



**ST. TERESA OF CALCUTTA**  
**L E A D W I T H L O V E**

## **Belonging in Our Diverse Community/Living Truth and Reconciliation** ***We celebrate and respect all cultures and ethnicities in our schools.***

Goal: Promote cultural sensitivity and respect for Indigenous traditions, languages, and practices within the school community.

Objective:

By the end of the academic year, achieve a 25% increase in student and parent participation in cultural awareness activities, with the aim of fostering greater understanding and appreciation of Indigenous traditions and the diverse cultures represented within the school community.

Measurable Outcomes:

- Successfully host one major multicultural event with representation from a minimum of five different cultural backgrounds, including significant participation from Indigenous communities.
- Secure participation from at least three community leaders or parents from different cultural backgrounds to share their traditions and experiences with students.

Key Performance Indicators:

- The number and diversity of cultural representations at the multicultural event.
- Attendance for the multicultural event
- Feedback from students, parents, and teachers via surveys to assess the impact on cultural sensitivity and respect within the school community.

## **Strengthening Our Catholic Faith** ***We foster a Catholic worldview of reflection, service and sacramentality.***

Goal:

Enhance the integration of faith-based values and practices in the school community.

Objectives to Support the Goal:

1. Formation of Student Leadership Team:  
A dedicated student leadership team is recruited and operational.  
Develop a spiritually meaningful morning routine, and successfully execute the new announcements by February.
2. Organize and participate in service and outreach projects that reflect the school's faith values.  
Organize an outreach project each semester that are aligned with the school's Catholic values, and reflect the theme of the Faith Plan.
4. Decorate the school with symbols and artwork that reflect the school's faith traditions
5. Plan and execute religious celebrations and holy days with the students
6. Increase opportunities for staff and students to engage in Music ministry

## **Learning Through Quality Teaching**

***All students demonstrate growth in literacy and numeracy.***  
***Schools reflect collaborative teaching and learning environments.***

Goal:

Improve student performance in identified areas of weakness, in literacy and numeracy within one academic year.

Objectives to Support the Goal:

1. Data Analysis and Tracking:  
Establish a baseline of student performance by analyzing the previous year's end of fall assessment data. Identify specific weaknesses in student performance for literacy and numeracy.
2. Instructional Strategy Adjustment:  
Implement adjusted instructional strategies based on data analysis and review their effectiveness.
3. Intervention Programs:  
Launch targeted intervention programs for identified students, with ongoing progress monitoring.
4. Diversified Instructional Support:  
Integrate a blend of the whole class, small group, and individual instruction tailored to student needs. Documentation of instructional formats and associated student performance improvements.
5. Grouping for Targeted Instruction:  
Group students for targeted numeracy and literacy instruction, adjusting groups as needed based on ongoing assessments.
7. Collaboration Among Teachers:  
Establish a weekly collaboration meeting for teachers to share best practices. Keep meeting minutes and a list of implemented strategies, with a review of their impact on student performance.
8. Structural changes in timetable to support a focused curriculum.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	St. Teresa of Calcutta School				Alberta		Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	86.2	88.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.1	82.9	81.9	79.4	80.3	80.9	n/a	Maintained	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	53.2	46.3	46.3	68.5	66.2	66.2	n/a	Maintained	n/a
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	n/a	Maintained	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	86.2	91.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	87.8	87.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	66.2	64.8	70.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.5	79.3	82.5	79.5	79.1	78.9	n/a	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Français 30-2, French Language Arts 30-2, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

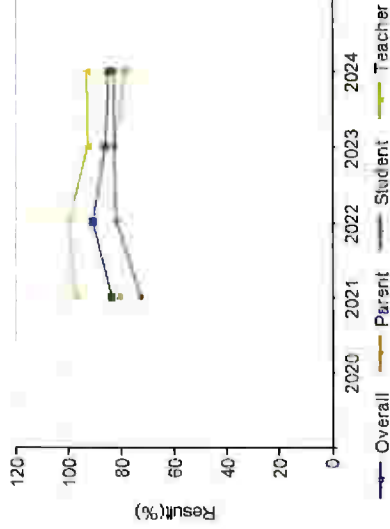
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**Student Learning Engagement – Measure Details**

