



Holy Spirit

CATHOLIC SCHOOL DIVISION

**Annual Education Assurance Measures Report
2023-24**

ANNUAL EDUCATION ASSURANCE MEASURES REPORT 2023-24

ACCOUNTABILITY STATEMENT

The Annual Education Assurance Measures Report for Holy Spirit Catholic School Division for the 2023/2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Assurance Measures Report for 2023/2024 was approved by the Board on November 27, 2024.

Dr. Carmen Mombourquette, Board Chair (original signed)

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

We are a Catholic Faith Community
dedicated to providing each student entrusted to our care
with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit,
in partnership with home, parish and society,
our schools foster the growth of responsible citizens
who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students
are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear;
3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming, safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for all students to discover and become the persons God created them to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



PROFILE OF THE SCHOOL AUTHORITY

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division. In 2019, the name of the school division was updated to The Holy Spirit Roman Catholic Separate School Division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale	(Ward 1)	1 trustee
Lethbridge	(Ward 2)	5 trustees
Picture Butte	(Ward 3)	1 trustee
Pincher Creek	(Ward 4)	1 trustee
Taber and Bow Island	(Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team consisting of the Deputy Superintendent, Secretary-Treasurer, Director of Learning, Director of Religious Education, Director of Support Services and Director of Finance. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5294 students from Kindergarten to Grade 12, as well as an additional 181 early learning program children and 14 international students (September 30, 2023 enrollment). As of September 30, 2023, the division employed 529 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2023/2024 was 269.56 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 249.86 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2023/2024 operating expenditures for the school division was \$68,160,632.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 55 to 939 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael's	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity E-Learning School	10 - 12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary's	6-12	Taber
St. Patrick	Early Learning–5	Taber

RESULTS ANALYSIS

The most recent Annual Education Assurance Measures Report (AEAM) can be found [here](#). This document, based on the [Board's priorities](#), which was identified in a Strategic Planning Session held in February of 2023, is used to support and provide rationale for the goals, outcomes and strategies in this new Three Year Education Plan. During this process, the Ministry's [2022-2025 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, the Holy Spirit Catholic School Division ensured that our priority of *Living Truth and Reconciliation* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

With support from the Executive Team, the Board of Trustees engaged in a Strategic Planning Session on February 24, 2023 to determine the Board's Key Priorities. In March of 2023 stakeholders including community members were then invited to participate in an online survey that was sent out through email to all parents and staff and again via social media platforms to allow other stakeholders to become engaged in the process. The purpose of the engagement was to provide thoughts / insights and assist our organization in identifying goals that would inform our priorities.

A [complete report](#) of the data collected from this engagement was shared with the school division's stakeholders through website and social media channels. This report is also available on the division's website, which may be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans" (https://www.holyspirit.ab.ca/resources_publications/reports_plans).

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2023-2024](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2023-24 school year.

The Holy Spirit Catholic School Division also maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Board and Administration" tab, by selecting "Reports & Plans."

IMR EXPENDITURE PLAN AND CAPITAL PLAN

The [IMR Expenditure Plan](#) is linked as shown as is the division's [Capital Plan](#).

WHISTLEBLOWER PROTECTION

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division's Board of Trustees approved the implementation of [Policy 21: Public Interest Disclosure \(Whistleblower Protection\)](#) on September 25, 2013. This policy may be found on the division website (<https://www.holyspirit.ab.ca>). Under the "Board and Administration" tab, select "Policies & Procedures" and then "Policies."

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome
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
	Measures		
	● Faith Plan Inventories ● Surveys following faith formation events ● OurSCHOOL Survey for student feedback ● Anecdotal/qualitative data (local narratives)		
	Report - Telling our Story		
Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of their schools, and the Catholic culture of our school division. In 2023-2024, the division continued on in the second year of our Three Year Faith Plan, “Arise! Pilgrims of Hope.” The call for year two was to Build!, and in this year we focused on God in our minds, recognizing our vocational call as well as the role that God has played in our lives. We focused in particular on a Faith-infused curriculum and Spirituality of Communion (5 Marks of Excellent Catholic Schools) as well as the Corporal Works of Mercy. A key component of this work was the continued use of Faith Plan Inventories that were created by our Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority. ● One monthly newsletter was provided to schools, staff, and community to support their personal faith life and understanding of the faith. Each newsletter had consistent components, including information about a Saint, a Corporal Work of Mercy, a Catholic Social Teaching, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed. ● Common faith formation moments were created and delivered to all staff and students through the course of the year. ● Staff were also supported in their own discernment, reflection, and faith growth through the combined work of the Division Religious Education Committee as they offered their own school-based retreat days and formation moments. Our anecdotal and statistical results suggest that there was a deep resonance of last year’s theme and components for staff and students. ● 93.8% of staff respondents felt that the Faith Plan theme inspired and helped them grow in their own faith. ● 85.9% of staff respondents felt that the Catholic identity of their school grew last year. Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in May 2024, presented by VaLlimar Jansen. ● 97.3% of staff felt that our Spiritual Development Day presentation supported their connection to the faith plan. Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education:			



- **Elementary Students**

- 95% of students either agreed or strongly agreed that their school is a Catholic community that helps them to understand the Catholic faith.
- 95% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 89% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 89% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

Additionally, some metrics measured in our Assurance reporting which can be correlated to our faith are also strong:

- **Welcoming, Caring, Respectful and Safe Learning Environments** - 88.6% of our respondents believe that we are providing this type of learning environment;
- **Parental Involvement** - 81.7% of respondents believe that our parents are involved in decisions about their children's education and schools.

While the secular world does not fully support religion and traditional faith, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has re-established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on implementation of communication strategies about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone).

As well, each year we continue to offer varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. We are strongly committed to this as we believe that having well-formed adults who are comfortable and confident in their faith results in strong witness to our students.

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith, as well as two seasonal retreats.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to in-servicing when implementing and piloting new religious education programs.

