



SPAEC Annual Education Results Report

2021-2022

January 31, 2023

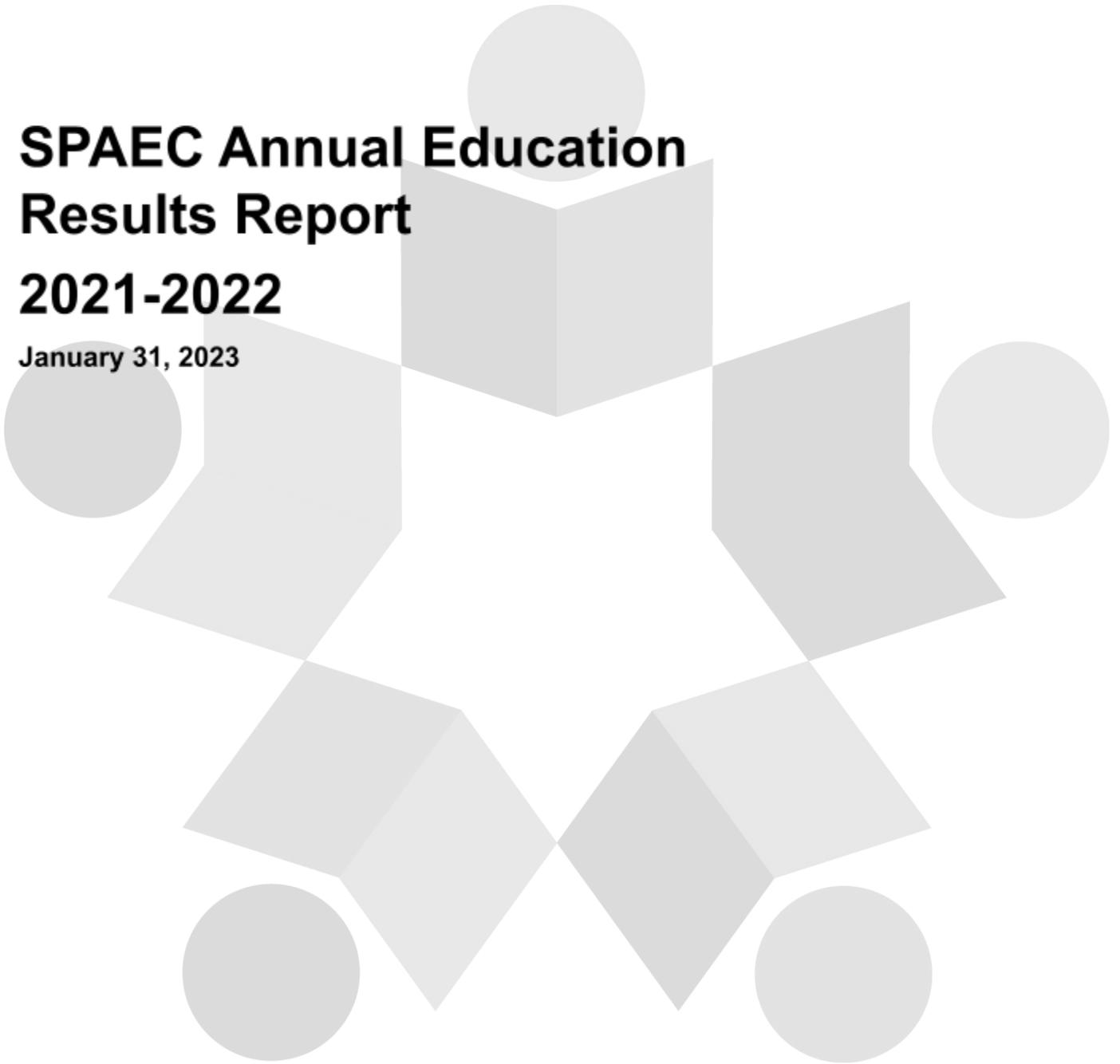


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St. Paul Alternate Education Centre (SPAEC) started as a seed in the mind of the late Doug Yeo, former Superintendent of schools. In September of 1996, the doors to SPAEC opened and St. Paul had its first Distance Learning School. The school started out with only a handful of students and one teacher. Over the years our school enrollment has grown to include a variety of staff and three Outreach Programs. Alternate Education provides service, support and instruction with a new direction in education. We are proud of the continuous growth to meet our students' needs.

