomes; the Canadian norm for these grades is 79%.
- 74% of the girls and 69% of the boys in this school valued school outcomes. The Canadian norm for girls is 80% and for boys is 77%.





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Students that are regularly truant

Students who skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the student truancy rate was 8%; the Canadian norm for these grades is 10%
- In this school, the truancy rate for girls was 4% and for boys, 13%. The Canadian norm for girls is 8% and for boys is 11%.

Students with positive homework behaviours

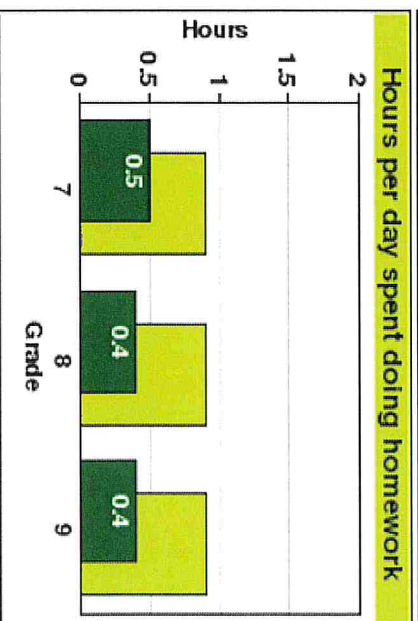
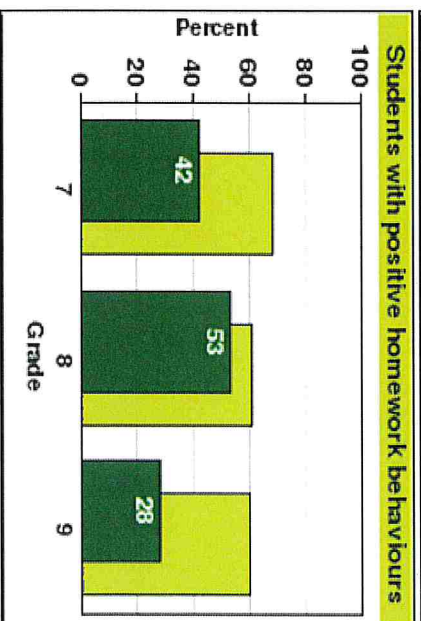
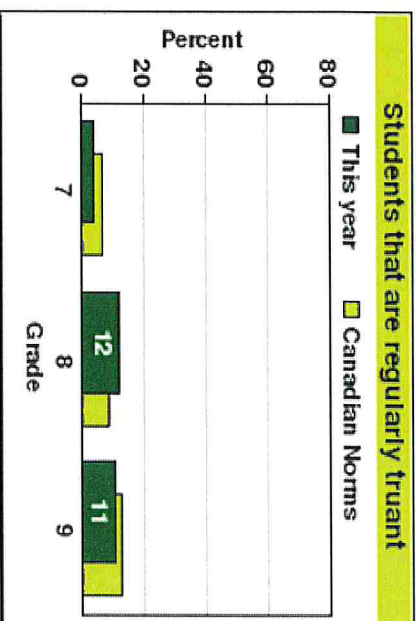
Students who do homework for their classes with a positive attitude and in a timely manner.

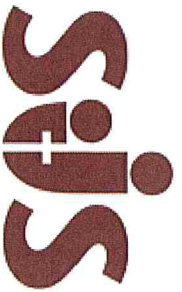
- In this school, 41% of students had positive homework behaviours; the Canadian norm for these grades is 63%.
- 57% of the girls and 32% of the boys in this school had positive homework behaviours. The Canadian norm for girls is 69% and for boys is 57%.

Hours per day spent doing homework

During a typical weekday (i.e., Monday to Friday), the average time students spend on homework.

- In this school, students on average spent 0.5 hours per day on homework; the Canadian norm for these grades is 0.9 hours.
- In this school, girls on average spent 0.5 hours and boys on average spent 0.5 hours per day on homework. The Canadian norm for girls is 1 hour and for boys is 0.8 hours.





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Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 93% of students had positive behaviour; the Canadian norm for these grades is 93%.
- 100% of the girls and 88% of the boys in this school with positive student behaviour at school. The Canadian norm for girls is 96% and for boys is 89%.

