



Holy Spirit

CATHOLIC SCHOOL DIVISION

**Annual Education Assurance Measures Report
2024-25**

ANNUAL EDUCATION ASSURANCE MEASURES REPORT 2024-25

ACCOUNTABILITY STATEMENT

The Annual Education Assurance Measures Report for Holy Spirit Catholic School Division for the 2024/2025 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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 Assurance Measures Report for 2024/2025 was approved by the Board on December 17, 2025.

Linda Ellefson, Board Chair

THE DIVISION'S FOUNDATIONAL STATEMENTS

Our Mission

We are a Catholic Faith Community
dedicated to providing each student entrusted to our care
with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit,
in partnership with home, parish and society,
our schools foster the growth of responsible citizens
who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.

Our Vision

Holy Spirit Catholic Schools....

Christ-centered learning communities where students
are *cherished and achieve their potential.

**cher-ish vt 1. to cling to the idea of; 2. to hold dear;
3. to protect and foster*

We Value

All God's Children

- We nurture the inherent spiritual, moral, intellectual, social, creative, physical and emotional giftedness of everyone in our schools.
- We honor diversity.
- Our schools provide a welcoming, safe and accepting sanctuary.

Excellence in Learning

- We provide opportunities for all students to discover and become the persons God created them to be.
- We will implement best practices in education to support the learning needs of all students.
- We support and encourage the continued professional growth and reflective practice of all staff.
- We will promote continuous improvement in all schools and areas of the division to foster high quality Catholic education.

Sacramentality

- We see God and the wonder of God's work in everything we do and in all the people we encounter.
- As disciples of God, we model Christ to the world.
- We celebrate the presence of God in our schools through prayer, liturgy and symbols of our faith.
- We practice Christian fellowship.
- We promote and practice charity and social justice, based on the teachings of Jesus Christ.
- We believe in the importance of the sacraments and encourage the participation of our students and their families in parish life.

Our Collaborative Community

- We share the responsibility of education with our students, staff, parents, parish and the community at large.
- We encourage and appreciate the active involvement of all who share in the mission of educating students in our schools.
- We are committed to engaging our stakeholders and will be receptive to and respectful of their input.

Ministry

- We employ people who share our commitment to our Catholic faith and the promotion of Gospel values so that our schools provide living witness to Jesus Christ.
- We honour the commitment and effort our staff members provide to Catholic education.
- We actively participate in the mission of the Church.
- We provide opportunities for faith development.
- We encourage and support the constitutional right to Catholic education.

Stewardship

- We respect and protect God's creation.
- We ensure that our resources and efforts best serve the needs of all our students.
- We are accountable to our supporters and will operate in a fiscally responsible manner.
- We ensure that decisions are both fact and policy driven.
- We support and provide processes which promote fair and objective decision-making through a Catholic perspective.
- We are open and transparent.



PROFILE OF THE SCHOOL AUTHORITY

The Holy Spirit Roman Catholic Separate Regional Division No. 4 was originally created through the voluntary regionalization of five (5) Catholic School Boards (Coaldale, Lethbridge, Picture Butte, Pincher Creek and Taber), emerging as an official entity on December 30, 1994. On September 1, 2014 the Bow Island Catholic School District also joined the division. In 2019, the name of the school division was updated to The Holy Spirit Roman Catholic Separate School Division.

The Board of Trustees is comprised of nine (9) trustees, who represent the division's following five (5) wards:

Coaldale	(Ward 1)	1 trustee
Lethbridge	(Ward 2)	5 trustees
Picture Butte	(Ward 3)	1 trustee
Pincher Creek	(Ward 4)	1 trustee
Taber and Bow Island	(Ward 5)	1 trustee

The Board Office is located in Lethbridge. The daily administration of the school division is carried out by the Superintendent of Schools, who also serves as the Chief Executive Officer to the Board. The Superintendent is assisted by a senior administrative leadership team consisting of the Deputy Superintendent, Secretary-Treasurer, Associate Superintendent, Director of Support Services, Director of Technology, and Director of Facilities. These personnel, along with school administration, comprise the Learning Leadership Team for the school division.

Holy Spirit Catholic School Division provides educational programs and services to 5491 students from Kindergarten to Grade 12, as well as an additional 205 early learning program children and 20 international students (September 30, 2024 enrollment). As of September 30, 2024, the division employed 533 people in a wide variety of full and part time positions and in various capacities. The budgeted teaching component for the school division for 2024/2025 was 282.46 Full Time Equivalent (FTE). In addition, the school division has budgeted to employ 250.79 FTE support staff members; which includes secretarial, clerical, educational assistants, maintenance, custodial and central office staff.

The actual 2024/2025 operating expenditures for the school division were \$70,391,192.

