



**Annual Education
Results Report
for
The Lakeland Roman Catholic
Separate School Division**

2023 - 2024

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ACCOUNTABILITY STATEMENT

The Annual Education Results Report for The Lakeland Roman Catholic Separate 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 Sustainable Fiscal Planning and Reporting 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 Results Report for 2023-2024 was approved by the Board on the December 18, 2024.

Anna Brockhoff
Chairperson, Board of Trustees

Sheldon Germain
Superintendent of Schools



FOUNDATION STATEMENTS

Vision:

CHRIST OUR MODEL. CHILDREN OUR FOCUS.

Mission:

*A CATHOLIC COMMUNITY OF LEARNERS...
OPENING HEARTS, MINDS AND DOORS.*

Beliefs:

- Catholic values are fundamental in preparing our students' minds, bodies and spirits, and Christ should be reflected in everything that we do.
- Each student is a unique gift from God to be valued and respected.
- All children can learn and experience success; they have the right to access high quality educational programming that considers different learning styles and ability levels.
- All students, parents and staff have gifts and talents that must be recognized, respected and developed.
- Learning is a visionary and proactive process that requires a collaborative effort by students, staff, families and the community.
- Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.

Principles:

Our primary purpose, like Christ, is to serve... our students, our parents and our community. Within this context we:

- enhance our Catholic identity by developing and maintaining strong links among the parish, school, and home;
- develop students as critical thinkers and problem solvers, equipped with the skills to be responsible, productive, and ethical citizens focused on serving God and the community;
- provide students with a wide range of high-quality educational programs and services that educate the whole child – spiritually, intellectually, physically, culturally, and emotionally;
- nurture self-esteem, success, and wellness in a safe, caring and enabling learning environment that affirms the dignity of staff and students; and
- develop a learning climate that supports excellence, continuous improvement, and lifelong learning.



OUR SCHOOLS

École Notre Dame Elementary School

<https://nde.lrcssd.ca>

École Dr. Bernard Brosseau Middle School

<https://drb.lrcssd.ca>

École Notre Dame High School

<https://ndh.lrcssd.ca>

Assumption Jr/Sr High School

<https://ajsh.lrcssd.ca>

Holy Cross Elementary School

<https://hce.lrcssd.ca>

St. Dominic Elementary School

<https://sde.lrcssd.ca>

Holy Family Catholic School

<https://hfs.lrcssd.ca>

Light of Christ Catholic School

<https://lcc.lrcssd.ca>



ACCOUNTABILITY AND ASSURANCE

Lakeland Catholic School Division (LCSD) and its family of schools responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. LCSD Education Assurance Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education assurance plan and AERR are connected and inform one another.

Our strategic planning process is outlined in Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report (AERR) and AP 101: Annual Education Results Report. Our education assurance plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of Alberta Education's Three-Year Business Plan.

Our AERR presents the outcomes of our education plan and the actions taken to meet key assurance domains. By analyzing results, we identify areas for improvement and inform our education plan, ensuring alignment with provincial direction and stakeholder input. LCSD is committed to accountability and has established systems to support school-level planning and stakeholder engagement. We have met our obligations under the School Councils Regulation and have actively engaged stakeholders in the development and implementation of our education plan and annual education results report. This approach has fostered shared governance, improved decision-making, and increased stakeholder understanding.

Alberta Education Business Plan Outcomes	Alberta Education Assurance Domains	Division Goals
<p>Alberta's students are successful</p> <p>First Nation, Inuit and Métis students are successful</p> <p>Alberta has excellent teachers, school leaders, and school authority leaders</p> <p>Alberta's K-12 education system is well governed and managed</p>	<p>Student growth and achievement Learning support</p> <p>Student growth and achievement Learning support</p> <p>Teaching and Leading</p> <p>Governance</p> <p>Local and societal context</p>	<p>*Catholic Christian Identity</p> <p>*Literacy and Numeracy</p> <p>*Early learning</p> <p>*Career education</p> <p>*FNMI students are successful</p> <p>*Student and staff well-being</p> <p>*Excellent instruction</p> <p>*Equitable and inclusive decision-making and system processes.</p>



STAKEHOLDER ENGAGEMENT

LCSD prioritizes stakeholder engagement in the five Alberta Assurance domains through surveys, student/board meetings, and School Councils. Student voices are valued through regular meetings with leadership councils, ensuring alignment with student learning, welcoming environments, support access, and engagement.

Results from our local survey:

Respondents to LCSD Assurance Survey	
Respondent Type	Total Respondents
Grade 3-6 Students	705
Grade 7-12 Students	1014
Parents	401
Teaching Staff	143
Support Staff	87
Inclusive Education Services	201
EALL Services	162
Total	2713

LCSD ensures that schools are providing assurance to the community by meeting on a regular and ongoing basis with school council, on the development and implementation of the School Education Assurance Plan and to gather annual feedback on the development of the school budget, and approval of annual student fees. The creation of the Council of School Councils is another avenue which LCSD seeks to engage and provide opportunities for collaboration and conversation amongst school councils and the board. ([Section 12 of the School Councils Regulation 028 2019](#))

School Principals meet monthly with their school staff to make sure they are meeting goals as established in their Education Assurance Plans. The Division senior administration team meets monthly with each school Principal to review progress and monitor implementation of strategies from the school's Three-Year Education Assurance Plan.

The Division Education Assurance Plan development process follows this format:

- o Develop Draft Education Assurance Plan (completed by September 08/2023) (for 2023-2024 Plan)
- o Staff/Planning Team/School Council Review of Draft Plan (completed by September 28/2023)
- o Review and Approval of the School Education Assurance Plan (completed by October 31/2023) and Implementation Planning and Ongoing Monitoring and Evaluation (ongoing)
- o Current Situation Review (ongoing)
- o Develop Briefing Document (completed by May 06/2024) (for 2024-2025 Plan)
- o First Planning Session (completed by May or June/2024)
- o Develop Draft School Education Assurance Plan (completed by September 09/2024) (for 2024-2025 Plan)

The completed plan is made public after it is presented to the School Board. It is also posted on the Division website, at the following link: [2023-2024 Assurance Framework](#)

LOCAL AND SOCIETAL CONTEXT

LCSD with our central office located in Bonnyville, Alberta, serves as the Catholic school authority for approximately 40,000 residents and approximately 2706 students in the rural communities of Bonnyville, Cold Lake, Lac La Biche and Waskatenau. Our learning community includes 8 schools in Treaty 6; supporting students primarily from Cold Lake First Nations, Kehewin Cree Nation, Elizabeth Métis Settlement, Kikino Métis Settlement and First Nations of Tribal Chiefs.

The socioeconomic profiles of Bonnyville, Cold Lake, Lac La Biche, and Waskatenau reflect their shared economic foundation in natural resources, agriculture, and tourism, with some regional distinctions:

- **Bonnyville:** A hub for heavy oil and gas industries, Bonnyville also has a significant presence in agriculture, forestry, and tourism. The town acts as a regional service center, offering health, educational, and cultural amenities.
- **Cold Lake:** Known for its Canadian Forces Base (CFB Cold Lake), the city supports a mixed economy of military, oil and gas, and retail. Its population benefits from relatively stable incomes linked to these industries, alongside recreational opportunities provided by Cold Lake.
- **Lac La Biche:** This area blends agriculture, forestry, and tourism, with growing attention to cultural and eco-tourism. The community also hosts educational and social facilities to support its diverse population, including Indigenous communities.
- **Waskatenau:** Part of Smoky Lake County, Waskatenau economy is rooted in agriculture, supported by its location in Alberta's Lakeland region. The area is notable for eco-tourism and cultural heritage, particularly through sites like Métis Crossing.

In all our communities, we prioritize student success and well-being in a faith filled environment, and we commit to preparing our students to thrive in a swiftly evolving world. Our preparation stems from our staff's persistent, collaborative efforts to produce positive student outcomes every day.

Enrolment Trends

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
PK3	24	48	46	52	50
PK4	82	70	100	106	100
KG	173	205	183	174	176
1	188	180	206	189	178
2	194	182	189	197	177
3	211	199	187	207	199
4	180	211	204	198	200
5	172	200	206	218	205
6	216	191	198	211	212
7	215	243	184	227	251
8	184	229	239	215	228
9	201	206	242	264	248
10	194	201	185	213	233
11	185	190	187	169	219
12	136	183	186	185	180
Totals	2555	2738	2742	2830	2856

LOCAL AND SOCIETAL CONTEXT

Total Enrollment PreK-12	2020	2021	2022	2023	2024
École Notre Dame Elementary	366	391	396	415	423
Dr Bernard Brosseau	311	307	296	313	326
École Notre Dame Senior High	397	413	414	378	414
Holy Cross Elementary	411	414	402	434	409
St Dominc Elementary	280	301	312	302	303
Assumption Jr./Sr. High	471	564	545	631	671
Holy Family Catholic	89	91	105	108	130
Light of Christ Catholic	230	257	272	244	180
Lakeland Catholic Total	2555	2738	2742	2825	2856

Student Demographics

Total Student Population		2855
FNMI Students	Status (331)	260
	Non-Status (332)	59
	Metis (333)	224
	Inuit (334)	2
French Language Students	French Immersion (211)	654
	FSL (230)	625
ESL/ELL Students	Funded Foreign-Born	125
	Non-Funded	0
	Funded Canadian-Born	44
<i>*Nov. 28/2025 numbers</i>		



OUR YEAR IN REVIEW

Highlights and Accomplishments

Mental Health Initiatives:

- Successfully implemented a comprehensive mental health program, providing universal, targeted, and individualized support.
- Enhanced support for students with complex communication needs through partnerships with experts.