We will be entering the 2024-2025 school year with year three of our Faith Plan - Proclaim! Pilgrims of Hope, as well as continuing with our Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this plan and priority will continue to nurture a Catholic worldview of reflection, service and sacramentality, to share our Catholic worldview in all that we do, and to propose a hopeful vision for our future to our communities. As our staff, students, and community find ways to arise in their faith with one another and to build our community, we seek to ensure that we are assisting one another to become pilgrims of hope through growth in our faith and the rich experience of Catholic Education.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
Learning Through Quality Teaching 	We prepare students for career pathways	All students demonstrate growth in literacy and numeracy	Schools reflect collaborative teaching and learning environments
	Measures		
	● Focus on Literacy & Numeracy ○ Holy Spirit Common Math Assessment ○ Fountas & Pinnell Benchmark Assessments ● Alberta Education Provincial Achievement Tests (Mathematics & English Language Arts) ● Alberta Education Diploma Exams (Mathematics & English Language Arts) ● Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment ● High School Programs & Completion Rate ● Professional Learning & Collaboration Opportunities ● Alberta Education Assurance Measures ○ Education Quality ○ Welcoming, Caring Respectful & Safe Learning Environments ○ Access to Supports and Services ○ High School to Post-Secondary Transition Rates ○ Work Preparation		
	Report - Telling our Story		
	Holy Spirit Catholic School Division continues recognizing the importance of foundational skills and provides multiple opportunities for real-life learning. Allowing our teachers to go deeper into the curriculum- focusing on the essential understandings and guiding questions within the curriculum- and supporting our students in transferring their learning continues to engage them in relevant learning experiences. Using Sound Assessment Practices to Inform Great Instruction - Literacy & Numeracy Using sound assessment practices to inform great instruction as well as ongoing professional learning in Literacy and Numeracy for our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-3 completed the Early Literacy & Numeracy Assessments as part of the Learning Disruption Grant funding provided by Alberta Education. Numeracy: During the 2023-2024 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms. ● The Holy Spirit Learning Coaches supported professional learning in numeracy instruction throughout the division. ● Teachers in grades 1-5 were supported to provide interventions for students who needed additional support in numeracy. ● Learning Disruption Grant funding provided additional staffing and resources to support numeracy interventions. ● The Alberta Education Numeracy Assessment was administered to students in grades 1-3 during the 2023-2024 school year. All students were assessed at the 'beginning' (September 2023 for Grades 2-3, January for Grade 1) and students who were determined to be 'at risk'		

were re-assessed in June 2023. Ongoing interventions were provided for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need.

- o Grade 1 Number of students 'at risk' in Numeracy in January 2024: 113 End of year: 95
- o Grade 2 Number of students 'at risk' in Numeracy at the beginning of the year: 99 End of year: 67
- o Grade 3 Number of students 'at risk' in Numeracy at the beginning of the year: 90 End of year: 68

Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As 'At-Risk' (Beginning)	Avg. Number of Months Behind (Beginning)	Total Number of Students Identified As 'At-Risk' (End)	Avg. Number of Months Behind (End)	Avg. Number of Months Gained (End)
Grade 1	358	93	9.02	88	7.32	1.70
Grade 2	403	101	9.84	88	9.23	0.61
Grade 3	438	91	10.32	77	10.44	-0.12

• The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2024 to students in grades 7 & 8, with optional administration for Grade 9 students. Students in grades 1-6 did not complete the CMA due to time constraints as a result of the provincially mandated assessments, as well, the assessment has not yet been aligned to the new curriculum. The Grade 9 assessment was optional in lieu of students participating in the Grade 9 Math PAT. In comparing our Spring 2023 to our Spring 2024 administration, Grade 7 students demonstrated growth, whereas there was a slight decline in results for Grade 8 students:

- o Grade 7 students Spring 2023 Administration: 47.2% At Grade Level, Spring 2024 Administration: 55.8% At Grade Level
- o Grade 8 students Spring 2023 Administration: 54.7% At Grade Level, Spring 2024 Administration: 52.7% At Grade Level

• A committee of dedicated teachers revised the Common Math Assessment for grades 7-9 in 2022-23.

• Our Provincial Achievement Test Results in Math indicate our students' level of achievement has declined compared to the provincial averages. Our Grade 9 English students achieving the 'Acceptable Standard' is higher than the provincial average, but the number of students achieving the Standard of Excellence has declined. Our French Immersion students who achieved both the Acceptable Standard and Standard of Excellence performed below the provincial average as well

- Grade 6 students did not write a Math PAT in 2024 due to new curriculum implementation.

		Mathematics (E)	Prov. Avg.	Mathematics (F)	Prov. Avg.
Grade 9	Acceptable Standard	56.1%	51.4%	60.0%	72.5%
	Standard of Excellence	7.8%	13.7%	16.7%	18.9%

Literacy:

During the 2023-2024 school year, focused work on literacy continued.

• The Holy Spirit Division Learning Coaches supported our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2023.

- o Results of our Fountas & Pinnell Assessments in the Fall of 2023 indicated the following (grades 3-8):

- Overall: Meeting Expectations 44.8%, Approaching Expectations 13.7%, Not Yet Meeting Expectations 41.5%
- o Comparing to our previous year's results (Fall 2021) indicated the following (grade 1-9):

- Overall: Meeting Expectations 39.7%, Approaching Expectations 15.6%, Not Yet Meeting Expectations 44.7%

- o The data indicates that students are making year-over-year gains in reading skills, but there is still a need to provide additional support for students who are struggling with foundational reading skills

• The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) was administered to students in grades 1-3 during the 2023-2024 school year. All students were assessed at the 'beginning' (September 2023 for Grades 2-3, January for Grade 1) and students who



were determined to be 'at risk' were re-assessed in June 2024. Interventions were provided for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need. Our beginning & year-end results indicate our intensive efforts towards intervention to support our students struggling with foundational literacy skills had a significant positive impact.

- o Grade 1 Number of students 'at risk' in Literacy at the beginning of the year: 131 End of year: 101
- o Grade 2 Number of students 'at risk' in Literacy at the beginning of the year: 130 End of year: 82
- o Grade 3 Number of students 'at risk' in Literacy at the beginning of the year: 109 End of year: 72

Literacy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As 'At-Risk' (Beginning)	Total Number of Students Identified As 'At-Risk' (End)	Avg. Number of Months Behind (Beginning)	Avg. Number of Months Behind (End)	Avg. Number of Months Gained (End)
Grade 1	358	93	84	5.36	7.28	-1.92
Grade 2	394	108	89	8.43	16.64	-8.21
Grade 3	438	112	97	13.94	15.97	-2.03

- Our Learning Coaches worked in all elementary and several junior high schools modeling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.
- Learning Coaches delivered numerous professional learning sessions at many of our schools, promoting a comprehensive literacy approach.
- Through professional learning and opportunities for collaboration, teachers met their students where they were at and focused on growth, no matter the starting point.
- We continue to see exponential growth and complexity of learning needs in the number of students for whom English is an Additional Language. Through the use of benchmark assessments for English Language Learners, our EAL Lead Teacher supported teachers in the completion of EAL benchmarking 2.0, the interpretation of results, and the development of strategies to support students.
- Our Provincial Achievement Test Standard of Excellence results are a testament to the focus all of our teachers place on the foundational skills in literacy. The percentage of Grade 6 students achieving 'Acceptable Standard' in FLA is up from last year (+5.3%). The percentage of students achieving 'Acceptable Standard' in both grades' English exams shows a slight decrease from the 2023 results.