Clear, transparent communication and stakeholder engagement is a long-standing priority for SPAEC. We work closely with multiple agencies including, but not limited to; Alberta Child and Family Services, AHS Mental Health and Addictions, Alberta Works, Dragonfly Centre Counselling Services, Lakeland Centre for FASD, Town of St. Paul FCSS, County of St. Paul FCSS.

We also work very closely with the Community Advocate for Saddle Lake Cree Nation. Unfortunately, we do not have a school council, but actively seek parental involvement in a variety of ways.

The St. Paul Alternate Education Centre provides an alternative to parents, students and Division schools. We serve students on a full-time, part-time, or off-site basis and cover the same curriculum as traditional school settings. SPAEC tailors the program to meet students' needs. SPAEC programming also includes Outreach programs. We have a campus in Elk Point that also offers an alternative school experience to youth in that community.

Mission Statement

In cooperation with parents and community, Alternate Education provides for the development of responsible, productive and learned citizens while respecting cultural, linguistic and religious diversity.

Motto

Students First

Vision

Our students are ethical citizens, critical thinkers, and leaders of tomorrow.

Values

- We value students first.
- We value life-long learning.
- We value high-quality teaching and service from all those who care for and support our students.
- We value safe, welcoming, and caring environments. When a student is in the greatest need we will provide the greatest support.
- We respect the rights and beliefs of others to make decisions about their own lives while treating everyone with the highest degree of dignity and fairness.
- We value genuine relationships with students, families, staff, and communities.
- We value the uniqueness of all and respect cultural, linguistic, spiritual, and religious diversity.
- We value collaboration, open communication, and transparency.
- We value integrity and we are accountable.

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Division Goals

- 1) Improving student achievement
- 2) Building quality relationships

Stakeholder Engagement

SPAEC works closely with several agencies, and we strive for clear, transparent communication and stakeholder engagement is a long-standing priority for SPAEC. We work closely with multiple agencies including, but not limited to: Alberta Child and Family Services, AHS Mental Health and Addictions, Alberta Works, Dragonfly Centre Counselling Services, Lakeland Centre for FASD, Town of St. Paul FCSS, County of St. Paul FCSS, Primary Care Network Lakeland, Manawanis Centre St. Paul

Contextual Information

SPAEC serves a diverse and inclusive community of students by several different modalities. Students can work in our site doing in-reach type alternative education, but can also programs from a distance as well. We offer in-class support with a teacher and instructional assistant in every classroom. SPAEC offers programming to students in grades 8-12 and supports students at 2 other offsite campuses: EPOS in Elk Point, AB and CHOH at the Capella Women's Shelter in St. Paul, AB.

The St. Paul Alternate Education Centre provides an alternative to parents, students and division schools. We serve students on a full-time, part-time, or off-site basis and cover the same curriculum as traditional school settings. SPAEC tailors the program to meet student's needs

In the 2022-23 school year, we have 94 students enrolled at SPAEC, and 15 students enrolled at EPOS. At the time of this report we have 29 blended students from other schools at SPAEC, and 4 blended students at EPOS from the neighbouring High School. SPAEC has 60% of its population being FNMI and EPOS has 53% of its student population. Our school is able to offer programing to students with exceptionalities as well, and 32% of students in the SPAEC building identified themselves needing inclusive education supports, while 57% of EPOS students are accessing the supports as well.

2022 Required Alberta Education Assurance Measures - Division Overall Summary

Assurance Domain	Measure	St. Paul Alternate Ed Centre			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	87.4	80.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	86.9	74.6	n/a	81.4	83.2	83.1	Very High	n/a	
	3-year High School Completion	23.6	*	38.2	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	46.5	42.3	58.2	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	0.0	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	74.1	n/a	63.6	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	0.0	n/a	4.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	77.3	n/a	89.0	89.6	90.3	High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.1	82.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	92.4	87.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.2	47.6	n/a	78.8	79.5	81.5	Very High	n/a	n/a

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

Grade 12 Diplomas (Acceptable and Standard of Excellence)