Intellectual engagement composite

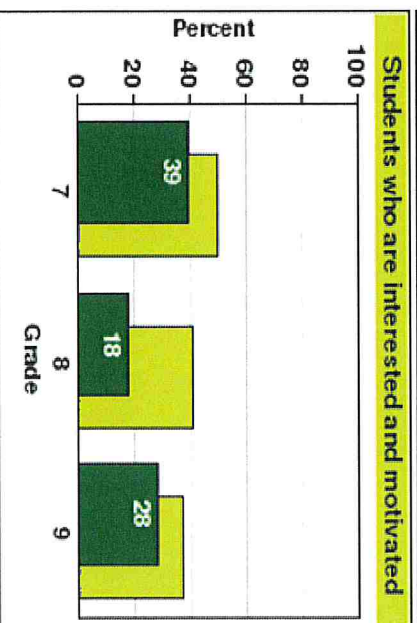
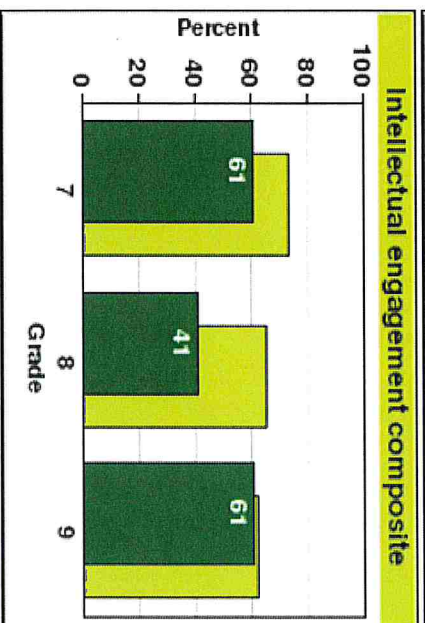
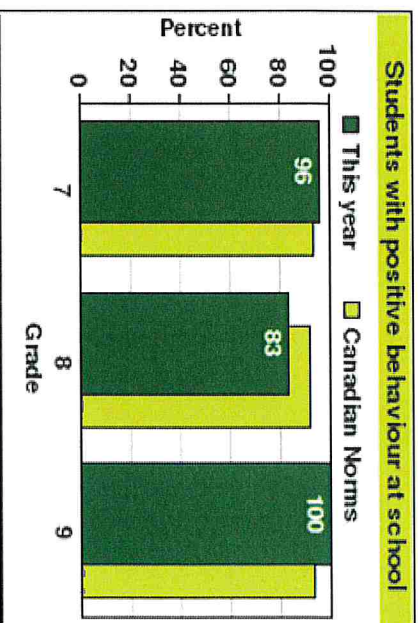
Students who are intellectually engaged and find learning interesting, enjoyable, and relevant.

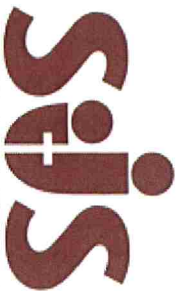
- 55% of students in this school are intellectually engaged. The Canadian norm for these grade levels is 66%.
- 43% of the girls and 70% of the boys in this school were intellectually engaged. The Canadian norm for girls is 67% and for boys is 66%.

Students who are interested and motivated

Students who are interested and motivated in their learning.

- 29% of students in this school were interested and motivated; the Canadian norm for these grades is 43%.
- 39% of the girls and 27% of the boys in this school were interested and motivated. The Canadian norm for girls is 43% and for boys is 43%.





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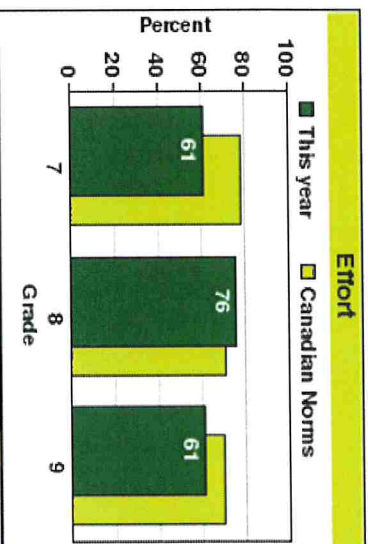
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Effort

Students who try hard to succeed in their learning.

- 66% of students in this school tried hard to succeed; the Canadian norm for these grades is 73%.
- 61% of the girls and 73% of the boys in this school tried hard to succeed. The Canadian norm for girls is 74% and for boys is 72%.