		English Language Arts	Provincial Avg.	French Language Arts	Provincial Avg.
Grade 6	Acceptable Standard	n/a		93.9%	69.9%
	Standard of Excellence	n/a		15.2%	9.3%
Grade 9	Acceptable Standard	81.2%	69.5%	83.3%	76.6%
	Standard of Excellence	7.1%	11.8%	3.3%	10.6%

High Schools:

- Students continue to be engaged in their learning and succeed in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and 'High' in the 5-year High School Completion Rate.
 - o 3-year High School Completion Rate of 92.3% continues to outmatch the provincial average of 80.4%, marking an increase from last year (+1.9%)
 - o 5-year High School Completion Rate of 94.1% exceeding the provincial average of 88.1%, increasing by 3.8% from 2023





- Participation rate in the Diploma Exams for the 2023-2024 school year were above provincial averages for all -1 courses (except for Science 30), further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.
 - 92.0% of our students wrote one or more English Diploma Exams
 - 67.2% of our students wrote one or more Mathematics Diploma Exams
- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College, Lethbridge College and the University of Lethbridge.
 - During 2023-2024, 29 students completed a total of 31 courses through the Dual Credit program
- Continued to expand student course choice through acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, and Work Experience).
- Construction was completed on our 'Trades Hub' dual credit project at Catholic Central High School (West Campus) as a result of our Dual Credit Enhancement Grant received in July 2022.

Professional Development in Holy Spirit Catholic Schools

- Professional learning for 2023-2024 continued to focus on inter-school collaboration opportunities, with an introduction of a renewed focus on high-quality assessment practices.
- School-based teams joined on common PD days to collaborate with resources, learn with guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March).
 - October 24, 2024 featured keynote speaker, Damian Cooper, Canadian assessment expert, providing two sessions of learning (one for elementary & one for secondary) on triangulation and collection of evidence on assessment for learning
 - March 11, 2024 featured Dr. Marian Small, presenting on high-yield instructional strategies in numeracy. Dr. Small presented to all elementary teachers in the morning and in the afternoon presented to all junior & senior high math teachers.
 - During both Collaboration Days, teachers also established self-selected collaborative working groups and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted multiple times throughout the year in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long-range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into assessment to help develop a three-year assessment plan.
- A Resource Selection Committee was established, consisting of Division II teachers from across the district, to select resources to support new curriculum implementation in English Language Arts & Literature in grades 4-6
- Elementary teachers were offered release time (in the form of substitute teacher coverage) to engage in collaborative planning or professional learning to support new curriculum implementation. 104 teachers accessed this release time during the 2023-24 school year.
- Junior High teachers interested in outcomes-based assessment formed a sub-committee and agreed to pilot OBA in some form for 2024-25.

Alberta Education Assurance Measures Data

- Education Quality - with 90.6% of our community feeling confident that we are offering quality educational programming in our schools, we are above the provincial standard of 87.6%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 88.6% in Holy Spirit compared to 84.0% provincially.
- Access to Supports and Services - Our community understands that our students have great access to supports and services within our division as well as those offered by our partnering agencies - 80.3% in Holy Spirit compared to 79.9% provincially.
- High School to Post-Secondary Transition Rates: Holy Spirit continues to outmatch the provincial average in this area, providing data that we are continuing to support students in pursuing post-secondary education in order to prepare for career pathways.
 - 4-Yr Transition: 52.4% compared to 41.1% provincially
 - 6-Yr Transition: 68.5% compared to 60.1% provincially
- Work Preparation - with 86.1% of parents and teachers agreeing that students are taught the attitudes and behaviours that will make them successful at work when they finish school, compared to the provincial average of 82.8%.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
<i>Living Truth and Reconciliation</i> 	Our First Nations, Métis, and Inuit students will continue to see increasing success rates	We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past	We will deepen our understanding of our collective responsibilities as Treaty People
	Measures		
	• OurSCHOOL Survey • Anecdotal/qualitative data (local narratives)		
	Report - Telling our Story		
	We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth. AEAM Analysis • Our three-year high school completion rate increased this year from 73.6% to 73.9% (15.3% higher than the Alberta average) • Our five-year high school completion rate increased this year from 68.7% to 80.5% (11.1% higher than the Alberta average) • We did experience a decline in our previously excellent six-year transition rate to numbers that more closely parallel the provincial averages (41.4%, down from 41.9%, 4.6% higher than the Alberta average) • Our Rutherford scholarship eligibility rate decreased, from 68.9% to 43.2%, in line with the provincial average, after a couple of strong years previously. • We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. AEAM Provincial Testing Measures We appreciate the return of data from provincial testing programmes. While we do not presently have trend data, we can explore the following single year statistics. <u>Provincial Achievement Tests</u> In general, our grade 6 data is at or slightly below provincial averages. In general, our grade 9 data is at or higher than provincial averages. <u>Diploma Exams</u> Our overall acceptable standard on Diploma Exams was 72.4% (4.5% lower than provincial average), while our overall standard of excellence was 12.2% (0.4% higher than provincial average). Our exam participation rates continue to be quite strong: • 1+ exams 76.8% (12.5% higher than provincial average) • 2+ exams 68.0% (9% higher than provincial average) • 3+ exams 41.4% (8.2% higher than provincial average) • 4+ exams 20.7% (2.8% lower than provincial average)		



We also saw increases over last year in both of our aggregate measures, with our acceptable standard increasing by 4.5% over last year and our standard of excellence increasing by 1.1% over last year.

With focused supports being offered at the junior high and high school levels to encourage the academic achievement of our First Nations, Métis, and Inuit students, along with the work our division is doing in the area of universal supports for literacy and numeracy, we anticipate that we will see consistent maintenance and/or growth in these areas. One of our major commitments to supporting our First Nations, Métis, and Inuit students is through four Graduation Coach programs, one at the high school level, the second at the junior high level, one with a grade K-9 configuration, and a fourth in a rural K-12 school. About 55% of our First Nations, Métis, and Inuit students attend those schools. With our divisional access to Jordan's Principle, we have been able this year to return to full time allocations for these positions. One interesting current trend relates to the comparison of our First Nations, Métis, and Inuit students in comparison to our overall Holy Spirit AEAM results - in 4 and 5-year completion rates, 4 and 6-year transition rates, and Drop Out rate, we are closing the gap between our indigenous subgroup and the overall population since 2021.