Grade12 Diploma Examination Results		St. Paul Alternate Education Centre		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	79.5	89.4	78.8	86.8
	Standard of Excellence	n/a	n/a	0.0	3.3	9.4	12.3
English Lang Arts 30-2	Acceptable Standard	100.0	85.7	86.8	88.9	80.8	87.1
	Standard of Excellence	0.0	14.3	3.8	9.3	12.3	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	91.9	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	6.8	10.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	66.7	61.3	63.6	77.8
	Standard of Excellence	n/a	n/a	25.0	29.0	23.0	35.1
Mathematics 30-2	Acceptable Standard	*	n/a	61.1	61.4	61.5	76.5
	Standard of Excellence	*	n/a	2.8	15.8	11.8	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	82.9	86.0	81.5	86.6
	Standard of Excellence	n/a	n/a	12.2	6.5	15.8	17.0
Social Studies 30-2	Acceptable Standard	*	57.1	68.3	65.9	72.5	77.8
	Standard of Excellence	*	0.0	6.7	5.9	13.2	12.2
Biology 30	Acceptable Standard	*	n/a	64.4	78.1	74.3	83.9
	Standard of Excellence	*	n/a	17.2	27.1	25.2	35.5
Chemistry 30	Acceptable Standard	*	n/a	82.5	75.3	77.1	85.7
	Standard of Excellence	*	n/a	27.5	35.1	31.1	42.5
Physics 30	Acceptable Standard	n/a	n/a	85.7	90.0	78.5	87.5
	Standard of Excellence	n/a	n/a	14.3	40.0	34.6	43.5
Science 30	Acceptable Standard	*	n/a	56.0	72.6	75.7	85.7
	Standard of Excellence	*	n/a	4.0	24.2	17.2	31.2

SPAEC has many students who write the diploma exams; however, the population of diploma-route students would be lower than other schools, which is evident in this table. We had several students who wrote the ELA 30-2 diploma exam; however, there are not enough writers to create data for the other exams. As a school, we look at our exam marks in the fall and try to analyze them to encourage our practice. We are very proud of our diploma writers, and as we continue to build our program, we are sure this data will become more reliable.

Because of the fact that we have very few grade 9 students, and the ones that are registered are typically with us because they have a history of absenteeism, most of our grade 9 students are exempted from PAT writing. Our students' truancy makes learning and retaining information very hard for them, and they are typically quite nervous of exams.

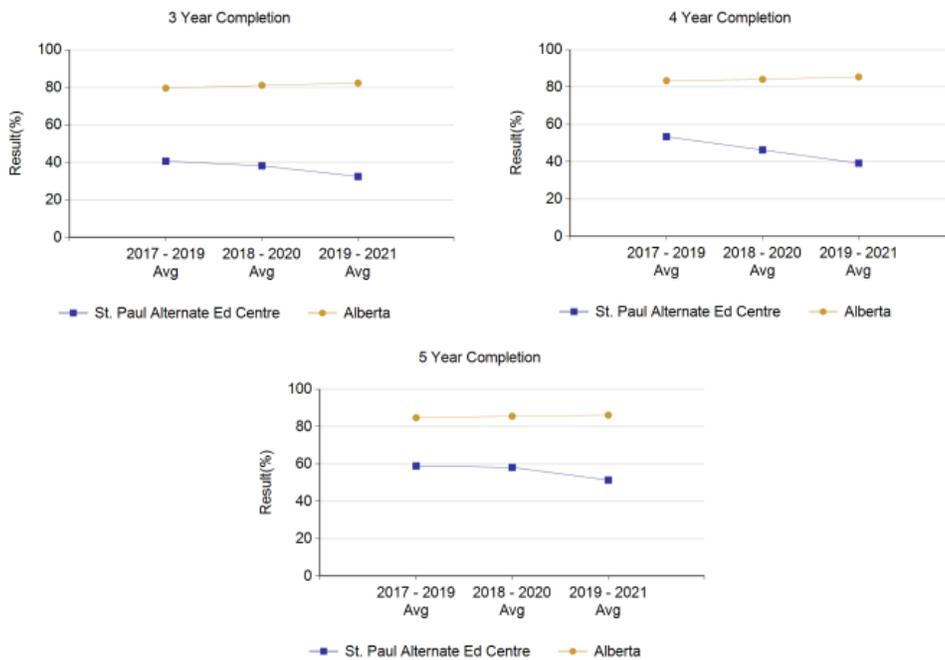
Many of our students have been out of school for many years. We utilize the K&E program quite frequently to bridge the gap for our students. We find that for many, a diploma often seems too far away so we set our sights on the K&E Certificate of Achievement. This allows us to fill in the blocks that were missed, and to build on their strengths to ensure they are not frustrated by the demands of the regular diploma. Many of our students are 5-8 years below their grade's reading level so our K&E program has been designed and, continues to be redesigned, to reduce the demand, which in turn, reduces the frustration. Many of our students come back in after they have completed their K&E program to get their diploma and we find that the 5 courses that they need to complete seems very manageable for them; SPAEC has had a lot of success by using this approach, and moving forward we believe we can increase the number of students who can obtain their diploma using this alternative route.