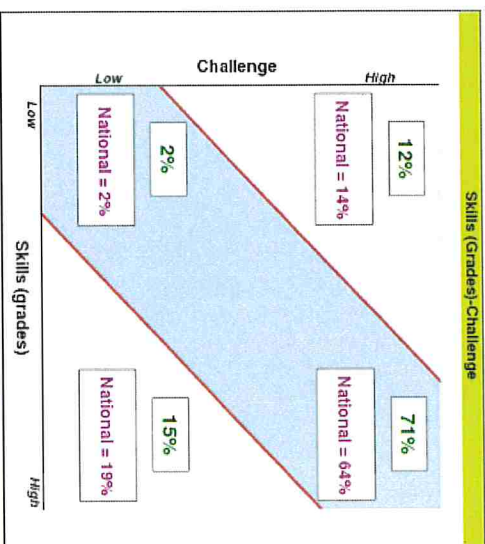


Skills (Grades)-Challenge

Skills (grades)-challenge

Students who feel challenged in their Language Arts, Math and Science classes and feel confident of their skills in these subjects.

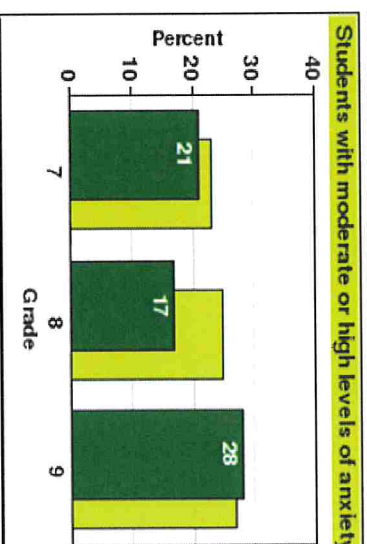
- 71% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The Canadian norm for these grades is 64%.
- 15% of students were confident of their skills but did not find classes challenging. The Canadian norm for these grades is 19%.
- 12% of students were not confident of their skills and found language arts, math or science challenging. The Canadian norm for this category is 14%.
- 2% of students lacked confidence in their skills and did not feel they were challenged. The Canadian norm for this category is 2%.

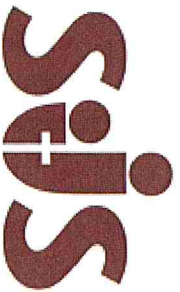


Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

- 22% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 25%.
- 39% of the girls and 3% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 34% and for boys is 16%.





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Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

- 30% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 21%.
- 61% of the girls and 0% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 28% and for boys is 14%.

Students with a positive self-esteem

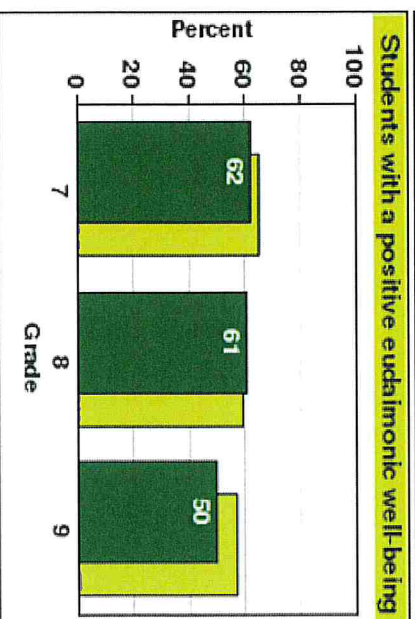
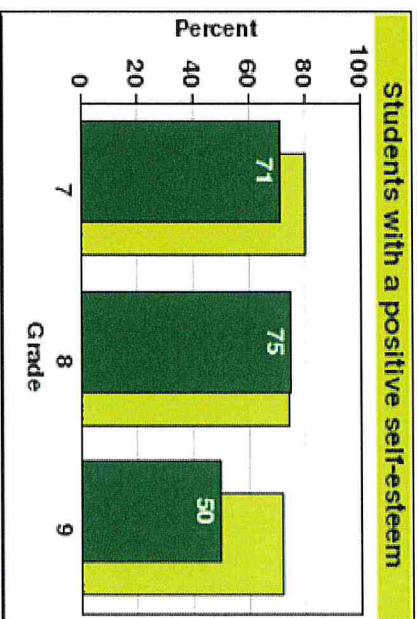
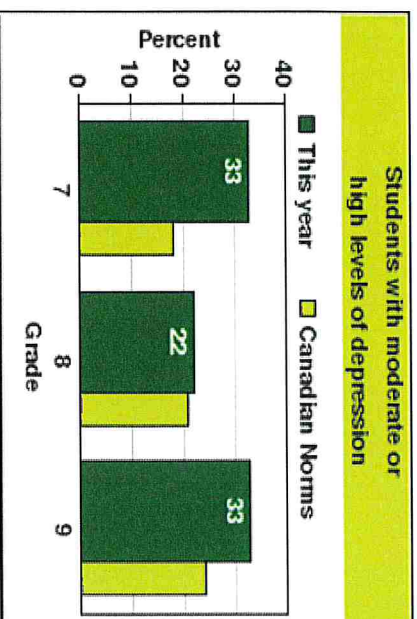
Students who like and accept themselves, and are proud of their accomplishments.