We have not been able to collect consistent data since March of 2020 to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students. As we continue a return to more 'normal' operations we will be engaging in conversations around what data is most appropriate to collect, and to what end/response we are collecting this data. Many schools are using the Collaborative Response Model as a framework to guide interventions with the support of the Senior Administrative Leadership Team. Work will continue with these interventions and alignment to Collaborative Response in the 2024-2025 school year, both from the standpoint of broad learning disruption grant funding as well as the focused lens of First Nations, Métis, and Inuit subgroups inside the total student population.

While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, as noted above, we are also broadening our focus to Living Truth and Reconciliation.

A key part of working in this area is engaging in practices to facilitate reconciliation within the school/community context. As we seek to understand reconciliation as part of our way of being, we know that we have to be humble, listen deeply, earn trust, and seek to do our work in a good way. Throughout last year, schools renewed and fostered their relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. We took the same approach divisionally in our offerings.

- We continue to highlight people, resources, and stories each month in our monthly newsletter to support staff development.
- We carried that into our support of reconciliation materials and activities provided to our schools in September, as well as our divisional events throughout the year and other days of significance (e.g. Rock Your Mocs). Each school accessed monies set aside to support staff development and learning in this area, with many schools electing to use their resources to engage in story or land-based learning with Elders.
- At each of our student transition gatherings, we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs. We had a number of our students associated with this program visit Red Crow College to tour the campus and be exposed to potential opportunities that they may seek for their post-secondary programming. Further, we had a number of schools create and deliver school-specific gatherings for their communities in this vein.
- We continued to host and support school powwows and feather blessings in the same vein. We continue to see Blackfoot namings for students, schools and staff.
- We were blessed to be able to reorient and offer our year end divisional family gathering (litowaahkomstii'oppi - Where we all gather to play games) in June 2024, which was well attended and received by our community.
- We continued to nurture our community partnerships in 2023-2024



- o We continued our partnership with the Changing Horses Organization to offer language nights at our schools under a Canadian Heritage grant that they received. These family gatherings were supported greatly at the school by the staff there, and focused on language learning with Elders. The culminating resource, Niitsipowahsin at Home: A Blackfoot Language Learning Guide for Families, was made available in print and digital form to our students and staff last year, and continues to be developed in this partnership.
- o Our educational documentary, A Day in the Life of a Blood Bus Driver, was shared with all staff over the course of the school year.
- o Our Coordinator of First Nations, Métis, and Inuit education sits on our local Reconciliation Lethbridge Advisory Committee as well as the Southern Alberta Professional Development Consortium FNMI Advisory Committee.
- o We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
- o We submitted and received approval for a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
- o We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Facilitator, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.
- o We established a mutually beneficial relationship with the University of Lethbridge EleV program, which seeks to build educational and employment pathways for Blackfoot youth.

A second facet of this priority is in enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiksi website (found here: <https://sites.google.com/view/mioohpokoiksi/home>) which situates language in story to the benefit of all learners. We continue to add to this website through our partnerships. We further developed a menu of First Nations, Métis, and Inuit supports that are available to staff and schools for professional learning, including click-and-go resources for teachers that are easy to access to embed First Nations, Métis, and Inuit ways of knowing, being and doing. We also expanded and refined our First Nations, Métis, and Inuit literature kits in alignment to the new curriculum outcomes; we now have over 30 of these kits available for teacher use. Additionally, we continue to have frequent professional learning opportunities offered to staff. We delivered learning opportunities with the documentary Braves Wear Braids for all staff, including a conversation with the director, as well as a book study of Braiding Sweetgrass and the Valley of the Birdtail, which led to ongoing collaboration with the authors of the latter. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded.

These offerings included:

- Math
- STEM
- Art & Wellness
- Métis land-based learning
- Indigenous Spirituality and Catholicism
- Blackfoot land-based learning
- Blood Bus Ride-along/Reserve Visit experience

We are seeking to expand these offerings next year to include ribbon skirts, science and earth systems (land-based/outdoor learning), winter count, and accessing local programming at the Galt Museum.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement; Governance

Priority	Outcome	Outcome	Outcome
<i>Belonging in our Diverse Community</i> 	We will assist students in navigating various pathways of support	We provide programming and support for student and staff well-being	We celebrate and respect all cultures and ethnicities in our schools
	Measures		
	● Alberta Education Assurance Measures ○ Welcoming, Caring, Respectful and Safe Learning Environment ○ Access to Supports and Services ● OurSCHOOL Survey ● A number of research-based programs delivered by the Mental Health Capacity Building team ● Quarterly review of metrics, indicators and data collection of Family First Facilitator Program ● Anecdotal/ Qualitative data from Mental Health in School Pilot Project ● Trend data and analysis from Family School Liaison Counsellors ● Anecdotal/qualitative data (local narratives) ● Professional Learning and Collaboration Opportunities		
	Report - Telling our Story		
	The Holy Spirit Catholic School Division consistently delivers a diverse array of programs and resource-sharing initiatives tailored to meet the needs of our varied student population. Recent assessments highlight the effectiveness of our schools in establishing a secure, compassionate, and supportive learning environment. In the Fall 2024 Alberta Education Assurance Measures, our schools achieved a notable score of 88.6% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment". This score, while slightly lower than previous year's results, continues to surpass the current provincial average of 84.0% by 4.6%. Furthermore, our performance in the "Access to Supports" category remains strong with an 80.3% result and despite the slight decline from our previous year results, we continue to remain 0.4% above the provincial average of 79.9%. The shift in results is in line with the decline witnessed in trends across the province. Throughout the past school year, various initiatives were implemented to prioritize the safety and well-being of our schools. Notably, we continue to actively engage in the Southwest Collaborative Support Services subcommittee, recognizing its pivotal role in fostering collaborative, cross-jurisdictional opportunities. This involvement is crucial for addressing the distinct needs of our division, especially considering that pooling resources is essential for smaller divisions in Southern Alberta. By doing so, we aim to effectively tackle the intricate, complex and therapeutic educational requirements of our students. The Mental Health Capacity Building (MHCB) team successfully provided universal programming to promote and prevent mental health issues. Operating across our geographically extensive division, the team ensured that all schools received universal support. The deliverable programming data encompasses: ● 31 events and activities ● 180 skill-building programs ● 1,269 skill-building sessions ● 23 presentations with 8,412 attendees		

In addition to student-focused initiatives, the team worked on capacity building with staff to enhance their ability to deliver programming, resulting in:

- 256 sessions delivered
- Impact on 16 schools, 6 communities, and 5,425 students

Even during the summer, the MHCB team continued its efforts, organizing:

- 43 skill-building programs and events
- Reaching 7,010 attendees across 6 communities

The Mental Health in Schools Pilot Project (MHSP) is an initiative, made possible through collaborative efforts with mental health support and services providers (*AHS School Health and Wellness Promotion Team, AHS Addictions and Mental Health, AHS Indigenous Wellness Core - Aboriginal Addiction and Mental Health, AHS Mental Health Literacy Program, Southwest Collaborative Support Services, and True Balance Counselling*), aimed at providing comprehensive support. An Indigenous Student Wellness Access Guide and Student Wellness Access Guide facilitate a collaborative approach between schools and communities, specifically focusing on Tier 2 Targeted and Tier 3 Individualized supports beyond the school setting. Their role involves assisting students in accessing appropriate supports and building awareness of available resources to foster resiliency and efficacy.



- While there are various components of the grant, a priority area beginning March 2023 in response to qualitative and quantitative data was the creation of a Resources Hub. The Mental Health Resource Hub captures Tier 2 and 3 pathways to, through, and from support in the Southwest region. This dynamic resource continues to be updated annually to reflect changes in community support and services, offering accessibility to Catholic and public school partners in the South Zone. Developed collaboratively with grant partners, the Resource Hub has been designed to reflect the unique characteristics of each community within the division.
- Providing a bridge between school and home, Seven Parent Learning sessions focused on supporting mental health and well-being provided families with valuable tools and knowledge to promote positive mental health at home. Participants explored practical strategies for fostering resilience, managing stress, and recognizing the signs of mental health challenges in children. Led by experts, these sessions emphasized the importance of open communication and offered guidance on accessing local resources. Parents left equipped with actionable insights and a deeper understanding of how to create supportive environments that nurture their children's mental wellness.
- In hopes of increasing awareness and reducing stigma, several Mental Health Campaigns were designed to be delivered and shared through divisional events (Back to School Barbeques, themed school week, parent teacher interviews, exam breaks) that focus on various aspects related to a key Mental Health Theme. A one-pager insert was crafted for distribution to schools and families that highlight tips, tricks, strategies and links to Tier 2 support resources.
- Universal Programming that incorporates and develops a multi-cultural component which reflects the many diverse ways to engage in Mental Health and Wellness through the Arts. This multi-cultural component included unique approaches customized to the needs of respective students' cultures. This may include cultural ways of knowing, being and doing as expressed through dance, play, music, art and movement; with an emphasis on Indigenous traditions of healing given our proximity to traditional territories of the Blackfoot nations, and the people of the Treaty 7 regions in Southern Alberta. Over the course of the last year the following programs and Artist in Residencies were made available to our divisional schools:
 - Young Drums Programming
 - Beading Projects
 - Clay Art with Julie Clark
 - Sacred Sites Installations (traveling exhibition of traditional Niitsitapi) created by Dr. Mike Bruised Head/curated by the GALT Museum.
 - Ukrainian Doll Making connection to traditional ways of knowing
 - Cardio Drumming (Fitness connected to various cultural sounds)
 - Mexican Fiesta (Dance and Food) connection to traditional ways of being and doing
 - African Drumming connection to traditional ways of doing
 - Indian Storytelling connection to traditional ways of knowing
 - Leather work with Theron Black
 - All my Relations Programming
 - Partnership Programming with CASA Arts, Family Center, Family Ties
 - Fit for Life Programming
 - Lacrosse Programming connection to traditional ways of being



The Integrated School Support Program (ISSP) supported by the Calgary Youth Foundation has been instrumental in providing St. Paul School with universal and wrap-around services that supports the needs of the marginalized school community. Through ISSP, we have been able to hire a full time Psychologist who works with the school team to help improve the social, emotional and physical well-being of children. Students at St. Paul benefited from access to a full-time mental health professional, nutrition program, targeted physical education programming, and after-school programming. The ISSP is a grant funded pilot project that does include an evaluation framework and data collection process in collaboration with the University of Calgary to measure the impact of having a Mental Health Professional embedded in the school. We are looking forward to the collated multi-year findings and recommendations that will be made within the 2025 school year.

Through the Low Incidence Support Services (LISS) targeted funding as of March 2024 we have been able to:

- Identify and purchase several pieces of equipment through the South West Collaborative Services for our students. The specialized equipment will support our BVI and d/DHH students. The equipment and resources that have been purchased will provide greater access to learning, reduce barriers to learning and support ISP and specialist's recommendations to support student learning. The specialized equipment includes EVAC Chair, Mobile Change Table, sensory and tactile items, Braille paper and materials, privacy screen, exercise mats, stepping stones, balance beam, plyometric jump box, as well as headphones to date. Data collection will be included in the final report with an itemized list of all equipment and resources that have been purchased.
- Coordinate with Zone 6 partners and South West Collaborative Support Services to deliver an expanded Core Curriculum through outings in various community facilities. This collaboration will allow our BVI and d/ DHH students to find community in one another, build relationships, and learn/develop key skills in a variety of settings. Additionally, the outings will facilitate the nine areas of the core curriculum with a focus on orientation, mobility skills, social skills, independent living skills, and recreation/leisure skills.
- Provide Professional Learning opportunities (training/ workshops) specific to learning to read and write Braille, American Sign Language and supporting complex communication needs in the classroom.
- Increase access through purchased services to Low Incidence Specialist through the hiring of 0.2 d/DHH specialist (Dec 2023 - June 2024) and a 1.0 FTE teacher assistant (Jan 2023 - June 2024) for the visually impaired through South West Collaborative Support Services. Additionally, there has been an increase of 4.0 educational assistant hours to support the development of student specific resources for a complex BVI student within Holy Spirit School Division. The additional time will allow identified students greater access and support to provide training to increase staff and family's capacity in supporting the student.
- Collaborate with school/ divisional teams as well as Zone 6 partners to identify and determine supports that can be coordinated to greater support students. We have come together several times to determine Professional Learning opportunities and areas of need (equipment/resources) based on experience and specialist input to create a comprehensive list of supports focused on the LISS grant funding application.

The Family School Liaison Counselling (FSLC) Program creates a valuable link between home, school and other agencies as required. We currently have 7.8FTE Family School Liaison counsellors serving our 16 divisional schools with 0.5FTE in Pincher Creek supported by FCSS grant funding. The program provides services directly to the child and family at their home, the school or a mutually agreed upon community site. These services are free and available to any family with students attending the Holy Spirit Catholic School Division.

Program services are being divided into four categories:

1. Counselling: The primary role of the Family School Liaison Counsellor is to provide individual or small group counselling sessions with children.
2. Prevention/Educational Programming: Supporting safe and caring school initiatives. Facilitating presentations/workshops on identified areas of need for students, families and school personnel. These may include supporting Safe & Caring Schools initiatives & faculty presentations within the community.
3. Community Liaison: Family School Liaison Counsellors provide liaison with community agencies and links between school personnel and appropriate community agencies' personnel.
4. Crisis Intervention: Risk / Threat assessment and post-crisis intervention.

On a monthly basis the Coordinator of Counselling and Wellness facilitates a Wellness Team Huddle comprised of the following 22 members representing: Family School Liaison Counsellors, Family First Facilitators, Family Enhancement Facilitators, Mental Health Capacity Building,



Indigenous Student Wellness Access Guide, Student Wellness Access Guide, and the Integrated School Support Program Mental Health Professionals, meet for their Huddle.

This layered approach Huddle structure allows for:

- Staff Meetings – whereby all members attend to connect and share priority information with one another regarding the upcoming month. As well, relationships are valued and need to be strengthened by face-to-face interaction.
- Case Consultation- geared for Family School Liaison Counsellors, Family Enhancement Facilitator, Integrated School Support Program Mental Health Professionals, along with representation from Children and Family Services consults high risk children and youth files. Informed decisions and meaningful connections guide next steps in the most complex and vulnerable children and youth.
- Community of Practice- aimed to support the professional practice of Family School Liaison Counsellors and the Integrated School Support Program Mental Health Professionals. Topics identified as areas of concern, further professional development and sharing of professional development, access to resources, professional community partner presentations/trainings are implemented. Recently, a collective community of care strategy has been embraced in order to actively uplift and support each other. The emotional impact of the work these members engage in on a daily basis needs to be recognized.

Holy Spirit Catholic School Division operates the Family First Facilitator (FFF) program in division schools using the Pyramid of Intervention model. This model takes a preventive/early intervention approach to enable children, youth and families to acquire the skills and knowledge required to build on their strengths, address challenges, cope with adversity and increase their capacity to care for themselves and others. By building universal supports that proactively provide families access to support systems, knowledge of child development, trusting relationships and problem-solving skills, families are more likely to be healthy and thrive. The FFF's currently support two of our divisional schools: Ecole St. Mary and Children of St. Martha with the following program data reflecting January- December 2023, January-June 2024:

1 Family First Facilitator (4 days per week) Ecole St. Mary

1 Family First Facilitator (5 days per week) Children of St. Martha

- Unique Participants Served (parents and students) - 500
- Active Families - 239
- Meaningful Interactions with Family First Facilitators - 4284
- Home Visits - 121
- Community Referrals - 255
- In School Student Programs - 31
- Students Participating in Student Programs - 1252
- Parent Programs - 21
- Parents Participating in Parent Programs - 153

Our Intervention Support Team which is composed of two 1.0 FTE teachers, supports the learning community in building capacity for understanding student needs through collaboration and implementation of interventions. Our IST works within our divisional schools to support school staff by:

- Building understanding of root causes of student behavior
- Recommending universal, targeted, individualized strategies & resources (visuals, WISE & safety plans, environmental scans, etc.)
- Suggesting learning environment structures to optimize student success
- Supporting and modeling social skills instruction
- Collecting and using data to make decisions and measure effectiveness
- Building capacity with challenging behaviors in a classroom
- Planning as part of the collaborative team
- Attending, collaborating, and supporting learning teams during the VTRA process
- Supporting SIVA Philosophy and practice in schools
- Coordinating the sharing of resources from the lending library
- Collaborating and supporting implementation of evidence based social emotional learning programs
- Providing site based professional development related to emerging research and best practices around intervention support



The IST currently support all 16 divisional schools and the following program 2023-24 data reflects the scope of their work with school teams:

Total IST Referrals for the 2023-2024 school year: 177

- Assessment Referrals - 63 (*Average of 4 hrs/report plus time to assess*)
- Student Specific Referrals which included Observations, BSPs, Safety Plans, etc. - 88 (*Average 4 hrs/observation, 3-5 hours per plan*)
- General Referrals - 26 (*Average 30 min per meeting with teachers and/or admin, and 1 hour per parent meeting or professional collaboration - OT, SLP, etc.*)

Other Important Information:

- IST Completed Strategy sheets - 79 strategy sheets
- PD Sessions given by IST - 15 sessions
- Maintenance and upkeep of IST Lending Library

During the 2023-2024 school year, the staffing levels of the Intervention Support Team (IST) were reduced from 4.0 FTE to 2.0 FTE, reflecting the reduction of a Behavioural Support Coach Educational Assistant (EA) and a Family Engagement Facilitator (FEF) in September 2023. As a result of this reduction, the IST was unable to deliver the same breadth and depth of services previously offered. The following supports and services were impacted:

- Regular, direct engagement with individual students or small groups
- Ongoing, consistent check-ins and monitoring of students after implementing plans or recommendations, requiring re-referrals for continued support
- Informal and on-demand support requested by staff
- Regular mentoring and check-ins with support staff

This reduction in staffing appears to be directly linked to a decline in AEAM Survey results under the "Accessing Support and Services" category, specifically in specialized support and assessment services for students. The decreased capacity has limited the IST's ability to provide the comprehensive level of service seen in previous years.

During the 2023-2024 school year, Holy Spirit schools reported 1,402 English as an Additional Language (EAL) learners, representing 25.2% of the total student population of 5,570 students as of May 7, 2024. These students were categorized as follows:

- Canadian Born (Code 303): 659 students
- Foreign Born (Code 301): 734 students
- Refugee Status (Code 640): 99 students from various countries worldwide
- Ukraine Evacuees (Code 600): 52 students

To support the targeted needs of English as an Additional Language (EAL) learners, the department was staffed with a total of 2.0 FTE certificated personnel, including a full-time EAL Coordinator and an EAL teacher who split their time between Catholic Central High School and St. Francis Junior High—schools with the highest EAL populations. Additionally, the department employed the equivalent of 5.25 FTE EAL Educational Assistants, distributed across 13 schools. This included four 28-hour assistants, one 14-hour assistant, one 15-hour assistant, two 4-hour assistants, and one 2-hour assistant, ensuring targeted support for students across the division.