As we grow our program, we do want to be able to offer things differently so that students can access our diploma courses and be successful at writing them. We set goals and deadlines for our students to ensure that they understand what needs to be completed by their diploma exam and we also want to be very transparent with the increased demands in the diploma route, but support our students the best we can to complete them successfully. Our students, if they attend regularly and complete our modules are prepared to write their diploma exams.

3, 4 and 5 year High School Completion Results

Percentages of students who completed high school within three, four and five years of entering Grade 10.

Overall	St. Paul Alternate Education Centre			St. Paul School Division			Alberta		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
3 Year	40.7%	38.2%	32.5%	78.9%	81.9%	78.4%	80.3%	83.4%	83.2%
4 Year	53.4%	46.3%	39.2%	84.7%	82.9%	88.2%	84.0%	85.0%	87.1%
5 Year	59.0%	58.2%	51.4%	87.8%	86.6%	83.6%	85.3%	86.2%	87.1%



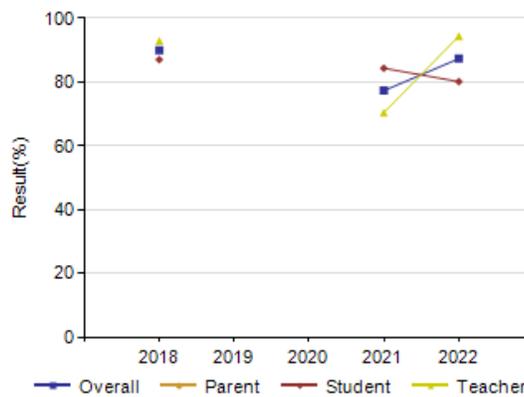
SPAEC has many students who complete the program, but as is evident in our data, the graduates that do complete their diploma are more often than not, 4 and 5 year students. Much of our population is coming back after leaving school, needing more time to complete their program, or are realizing that they could potentially age out of their educational years. Each year the number of students returning to complete their diploma is increasing, and we are happy to be here when they decide they are ready to return.

All of our enrollment numbers have decreased (3, 4 and 5 year graduates) the last few years and that could be because of a smaller grade 12 class that we had in the 2021 year or that many of our students who graduated were not diploma route students. Much of our last year's graduating class was in the K&E program and I am not sure if their numbers are included in this data.

Student Learning Engagement

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

	St. Paul Alternate Education Centre		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022
Overall	80.9	87.4	81.8	82.6	85.6	85.1
Parent	n/a	*	82.1	83.8	89.0	88.7
Student	76.7	74.9	70.5	70.4	71.8	71.3
Teacher	85.2	100	92.8	93.8	96.0	95.5



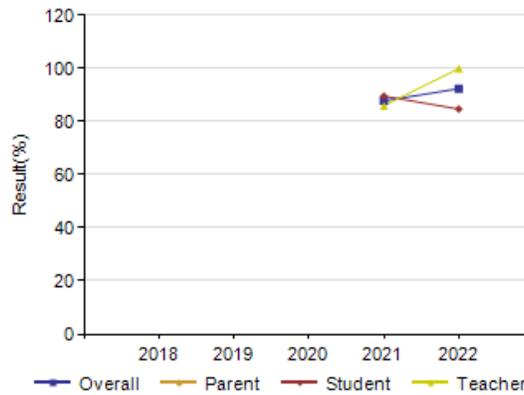
Perhaps this statistic alone, seemed to create a perplexity for us. We were surprised to see the difference between our teachers' satisfaction with the learning at school in comparison to the students. We think that our overall score is accurate and fair as it is not all that much higher than either the division's or the province's; however, I do find the discrepancy interesting and this will be an area of conversation that we have as a staff, students and their families in the future.

It was nice to see both the parent and the teacher's satisfaction increase, but it is alarming to see the drop in satisfaction with the students. We are continuously developing and changing our modules to meet students' needs. We like to use our knowledge of assessment and customize assignments and curricular outcomes for each student. In addition, we try to increase the options for course delivery.

Access to Supports and Services

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

	St. Paul Alternate Education Centre		St. Paul School Division		Alberta	
	2021	2022	2021	2022	2021	2022
Overall	87.8	92.4	80.9	82.9	82.6	81.6
Parent	n/a	*	71.8	76.1	78.9	77.4
Student	89.6	84.7	78.9	81.0	80.2	80.1
Teacher	86.0	100.0	92.0	91.6	88.7	87.3



As you can see, this again shows an increase in the teacher and overall satisfaction in supports services being offered at SPAEC. However, you can also see that, like the last graph, our student satisfaction is decreasing. Perhaps it is because our students still were quite nervous after returning from COVID; or after 2 completely different years, they weren't sure what services were accessible to them. Our school has done a great job of ensuring we encourage access to support for all of our students, and we help to facilitate outside agency supports as often as we possibly can, and as students need.