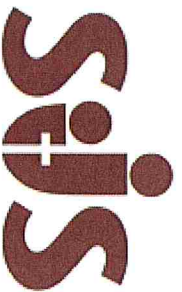
- 66% of students in this school had high self-esteem; the Canadian norm for these grades is 75%.
- 39% of the girls and 80% of the boys in this school had high self-esteem. The Canadian norm for girls is 70% and for boys is 81%.

Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in their life.

- 58% of students in this school had positive eudaimonia; the Canadian norm for these grades is 60%.
- 48% of the girls and 63% of the boys in this school had positive eudaimonia. The Canadian norm for girls is 56% and for boys is 64%.





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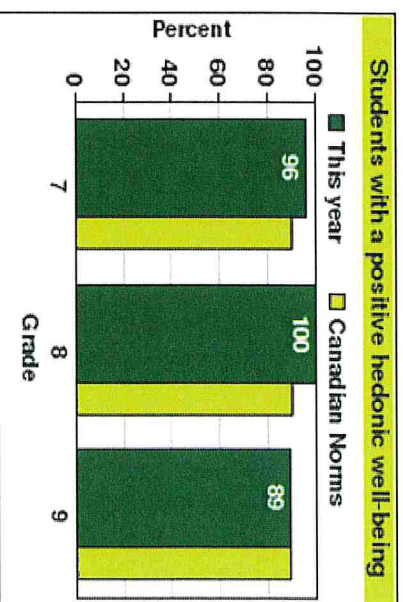
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Students with a positive hedonic well-being

Students with positive hedonia pursue activities that are fun and interesting to them.

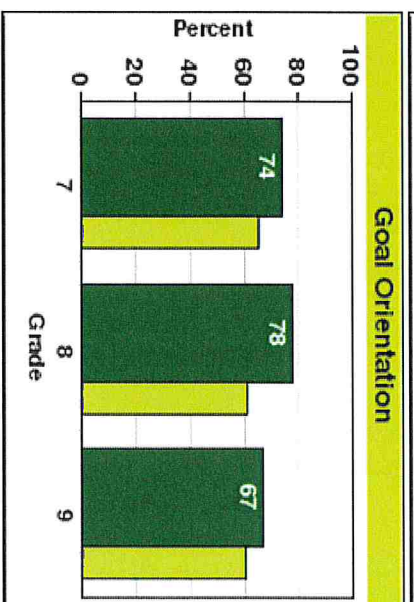
- 95% of students in this school had positive hedonia; the Canadian norm for these grades is 90%.
- 100% of the girls and 91% of the boys in this school had positive hedonia. The Canadian norm for girls is 89% and for boys is 91%.



Goal Orientation

Students who set relevant, attainable goals and exert deliberate and persistent effort to achieve them.

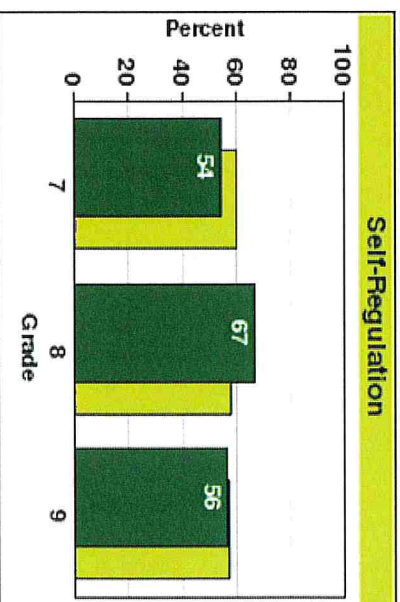
- 73% of students in this school had a positive goal orientation; the Canadian norm for these grades is 62%.
- 57% of the girls and 84% of the boys in this school had a positive goal orientation. The Canadian norm for girls is 59% and for boys is 65%.