Staff Development:

- Provided professional learning opportunities for staff, including student aides, speech-language pathologists, and classroom support teachers.
- Supported staff faith lives and learning through various initiatives.
- Enhanced leadership capacity through instructional leadership cohorts.

Curriculum and Technology:

- Created a centralized curriculum resource hub.
- Provided training for new technology staff and increased technical support.
- Implemented new curriculum in Mathematics, FILAL, and Science.
- Improved technology infrastructure and device ratios.

Student Support:

- Provided behavioral support through partnerships with experts.
- Increased student achievement through targeted professional development.

Trends

- **Steady Enrollment Growth:** Continued increase in student enrollment.
- **AI and Technology Adoption:** Growing integration of AI and technology in teaching practices.
- **Curriculum Renewal:** Adapting report cards and templates to align with the new K-6 curriculum. Prepare for new 7 - 9 curriculum.
- **Mental Health Support:** Ongoing focus on enhancing mental health support for students.

Challenges

- **Professional Learning:** Consistent division-wide and school professional learning to build teacher capacity and establish consistent, common classroom routines.
- **Learning Recovery:** Addressing learning gaps and disruptions.
- **Staffing Shortages:** Difficulty filling staff absences across various positions.
- **Leadership Turnover:** Continued need for leadership development and renewal.
- **Service Provider Recruitment:** Challenges in recruiting specialized service providers.
- **Software Implementation:** Ensuring successful implementation of unified technology across the division



LOCAL MEASURE: CATHOLIC CHRISTIAN IDENTITY

Our faith theme for 2023-2024 was “Abide,” and our division focussed on the virtue of fortitude. As the second year of a 3 year faith plan, our theme was intentionally chosen as an extension of the previous year’s theme, “Accompany.” We have and will continue to support our staff and students in recognizing the benefits and struggles of accompanying others. In this year’s theme, we find hope and build resilience in the knowledge that God calls us to abide in each other but simultaneously to Abide in Him. As we bear a shared yoke, we trust in God’s love to provide us strength to remain on the journey alongside others, and each individual can feel confident knowing that others have heeded the call to stay by their side. Through various faith formation activities, LCSD students and staff grew in their recognition and acceptance that not only do they possess the necessary gifts and talents to accompany one another but that they also have the strength and courage to do so.

Goal 1: Catholic Christian Identity						
Measure		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
1.1.1, 1.2.2	School is Christ-centred and value-based with faith development.		78% (1%+)	98% (=)	97% (2%+)	97% (2%-)
1.1.2	The school is helping your child develop their faith.			99% (3%+)		
1.1.3, 1.1.4	Opportunity to be involved in school level religious celebrations.	98% (1%-)	93% (4%+)	96% (1%+)		
1.1.5	Quality of Catholic programs and services			98% (1%+)		
1.1.1, 1.1.6, 1.1.7	The school models Catholic Christian values that are consistent with the values taught in the home			98% (1%+)	97% (2%+)	
1.1.7, 1.1.10	Responsible citizenship, volunteerism and community service	95% (=)	86% (2%+)	96% (2%+)	91% (=)	
1.1.8	Relationship between the home, parish and school is strong.			97% (=)		
1.1.9	School brings students, parents, teachers and parish together as a Christian community.			94% (=)		
1.1.11	Division resources and support provided to help teachers integrated Christian values into teaching and learning.				95% (3%+)	
1.1.12	Gospel values are integrated into all subject areas.		87% (2%+)	96% (1%+)		
1.2.1	Faith sharing program				78% (9%-)	
1.2.3	Opportunity to deepen and live faith.				96% (2%-)	98% (1%-)

Results Analysis

Achievement:

Leadership:

- Superintendent Sunday shared weekly with all LCSD staff provides inspirational connection between the Gospel reading and the weekly educational tasks of the division.

Strong satisfaction with faith-based values:

- Parents and teachers agree on the alignment of school and family values.
- Values-based moral intelligence programming has positive impacts.
- Faith retreats, community prayer walks, and social action initiatives contribute to positive citizenship.
- Integration of Catholic values into mental health initiatives strengthens Christ-centered focus.

Positive engagement in religious celebrations:

- Students and parents are satisfied with opportunities to participate.
- Increased staff and clergy support enhances student-led celebrations.
- Grade 7-12 students show increased satisfaction with celebration opportunities.

Strengthened home-school-parish partnerships:

- Facilitating student participation in weekday masses.
- Expanding communication about parish events.
- Increasing clergy visits for in-class support and extra-curricular involvement.



LOCAL MEASURE: CATHOLIC CHRISTIAN IDENTITY

Positive impact of faith formation and learning:

- Division-wide Faith Development Day and school-based professional learning enhance staff satisfaction.
- Reinvigorated focus on staff prayer is well-received.
- Ongoing professional learning on Catholic programs and services maintains high parent satisfaction.

Strong integration of gospel values into subject areas:

- Parents recognize efforts to integrate faith into all aspects of school.
- Teachers are satisfied with division resources and support for value integration.
- Workshops and curriculum support resources facilitate faith permeation in new curriculum implementation.

Areas of Growth:

Student Leadership: Support and empower students to lead faith initiatives in the school, and community and parish.

Faith Through Service - Despite a slight increase in satisfaction with service opportunities, Grade 7-12 students at Lakeland Catholic desire more ways to live out their faith through service.

New Teachers - While overall teacher satisfaction with faith-deepening opportunities is high, new teachers seek more enhanced and purposeful opportunities through the Sharing the Faith Program with reduced time commitments.

Trends & Challenges:

Student Enrollment - Our Catholic schools welcome all, offering a supportive community where students can explore their faith and develop a strong moral compass. An increase in non-Catholic students requires more guided & experiential opportunities to develop faith.

Staff - Difficulties in finding suitable candidates to meet staffing needs has led to a shift towards hiring teachers from diverse backgrounds, requiring additional training to understand and implement the school's Catholic values and mission.



DIVISION ASSURANCE PROVINCIAL MEASURES

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Lakeland Roman Catholic Separate			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	81.6	84.8	84.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	78.4	82	80.4	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	86.8	84.6	85.1	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	89.5	92.2	91.1	88.1	88.6	87.3	High	Maintained	Good
	PAT6: Acceptable	50.7	57.1	57.1	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	6.3	7.1	7.1	19.8	18	18	Very Low	Maintained	Concern
	PAT9: Acceptable	59.9	56.8	56.8	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	7.8	7.8	7.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	77	82.5	82.5	81.5	80.3	80.3	Low	Declined	Issue
	Diploma: Excellence	16.7	16	16	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching and Leading	Education Quality	84.9	89.3	88.4	87.6	88.1	88.6	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.8	83.2	83.1	84	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.8	80.8	81	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	72.9	78.5	78.3	79.5	79.1	78.9	Low	Declined	Issue

[*see full report for notes](#)

Note: Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Grade 12 students were in Grade 9 in 2020/2.

Strengths

- **High School Completion:** The 3-year high school completion rate is high and has been maintained. The current result is 86.8%, higher than the previous year's result of 84.6% and the previous 3-year average of 85.1%. This is also higher than the Alberta rate of 80.4%.
- **Citizenship:** The Citizenship measure is also considered good, with the current result (78.4%) declining slightly from the previous year (82.0%) but remaining higher than the previous 3-year average (80.4%). This score is also slightly higher than the provincial average
- **Education Quality:** Education Quality is an area of strength with a high rating that has been maintained. The current result is 84.9%, slightly down from 89.3% the previous year, but similar to the 3-year average of 87.6%. This is a positive finding, as the majority of teachers, parents, and students are satisfied with the overall quality of basic education in the division.
- **Rutherford Scholarship Eligibility:** The Rutherford Scholarship Eligibility Rate is high and has been maintained, indicating successful preparation for post-secondary education. The current result is 85.4%, which is slightly lower than the previous year (86.3%) but still higher than the 3-year average (86.7%).
- **Safe and Caring Environments:** The perception of Safe and Caring learning environments is another strength. The measure is rated intermediate and has been maintained. The current result is 86.1%, down slightly from the previous year (86.5%) but consistent with the 3-year average (86.5%).

Areas of Growth

- **Grade 6 and 9 PAT Results:** There is a trend of declining performance in several Grade 6 and 9 Provincial Achievement Tests (PATs). This is particularly evident in subjects like Science, Social Studies, and Mathematics. The achievement evaluations for many of these subjects are low or very low.
- **Diploma Exam Results:** Significant decline in the percentage of students achieving the acceptable standard in English Language Arts 30-1, Social Studies 30-1, and Biology 30.
- **Parental Involvement:** Parental Involvement has decreased slightly and could be an area to focus on. The current result is 76.5%, slightly lower than the previous year (78.3%) and the 3-year average (78.9%).