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

	School												Authority												Province											
	2020		2021		2022		2023		2024		Measure Evaluation		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024					
	N	%	N	%	N	%	N	%	N	%	Overall	Improvement	Achievement	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	n/a	n/a	76	83.7	49	91.0	79	86.2	81	84.9	n/a	Maintained	n/a	n/a	n/a	1,590	87.7	1,636	86.3	1,654	86.9	1,677	86.7	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7		
Parent	n/a	n/a	19	80.7	4	*	8	82.6	16	78.7	n/a	Maintained	n/a	n/a	262	89.5	186	87.5	198	88.6	215	88.2	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7			
Student	n/a	n/a	43	72.9	42	81.9	56	82.9	55	82.7	n/a	Maintained	n/a	n/a	1,125	75.8	1,280	74.6	1,266	75.4	1,254	74.7	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3			
Teacher	n/a	n/a	14	97.6	7	100.0	15	93.0	10	93.3	n/a	Maintained	n/a	n/a	203	97.8	170	96.9	190	96.6	208	97.1	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1			

Graph of School Results



Notes:

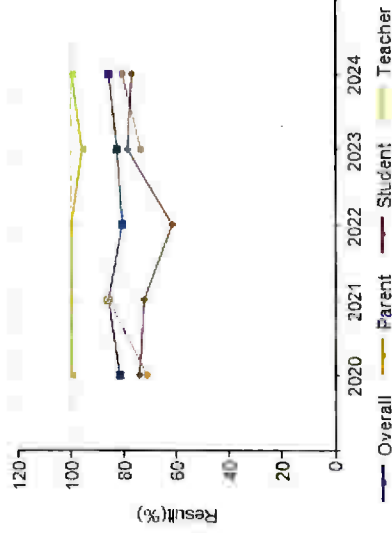
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Citizenship – Measure Details**

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

	School												Authority												Province											
	2020			2021			2022			2023			2024			2020			2021			2022			2023			2024								
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%										
Overall	61	81.9	76	86.2	49	80.9	79	82.9	81	86.1	Very High	Achievement	Overall	1,724	86.9	1,585	86.8	1,637	85.2	1,655	86.6	1,676	85.4	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4			
Parent	7	71.4	19	86.2	4	*	8	73.7	16	81.0	High	Improvement	Maintained	261	84.5	262	82.7	186	81.1	198	82.8	215	81.3	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7			
Student	40	74.2	43	72.4	42	61.8	56	78.9	55	77.3	Very High	Measure Evaluation	Excellent	1,226	79.7	1,120	80.8	1,280	77.7	1,267	80.3	1,253	78.8	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6			
Teacher	14	100.0	14	100.0	7	100.0	15	96.0	10	100.0	Very High		Excellent	237	96.4	203	97.1	171	96.8	190	96.6	208	96.1	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8			

Graph of School Results



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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Teresa of Calcutta School										Alberta			
		Achievement		Improvement		Overall		2024		Prev 3 Year Average		2024		Prev 3 Year Average	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9				
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	504	68.8	54,859	66.7				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	47	48.9	54	46.3				
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	47	2.1	54	21.8				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	47	53.2	60,804	66.2				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	47	0.0	54	0.0				
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2				
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9				
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4				
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3				
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9				
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9				
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6				
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

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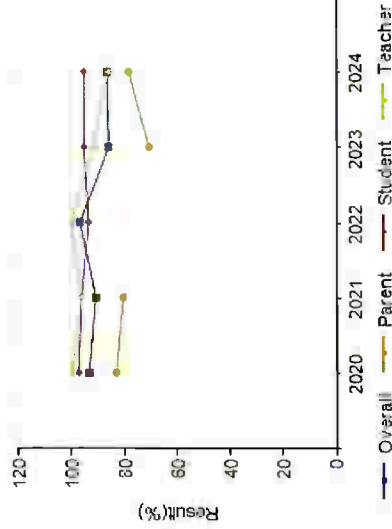
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.
- 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.

**Education Quality – Measure Details**

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

	School												Authority												Province											
	2020			2021			2022			2023			2024			2020			2021			2022			2023			2024								
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%										
Overall	61	93.6	75	91.1	48	96.9	79	86.2	81	86.9	1,728	92.8	1,586	91.5	1,633	90.7	1,656	90.7	1,682	90.6	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6						
Parent	7	83.3	19	80.7	4	*	8	70.8	16	78.7	261	90.2	262	87.5	186	86.7	198	86.3	215	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8						
Student	40	97.4	42	96.3	41	93.8	56	95.4	55	95.5	1,230	91.1	1,121	89.9	1,276	89.2	1,268	89.7	1,259	89.0	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9						
Teacher	14	100.0	14	96.4	7	100.0	15	92.2	10	86.7	237	97.2	203	97.2	171	96.3	190	96.2	208	96.2	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9						
											Overall																									
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Graph of School Results