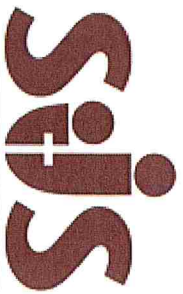


Self-Regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 58% of students in this school had positive self-regulation; the Canadian norm for these grades is 58%.
- 48% of the girls and 69% of the boys in this school had positive self-regulation. The Canadian norm for girls is 54% and for boys is 62%.





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Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 25% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 22%.
- 26% of the girls and 22% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 21% and for boys is 22%.

Feel safe attending this school

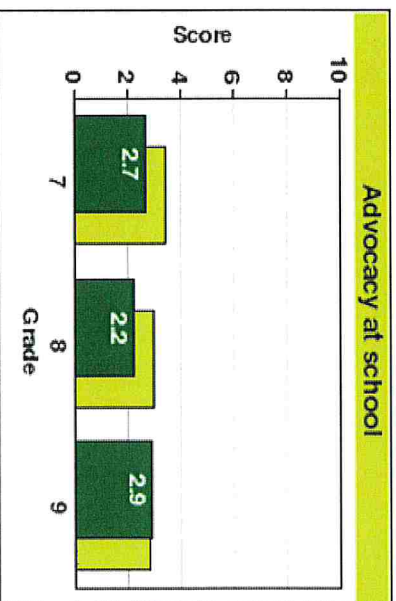
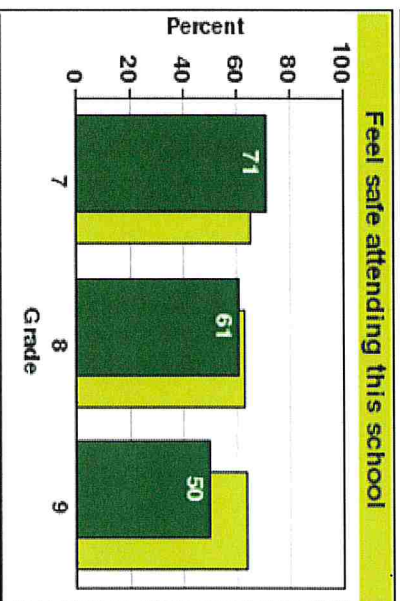
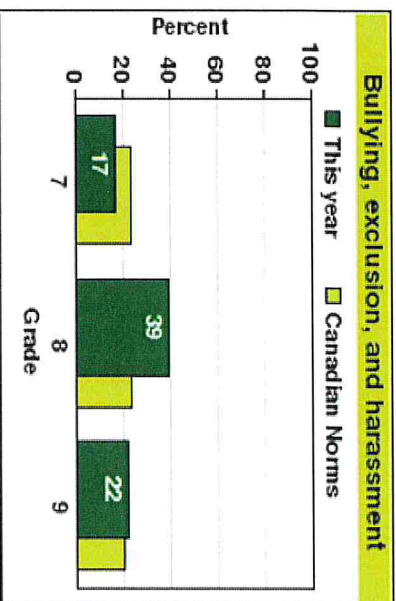
Students who feel safe at school as well as going to and from school.

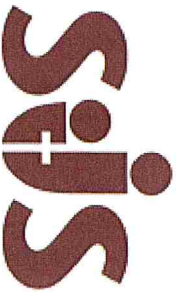
- 62% of students felt safe attending the school; the Canadian norm for these grades is 64%.
- 61% of the girls and 69% of the boys felt safe attending the school. The Canadian norm for girls is 62% and for boys is 66%.

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 2.6 out of 10; the Canadian norm for these grades is 3.1.
- In this school, advocacy at school was rated 2.6 out of 10 by girls and 2.6 out of 10 by boys. The Canadian norm for girls is 2.9 and for boys is 3.3.





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Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.4 out of 10; the Canadian norm for these grades is 6.6.
- In this school, positive teacher-student relations were rated 6.4 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.6 and for boys is 6.6.