DIVISION ASSURANCE PROVINCIAL MEASURES

Fall 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Lakeland Roman Catholic Separate			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	68.3	0	n/a	52.7	3.5	n/a	High	n/a	n/a
Drop Out Rate	1.7	0.8	0.8	2.5	2.5	2.4	Very High	Declined	Good
In-Service Jurisdiction Needs	70.1	69.6	74	81.1	82.2	83	Very Low	Maintained	Concern
Lifelong Learning	78.1	82.4	81.8	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	83.4	83.7	82.9	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	79.7	82.8	81.9	80.6	81.2	81.5	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	79.1	78.5	78.2	70.7	71.9	70	Very High	Maintained	Excellent
Safe and Caring	85.4	86.3	86.5	87.1	87.5	88.1	High	Maintained	Good
Satisfaction with Program Access	72.5	75.9	74.6	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
School Improvement	72.7	75.8	75.1	75.8	75.2	74.7	Intermediate	Declined	Issue
Transition Rate (6 yr)	58.8	59.4	60.8	60.1	59.7	60	Intermediate	Maintained	Acceptable
Work Preparation	81.9	81.5	84.2	82.8	83.1	84	High	Maintained	Good

[*see full report for notes](#)

Strengths

- **Diploma Exam Participation Rate (4+ Exams):** 68.3% exceeds the provincial average of 52.7%, indicating that LCSD students are prepared and willing to take on the challenge of diploma exams.
- **Drop Out Rate:** 1.7% compared to the provincial average of 2.5%.
- **Program of Studies:** Maintained a Very High Evaluation and while it experienced a 0.3% drop this year, remains higher than the previous three year average of 82.9. LCSD provide students with a wide-ranging educational experience that supports their interests, strengths, and future aspirations.
- **Rutherford Scholarship Eligibility Rate:** LCSD shows a significantly higher current result (85.4%) compared to the Alberta average of 71.9% and is currently trending upward.
- **Safe and Caring:** 72.5% exceeds the provincial average of 71.7%. While striving for continuous improvement, LCSD can celebrate their current success in fostering safe and caring environments. This strength is the dedicated work of school staff who strive to integrate faith into all aspects of the school, creating a foundation of compassion and respect for all members of the community.

Areas of Growth

- **Drop Out Rate:** Address attendance issues ensuring intervention supports are in place are necessary to ensuring that all LCSD fulfill the requirements of graduation.
- **In-Service Jurisdiction Needs:** General satisfaction with a continued need to further enhance resources and professional learning.
- **School Improvement:** The result of 72.7% is lower than the Alberta average of 75.8% indicating the need to develop and implement a comprehensive school improvement plans that focus on data-driven decision-making, collaborative leadership, and evidence-based practices to enhance overall school performance. It will be crucial that improvement plans include embedded monitoring processes to measure progress in order to reverse the current downward trajectory and promote improvement.
- **Program of Studies - At Risk Students:** LCSD results for at-risk students are slightly below the provincial average, reflecting a broader downward trend. Pandemic-related disruptions and new curricula have created a challenging environment, necessitating increased support for these students. To address diverse and complex learning needs, we must utilize literacy and numeracy data to identify students requiring intervention and empower teachers with effective universal support strategies.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement

Measure		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
2.1.6, 2.2.5	Students are engaged in learning at school. (Teachers use different ways to help learn)		80% (2%-)	92% (2%-)	93,4%	

Strengths

- Positive home-school partnership and parents are actively supporting their children's education.
- While parent satisfaction for this measure has declined, it remains relatively high.

Areas for Growth

- Provide teachers with professional development opportunities to enhance their understanding of student engagement and differentiation strategies.
- Continue to build student understanding of the benefits of various learning approaches so that they actively choose different learning methods when available.
- Continue to strengthen the home-school partnership through regular communication and collaborative activities.

Citizenship

Measure		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
2.2.1	Responsible citizenship, volunteerism and community service	95% (=)	86% (2%+)	96% (2%+)	91% (=)	

Strengths

- Positive results on the citizenship measure can be seen as a reflection of the school's commitment to forming well-rounded, faith-filled citizens.
- School staffs model respect, responsibility, and encourage students to be involved in community service projects fostering a sense of belonging.
- Students at all grade levels are involved in initiating and planning service projects that they know will have a direct, positive impact on their local or global community and often do so without seeking recognition.
- School staff have clear expectations for student behavior and citizenship.

Areas for Growth

- To continue fostering a strong Catholic school community and further enhance citizenship, staff can integrate faith-based reflections and discussions more explicitly into daily classroom activities and school events.
- Staff can continue to highlight and build on the positive impacts that responsible citizenship has on the community as a whole.



ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

The ministry develops and implements curricula that enable all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Provincial Achievement Tests and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. Provincial Achievement Tests and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

Division Provincial Achievement Test 2023-2024 Summary

[* see full APORI report for notes](#)

Provincial Achievement Test Results – Grade 6 PAT By Number Enrolled Measure History

Grade 6 PAT Results By Number Enrolled Measure History													
	Lakeland Roman Catholic Separa					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	188	196	205	n/a	n/a	n/a	n/a	n/a	56,482	57,655	60,804
Acceptable Standard %	n/a	n/a	60.6	57.1	50.7	Very Low	Declined	Concern	n/a	n/a	67.8	66.2	68.5
Standard of Excellence %	n/a	n/a	11.2	7.1	6.3	Very Low	Maintained	Concern	n/a	n/a	20.1	18.0	19.8

Provincial Achievement Test Results – Grade 9 PAT By Number Enrolled Measure History

Grade 9 PAT Results By Number Enrolled Measure History													
	Lakeland Roman Catholic Separa					Measure Evaluation			Alberta				
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall	2020	2021	2022	2023	2024
N	n/a	n/a	206	241	262	n/a	n/a	n/a	n/a	n/a	53,039	57,925	60,682
Acceptable Standard %	n/a	n/a	61.8	56.8	59.9	Very Low	Maintained	Concern	n/a	n/a	62.9	62.6	62.5
Standard of Excellence %	n/a	n/a	9.5	7.8	7.8	Very Low	Maintained	Concern	n/a	n/a	16.8	15.5	15.4

Results Analysis

- The district's enrollment has steadily increased from 2020 to 2024.
- A concerning decline in the percentage of students meeting the acceptable standard and standard of excellence from 2022 to 2024.
- The pandemic may have had a substantial impact on student learning and achievement.

Areas of Growth

- Data analysis to inform instructional decisions will help identify areas of need and tailor professional learning and instruction to meet student needs.

DIVISION PROVINCIAL ACHIEVEMENT TEST SUMMARY

Course		Measure		Lakeland Roman Catholic Separa						Alberta				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année		Acceptable Standard	Intermediate	Maintained	Acceptable	61	78.7	50	76.0	1,870	69.9	3,131	77.6	
		Standard of Excellence	Low	Declined	Issue	61	3.3	50	8.0	1,870	9.3	3,131	12.5	
Français 6 année		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4	
Science 6		Acceptable Standard	Very Low	Maintained	Concern	205	58.0	196	61.2	53,806	68.8	54,859	66.7	
		Standard of Excellence	Very Low	Maintained	Concern	205	8.8	196	11.7	53,806	24.8	54,859	21.8	
Social Studies 6		Acceptable Standard	Very Low	Declined	Concern	205	50.7	196	57.1	60,804	68.5	57,655	66.2	
		Standard of Excellence	Very Low	Maintained	Concern	205	6.3	196	7.1	60,804	19.8	57,655	18.0	
English Language Arts 9		Acceptable Standard	Intermediate	Improved	Good	255	75.7	234	68.4	59,096	69.5	56,255	71.4	
		Standard of Excellence	Low	Maintained	Issue	255	6.7	234	7.3	59,096	11.8	56,255	13.4	
K&E English Language Arts 9		Acceptable Standard	Intermediate	n/a	n/a	7	71.4	n/a	n/a	1,465	49.6	1,254	50.2	
		Standard of Excellence	High	n/a	n/a	7	14.3	n/a	n/a	1,465	5.6	1,254	5.7	
French Language Arts 9 année		Acceptable Standard	Low	Maintained	Issue	62	77.4	47	78.7	3,308	76.6	3,215	76.1	
		Standard of Excellence	Low	Improved	Acceptable	62	6.5	47	2.1	3,308	10.6	3,215	10.9	
Français 9 année		Acceptable Standard	n/a	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	n/a	615	19.7	575	22.3	
Mathematics 9		Acceptable Standard	Very Low	Maintained	Concern	251	43.0	234	43.6	58,577	52.7	55,447	54.4	
		Standard of Excellence	Very Low	Maintained	Concern	251	6.0	234	5.6	58,577	14.0	55,447	13.5	
K&E Mathematics 9		Acceptable Standard	Very Low	Maintained	Concern	11	27.3	7	42.9	1,967	52.2	1,815	52.7	
		Standard of Excellence	Intermediate	Maintained	Acceptable	11	9.1	7	0.0	1,967	9.9	1,815	11.3	
Science 9		Acceptable Standard	Intermediate	Improved	Good	254	66.5	234	59.8	59,072	67.6	56,311	66.3	
		Standard of Excellence	Intermediate	Maintained	Acceptable	254	10.2	234	10.3	59,072	20.8	56,311	20.1	
K&E Science 9		Acceptable Standard	Low	Maintained	Issue	8	50.0	7	42.9	1,411	52.3	1,197	52.9	
		Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	7	0.0	1,411	8.9	1,197	10.9	
Social Studies 9		Acceptable Standard	Very Low	Maintained	Concern	254	51.6	237	53.2	59,125	60.5	56,309	58.4	
		Standard of Excellence	Very Low	Maintained	Concern	254	8.3	237	10.1	59,125	15.8	56,309	15.9	
K&E Social Studies 9		Acceptable Standard	Low	n/a	n/a	8	50.0	n/a	n/a	1,351	50.4	1,140	49.6	
		Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	1,351	11.3	1,140	10.6	

It should be noted that grade 6 students wrote Provincial Achievement Tests in Social Studies/Études sociales, Science and French Language Arts.

Strengths

- **Consistent Performance in French Language Arts:** The district has maintained a strong performance in French Language Arts at both Grade 6 and Grade 9 levels. While achievement tests are a reflection of compounded student learning over many grades, teachers in the 2023-2024 school year benefited greatly from the valuable support of the Division French Coordinator.
- **Improvement in English Language Arts 9:** A notable improvement was observed in English Language Arts 9, moving from Intermediate to Good.
- **K & E English Language Arts 9:** 71.4% of the students who took the K&E English Language Arts 9 exam met the Acceptable Standard. This is significantly higher than the provincial average of 49.6% (+21.8%). As LCSD students participating in K&E are fully immersed in regular Grade 9 programming, this is likely a reflection of overall effective classroom practices in Grade 9 English Language Arts.
- **Grade 9 Mathematics Number Concepts:** 70% of students achieved the acceptable standard or higher in the "Number" strand (Part A)

Areas for Growth

LCSD lag behind the provincial average in Math, Science, and Social Studies at both Grade 6 and 9 levels, for both the Acceptable Standard and Standard of Excellence.

