



Our Lady of the Assumption
Alberta Assurance Statement for the Superintendent
November

Area	School	AB	Diff	Analysis
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	83.9	83.7%	0.2	This result is maintained from previous year. Stakeholders ranked this area high, but students were significantly below other stakeholders, including the provincial average. However, they did increase from the previous year. We note that this question is very challenging for students in terms of questions such as whether students are learning what they should or whether what they are learning is useful. This is an overall area of strength we hope to continue to grow through IB PYP.
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	84.7	79.4%	5.3	This result is maintained from previous year. OLA students rank 5.3% higher than their counterparts. We feel we have a strong success in this area but will continue to grow this area through our focus on social justice principles and action components of our units of inquiry. Students ranked this area significantly lower than other stakeholders. Staff is committed to working with students to increase their sense of active involvement in their faith and community.
3-Year HS Completion <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	n/a	80.4%	n/a	Not applicable to OLA
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	n/a	88.1%	n/a	Not applicable to OLA
<u>6 PAT: Acceptable</u>	74.1	68.5%	5.6	This result is maintained from previous year. Our students only wrote PATs in social studies and science this year, but significantly outperformed their counterparts. This speaks positively to the education in our school, particularly given high levels of transience and a significant EAL population.
<u>6 PAT: Excellence</u>	11.1	19.8%	-8.7	This result is maintained from previous year. This area is in need of significant improvement and is the only area where we did not outperform the provincial average. Once again, we attribute this challenge to high levels of transience and a significant EAL population. It is challenging for students to achieve excellence on a knowledge based exam (recalling that only social and



				science were tested this year) when they have not been present for the whole year to access that knowledge.
9 PAT: Acceptable	n/a	62.5%	n/a	
9 PAT: Excellence	n/a	15.4%	n/a	
Diploma: Acceptable	n/a	81.5%	n/a	
Diploma: Excellence	n/a	22.6%	n/a	
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	94.2	87.6%	6.6	This result is maintained from previous year. This is an area of strength for us. Our results are significantly higher than the provincial average. All stakeholders ranked education quality very high.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i>	89.8	84%	5.8	This result is maintained from previous year. We ranked higher than the provincial average. Once again, students ranked this area lower than other stakeholders. Teachers are committed to working to foster an inclusive and safe environment for all students, particularly through cultural diversity in our IB PYP programme.
Access to Supports and Services <i>At school, there are appropriate supports and services available to your child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i>	84.0	79.9%	4.1	This result is maintained from previous year. Although this is higher than the provincial average, it is worth noting that parents and students indicated that these supports could be easier to access. We will continue to advocate for the necessary resources to meet the needs of our students and their families.



Parental Involvement <i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i>	86.1	79.5%	6.6	This result is maintained from previous year. While parent response appeared to be somewhat lower, it is the goal of the IB PYP programme to increase community support and involvement, including parents.
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Summary Analysis of School Results

- Parent participation rates are low. Only 10 parents responded to the survey.
- It is important for staff and community members to work together to encourage students to celebrate the positive aspects of our school community and the learning opportunities available to them. As our IB PYP programme builds on reflection strategies, we hope to use this survey as an opportunity to have students better communicate their experiences
- Our main areas of celebration are academic proficiency/ acceptability and creating a welcoming, diverse community
- Our targeted areas of growth are to increase student learning and engagement through inquiry and community action in the IB PYP