Positive learning climate

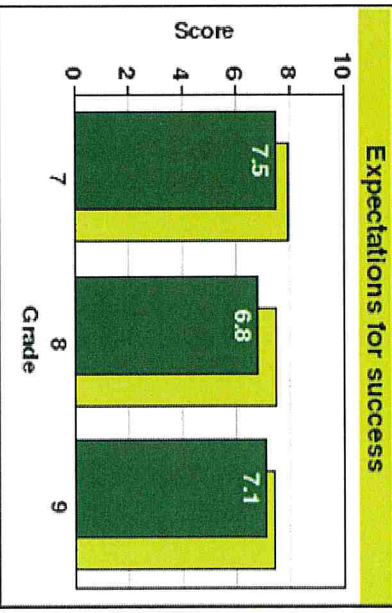
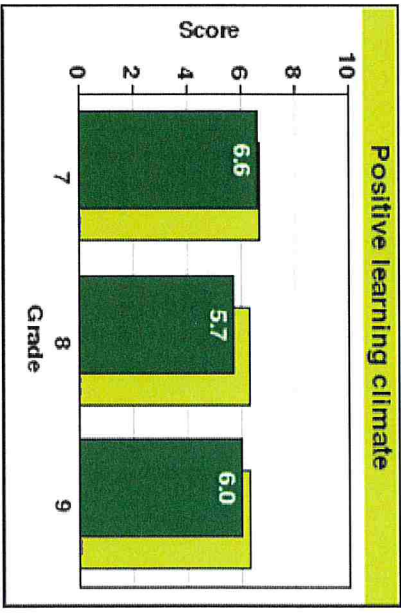
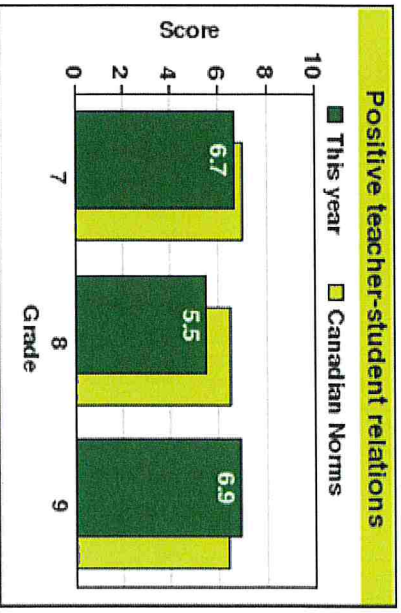
There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

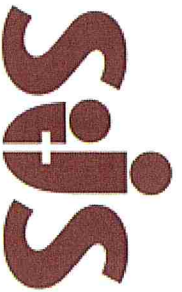
- In this school, students rated disciplinary climate of the classroom 6.2 out of 10; the Canadian norm for these grades is 6.4.
- In this school, disciplinary climate of the classroom was rated 5.9 out of 10 by girls and 6.6 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.

Expectations for success

The school staff emphasizes academic skills and hold high expectations for all students to succeed.

- In this school, students rated teachers' expectations for academic success 7.1 out of 10; the Canadian norm for these grades is 7.6.
- In this school, teachers' expectations for academic success were rated 7.3 out of 10 by girls and 7 out of 10 by boys. The Canadian norm for girls is 7.7 and for boys is 7.5.





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Advocacy outside of school

Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy outside of school 5.9 out of 10; the Canadian norm for these grades is 5.8.
- In this school, advocacy outside school was rated 5.8 out of 10 by girls and 5.8 out of 10 by boys. The Canadian norm for girls is 5.8 and for boys is 5.8.

Students planning to finish high school

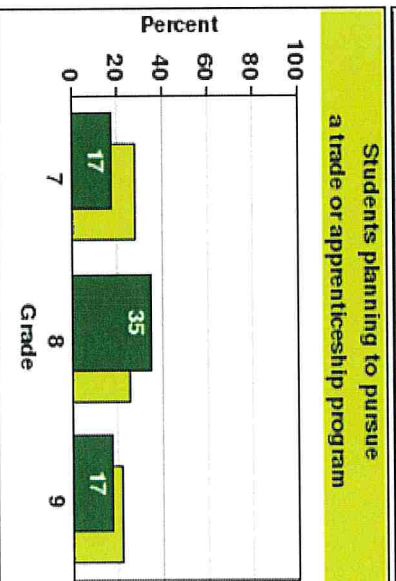
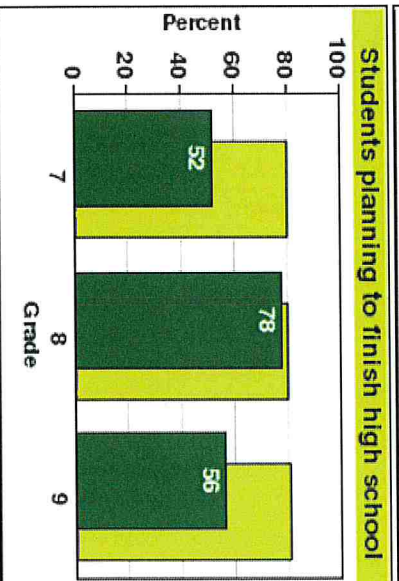
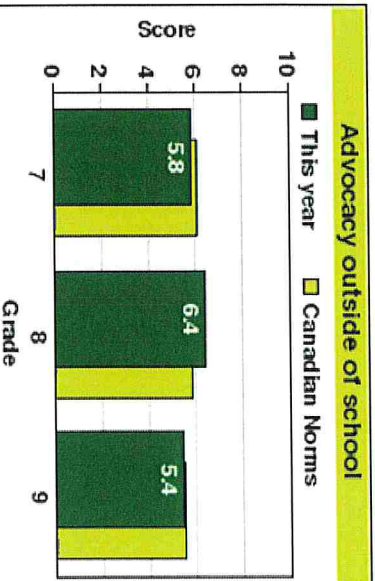
Students who plan to finish high school.