- **Declining Performance in Science and Social Studies:** Both Science and Social Studies at Grade 6 and 9 levels have shown a decline in performance, particularly in the Standard of Excellence. Results analysis at the grade 6 and 9 level indicate gaps in content knowledge in both social studies and science. Examining prior grade content knowledge and emphasizing skill development in critical thinking, problem-solving, communication, and inquiry will bridge knowledge gaps and foster essential skills for student success in Science and Social Studies.
- **Mathematics Performance:** While Mathematics 9 has maintained its performance, there is room for improvement, especially in the Standard of Excellence. 43% of LCSD students achieved the acceptable standard on the overall Grade 9 Mathematics Achievement Test, which is lower than the provincial average of 51.4% (-8.4) To improve Math 9 outcomes, professional development will support teachers in using data-driven instruction, item-level analysis, and strategic scaffolding to address learning gaps and challenge students.
- **K&E Courses:** Although the sample size is smaller for K&E courses, there are areas where performance could be strengthened, such as in K&E Mathematics 9. Continuing to strengthen universal classroom instruction in grade 9 mathematics will support improvement in this area.

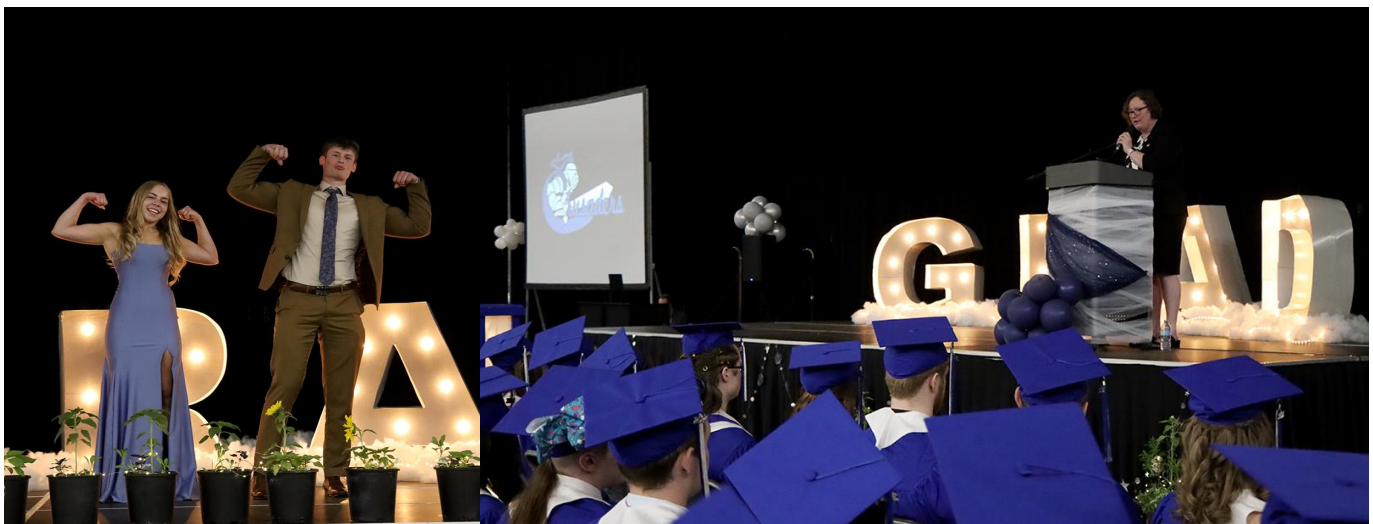


DIVISION DIPLOMA EXAMINATION SUMMARY

Course		Lakeland Roman Catholic Separa							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	100	81.0	109	85.3	33,001	84.2	31,493	83.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	100	8.0	109	5.5	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	73	89.0	53	88.7	19,219	85.7	17,112	86.2
	Standard of Excellence	Intermediate	Improved Significantly	Good	73	13.7	53	1.9	19,219	12.9	17,112	12.7
French Language Arts 30-1	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,200	95.3	1,236	93.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Acceptable Standard	n/a	Improved	n/a	42	85.7	71	74.6	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Maintained	n/a	42	26.2	71	22.5	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Declined	n/a	74	59.5	57	68.4	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Improved	n/a	74	12.2	57	3.5	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	Intermediate	Declined Significantly	Issue	82	80.5	80	93.8	25,167	85.2	24,023	83.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	82	12.2	80	13.8	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Low	Declined	Issue	85	72.9	86	82.6	23,985	77.6	21,045	78.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	85	9.4	86	11.6	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	81	71.6	96	84.4	24,414	83.1	23,270	82.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	81	27.2	96	26.0	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	68	79.4	64	78.1	19,955	82.9	18,364	80.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	68	25.0	64	23.4	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	Very High	Improved	Excellent	35	94.3	35	85.7	9,955	85.1	9,241	82.3
	Standard of Excellence	Very High	Maintained	Excellent	35	42.9	35	31.4	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	Low	Declined	Issue	70	67.1	79	79.7	8,439	81.3	8,007	79.4
	Standard of Excellence	Low	Declined Significantly	Concern	70	11.4	79	25.3	8,439	24.6	8,007	23.1

Strengths

- **Strong Performance in French and Français:** The district has shown consistently strong performance in both French Language Arts 30-1 and Français 30-1.
- **Improved Performance in English Language Arts 30-2:** A significant improvement was observed in the Standard of Excellence for English Language Arts 30-2.
- **Strong Performance in Physics 30:** The district has consistently achieved high performance in Physics 30, particularly in the Standard of Excellence.
- **Mathematics 30-1:** 100% of students achieved at or above the acceptable standard, indicating success in meeting the minimum provincial requirements for this course. LCSD students performed well on the Math 30-1 acceptable standard in both the January and June 2024 diploma exam administrations, exceeding the provincial averages in both instances.



DIVISION DIPLOMA EXAMINATION SUMMARY

Areas for Growth

- Below the provincial average in Provincial Acceptable in 6 of the 10 subjects
- **English Language Arts:** Analyzing the distribution of written response scores in English 30-1 and 30-2, particularly in areas like "Supporting Evidence" and "Matters of Choice," can pinpoint student struggles. Reviewing grading practices and assessment criteria to ensure alignment with Diploma Exam expectations can address the gap between in-class and exam results.
- **Declining Performance in Social Studies:** While Social Studies 30-1 results are strong, with a 98.7% pass rate, written response scores are slightly below the provincial average. Increased focus on structuring responses, developing thesis statements, and using evidence effectively can improve performance.
- **Science:** Biology 30 and Science 30 have shown a decline in performance, particularly in the Standard of Excellence. Biology 30 and Science 30 performance can be improved by focusing on application of knowledge through increased opportunities for experimental design, problem-solving, and data analysis. Collaborative curriculum mapping can ensure a smooth transition to Science 30 by building upon prior learning.
- **Mathematics 30-1 and 30-2:** While the Standard of Excellence in Math 30 has improved, the decline in the Acceptable Standard, particularly in complex concepts, requires attention. Data-driven instruction, differentiated instruction, and inquiry-based learning can support student achievement.



LITERACY AND NUMERACY INTERVENTIONS

Screening Assessments used at each Grade Level

Cohort	Literacy	Numeracy
Grade 1 English	TOWRE-II	Provincial Numeracy Screening Assessment
Grade 1 French	CC3	Test de dépistage provincial en numératie
Grade 2 English	TOWRE-II	Provincial Numeracy Screening Assessment
Grade 2 French	CC3	Test de dépistage provincial en numératie
Grade 3 English	TOWRE-II	Provincial Numeracy Screening Assessment
Grade 3 French	CC3	Test de dépistage provincial en numératie

Literacy Assessment Data

LITERACY					
Grade	The total number of students assessed at the beginning of the school year	The total number of students identified as being at risk at the beginning of the school year	The average number of months behind grade level after administering the initial assessments for at-risk students.	The total number of students identified as being at risk at the end of the school year	The average number of months gained at grade level after the administration of the final assessment
1	179	50	15	45	10
2	189	71	16	54	10
3	213	84	17	78	10



LITERACY AND NUMERACY INTERVENTIONS

Numeracy Assessment Data

NUMERACY					
Grade	The total number of students assessed at the beginning of the school year	The total number of students identified as being at risk at the beginning of the school year	The average number of months behind grade level after administering the initial assessments for at-risk students.	The total number of students identified as being at risk at the end of the school year	The average number of months gained at grade level after the administration of the final assessment
1	179	74	7.9	61	0
2	193	118	10.6	92	0
3	193	120	10.6	100	0

Summary of Literacy and Numeracy Intervention Support

- **Literacy:**
 - Tier 3 (pull-out) intervention provided by a certified teacher.
 - Focus on phonological processing, phonics, and vocabulary.
 - Duration: At least 30 minutes, four times per week for approximately four months, with some extending to over eight months.
 - Resources tailored to individual needs, ranging from basic phonics to complex word analysis.
 - For Grade 3 and 4, additional support for fluency was added using PALS.
- **Numeracy:**
 - Tier 2 (small group) intervention facilitated by classroom teachers.
 - Use of Mathology/Mathologie resources, adapted to individual needs.
 - Enhanced assessment practices to identify specific needs beyond initial screenings.