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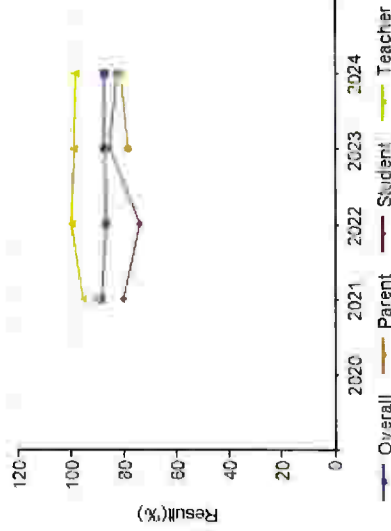
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details**

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

	School												Authority												Province											
	2020			2021			2022			2023			2024			2020			2021			2022			2023			2024								
	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a									
Overall	n/a	n/a	n/a	76	88.9	49	87.1	79	87.8	81	87.8	n/a	n/a	n/a	1,588	90.5	1,638	88.6	1,655	89.3	1,679	88.6	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0			
Parent	n/a	n/a	n/a	19	90.6	4	*	8	78.7	16	81.7	n/a	n/a	n/a	262	89.5	186	86.0	198	87.2	215	86.8	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3			
Student	n/a	n/a	n/a	43	80.5	42	74.3	56	85.8	55	83.2	n/a	n/a	n/a	1,123	85.2	1,281	82.3	1,267	83.7	1,256	82.7	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2			
Teacher	n/a	n/a	n/a	14	95.7	7	100.0	15	99.0	10	98.6	n/a	n/a	n/a	203	96.9	171	97.4	190	97.0	208	96.1	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6			

Graph of School Results



Notes:

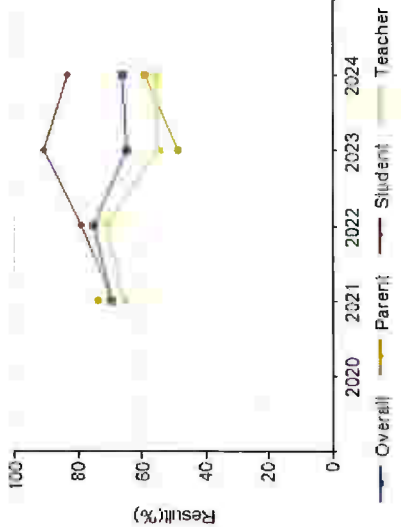
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Access to Supports & Services – Measure Details**

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

	School												Authority												Province											
	2020			2021			2022			2023			2024			2020			2021			2022			2023			2024								
	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a	N	%	n/a									
Overall	n/a	n/a	n/a	76	69.6	49	75.3	79	64.8	81	66.2	n/a	n/a	n/a	n/a	1,584	83.4	1,634	81.4	1,654	82.3	1,675	80.3	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9		
Parent	n/a	n/a	n/a	19	73.9	4	*	8	48.6	16	59.0	n/a	n/a	n/a	262	79.8	186	72.6	198	77.5	215	72.6	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4			
Student	n/a	n/a	n/a	43	69.3	42	79.2	56	91.0	55	83.6	n/a	n/a	n/a	1,120	84.7	1,278	84.1	1,266	84.9	1,252	84.9	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7			
Teacher	n/a	n/a	n/a	14	65.7	7	71.4	15	54.7	10	56.0	n/a	n/a	n/a	202	85.9	170	87.4	190	84.4	208	83.4	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6			

Graph of School Results



Notes:

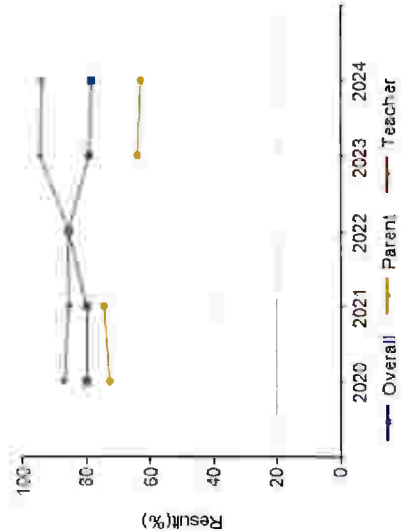
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

**Parental Involvement – Measure Details**

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

	School												Authority												Province											
	2020			2021			2022			2023			2024			2020			2021			2022			2023			2024								
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%										
Overall	21	79.9	33	80.0	7	85.7	23	79.3	25	78.5	Overall	495	84.6	463	80.5	356	81.6	385	82.6	422	81.7	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5					
Parent	7	72.7	19	74.5	4	*	8	64.1	15	63.0	Improvement	Maintained	258	75.6	262	72.2	186	72.3	197	75.0	214	74.8	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4				
Teacher	14	87.1	14	85.5	7	85.7	15	94.5	10	94.0	Achievement	Low	237	93.5	201	88.8	170	90.8	188	90.2	208	88.6	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6				
											Measure Evaluation	Excellent																								

Graph of School Results



Notes:

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