In addition to targeted programming, the EAL Coordinator conducted 165 family intakes for students new to Canada within the last six months. Each intake typically required two hours but could take longer depending on case complexity and interpreter needs. These intakes produced detailed reports shared with schools to inform programming decisions and foster stronger family-school partnerships. Beyond data collection, the intake process provided families with essential school information and procedures, contributing to a sense of community and helping parents/guardians feel informed and engaged in their children's education.

In alignment with Alberta Education's requirements, all students eligible for EAL funding within their first five years were benchmarked twice during the school year. To support this process, the EAL Coordinator provided resources and guidance for approximately 1,000 benchmarks, including:

- Access to the Benchmarks 2.0 document
- Student lists organized by homeroom



- Instructions for data entry into Dossier
- Reading assessment forms

Holy Spirit schools collaborates closely with Lethbridge Family Services – Immigrant Services to support EAL learners. Through this partnership, the division works with Youth Settlement Practitioners to facilitate smooth transitions for students into their new learning environments. Interpretive services play a critical role in understanding students’ familial and educational backgrounds, enabling the division to provide more tailored and effective support.

Maintaining robust partnerships with organizations such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link, Child and Family Services, Chinook Sexual Assault Center, Key Connections, Building Better Brains, Family Ties, Children’s Allied Health, and Disability Services enables us to provide comprehensive support that surrounds our students and families.

Our partnerships with University of Lethbridge Registered Nursing Program and Addictions and Mental Health Counselling Programs Practicum play a pivotal role in fostering a safe and caring environment within our organization. These collaborations represent a commitment to excellence in healthcare and mental health services, as practicum students bring fresh perspectives, cutting-edge knowledge, and a passion for learning to our team. By integrating these budding professionals into our learning space, we not only contribute to their educational journey but also benefit from their energy and dedication. Their presence enhances our ability to provide compassionate care, as they actively participate in creating a supportive atmosphere that prioritizes the well-being of our learning community. These partnerships are a testament to our belief in the importance of education, collaboration, and community engagement in cultivating a safe and nurturing environment for both our staff and students.

Throughout the past year, our steadfast commitment to professional development in the realm of Support Services has remained unwavering. We successfully provided divisional opportunities for staff in the following areas:

- Violence, Threat, Risk, Assessment (VTRA)
- Supporting Individuals through Valued Attachments (SIVA)
- Standard First Aid
- Trauma Informed Practices through partnership with Alberta Health Services
- Mental Health Literacy Training, utilizing a mix of online and in-person formats
- Collaborative Response Training and Workshops through Jigsaw Learning
- Hannen Training which offers flexible, evidence-based frameworks for nurturing the social, language, and early literacy skills of preschool children through responsive interaction strategies and enriched learning environments
- Wellness, Resilience and Partnership (WRaP 2.0) Project: The WRaP 2.0 FASD Coaching Partnership Project provided by Kaitlyn Rebmann, FASD Instructional Coach for Southern Alberta. This session provided Inclusive Education Liaisons universal information on accessing support to meet the education needs of Early Childhood to grade 12 students with FASD.
- Community Social Development (CSD) Professional Development: The City of Lethbridge provided an excellent opportunity for CSD-funded providers to attend a professional development training session led by Dr. Cheryl Currie. This full-day training focused on the latest research completed in Lethbridge concerning recovery and research/reporting methodologies.

Additionally, two Divisional Collaborative Days in October and March continue to have dedicated learning opportunities focused on mental health and wellness, encouraging collaboration among schools to share best practices in this crucial area. Our dedication to building divisional capacity went beyond traditional training, including ASEBP Lunch and Learn sessions for staff wellness, Monthly Wellness huddles and insights from keynote speakers. As a division, we actively participated in community events supporting marginalized populations, such as Santa’s Anonymous, Drive Away Hunger, Ready Set Go, Roots of Empathy, and MHCB Summer programming. We also participated in community events that provided an opportunity to connect with the larger parent community to provide support around Universal Programming.

Community Events

- National Child Day
- MHSPP Parent Evenings
- Digital Parent Evening



- Ordinary Heroes is a six-week initiative designed to increase youth resilience by engaging adults in building protective factors. Resilience, crucial for overcoming challenges, was the focus, with the facilitators aiming to help students identify and appreciate the caring adults positively influencing their lives.
- Aisoksistawataiya Powwow: The Holy Spirit School Catholic Division, represented by our ISWAG team, participated in the Powwow by sharing a community booth showcasing their work, with a focus on connecting students and families to various approaches to mental health and wellness. They highlighted the wonderful ways in which Indigenous ways of knowing, being, and doing have been incorporated into our continuum of support for students.

Consolidating mental health and wellness information into a divisional publication to increase viewership and engagement. The Support Services team curates articles, resources, and links related to personal Mental Health and Wellness. The aim is to provide valuable information to support staff in both their professional and personal lives linking services and topics aligned with the Dimensions of Wellness.

OurSCHOOL Survey Data

- OurSCHOOL Survey data indicate varying degrees of wellness amongst our students. Some indicator results that help to inform program and services include:

Junior/Senior High School Students

- The data indicates that 64% of students in our district feel accepted and valued by their peers and others at school, which is a slight improvement from the previous year's results and above the Canadian norm of 62% for these grades. Breaking it down further, 59% of girls and 71% of boys in our district reported a high sense of belonging, with Canadian norms for girls at 57% and boys at 67%.
- Moving on to students' relationships with friends at school, 79% of students in the Holy Spirit School Catholic Division reported positive relationships, which surpasses the Canadian norm of 75% for these grades, with 80% of girls and 79% of boys in our district reporting positive relationships. The Canadian norms for girls and boys are 77% and 74%, respectively.
- Regarding the belief in the personal and economic benefits of education, 74% of students in our district value district outcomes, well above the Canadian norm of 64% for these grades. Additionally, 78% of girls and 72% of boys in our district value school outcomes, with Canadian norms for girls and boys at 68% and 60%, respectively.
- Lastly, in terms of positive behavior at school, indicators have remained consistent with last year's results, with 97% of students in this district exhibiting positive behavior, exceeding the Canadian norm of 95% for these grades. Further breakdown shows that 99% of girls and 96% of boys in our district display positive behavior, outperforming the Canadian norms for girls 97% and boys 90%.
- Students in our division have demonstrated a strong understanding of both their own cultural beliefs, values, attitudes, and behaviors, as well as those of other cultures. Recent data highlights that 63% of our students reported an awareness of their own culture, surpassing the Canadian norm of 53% by 10%. Additionally, 76% of students expressed an awareness of other cultures, with further analysis revealing that 79% of girls and 74% of boys demonstrated this awareness comparable to Canadian norms of 81% and 70%, respectively. These results reflect the success of our division's ongoing efforts to promote cultural understanding and inclusivity among students.

Elementary Students

- In the Holy Spirit School Catholic Division, a significant aspect of students' experiences revolves around their sense of acceptance and value from peers and others. The data reveals that 68% of students in this division reported a high sense of belonging, which is slightly below the Canadian norm of 72% for these grades. Further breakdown indicates that 65% of girls and 72% of boys in this division feel a strong sense of belonging, with Canadian norms at 70% for girls and 75% for boys. Notably, this indicator has experienced a modest 2% decrease from previous years' results and falls below the established Canadian norms.
- Another crucial dimension is the presence of trusting friendships that encourage positive choices among students. In this division, 80% of students reported positive relationships, which aligns with the Canadian norm of 80% for these grades. A detailed analysis reveals that 82% of girls and 80% of boys in this division enjoy positive relationships, contrasting with Canadian norms of 83% for girls and 78% for boys. The divisional results as a whole fall in line with Canadian norms, there is a marginal improvement of 2% from previous years' results for boys and the gap between our divisional result and Canadian Norms continues to be narrowed showing a slight improvement overall.
- Furthermore, the survey explored students' beliefs regarding the personal and economic benefits of education and its impact on their future. In this division, 89% of students expressed a value for district outcomes, though this falls below the Canadian norm of 91% for these grades. Specifically, 93% of girls and 87% of boys in this division acknowledged the importance of school outcomes, as compared to



Canadian norms of 93% for girls and 88% for boys. While slightly below Canadian norms, this is an area that has shown a slight improvement overall narrowing the gap between district results and Canadian norms.

- The assessment of positive behavior at school, focusing on students avoiding disruptive or inappropriate behavior, indicates that 88% of students in this division exhibited positive behavior. While this represents a slight decrease from the previous year's results, it falls slightly below the Canadian norm of 90% for these grades. A closer look reveals that 92% of girls and 84% of boys in this division demonstrated positive behavior, compared to Canadian norms of 95% for girls and 86% for boys.
- Lastly, students in our division have demonstrated a strong understanding of the beliefs, values, attitudes, and behaviors of individuals from other cultures. Recent data reveals that 85% of students report an awareness of other cultures, with a detailed analysis showing 86% of girls and 85% of boys sharing this awareness. As this marks the first year of our divisional priority in this area, these results are a remarkable achievement. They highlight the positive impact of targeted programming provided through the MHSP as well as our English as an Additional Language programming and support.

Alberta Education Assurance Measure Data

- Welcoming, Caring, Respectful, Safe and Caring Learning Environments - Our students, families and teachers recognize and value the faith filled environment that Holy Spirit schools provide which is reflected in the divisional results of 88.6% compared to 84% provincially.
- Access to Support and Services - The division results of 80.3% are 0.4% higher than the provincial results of 79.9% within this specific area. When looking at the disaggregated results, there was a large number of "Don't Know" responses within the subgroups resulting in results that may not accurately reflect what is possible and/ or available within divisional schools.

Considering the results from both junior/senior and elementary students regarding mental health, wellness and belonging, several programming considerations will be explored in the upcoming 2024/25 school year to enhance these aspects for students including:

1. Fostering a Stronger Sense of Belonging: Enhance peer acceptance and inclusion through mentorship programs, social-emotional learning (SEL), and collaborative activities. Prioritize initiatives to close the belonging gap, especially for elementary and junior high girls, and promote inclusive opportunities during classroom and recreational activities (Communi-tea at Junior/ Senior High School, Relationship Universal Programming at the elementary level).
2. Strengthening Relationships and Positive Behavior: Expand initiatives that support healthy friendships and recognize positive behavior across all grades. Introduce restorative practices and targeted SEL strategies to address disruptive behavior, particularly in elementary classrooms, while celebrating exemplary behavior in junior/senior high students. Continue to offer targeted professional learning in the areas of highly explosive behaviours and neurodiversity for divisional staff.
3. Looking to increase specialized staffing (IST/FSLC) to support growing complexities around explosive and high-risk behaviours that are creating challenging teaching and learning environments and having a direct impact on the learning environment.
4. Promoting the Value of Education: Reinforce the connection between education and future success through career exploration, guest speakers, and real-world applications. Focus on engagement strategies for elementary students to increase their value of education and align divisional outcomes with Canadian norms.
5. Celebrating and Expanding Cultural Awareness: Build on the success of existing cultural awareness programs by integrating diverse storytelling, arts, and student-led initiatives. Strengthen efforts in cultural inclusivity across all grades through activities that foster deeper understanding and appreciation of diversity.
6. Creating greater awareness with stakeholders: Increasing stakeholder awareness about the programs and supports available through divisional initiatives, as well as the universal and targeted programming offered within schools, is essential. Addressing the significant number of "Don't Know" responses from stakeholders is a key step toward ensuring a better understanding of available resources and improving the accuracy of data collection

These key actions aim to sustain successes while addressing areas for growth to enhance student wellness and achievement divisionally.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			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	86.9	86.3	86.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	86.6	85.2	86.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	90.4	90.7	89.0	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	90.3	91.9	91.4	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	68.9	70.8	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	16.0	18.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	75.1	72.8	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	12.5	12.2	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	90.7	90.7	91.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	88.6	88.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.3	81.4	81.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	82.6	81.6	83.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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 9, 9 KAE).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 Exam 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			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	86.7	86.9	86.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.4	86.6	85.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	92.3	90.4	89.8	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	94.1	90.3	90.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	66.8	66.1	66.1	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	11.5	13.6	13.6	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	70.0	69.6	69.6	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	11.9	16.6	16.6	15.4	15.5	15.5	Low	Declined	Issue
	Diploma: Acceptable	78.6	75.1	75.1	81.5	80.3	80.3	Intermediate	Improved	Good
	Diploma: Excellence	13.6	12.5	12.5	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	90.6	90.7	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	89.3	88.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.3	82.3	81.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.7	82.6	82.1	79.5	79.1	78.9	High	Maintained	Good

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	73.6	65.1	61.5	57.0	59.5	59.1	Low	Improved	Acceptable
	5-year High School Completion	68.7	66.9	75.3	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	47.7	50.6	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.2	5.2	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	67.9	62.7	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	11.1	3.0	n/a	11.3	8.5	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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 9, 9 KAE).
4. 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.
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Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

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