



Holy Spirit Catholic School Division
Alberta Assurance Statement for Administration 2023/2024 School Year
St. Patrick Fine Arts Elementary School

Area	School	AB	Diff	Analysis
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	69.9%	83.7%	-13.7%	Our students' answers show an increase from 80.3% in 2023 to 95.1% in 2024 in this area - a significant improvement among respondents. We believe that this may reflect our commitment to expanding the rigor expectations for students and improving student engagement. From last year to this year, however, there was a significant drop in parent satisfaction in this area. We believe that influencing factors shaping this response from participants might include a shift in curriculum across several subjects and the deeper application of Spaces with relatively low engagement and expressions of dissatisfaction among some parents (based on our in-house surveys and anecdotal feedback). As a result, they may not be aware of what their children are learning. We also discontinued the use of personal agendas for the 23/24 school year (has since been reintroduced), which would have closed off a pathway for communication about school events and learning. With a third year of Spaces use (always under development) and the reintroduction of student agendas, we are hopeful that parent response levels will bounce back.
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	84.0%	79.4%	+4.6%	We maintain a strong response level in this area, which we attribute to the vibrancy of how we execute our faith plan and our efforts to welcome newcomers to our community. Belonging has been a big theme for a few years at St. Pat's and we have a healthy attitude around school that it matters to try your best and that everyone matters. Our older students are afforded mentorship opportunities through Crusader teams and all students who wish to run a club with staff support are welcome to get their ideas off the ground. We always have more work to do in helping students understand more about citizenship, including knowledge around the gospel values, respect, following rules, using manners intuitively and recognizing positive behaviour in themselves and others. This includes direct instruction, role modeling and visiting the rules regularly as classes and as a school.
3-Year HS Completion <i>The % of students who graduate</i>	N/A	80.4%		This category measures the extent to which students not only graduate, but also graduate on time.



high school within 3 years of entering grade 10.				
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	N/A	88.1%		This category measures the extent to which students eventually graduate, despite not graduating in a traditional 3-year timeline.
6 PAT: Acceptable 	77.3%	68.5%	+8.8%	Our results are stronger than the province, but still in a flatter state than past years for our PATs. It is important to note that this year's published PAT results do not include Mathematics nor ELA&L. This number also reflects the overall average of students registered, while of those who wrote the tests, our school's 'Acceptable' Average was 86.5% (considering Science 6 and Social Studies 6). We continue to emphasize strong instruction in all areas, including areas with PATs in May and June.
6 PAT: Excellence 	18.2%	19.8%	-1.6%	We historically have been in line with provincial results in the 'Excellence' category, but can always strive to see improvement in this level of achievement. This number reflects the overall average of students registered, while of those who wrote the tests, our school's 'Excellence' Average is 27.1% (considering Science 6 and Social Studies 6).
9 PAT: Acceptable	N/A	62.5%		
9 PAT: Excellence	N/A	15.4%		
Diploma: Acceptable	N/A	81.5%		
Diploma: Excellence	N/A	22.6%		
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	82.2%	87.6%	-5.4%	With the exception of the parent response, our results are in line or have improved compared to past years. The students' response level is very promising! The parent perception in this area is concerning as it begs questions around knowledge of student learning, communication between home and school and what might need to change to impact the challenge factor for students in their learning.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect</i>	88.3%	84%	+4.3%	We continue to see strong results in this area. That is a tribute to the quality of people in our building and the efforts they take to ensure all students feel supported and seen. Our faith guides all that we do and serves as an anchor for instruction, discipline and relationships.



<i>each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i>				
Access to Supports and Services <i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i>	70.7%	79.9%	-9.2%	This result is well below the provincial average, but may reflect the low number of respondents from our parent cohort. In comparison, our surveyed students (grade 4) feel that access to student support and services has increased from 76.1% to 87.0% this year. This matched our 2022 results, suggesting we are maintaining in this area from the student perspective. This response from parents may come from truly not knowing what supports are available. So, how well do we share stories of how students are growing in all areas and having their needs met, whether academically or otherwise?
Parental Involvement <i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i>	72.3%	79.5%	-7.2%	This year, we had a low response level from parent respondents, which significantly impacts our success rate. There is much dissatisfaction among responding parents about their involvement and the school's responses to parent views. We believe the continued use of Spaces is highly impactful as parents have expressed concern around what they are able to know through this portfolio-based digital reporting tool (we have 2 years of in-house data). In addition, we made the decision to forego student agenda use (which has since been reinstated) for the year, naturally eliminating a pathway of communication. This all sparks greater attention to how we are communicating student learning (including outcomes and assessment) along with continuing to leverage the strength of an already strong School Council that attends to both the family social life in the school as well as advocating for student learning and community. All parents are encouraged to get involved where they can, whether in the school, on field trips, or through being School Council representatives or committee members.



General analysis of school, including response plans:

- We had only 11 parent respondents for the entire grade 4 parent cohort(only about 25% of the eligible group) and 9 of 16 teachers respondents. We need to advocate for higher survey participation rates, especially among teachers and parents so that data truly reflects the community's feelings.
- To ensure parents are knowledgeable about how their children are doing in their learning, we will continue to provide professional development for teachers, especially in areas of knowledge and skill reporting, engaging students in self-reflection, analyzing student data and coaching students on how to be critical of their own learning growth.
 - We will look for ways to celebrate student growth as evidenced both in SpacesEdu and in the classroom, sharing this through various communication channels.
 - We will confirm that parents are enrolled in SpacesEdu and are accessing information about how to support their children through the learning process. Troubleshooting and access support continue to be available.
- Starting with the 2024/2025 school year, our counseling program has expanded twofold, which may help to address any gaps in supporting students. We are hopeful that through continued access and use of the Mental Health Capacity Building Team, Jordan's Principle, and community partners, we can see an uptake in future grade 4 parents' responses.
 - as a teaching team, we are discussing the role of home practice (homework) in students' learning to reinforce skills and to build resiliency around challenging moments in the learning process.
 - Research shows that a generation impacted by higher levels of screen time (a "phone-based childhood") struggles with the learning process since screen environments are more likely to be instantly gratifying and not allowing room for the discomfort of true learning. We strive to have students understanding that learning is difficult and that it is okay to struggle.