Key Points:

- **Targeted Intervention:** Both literacy and numeracy interventions were tailored to address specific student needs.
- **Intensive Support:** Literacy interventions were intensive, with significant time commitment.
- **Teacher Expertise:** Certified teachers led literacy interventions, while classroom teachers facilitated numeracy support.
- **Resource-Based Approach:** Both literacy and numeracy interventions relied on specific resources to guide instruction.
- **Assessment-Driven:** Regular assessment was crucial for identifying student needs and adjusting interventions.

TEACHING AND LEADING

Education Quality

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
3.1.1 Knowledge received from child's school about progress and achievement in French Language Learning.	84.1%		91% (2%-)		
3.1.2 School's effort to improve child's literacy.			93% (1%-)		
5.1.1 School and Division are good places to teach, learn and grow.			97% (1%-)	91% (4%+)	92% (6%-)

Strengths

- Parents maintained satisfaction with the quality of education based on the local survey measures.
- LCSD teaching staff indicated a notable increase in agreement that LCSD is an environment conducive to professional and personal development which suggests that our division is a supportive and conducive environment for both educators and students.
- Additional consideration of both qualitative and quantitative feedback indicates that teachers have access to adequate resources for teaching and learning, including those specific to Math curriculum implementation. This is likely in part due to an substantial effort to provide teachers (specifically those implementing new curriculum) with sufficient access to a multitude of resources for teaching and learning through LCSD Curriculum Implementation website.

Areas for Growth

- LCSD will benefit from developing a more robust communication plan for sharing student progress in French Language Learning and literacy with parents. This could include more frequent progress reports, parent-teacher conferences, or digital communication platforms.
- Schools will be encouraged to garner more feedback from parents to effect change.
- Teachers would benefit from more opportunities for collaborative planning and professional learning, particularly in areas like Indigenous history and EAL (English as an Additional Language).



LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments (Safe and Caring) Access to Supports and Services The following two

Goal 4: Learning Supports		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
4.1.8	School promotes physical activity, health and wellness.	96% (2%-)	89% (=)	98% (1%+)	96% (6%+)	94% (=)
4.2.1	Satisfaction with student assessment services for students with learning difficulties				79%	
4.2.3	Student support services provided by non-school agencies or specialists.				83% (2%-)	90% (=)

Strengths

- **Physical Activity, Health, and Wellness:** The schools excel in promoting a healthy environment across all staff and student groups. This is a strong foundation for overall learning and well-being.
- **Parental Satisfaction with Student Assessment:** Parents of students with learning difficulties indicate a positive perception of the school's ability to identify needs.
- **External Support Services:** The schools effectively connect students with needed resources.

Areas of Growth

- **Continuum of Supports:** There is a crucial gap in understanding student and teacher perspectives on how well the school meets diverse learning needs.
- **Needs of Students with Learning Difficulties:** Use student data to prioritize areas for improvement in the student's learning support plan.
- **Assessment:** Teachers responses indicate a need to improve student access to assessments.



FIRST NATIONS, MÉTIS AND INUIT

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4105 The Lakeland Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Lakeland Roman Catholic Separa (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	72.9	79.0	72.0	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	76.9	86.7	78.1	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	30.4	37.5	37.5	48.7	45.3	45.3	Verg Low	Maintained	Concern
	PAT6: Excellence	0.0	6.3	6.3	7.3	6.5	6.5	Verg Low	Declined	Concern
	PAT9: Acceptable	42.8	34.4	34.4	41.4	39.4	39.4	Verg Low	Maintained	Concern
	PAT9: Excellence	3.3	5.7	5.7	6.1	5.3	5.3	Verg Low	Maintained	Concern
	Diploma: Acceptable	71.2	78.8	78.8	76.9	74.8	74.8	Verg Low	Maintained	Concern
	Diploma: Excellence	9.1	15.3	15.3	11.8	11.3	11.3	Verg Low	Maintained	Concern
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

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4105 The Lakeland Roman Catholic Separate School Division (FNMI)

Measure	Lakeland Roman Catholic Separa (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
Diploma Exam Participation Rate (4+ Exams)	36.5	0.0	n/a	23.5	1.3	n/a	Low	n/a	n/a
Drop Out Rate	1.3	3.3	1.5	5.2	5.1	5.0	Verg High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	67.9	59.3	56.6	43.7	43.9	41.5	Intermediate	Maintained	Acceptable
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	49.3	45.7	41.3	36.8	35.5	36.3	Low	Maintained	Issue
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Strengths

- **Drop Out Rate:** The division has a very high achievement in the measure for FNMI students and has maintained this achievement from the previous year. This is categorized as excellent overall. This is likely a result of the efforts made by LCSD to foster and maintain positive and inclusive school climate where FNMI students feel safe, respected, and valued. In addition, the targeted support of the Indigenous Outreach workers, which was a 1.0 FTE in 2023-2024 fostered enhanced communications and relationships between the school and families.

Areas of Growth

- **Student Growth and Achievement:** Below the provincial average for both the Acceptable Standard and Standard of Excellence in all Achievement Tests with the exception of Grade 9.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4105 The Lakeland Roman Catholic Separate School Division (FNMI)

Course		Measure		Lakeland Roman Catholic Separa (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	102	56.9	132	65.9		
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	102	2.9	132	5.3		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3		
Science 6	Acceptable Standard	Very Low	Maintained	Concern	56	28.6	48	37.5	3,851	51.4	3,990	46.0		
	Standard of Excellence	Very Low	Declined	Concern	56	1.8	48	10.4	3,851	12.3	3,990	9.0		
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	56	30.4	48	37.5	4,556	48.7	4,332	45.3		
	Standard of Excellence	Very Low	Declined	Concern	56	0.0	48	6.3	4,556	7.3	4,332	6.5		
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	49	59.2	57	45.6	4,465	49.5	4,375	49.2		
	Standard of Excellence	Very Low	Declined	Concern	49	2.0	57	7.0	4,465	4.7	4,375	4.4		
K&E English Language Arts 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	388	42.8	297	43.8		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	388	4.9	297	3.7		
French Language Arts 9 année	Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	160	63.8	136	65.4		
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	160	5.6	136	4.4		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0		
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	48	22.9	57	22.8	4,361	28.7	4,197	28.7		
	Standard of Excellence	Very Low	Maintained	Concern	48	4.2	57	1.8	4,361	4.8	4,197	3.8		
K&E Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	485	43.7	440	48.9		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	485	6.2	440	11.1		
Science 9	Acceptable Standard	Very Low	Improved	Issue	48	45.8	57	35.1	4,477	46.0	4,380	42.1		
	Standard of Excellence	Low	Maintained	Issue	48	4.2	57	5.3	4,477	8.5	4,380	7.1		
K&E Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	373	46.6	281	48.4		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	373	7.2	281	8.2		
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	48	39.6	57	33.3	4,498	39.0	4,393	34.1		
	Standard of Excellence	Very Low	Declined	Concern	48	4.2	57	10.5	4,498	6.3	4,393	4.9		
K&E Social Studies 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	351	46.2	262	45.4		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	351	9.4	262	7.3		

Strengths

- **Acceptable Standard:** In Grade 6, the acceptable standard for FNMI students on the PATs based on the number of students enrolled has shown improvement.

Areas of Growth

- **Acceptable Standard:** The acceptable standard decreased from 41.3% in 2020-2022 to 28.6% in 2022-2024.
- **Standard of Excellence:** The standard of excellence for FNMI students in many subjects, including Grade 6 and Grade 9 PATs, remains below or significantly lower than the provincial average.
- **Interventions:** Evaluating the effectiveness of current strategies and exploring new approaches to support FNMI students, including culturally responsive teaching practices and addressing potential learning gaps.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4105 The Lakeland Roman Catholic Separate School Division (FNMI)

Course		Measure		Lakeland Roman Catholic Separa (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	6	83.3	13	69.2	1,402	81.7	1,286	78.3		
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	6	0.0	13	0.0	1,402	6.9	1,286	6.1		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	13	84.6	8	87.5	2,010	86.0	1,833	86.5		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	13	7.7	8	0.0	2,010	10.8	1,833	9.9		
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	88.9	37	83.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	36	0.0	37	2.7		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	*	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	6	100.0	634	64.4	566	60.6		
	Diploma Examination Standard of Excellence	*	*	*	3	*	6	16.7	634	17.0	566	15.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	6	66.7	8	87.5	785	64.8	742	65.8		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	6	0.0	8	0.0	785	10.1	742	12.1		
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	7	85.7	9	77.8	1,071	79.1	986	73.0		
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	7	14.3	9	0.0	1,071	10.6	986	8.6		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	13	61.5	13	76.9	2,091	72.9	1,933	72.3		
	Diploma Examination Standard of Excellence	Low	Declined	Issue	13	7.7	13	23.1	2,091	6.6	1,933	5.4		
Biology 30	Diploma Examination Acceptable Standard	*	*	*	4	*	9	55.6	1,041	72.8	902	72.5		
	Diploma Examination Standard of Excellence	*	*	*	4	*	9	22.2	1,041	17.0	902	19.1		
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	614	78.2	550	70.0		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	614	23.5	550	24.0		
Physics 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	280	80.4	250	72.0		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	280	23.2	250	26.8		
Science 30	Diploma Examination Acceptable Standard	*	*	*	5	*	11	81.8	480	78.1	470	75.3		
	Diploma Examination Standard of Excellence	*	*	*	5	*	11	36.4	480	18.5	470	18.7		

Strengths

- **Acceptable Standard:** Overall results were maintained in the Diploma Exam results

Areas of Growth

- **Standard of Excellence:** The standard of excellence in many subjects remains below or significantly below the provincial average.
- A consistent trend across multiple subjects is that **school-awarded marks for both the acceptable standard and the standard of excellence tend to be inflated when compared to the results of the Diploma Examinations.** This suggests a potential area of focus for aligning school-based assessment practices with provincial standards.

FIRST NATIONS, MÉTIS AND INUIT

Goal 3: First Nations, Métis and Inuit (FNMI)						
Measure		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
3.1.1	Professional learning provided on residential schools, treaties and Indigenous history.				75% (7%-)	
3.1.2	School-level resources and support available to develop and apply foundation knowledge about FNMI for the benefit of all students.				78% (5%-)	
3.1.3	(FNMI parents) Opportunities for involvement in decision about their child's education.			84% (6%-)		
3.1.4	(FNMI students/parents) Teachers helps students achieve learning expectations and high standards. (Challenge to do best)	99% (1%+)	83% (2%-)	92% (4%+)		
	(FNMI students/parents) Teachers helps students achieve learning expectations and high standards. (Teachers provide extra help / use methods that help child learn)	93% (1%-)	89% (=)	88% (3%-)		
3.1.5	FNMI students learning needs are met.			92% (7%+)		
3.1.6	School-level resources and support offered for instructional support for FNMI.				79% (5%-)	
3.1.7	Division direction and support in the delivery of Indigenous programs and services.				77% (5%-)	
3.1.8	(FNMI) Division provides opportunities to celebrate Indigenous culture and promote pride.			92% (8%+)		
3.1.9	(FNMI) Satisfaction with the help the school provides to students who require additional support.			82% (11%+)		
3.1.12	(FNMI) The Division teaches the skills and attitudes that students require to be successful when they leave school.			89% (2%-)		

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
7.1.1	Division direction and support in the delivery of Indigenous programs and			77% (5%-)	
7.1.2	Resources available for teaching and learning.		94% (=)	75% (7%+)	89% (9%+)
7.1.3	School-level resources and support available to develop and apply foundation knowledge about FNMI for the benefit of all students.			78% (5%-)	
7.1.4	Professional learning provided on residential schools, treaties and Indigenous			75% (7%-)	

Strengths

- **FNMI Parent Satisfaction:** remains at a high level overall, indicating that LCSD is supporting students in ways that are culturally relevant and responsive and that parents/guardians feel assured in the opportunity to be meaningfully involved in their children's educational experience.
- **Celebrating Indigenous Culture:** LCSD has prioritized providing staff with the knowledge and tools necessary to create a welcoming and respectful space that celebrates Indigenous culture. We have taken a step towards greater cultural understanding by authentically and organically integrating cultural liaison responsibilities into the IOW role.

Areas of Growth

- **Child centered approach:** LCSD can continue to support FNMI students by gathering student feedback, expanding supports beyond academics to include social-emotional well-being and cultural identity, and ensuring FNMI representation in curriculum and the school environment.
- **Staff Professional Learning and Resources:** LCSD can continue to support teachers of FNMI students by evaluating current professional development and exploring additional opportunities in areas such as culturally responsive teaching, trauma-informed approaches, and incorporating Indigenous perspectives into the curriculum. Increased collaboration with FNMI parents and further professional learning regarding Indigenous protocols could also enhance teacher effectiveness.

FIRST NATIONS, MÉTIS AND INUIT



ENGLISH AS AN ADDITIONAL LANGUAGE

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4105 The Lakeland Roman Catholic Separate School Division (EAL)

Assurance Domain	Measure	Lakeland Roman Catholic Separa (EAL)			Alberta (EAL)			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	100.0	86.7	81.2	72.0	72.8	76.7	Very High	Improved	Excellent
	5-year High School Completion	83.5	87.6	87.6	88.1	88.7	87.2	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	78.6	66.7	66.7	64.6	65.4	65.4	High	Maintained	Good
	PAT6: Excellence	21.4	4.8	4.8	16.5	15.7	15.7	High	Improved	Good
	PAT9: Acceptable	67.6	63.1	63.1	52.7	55.3	55.3	Intermediate	Maintained	Acceptable
	PAT9: Excellence	7.8	0.0	0.0	10.1	11.0	11.0	Very Low	Improved	Issue
	Diploma: Acceptable	65.4	72.7	72.7	66.3	67.1	67.1	Very Low	Maintained	Concern
Diploma: Excellence	4.8	9.1	9.1	14.0	13.8	13.8	Very Low	Maintained	Concern	
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

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4105 The Lakeland Roman Catholic Separate School Division (EAL)

Measure	Lakeland Roman Catholic Separa (EAL)			Alberta (EAL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	41.7	0.0	n/a	46.1	4.6	n/a	Low	n/a	n/a
Drop Out Rate	1.0	0.0	1.1	2.6	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	75.0	63.2	73.3	56.8	60.3	60.0	Very High	Maintained	Excellent
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	35.3	.	n/a	65.2	62.7	64.7	Very Low	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



ENGLISH AS AN ADDITIONAL LANGUAGE

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4105 The Lakeland Roman Catholic Separate School Division (EAL)



Course	Measure	Lakeland Roman Catholic Separa (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	*	*	*	3	*	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	*	*	*	3	*	n/a	n/a	110	12.7	188	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	21	71.4	10,323	63.8	9,728	64.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	14	21.4	21	9.5	10,323	18.4	9,728	17.2
Social Studies 6	Acceptable Standard	High	Maintained	Good	14	78.6	21	66.7	11,278	64.6	10,098	65.4
	Standard of Excellence	High	Improved	Good	14	21.4	21	4.8	11,278	16.5	10,098	15.7
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	25	76.0	21	76.2	7,249	56.9	6,969	62.2
	Standard of Excellence	Very Low	Maintained	Concern	25	0.0	21	0.0	7,249	5.4	6,969	6.6
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
French Language Arts 9 année	Acceptable Standard	*	*	*	2	*	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	*	*	*	2	*	n/a	n/a	174	9.2	194	11.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
Mathematics 9	Acceptable Standard	Low	Improved	Acceptable	25	60.0	21	38.1	7,201	46.7	6,930	50.1
	Standard of Excellence	Very Low	Improved	Issue	25	8.0	21	0.0	7,201	11.5	6,930	12.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	25	68.0	21	71.4	7,236	57.7	6,975	59.4
	Standard of Excellence	High	Improved	Good	25	12.0	21	0.0	7,236	14.2	6,975	15.0
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	25	68.0	21	66.7	7,249	49.4	6,983	50.4
	Standard of Excellence	Low	Improved	Acceptable	25	12.0	21	0.0	7,249	9.6	6,983	11.0
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5

Strengths

- **Numbers Enrolled:** The Grade 6 PAT results based on the number of students enrolled show a positive trend, with the acceptable standard increasing from 66.7% in 2021-2023 to 72.6% in 2022-2024.
- **Standard of Excellence:** The standard of excellence for Grade 6 PATs also shows improvement, increasing from 4.8% in 2021-2023 to 13.1% in 2022-2024, exceeding the Alberta (EAL) average of 16.1%.

Areas of Growth

- **Standard of Excellence:** The standard of excellence for Grade 9 EAL students on the PATs remains very low.
- **Targeted Supports:** EAL students require targeted support to improve their achievement on Grade 9 PATs across subjects like English Language Arts, Français, French Language Arts, Mathematics, and Social Studies.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4105 The Lakeland Roman Catholic Separate School Division (EAL)

Course	Measure	Lakeland Roman Catholic Separa (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	12	66.7	n/a	n/a	2,095	61.3	2,482	63.3
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	12	8.3	n/a	n/a	2,095	2.7	2,482	3.7
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	16	87.5	10	70.0	2,333	70.0	2,284	71.5
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	16	0.0	10	0.0	2,333	5.2	2,284	5.5
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	85.7	27	85.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21	19.0	27	0.0
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	100.0	11	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	11.1	11	9.1
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,543	64.0	1,714	61.1
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,543	27.6	1,714	23.1
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	12	75.0	n/a	n/a	1,250	57.7	1,327	58.5
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	12	16.7	n/a	n/a	1,250	9.0	1,327	9.7
Social Studies 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	9	44.4	n/a	n/a	1,110	70.5	1,415	72.7
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	1,110	10.7	1,415	8.8
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	16	62.5	12	83.3	2,904	63.2	2,749	62.5
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	16	0.0	12	0.0	2,904	8.3	2,749	7.8
Biology 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	36.4	n/a	n/a	1,509	69.7	1,790	72.8
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	11	9.1	n/a	n/a	1,509	23.6	1,790	24.7
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	9	55.6	n/a	n/a	1,364	73.2	1,479	73.5
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	1,364	29.6	1,479	29.9
Physics 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	645	71.3	715	75.7
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	645	32.9	715	32.3
Science 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	14	64.3	9	77.8	591	69.0	714	67.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	14	7.1	9	11.1	591	16.2	714	16.1

Strengths

- **Acceptable Standard:** In Français 30-1, the acceptable standard was maintained at 100%.

Areas of Growth

- **Improvement:** EAL student performance on the Social Studies 30-1 and 30-2, Biology 30, and Chemistry 30 diploma exams was categorized as 'Very Low'.
- Mathematics 30-1, the acceptable standard decreased from 85.7% in 2022 to 61.1% in 2024, significantly below the Alberta (EAL) average of 64%.
- **Standard of Excellence:** The standard of excellence is significantly lower in many subjects and remains significantly lower than the provincial average.
- **Targeted Interventions:** Targeted interventions and support can be implemented to address the challenges faced by EAL students in specific subject areas.
- **Data Analysis:** Evaluating the effectiveness of existing strategies and exploring new approaches to support EAL students, such as language-focused instruction and culturally responsive pedagogy.

ENGLISH AS AN ADDITIONAL LANGUAGE

Goal 8: EALL Parent Survey

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
8.1.1 Quality of English language support and assistance for student.			97% (=)		
8.1.2 Child is receiving English language programming that meets child's needs.			98% (=)		
8.1.3 Satisfaction with intake program provided by EALL Coordinator.			100% (2%+)		
8.1.4 Level of services provided to students and families through the EALL coordinator.			100% (2%+)		

Strengths

- **Population:** Supporting 169 EAL students.
- **High School Completion:** 100% of EAL students complete high school within three years of enrolment.
- **Achievement:** EAL students performed well on the grade 6 Provincial Achievement Tests with results above the provincial average for the grade 6 PAT acceptable standard and standard of excellence. EAL students writing the grade 9 Provincial Achievement Tests performed above the provincial average at the acceptable standard level. Our grade 6 and 9 EAL students are on par with the province in meeting the acceptable standard (grades 6 and 9) and the standard of excellence (grade 6) with the Provincial Achievement Tests.
- **Overall Supports:** Parents are highly satisfied with LCSD intake process, with the services provided by the EAL Coordinator, and with the quality of language support and assistance provided for students.

Areas of Growth

- **Standard of Excellence:** Further support is needed to help Grade 6 and 9 students reach the standard of excellence.
- **Achievement:** EAL students in grade 12 performed below the provincial average on Provincial Diploma Exams. Although our grade 12 students are slightly below the provincial average at the acceptable standard, they are well below the provincial average in the standard of excellence.
- **Academic Supports:** Grade 12 students require additional English language learning support throughout grades 10-12 in order to improve results. This can be supported with our EAL Facilitator working with small groups to provide targeted intervention and schools providing an English as an Additional Language class at the high school level.
- **Instructional Strategies:** Use of data-driven instructional strategies to address specific learning gaps.
- **Culturally Responsive:** Building capacity to include culturally responsive practices within our school communities.



GOVERNANCE

Parent Involvement

Goal 5: Governance

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
5.1.1 School and Division are good places to teach, learn and grow.			97% (1%-)	91% (4%+)	92% (6%-)
5.1.2 Division is responsive and responsible.			91% (1%-)	81% (5%+)	82% (5%+)
5.1.3 The information provided about the school and its operation.			93% (=)	84% (3%+)	94% (5%+)

Strengths

- **Positive School Climate:** A high percentage of respondents believe the school and division are good places to teach, learn, and grow. This positive perception indicates a strong school culture and a sense of belonging.
- **School Council:** School Council attendance and participation.
- **Communication:** The division is effective in providing information about the school and its operations. Division and Site administrators benefitted from professional learning regarding various aspects of communication, including but not limited to ensuring that parents have necessary information in a prompt and clear manner when potential risks are apparent (lock-down and hold-and-secure).

Areas for Growth

- **Divisional Responsiveness and Responsibility:** Teachers and support staff reported less satisfaction with the division's responsiveness.



SUPPLEMENTAL ASSURANCE MEASURES - LOCAL MEASURES

In-Service Jurisdiction Needs

Supplementary Measures: In-Service Jurisdiction Needs

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
9.1.1	Division direction and support in the delivery of Indigenous programs and			77% (5%-)	
9.1.2	Division resources and support offered to help in the delivery of EALL programs and services			71% (1%-)	
9.1.3	School-level resources and support offered to help develop and implement literacy initiatives.			86% (9%+)	
9.1.4	Satisfaction with instructional support provided at the school level in French curriculum. (FSL)			80% (13%+)	
9.1.5	Satisfaction with instructional support provided at the school level in French curriculum. (FI)			80% (15%+)	
9.1.6	School-level resources and support offered for instructional support for FNMI.			79% (5%-)	
9.1.7	School-level resources and support offered for integrating students with Inclusive Education needs into the classroom.			72% (7%+)	
9.1.8	School-level resources and support offered to help at-risk students succeed.			68% (1%+)	
9.1.9	School-level resources and support offered for implementation of Math curriculum.			84% (7%+)	
9.1.10	School-level resources and support provided to address numeracy learning challenges.			73% (3%+)	
9.1.11	School-level resources and support provided in the delivery of Fine Arts			84% (3%+)	
9.1.12	School-level resources and support available to develop and apply foundation knowledge about FNMI for the benefit of all students.			78% (5%-)	
9.1.13	Resources available for teaching and learning.		94% (=)	75% (7%+)	89% (9%+)
9.1.14	Professional learning provided on residential schools, treaties and Indigenous			75% (7%-)	
9.1.15	Quality of professional learning opportunities for staff serving EALL students.			70% (5%+)	93% (4%+)
9.1.16	Professional learning provided for French Language Learning is meeting FI/FSL teachers' needs.			63% (11%+)	
9.1.17	Opportunities for collaborative planning with other staff in their school. (Collaborative Team Meetings)			80%	n/a

Strengths

- **Resource Availability:** The division has generally strong resources available for teaching and learning. Of particular note is that conversations and observations indicate that Grade 4-6 teachers appreciated the resources provided by the division to support curriculum implementation.
- **Professional Learning Opportunities:** There are opportunities for collaborative planning and professional learning. Teachers indicated that highly valued the Professional Learning opportunities available to them at both division and school level.
- **Relevance and Quality of Professional Learning:** Increased satisfaction particularly in Division 2, due to targeted professional development offerings aligned with teacher-identified needs.
- **School-Level Support:** Schools are providing support for literacy initiatives, mathematics, French language learning, and inclusive education.

Areas for Growth

- **Indigenous Programs and Services:** While there is a strong commitment to Indigenous education, enhanced supports and resources needed to better meet the academic and social needs.
- **EAL Programs and Services:** Opportunities exist to further enhance resources and professional learning.
- **French Language Learning:** Addressing the specific needs of FI/FSL teachers.
- **At-Risk Students:** The division could increase its focus on providing resources and support to help at-risk students succeed; including but not limited to providing teachers with support to effectively determine areas of student need and tailor instruction and interventions accordingly.
- **Numeracy Learning Challenges:** While support is available, there is a need to address numeracy learning challenges more effectively. Ensuring that teachers have opportunities to collaborate with each other with guidance from experienced staff and/or external specialists will enhance teacher efficacy to meet students' varying numeracy needs.
- **Inclusive Education:** The division could strengthen its support for integrating students with inclusive education needs by increasing time that Classroom Support Teachers work directly with teachers and student aides in the classroom.

SUPPLEMENTAL ASSURANCE MEASURES - LOCAL MEASURES

Program of Studies

Supplementary Measures: Program of Studies		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
10.1.1	Satisfaction with the Band program.		88% (5%+)			
10.1.2	Satisfaction with the Art program.		78% (2%+)			
10.1.3	Satisfaction with the Drama program.		67% (3%+)			
10.1.4	Quality of French Immersion programming at child's school.		79% (3%-)			
10.1.5	Quality of French as a Second Language programming at child's school.		70% (4%-)			

Strengths

- While a relatively small number of students choose to participate in the optional Band program, there is high satisfaction therein. An opportunity exists here to explore student's satisfaction at specific school sites in order to glean insights into the successful attributes of this program.

Areas of Growth

- Again, while a small number of students choose to participate Art, Drama and French as a Second Language programs at division 3 and 4, all programs present opportunities for growth in satisfaction. Consistent staffing and cross-division sharing of pedagogical practices and resources could be priorities to ensure that all students can benefit from these programs.

Program of Studies - At Risk Learners

Goal 4: Learning Supports		Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
4.1.8	School promotes physical activity, health and wellness.	96% (2%-)	89% (=)	98% (1%+)	96% (6%+)	94% (=)
4.2.1	Satisfaction with student assessment services for students with learning difficulties				79%	
4.2.3	Student support services provided by non-school agencies or specialists.				83% (2%-)	90% (=)

Strengths

- Physical Activity, Health, and Wellness:** The schools excel in promoting a healthy environment across all staff and student groups. This is a strong foundation for overall learning and well-being.
- Parental Satisfaction with Student Assessment:** Parents of students with learning difficulties indicate a positive perception of the school's ability to identify needs.
- External Support Services:** The schools effectively connect students with needed resources.

Areas of Growth

- Satisfaction with Continuum of Supports:** There is a crucial gap in understanding student and teacher perspectives on how well the school meets diverse learning needs.
- Needs of Students with Learning Difficulties:** Use student data to prioritize areas for improvement in the student's learning support plan. Ensure teachers are aware of student assessment protocol & timelines.



SUPPLEMENTAL ASSURANCE MEASURES - LOCAL MEASURES

Satisfaction with Program Access Work Preparation

Measure	Grades 3-6	Grades 7-12	Parents	Teaching Staff	Support Staff
11.1.2 Satisfaction with personal counselling services available at school.		88% (1%+)	92% (4%+)		
11.1.3 School exposes Grade 10-12 students to their potential career-path.		75% (2%+)			
11.1.4 The Work Experience program is beneficial to student's potential career-path.		88% (2%+)			
11.1.5 Satisfaction that full day kindergarten provides quality early learning opportunities.			98% (2%-)	94% (=)	

Strengths

- **Full-Day Kindergarten:** The quality of early learning opportunities provided by full-day kindergarten are meeting the needs of young learners.
- **Personal Counseling Services:** Counseling services are accessible and effective in supporting students' emotional and social well-being.

