

Our Academic Results

PATs / DIPs / Other Assessments:

Students at Albert Lacombe Catholic Elementary School performed very well on the acceptable standard for the Provincial Achievement Tests - **83.3%** of students achieved the acceptable standard compared to **63.3%** provincially and **20.0%** of students achieved the standard of excellence compared to **16.0%** provincially. Below is a further breakdown of results per test, including the Standard of Excellence.

	School Acceptable/Standard of Excellence	Province Acceptable/Standard of Excellence
ELA	93.3%/10.3%	76.2%/18.4%
Math	54.8%/9.7%	65.4%/15.9%
Science	75.9%/6.9%	66.7%/21.8%
Social Studies	86.2%/20.7%	66.2%/18.0%

Quality of Education:

Teachers and educational assistants received ongoing professional development on PD days and personal PD sessions based on their professional growth plans. Teaching faculty engaged in ongoing collaboration opportunities and reviewed student results data throughout the 2022-23 school year.

- **97.0 %** of teachers, parents and students are satisfied with the overall quality of basic education.

Program of Studies:

Grade 4-6 students can access Sports Academy and regular complimentary course programming at our school. Complimentary course offerings for students who are not part of the Academy program are reviewed annually based on student and parent feedback. A new offering for the 2022-23 school year was outdoor education, where a scaffolded 3-year program is in the process of being developed.

- **89.0 %** of teachers, parents and students agree that students are engaged in their learning at school.

High School Completion:

- 95.8% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 90.2% of teachers and parents are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Celebrating Our Faith

Liturgies:

Each of our homeroom classes takes the lead in the planning and delivering of our celebrations. To share the work and provide opportunities for students to participate, homeroom classes are part of two celebrations. This past year, all celebrations were delivered virtually (earlier in the school year) and in person (after spring break). We had either Father Jack or Father Ed preside over the celebrations. The celebrations and events include the Opening celebration (blessing of the grade four Bibles), Thanksgiving, Remembrance Day, Advent, Epiphany, Ash Wednesday, Easter, and Year-End Liturgies. Last year, we returned to attend mass at St. Albert Parish following the pandemic.

- 98.0% of parents feel their child has opportunities to participate in religious prayers, liturgies, celebrations, and masses at the school and parish.

Permeation:

- Daily prayer throughout the school.
- School-wide liturgies and Celebrations..
- Visibility of symbols and icons related to our faith throughout our school.
- School-wide BEARS Positive Behavior Supports (Belonging, Excellence, Accountability, Respect, and Safety).
- All homeroom teachers taught their religion classes to facilitate connections to core curricular content.
- All service projects were connected to the Catholic Social Teachings and scripture.

As a school community, we also recognized:

- Shrove Tuesday
- Catholic Education Sunday
- Christmas Community Dinner
- World Catholic Education Week
- National Indigenous Peoples' Day - Building connection between Indigenous Culture
- The Month of the Sacred Heart of Jesus (June)
- Sacrament of reconciliation
- Classroom visits from both Father Ed and Father Jack.

Service:

We connected service projects that our students participated in the Catholic Social Teachings - Students would have a faith-based connection as to 'why' we participate in these acts of service as a Catholic Community. These activities included food drives, placemat decorating for the Youville Home, bag decorating for the imprisoned, and raising funds for Ste. Jean Baptiste Parish.

Safe and Caring Schools

Student Safety:

Connected to our BEARS expectations for Positive Behavior Supports, sharing, reviewing and implementation of Safe & Caring Policy for Albert Lacombe Catholic Elementary School with students, staff and parents.

- **94.8%** of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.
- **91.4%** of parents feel our school has clear behavioural expectations.
- **97.8%** of parents feel the school is a welcoming place to be, and parents are made to feel welcome.

There is a dedicated 'Safe and Caring' section within our school newsletter that highlights what is taking place related to student safety within our school.

Inclusive Learning:

Our faculty members are lifelong learners dedicated to ongoing professional development and collaborative practice. Teachers meet to share best practices and group students for successful instruction. Teachers use differentiated instruction strategies informed by formative and diagnostic assessments to guide instruction and assess progress. A continuum of support for students is in place to ensure that all students can reach their full learning potential in an encouraging and supportive environment.

- **86.1%** of teachers, parents and students agree that students have access to the appropriate support and services at school.
- **87.5 %** of teachers, parents and students agree that programs for children at risk are easy to access and timely.

We have a Diverse Learning Teacher that supports the completion of student assessments and interventions in the areas of literacy and numeracy.

Foundational Knowledge of First Nations, Métis and Inuit:

We have engaged in several projects throughout the school year to build respect and understanding of Indigenous culture as part of our efforts towards Truth and Reconciliation.

- **84.4%** of parents feel their child has opportunities to participate in activities that teach about First Nations, Métis, and Inuit culture and traditions to further reconciliation.

For the past two years, our school retreats were inculturated in nature, whereby our faith is connected with indigenous culture and spirituality as our focus.

Citizenship:

Students are engaged in a goal-setting and review process involving parents and guardians for academic, citizenship, and world or work goals. Students have a range of service projects and leadership opportunities for them to demonstrate active citizenship.

- 95.8% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- 90.2% of teachers and parents are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Engaged Learning

Student Engagement:

This was the third year students participated in goal setting for their Parent-Teacher interviews that focused on academics, BEARS Goal (Positive Behavior Supports), and WOW Goal (World of Work).

- **89.0%** of teachers, parents and students agree that students are engaged in their learning at school.
- **89.8 %** of parents feel their child is encouraged at our school to try their best.
- **87.7 %** of parents feel teachers at our school use a variety of methods to help my child learn.

Parent Involvement:

In the past two years, our school community was engaged in 'Our Community Journey Forward,' where parents, students, and faculty were asked to share their feedback regarding programming that we are offering students with the intent of increasing our student enrollments. We were able to incorporate much of that feedback in programming for the 2022-23 and the 2023/24 school years. In addition, our parents are engaged through our goal-setting process as part of the Goal setting for our Parent-teacher interviews, requests for parent feedback on IPPs, parent feedback for classroom activities, volunteering opportunities, etc.

- **97.6 %** of teachers and parents are satisfied with parental involvement in decisions about their child's education.

School Improvement:

For the 2022-23 school year, our school improvement plan consisted of two priorities:

Faith Priority:

Albert Lacombe Catholic Elementary School fostered a Catholic Community Culture through our call to family, community, and participation. All members are understood, valued and respected to achieve improved educational outcomes and greater success for all students within our faith-centred environment.

Learning Priority:

With the Catholic Social teachings serving as a foundation for our guiding principles, Albert Lacombe Catholic Elementary School will emphasize literacy and numeracy for all students to continue their academic journey to success and to be contributing members within the context of a globalized society.