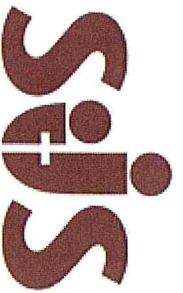
- 61% of students in this school had aspirations for finishing high school; the Canadian norm for these grades is 80%.
- 65% of the girls and 56% of the boys in this school had aspirations for finishing high school. The Canadian norm for girls is 84% and for boys is 76%.

Students planning to pursue a trade or apprenticeship program

Students who plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 22% of students in this school planned to pursue a trade or apprenticeship program; the Canadian norm for these grades is 25%.
- 26% of the girls and 23% of the boys in this school planned to pursue a trade or apprenticeship program. The Canadian norm for girls is 24% and for boys is 26%.





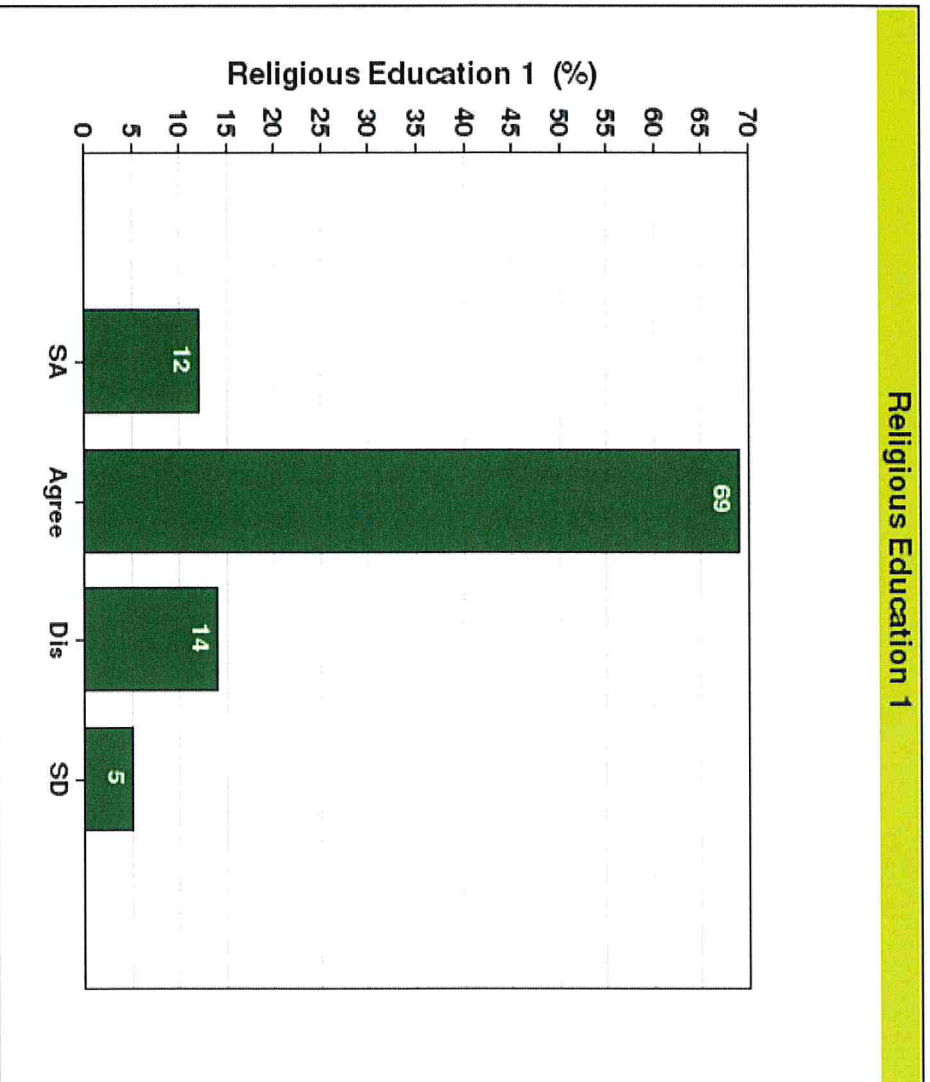
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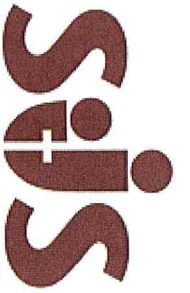
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Students were asked: "My school reflects a Catholic worldview that contributes to a deeper understanding of the Catholic faith."