Areas of Growth

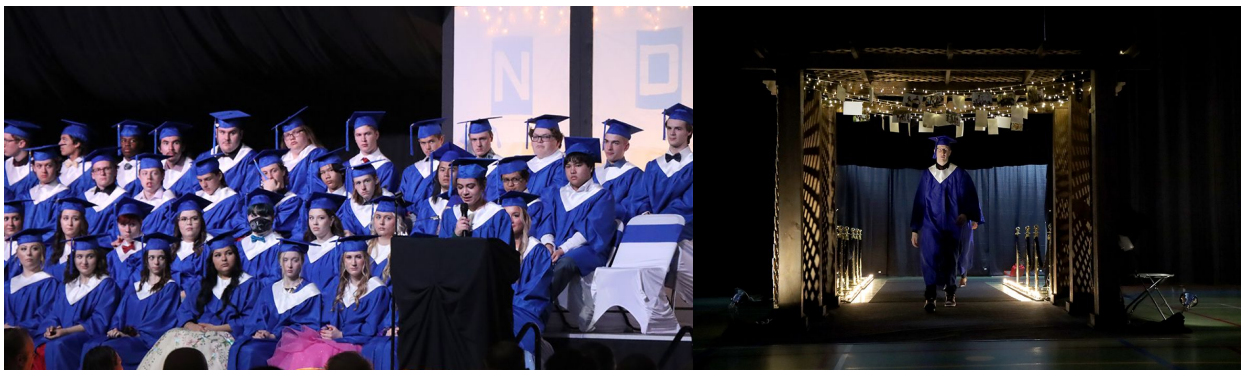
- **Career Path Exposure:** The Work Experience program is seen as beneficial but a need to enhance the school's overall career education program. This could include expanding the range of career exploration activities, providing more career counseling services, and strengthening partnerships with local businesses and industries.



LOOKING AHEAD - 2024-2025

An ongoing growth area for LCSD is supporting and developing school-based instructional approaches and embedding strong pedagogy into curriculum resources. Continuing capacity building in literacy and numeracy continues to be a focus area. Throughout 2024-25, LCSD will review, facilitate, and support professional learning sessions and develop professional learning communities to provide teacher collaboration opportunities focused on sharing best practices and evidence-based pedagogical research. The goal: To improve instruction and assessment practices.

- **Faith:** Develop and implement scaffolded, faith formation activities for leaders, staff and students. Build capacity of school leadership to be the faith leader of the school community. Support and empower school religion leaders and youth leadership initiatives. Refine use of new K resource & prepare for implementation of upcoming new Grade 9 curriculum.
- **Literacy:** Emphasize the science of reading within literacy instruction, integrating components such as phonological awareness, word study, and comprehension strategies that are essential for higher grade levels.
- **Numeracy:** Implement the Elk Island Catholic Schools (EICS) math assessment at all grade levels to identify learning strengths and gaps and provide corresponding professional learning.
- **Inclusive Education:** Consistent professional development and targeted behavior management support for educators and student aides. Provide professional learning sessions from our behavior consultant for school principals and Classroom Support Teachers. Classroom Support Teachers will increase time in the classroom coaching teachers with developing and improving upon inclusive teaching strategies.
- **English as an Additional Language:** EAL Facilitator will provide targeted and individualized supports for students in junior and senior high school.
- **Mental Health:** Continue to provide mental health supports through universal education to create awareness, knowledge, and strategies to support wellness, as well as targeted and individualized therapeutic support that focuses on intervention for students. Continue with the Mental Health Navigator role in each of our communities.
- **Instructional Leadership Capacity:** Support principals and assistant principals to develop instructional leadership skills and enhance school education plans.



SUMMARY OF FINANCIAL RESULTS

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.

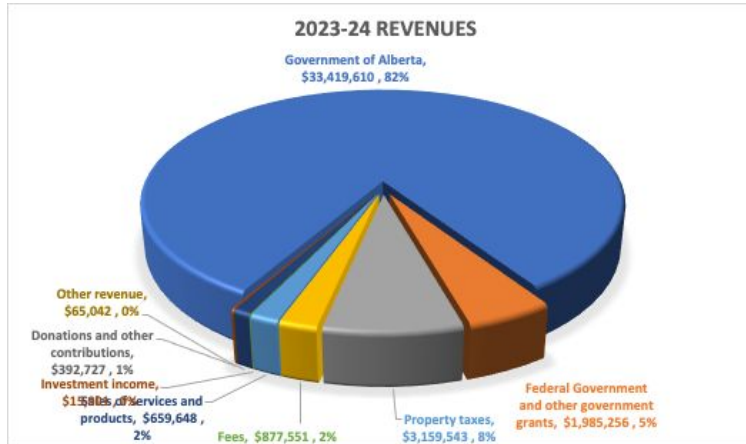
Link to [Audited Financial Statements](#) Link to [Provincial roll up of Audited Financial Statements](#)
For additional information contact Secretary Treasurer Hetu.

STATEMENT OF OPERATIONS For the Year Ended August 31, 2024

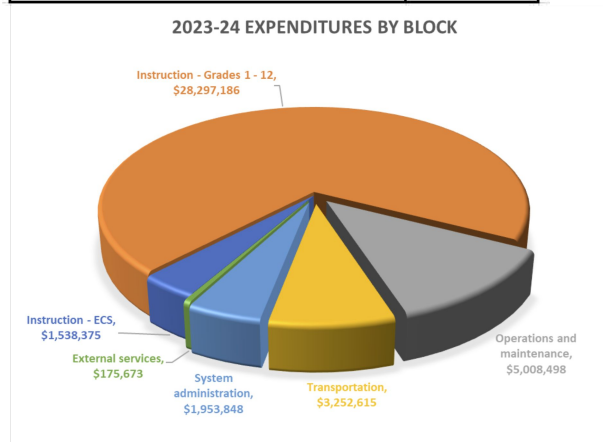
	Budget 2024	Actual 2024	Actual 2023	Significant Changes
REVENUES				
Government of Alberta	\$ 37,333,256	\$ 33,419,610	\$30,333,936	Change in classification of Municipal tax revenues
Federal Government and other government	\$ 1,050,112	\$ 1,985,256	\$ 2,153,570	Significant increase in Jordans Principle funding
Property taxes	\$ 3,504,903	\$ 3,159,543	\$ 3,402,252	
Fees	\$ 782,204	\$ 877,551	\$ 736,387	Addition of daycare programming, increasing fees
Sales of services and products	\$ 529,400	\$ 659,648	\$ 689,587	More activities due to normal activities
Investment income	\$ 6,000	\$ 15,901	\$ 6,550	
Donations and other contributions	\$ 160,000	\$ 392,727	\$ 619,785	
Other revenue	\$ 30,000	\$ 65,042	\$ 37,288	
Total revenues	\$ 43,395,875	\$ 40,575,278	\$37,979,355	
EXPENSES BY BLOCK				
Instruction - ECS	\$ 1,762,734	\$ 1,538,375	\$ 1,573,936	
Instruction - Grades 1 - 12	\$ 31,158,571	\$ 28,297,186	\$26,146,478	Change in classification of Municipal tax revenues
Operations and maintenance	\$ 4,740,263	\$ 5,008,498	\$ 5,061,776	
Transportation	\$ 3,894,812	\$ 3,252,615	\$ 2,777,986	Driver shortages, and route cancellations
System administration	\$ 1,821,163	\$ 1,953,848	\$ 1,692,717	2 new central office positions created; increase legal services
External services	\$ 23,913	\$ 175,673	\$ 171,243	
Total expenses	\$ 43,401,456	\$ 40,226,195	\$37,424,136	
Operating surplus (deficit)	\$ (5,581)	\$ 349,083	\$ 555,219	
EXPENSES BY OBJECT				
Certificated salaries	\$ 17,001,170	\$ 16,377,443	\$15,949,223	Teacher shortages, and lack of subs
Certificated benefits	\$ 4,040,357	\$ 3,841,145	\$ 3,582,093	Teacher shortages, and lack of subs
Non-certificated salaries	\$ 5,329,690	\$ 6,858,092	\$ 5,560,643	Increased hiring due to Jordans Principle approvals.
Non-certificated benefits	\$ 1,586,171	\$ 1,720,528	\$ 1,547,000	Increased hiring due to Jordans Principle approvals.
Services, contracts and supplies	\$ 13,322,420	\$ 9,324,530	\$ 8,616,289	Change in classification of Municipal tax revenues
Amortization of capital assets - supported	\$ 1,782,975	\$ 1,755,111	\$ 1,789,221	Assets fully amortized
Amortization of capital assets - unsupported	\$ 338,673	\$ 303,108	\$ 334,429	Assets fully amortized
Amortization - ARO	\$ -	\$ 46,238	\$ 46,238	New accounting adoption
Total expenses	\$ 43,401,456	\$ 40,226,195	\$37,425,136	
Enrollment				
ECS		198	193	
Grades 1-12		2503	2411	
Total Enrollment		2701	2604	



SUMMARY OF FINANCIAL RESULTS



Revenues	
Government of Alberta	\$33,419,610
Other - Government of Alberta	
Federal Government and other government grants	\$1,985,256
Out of province authorities	
Property taxes	\$3,159,543
Fees	\$877,551
Sales of services and products	\$659,648
Investment income	\$15,901
Donations and other contributions	\$392,727
Other revenue	\$65,042
Fundraising	\$-
Gains on disposal of capital assets	\$-
Other revenue	\$-
Total Revenue	\$40,575,278



EXPENSES BY BLOCK		
Instruction - ECS	\$1,538,375	3.80%
Instruction - Grades 1 - 12	\$28,297,186	70.30%
Operations and maintenance	\$5,008,498	12.50%
Transportation	\$3,252,615	8.10%
System administration	\$1,953,848	4.90%
External services	\$175,673	0.40%
Total expenses	\$40,226,195	100%

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca.
<https://www.lrcssd.ca/page/whistleblower-protection>