Continuum of Supports and Services

School Authorities are responsible for ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

SPAEC strives to meet the needs of all learners through a continuum of supports and services.

Processes and strategies include:

- 1.0 Instructional Assistant in every classroom
- 1.0 FTE teacher in every classroom
- FSLW
- Community Social Workers
- Success Coach (New in 2022)
- Career Counsellor
- Addiction Counsellor
- Mental Health Supports

Growth in Reading

With a lack of provincial achievement results due to the cancellation of PATs and DIPs during the pandemic, the division-wide STAR reading scores for the last three years are indicated in Grades 3, 6, 9, and 12.

Accelerated Reader (Renaissance Learning) - STAR Results

	St. Paul Alternate Education Centre			Division Results		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
Grade 3	N/A	N/A	N/A	53%	53%	38%
Grade 6	N/A	N/A	N/A	33%	28%	27%
Grade 9	N/A	N/A	50% (2 results)	31%	26%	26%
Grade 12	N/A	N/A	18% (11 results)	49%	56%	39%

*Note: Not all Grade 12s have tested due to semester timetable

When students arrive at SPAEC, part of our intake process includes them doing the STAR reading test. This allows us to create a program that they will be successful with, and also allows us to see who might need extra support in their school program. Many of our students are 3-7 years below grade level in reading, so our module-based approach can be tricky. The data provided for the 2022-23 year is not entirely accurate as many of our students have not been tested due to lack of attendance. Our school will look at courses/approaches that may help them develop their reading skills.

Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

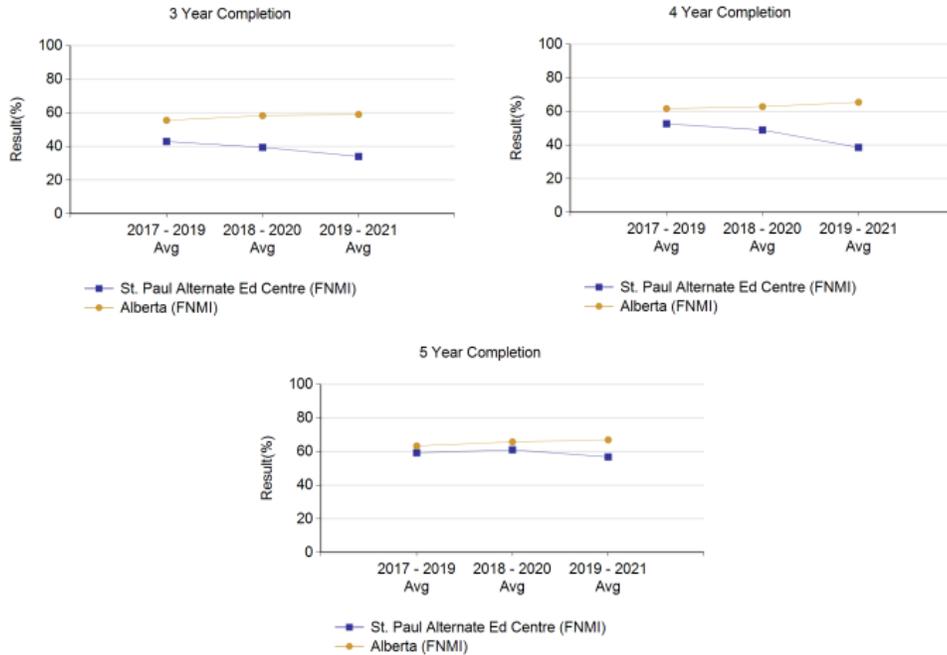
PATs and Diplomas (Acceptable Standard and Standard of Excellence)

Grade12 FNMI Diploma Examination Results		St. Paul Alternate Education Centre		St. Paul School Division		Alberta	
		2022	Prev 3 Year Average	2022	Prev 3 Year Average	2022	Prev 3 Year Average
Course	Measure	%	%	%	%	%	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	70.0	81.3	73.5	84.4
	Standard of Excellence	n/a	n/a	0.0	0.0	4.4	5.4
English Lang Arts 30-2	Acceptable Standard	*	n/a	86.7	86.0	82.1	88.4
	Standard of Excellence	*	n/a	6.7	6.0	9.2	9.7
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	83.3	81.3
	Standard of Excellence	n/a	n/a	n/a	n/a	0.0	0.0
Mathematics 30-1	Acceptable Standard	n/a	n/a	*	41.7	50.9	61.7
	Standard of Excellence	n/a	n/a	*	25.0	10.5	18.2
Mathematics 30-2	Acceptable Standard	n/a	n/a	57.1	38.5	55.2	72.0
	Standard of Excellence	n/a	n/a	0.0	7.7	7.3	12.0
Social Studies 30-1	Acceptable Standard	n/a	n/a	*	79.2	72.5	77.3
	Standard of Excellence	n/a	n/a	*	4.2	7.4	7.6
Social Studies 30-2	Acceptable Standard	n/a	n/a	45.5	49.0	66.0	70.1
	Standard of Excellence	n/a	n/a	0.0	0.0	5.4	5.8
Biology 30	Acceptable Standard	n/a	n/a	28.0	68.8	58.9	72.6
	Standard of Excellence	n/a	n/a	0.0	18.8	11.5	17.8
Chemistry 30	Acceptable Standard	n/a	n/a	*	31.6	62.5	72.9
	Standard of Excellence	n/a	n/a	*	15.8	15.4	23.7
Physics 30	Acceptable Standard	n/a	n/a	*	n/a	68.6	74.1
	Standard of Excellence	n/a	n/a	*	n/a	25.2	25.9
Science 30	Acceptable Standard	n/a	n/a	44.4	68.2	70.0	84.1
	Standard of Excellence	n/a	n/a	0.0	0.0	7.2	19.5

This is an area of continuous growth for our school. We strive to encourage our FNMI students to succeed and prosper. Many of our students have a hard time committing to or have limited means of getting to school on a regular basis. Our students that live on reserve were very affected by busing issues the last few years, and subsequently missed a lot of time in the building. Many of our students complete their K&E certificate with plans to come back and complete their diploma but life circumstance prohibits it.

High School Completion

FNMI	St. Paul Alternate Educaiton Centre			St. Paul School Division			Alberta		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
3 Year	45.6	*	22.5%	86.4%	76.7%	64%	74.1%	78.7%	78.5%
4 Year	33.3	43.9%	*	85.4%	88.5%	78.2%	83.0%	83.0%	86.4%
5 Year	75.1	50%	44.2%	*	85.4%	89.0%	85.0%	86.9%	86.1%



At SPAEC, 60% of our student population is FNMI, and 53% at EPOS, so the results that we see above are very important in our school. The vast majority of students in our alternate program are Indigenous, and their success is part of our school’s education plan and goals. As you can see from the charts above, many of our students do not complete the diploma in 3 years; however, we are very close to the provincial average when it comes to 5 year completion. Many of our indigenous youth are coming back to us with 70-80 credits already earned, and are needing just a few courses to graduate. It has been great to see these students succeed and realize the significance of their education and graduation.

We like to ensure that, for our students who have been absent from school for some time, we are starting them at a place where they will succeed. We find that having students move up in the -2 stream is more successful than telling them that they are moving into the K&E stream because the -2 is not successful for them. Many of our students will take the K&E route to ensure they have their Certificate of Achievement and then upgrade their necessary courses to get their diplomas.

Implications for the Education Plan

- We are hoping that with some of the plans that we are developing, our students will be able to see more success in our program and realize their potential to graduate in 3 years.
- We would like to develop a more career based program where many of our FNMI youth are realizing their strengths and could potentially be using SPAEC as a sort of hub for their creations and interests.
- Many of our students have not been successful in the “typical” education system so we are hoping to change how we are doing things here

Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

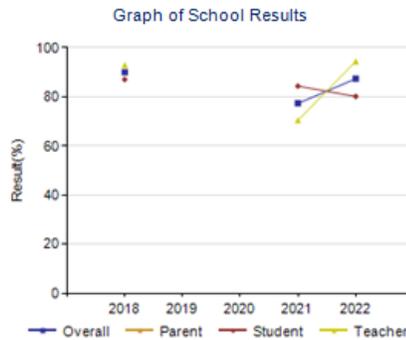
ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

Education Quality

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

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	77.3	87.3	85.9	87.4	89.6	89.0
Parent	n/a	*	80.8	82.1	86.7	86.1
Student	84.3	80.1	84.5	86.2	86.3	85.9
Teacher	70.4	94.4	92.4	94.0	95.7	95.0



Overall, our score for this section is high, which is reassuring, but we do see that our student satisfaction decreased. We will be trying to have more parent participation in the survey this year, and are considering hosting an event in the school that would draw parents and students into the building to showcase our school and our student’s success. The discrepancy between the student and overall satisfaction is consistent with both the division and the province, and in consultation, we feel that perhaps this is something that we need to communicate more with our students.

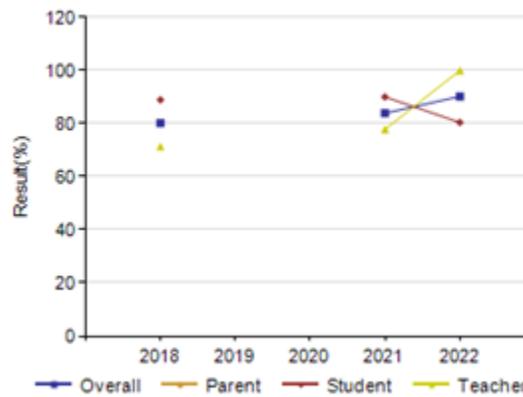
To date, we have hosted 2 events outside of school hours to ensure that our student's families are feeling welcome in the building and to be more engaged in the child’s learning. We hope to host an event later this year so that our parents can come and complete the survey and have their opinions reflected in the survey.

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	83.9	90.2	80.3	72.2	81.4	74.2
Parent	n/a	*	77.8	61.8	81.7	70.0
Student	90.0	80.4	77.6	79.2	79.1	76.3
Teacher	77.8	100	85.4	75.5	83.4	76.3

Graph of School Results



Our school scored very well in this area and it was nice to see that we are increasing overall. It is worth analyzing the student's responses as we did drop by almost 10% according to students. This would also be very interesting to see the parent data for this, so hopefully, this school year offers us their responses as well. We are planning on continuing to host in-school events for our students and their families to create opportunities to showcase our improvements and progress. We will continue to invite open conversations as a school community to discuss areas that we will need to continue to improve and innovate.

Professional Learning, Supervision & Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning supervision and evaluation processes.

SPAEC and EPOS are very unique buildings, and as such our professional learning looks different than other schools. We continue to work on the following areas:

- Truth and Reconciliation
- Working with Elders to deepen our understanding of the Indigenous program
- Transgender youth and Gender Diversity
- Outreach Education needs and supports
- Helping to support disenfranchised and underrepresented youth
- Offering mental health and addictions training

Implications for the Education Plan

- Our school will work to continue develop and appreciate an understanding of all of our youth.
- We need to understand and appreciate that many of our students are coming to us for a sense of belonging more so than curricular outcomes.
- We will continue to offer and develop our services so that all students feel supported in our building.

Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

ALBERTA EDUCATION ASSURANCE MEASURE

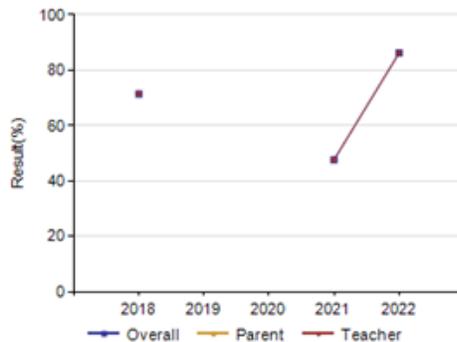
Results: Analysis and Key Points

Parental Involvement

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

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	47.6	86.2	71.8	77.5	79.5	78.8
Parent	n/a	n/a	62.8	71.6	72.2	72.3
Teacher	47.6	86.2	80.8	83.5	86.8	85.2

Graph of School Results



The improvements in this area are definitely something to be noted, especially considering we only had teachers completing the survey. It is important that teachers feel tha they are accessing parents and getting their child’s results to them. It is hard to actually use this data though as we did not have enough parents complete the survey to validate the way that we are feeling.

Implications for Education Plan:

- Part of the education plan for SPAEC included having more parent interaction and involvement. We often see our students parents the day they register and then we don’t see them again for the remainder of the year.
- We are wanting to grow in this area. Outreach is often synonymous with students somewhat being their own guardian, so it is an area that we are wanting to continue to develop, especially after COVID.

Goal Five: Wellness

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

ALBERTA EDUCATION ASSURANCE MEASURE

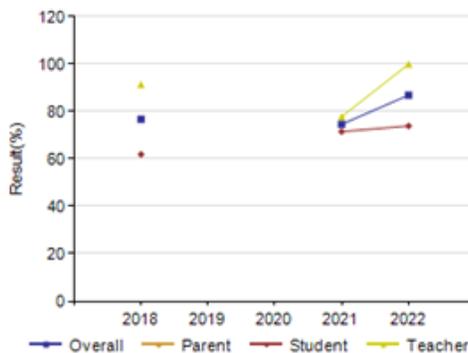
Results: Analysis and Key Points

Citizenship

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

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	74.6	86.9	77.3%	79.3%	83.2%	81.4%
Parent	n/a	*	70.6%	72.9%	81.4%	80.4%
Student	71.5	73.9	70.1%	72.4%	74.1%	72.1%
Teacher	77.8	100.0	91.2%	92.6%	94.1%	91.7%

Graph of School Results



It is so great to see positive growth in this area, as it has been something that we have been working on for quite some time. Typically our students are great about helping out whenever they can, and they are always willing to lend a hand. Our students are generous with their time and want to be involved, even if it is quietly in the background.

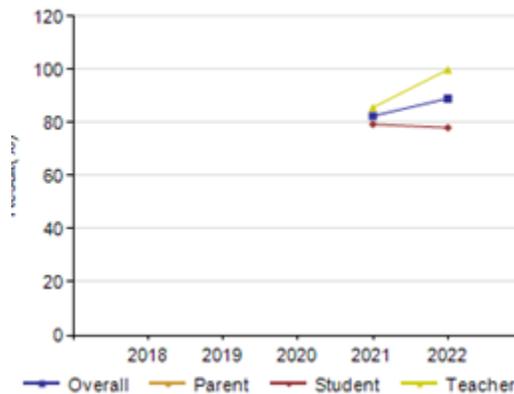
This is something we will continue to work on, and as part of our school's goals, we want our students to be seen in a more positive light. We want our outreach students to be able to shed the negative stereotype that outreach and alternative education can have, so we want, as often as possible to be active in our community.

Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)

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

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	82.5	89.1	84.0%	84.5%	84.5%	86.1%
Parent	n/a	*	80.6%	81.2%	81.2%	86.9%
Student	79.4	78.1	76.3%	76.4%	76.4%	77.7%
Teacher	85.7	100.0	95.0%	95.8%	95.8%	93.6%

Graph of School Results



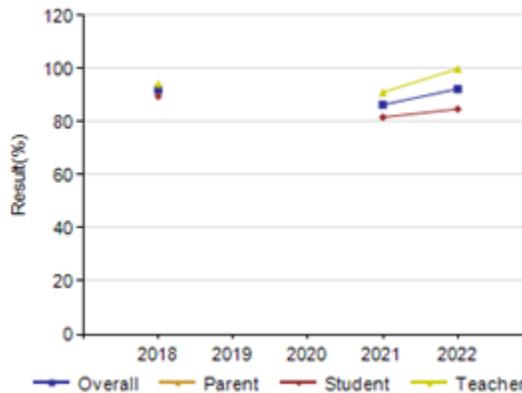
Our numbers in this area are above both the division and the province. Our school is all about relationships and right from the moment our students walk in the door we want all of our students to feel like they have a place here. We want our school to be engaging and warm, so we have tried to create an environment that is unique and different than a traditional school. Typically, our students are very introverted and can be very quiet, however, the majority of our students are also just looking for a relationship with someone. Our school is focused on ensuring that our students know that we are here to support them.

Safe and Caring

The percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	St. Paul Alternate Educaiton Centre		St. Paul School Division		Province	
	2021	2022	2021	2022	2021	2022
	%	%	%	%	%	%
Overall	86.4	92.4	86.1%	87.1%	90.0%	88.8%
Parent	n/a	*	82.4%	84.1%	90.5%	89.5%
Student	81.7	84.8	81.0%	80.9%	84.0%	82.5%
Teacher	91.1	100.0	94.9%	96.3%	95.4%	94.3%

Graph of School Results



Our students know that we expect that when they are in our building we are all equal; no one is above the next person. We have a laid back culture where students know our expectations but are also able to see that we are not a typical school with typical expectations. Our students know that they are in a safe environment where each of them has the capabilities of success. Our results indicate that our students are feeling that they are safe and cared for, which is a positive reflection for the dedication we have towards creating a safe and caring environment.

Implications for Education Plan

- Everything that we do with students at SPAEC is to put them first. We know that if they are not feeling supported and welcomed, they will not be successful. We strive to put supports in place that make them want to return and be engaged with their learning.