- Strongly Agree (SA)
- Agree (Agree)
- Disagree (Dis)
- Strongly Disagree (SD)





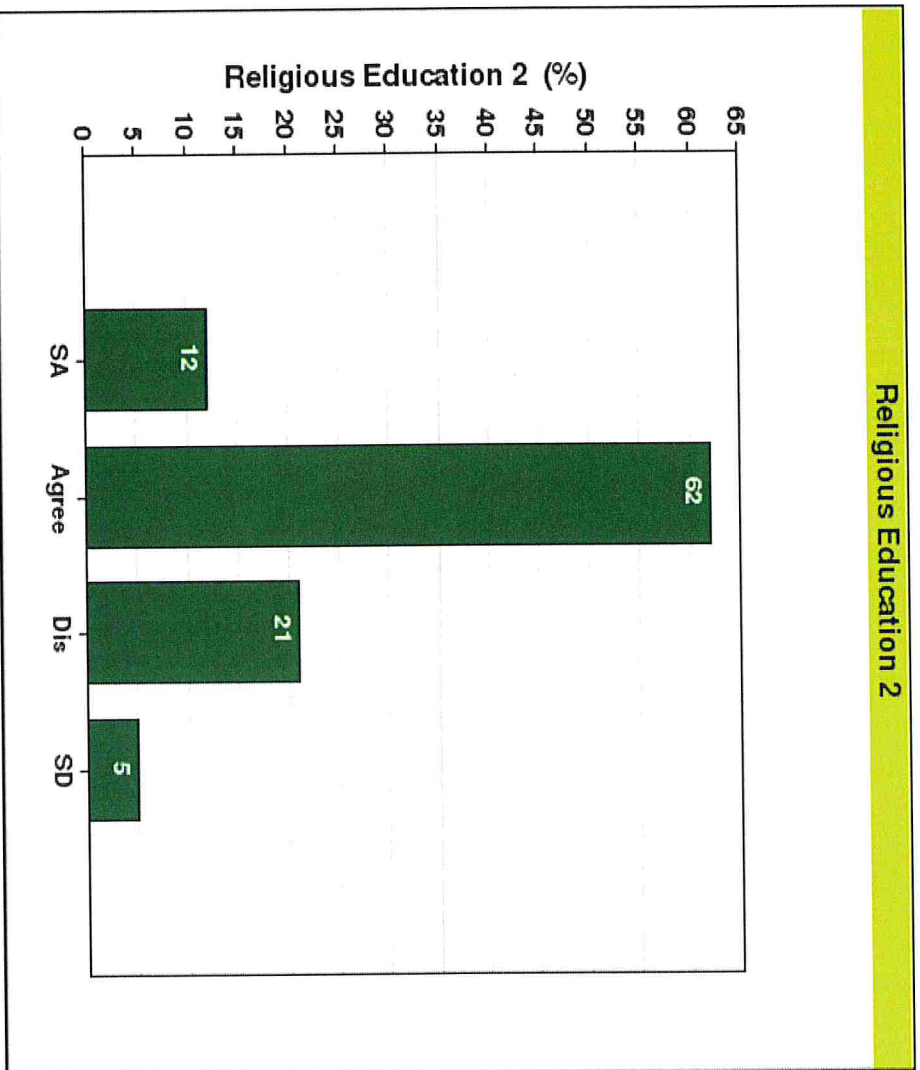
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Students were asked: "I am encouraged and given opportunity to live my faith actively, in the school and in the community."

- Strongly Agree (SA)
- Agree (Agree)
- Disagree (Dis)
- Strongly Disagree (SD)



Principal:

School Council President: