



St. Michael's School (Pincher Creek)
Alberta Assurance Statement for the Superintendent
November

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>	90.3%	83.7%	+6.6%	The percentage of teachers, parents, and students who agree that literacy, numeracy learning and engagement is happening in our school has improved from the past year; also increased by 15% in the past three years. Our teachers (especially in elem/jh) have worked to address literacy needs via new resources, and approaches to learning, differentiation, and inservicing which is showing growth.
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>	84.7%	79.4%	+5.3%	Percentage of parents, teachers and students satisfied that students are modeling the characteristics of active citizenship within the school has increased over 5% in one year, but over 10% in the past 3 years. Modeling through faith, leadership, and example, our school is structured so that students are supported at all levels and encouraged to volunteer in a variety of positive outlets such as Leadership Class, Student Council, Athletics, and even class pairings has really helped to showcase and model positive citizenship within the school and motivate children to be their best.
3-Year HS Completion <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	84.4%	80.4%	+4%	Although this year shows that our 3 year completion rate is up 4%, the 3 year trend shows that we are down nearly 10% from where we were. With a high FNMI population, the job position of Grad Coach was removed, reinstated for ½ time, and now back full time. This role is essential to support over ⅓ of our high school population in achieving graduation in 3 years.
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	95.8%	88.1%	+7.7%	This category highlights the determination and success of students in ultimately achieving graduation, even if not on time. St. Michael's School has achieved an impressive result with a very high rate and significant improvement, even above the division percentage of +6%. This is an outstanding accomplishment!
6 PAT: Acceptable	50%	68.5%	-18.5%	This is an area of concern. Our students only wrote Social Studies exams.
6 PAT: Excellence	0.0%	19.8%	-19.8%	This is an area of concern. Our students only wrote Social Studies exams.
9 PAT: Acceptable	57.8%	62.5%	-4.7%	The number has declined from last year.



<u>9 PAT: Excellence</u>	7.8%	15.4%	-7.6%	The number of students achieving excellence has declined from last year,
<u>Diploma: Acceptable</u>	73.8%	81.5%	-7.7%	ELA 30-1 Diploma results maintained 83.3% achieving acceptable standards. Social Studies 30-2 scored very low, and declined significantly on the amount (both 30-1 and 30-2) achieving acceptable standards.
<u>Diploma: Excellence</u>	24.6%	22.6%	+2%	ELA 30-1 Diploma results improved the amount of students achieving excellence. Social 30-2 had a very low amount of students achieve excellence standards and has declined from previous year. Biology achieved very high standard of excellence.
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>	93.2%	87.6%	+5.6%	We have had the largest pool of respondents from the past 3 years. Teacher results have maintained, whereas student respondents show an improvement in clearly understanding what they're expected to earn, and in feeling satisfied with the quality of education at our school. This is a very strong result considering the dynamic of the student body, and the large amount of curricula taught by the number of teachers we currently have.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect 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>	89.1%	84%	+5.1%	St. Michael's percentage of teachers, parents and students that feel their learning environment is welcoming, caring, respectful and safe has increased by 9% in the past 3 years- this is significant, and a strong result. This category serves as an inspiring indicator of how safe and caring our school is. By continuing to teach and model our faith, we have the opportunity to positively influence these results. It's a meaningful reflection of our commitment to living out our faith, with exciting potential for even greater growth in the future!
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</i>	79.7	79.9%	-0.2%	<p>This result is slightly below the Division result, and matches the provincial score. Being the only Holy Spirit School west of the city of Lethbridge, often supports are not as easy to access as within the city limits. It is clear that all stakeholders (parents, teachers and students alike) think more needs to be done to support students and their needs to improve learning.</p> <p>Our enrollment has grown over 20% this year, and we've taken in well over 35 students in the past two years. Of these, many are immigrants to Canada, and also FNMI. Our class sizes are now higher than they've been in years in certain pockets of the school, and we have mainly split classes throughout all divisions, french immersion, and</p>



with problems that are not related to school work.				even in credit awarded courses in high school. The planning load on teachers is higher than ever, with several learning complexities throughout the student body. Although we are well populated with Educational Assistants, they are assigned to the most severe complexities of learning/behaviourally challenged children, leaving the teacher in charge of the majority of learners from low, to average and above. It seems that there is a need to support learners in the middle range with more adult focus to support growth in results and learning.
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>	70.4%	79.5%	-9.5%	This is an area that requires attention. We are significantly below both the provincial and divisional results. As a Catholic School, we value parents as the primary educator, and need to look for increased opportunities for parents to get involved and share in their child's learning. This is a focus for improvement.

Summary Analysis of School Results

- Parent participation is an area with great potential for growth. By actively promoting opportunities like School Council meetings, parent-teacher interviews, and engagement through social media and our website, we can strengthen connections with families. As a Catholic school, we deeply value parents as the primary educators and partners in their children's learning. Increasing participation will not only enrich the educational experience but also boost overall performance. With a renewed focus on creating meaningful opportunities for involvement, we look forward to achieving significant improvement in this vital area.
- At St. Michael's, the percentage of teachers, parents, and students who feel our learning environment is welcoming, caring, respectful, and safe has grown by an impressive 9% over the past three years—a remarkable achievement! This reflects the power of strong relationships in fostering student growth and well-being. When connections within our school are strong, students thrive, and learning flourishes. By continuing to teach and model our faith, we can build on this success, further strengthening our community and creating even greater opportunities for growth. The future is bright when we nurture these connections.
- Grade 6 and 9 PAT scores have highlighted an opportunity to realign our approach to better meet student learning needs. With the addition of another elementary teacher this year, and the restructuring of classes, we are taking proactive steps to address these needs. By providing targeted teacher PD, additional resources, and fostering greater parental involvement, we are building a strong foundation for improvement. Together, these efforts create a hopeful path toward enhanced learning outcomes for all students.