The school division is responsible for the operation of sixteen (16) schools and one (1) outreach school, which range in size from 47 to 986 students. Our schools, their grade levels and the communities they serve are as follows:

SCHOOL	GRADE CONFIGURATION	LOCATION
St. Michael's	Early Learning–12	Bow Island
St. Joseph	Early Learning–9	Coaldale
CARE Campus	7-9	Lethbridge
Catholic Central High (East and West Campuses)	10-12	Lethbridge
Children of St. Martha	Early Learning–6	Lethbridge
École St. Mary	Early Learning–6	Lethbridge
Father Leonard Van Tighem	Early Learning–9	Lethbridge
Our Lady of the Assumption	Early Learning–6	Lethbridge
St. Francis	7-9	Lethbridge
St. Patrick Fine Arts	K–6	Lethbridge
St. Paul	Early Learning–6	Lethbridge
St. Teresa of Calcutta	Early Learning–6	Lethbridge
Trinity Learning Centre	10 - 12	Lethbridge
St. Catherine	Early Learning–9	Picture Butte
St. Michael's	Early Learning–12	Pincher Creek
St. Mary's	6-12	Taber
St. Patrick	Early Learning–5	Taber

STUDENT DEMOGRAPHICS

TOTAL STUDENT POPULATION	5698	
FIRST NATIONS, MÉTIS AND INUIT STUDENTS	Status (331)	517
	Status (332)	63
	Status (333)	83
	Status (334)	10
FRENCH LANGUAGE STUDENTS	French Immersion (211)	431
	FSL (230)	1167
EAL / ELL STUDENTS	Funded Foreign Born (301)	652
	Non Funded Foreign Born (301)	327
	Funded Canadian Born (303)	489
	Non-Funded Canadian Born (303)	346

RESULTS ANALYSIS

The most recent Annual Education Assurance Measures Report (AEAM) can be found [here](#). This document, based on the [Board's priorities](#), which was identified in a Strategic Planning Session held in February of 2023, is used to support and provide rationale for the goals, outcomes and strategies in this new Three Year Education Plan. During this process, the Ministry's [2022-2025 Business Plan](#) was extensively reviewed to ensure there was alignment between provincial and local priorities and outcomes. Specifically, the Holy Spirit Catholic School Division ensured that our priority of *Living Truth and Reconciliation* was at the forefront of our work.

STAKEHOLDER ENGAGEMENT

With support from the Executive Team, the Board of Trustees engaged in a Strategic Planning Session on February 24, 2023 to determine the Board's Key Priorities. In March of 2023 stakeholders including community members were then invited to participate in an online survey that was sent out through email to all parents and staff and again via social media platforms to allow other stakeholders to become engaged in the process. The purpose of the engagement was to provide thoughts / insights and assist our organization in identifying goals that would inform our priorities.

A [complete report](#) of the data collected from this engagement was shared with the school division's stakeholders through website and social media channels. This report is also available on the division's website, which may be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Resources & Publications" tab, by selecting "Reports & Plans" (https://www.holyspirit.ab.ca/resources_publications/reports_plans).

FINANCIAL REPORTING

Finances within a school division must always be a reflection of what a school division values. In order to support excellence in learning and assure that each student has opportunities to become the person God has created them to be, our financial allocations support a maximum allotment of dollars to the classroom and complete equity within the distribution of these dollars. A [Financial Overview for 2024-2025](#) has been prepared, summarizing the division's audited financial statements, budget, and facility and capital plans for the 2024-25 school year.

The Holy Spirit Catholic School Division also maintains all current and archived audited financial statements, budgets, and capital plans on the division website: https://www.holyspirit.ab.ca/resources_publications/reports_plans. This information may also be accessed from our main website (<http://www.holyspirit.ab.ca>) under the "Board and Administration" tab, by selecting "Reports & Plans."

School Boards and charter schools must include a web link to the Audited Financial Statements (AFS) and related unaudited schedules and a web link to the provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>


IMR EXPENDITURE PLAN AND CAPITAL PLAN

The [IMR Expenditure Plan](#) is linked as shown as is the division's [Capital Plan](#).

WHISTLEBLOWER PROTECTION

In keeping with the Public Interest Disclosure Act (PIDA) legislation, which came into force on June 1, 2013, the Holy Spirit Catholic School Division's Board of Trustees approved the implementation of [Policy 21: Public Interest Disclosure \(Whistleblower Protection\)](#) on September 25, 2013. This policy may be found on the division website (<https://www.holyspirit.ab.ca>). Under the "Board and Administration" tab, select "Policies & Procedures" and then "Policies."

ASSURANCE DOMAIN: Local & Societal Context

Priority	Outcome	Outcome	Outcome
<p><i>Strengthening our Catholic Faith</i></p> 	We foster a Catholic worldview of reflection, service and sacramentality	Our staff and students demonstrate knowledge of faith and commit to faith development	We create Communities of Accompaniment in our schools and school division
	Measures		
	<ul style="list-style-type: none"> • Faith Plan Inventories • Surveys following faith formation events • OurSCHOOL Survey for student feedback • Anecdotal/qualitative data (local narratives) 		
	Report - Telling our Story		
	<p>Holy Spirit Catholic Schools have traditionally had strong results in these measures that indicate students, parents, and staff appreciate the Catholic identity of their schools, and the Catholic culture of our school division. In 2024-2025, the division concluded the third year of our Three Year Faith Plan, "Arise! Pilgrims of Hope." The call for year three was to Proclaim! and in this year we focused on God being on our lips, proclaiming publicly the role that God has played in our lives and proposing a hopeful vision for the future to those around us. We focused in particular on Gospel Witness and Catholic Worldview (5 Marks of Excellent Catholic Schools) as well as the Creed. A key component of this work was the continued use of Faith Plan Inventories that were created by our Division Religious Education Committee. These inventories focus through the calls to action on aspects of Catholic identity present in our schools, and serve as a diagnostic reflection and planning tool for schools (current status - areas of growth - plan of action - reflection) that assist in the development of school continuous improvement plans in this priority.</p> <ul style="list-style-type: none"> • One monthly newsletter was provided to schools, staff, and community to support their personal faith life and understanding of the faith. Each newsletter had consistent components, including information about a Saint, the Creed, Papal writings, the Catholic Social Teachings, and weekly Gospel reflections. Tools specific to students, including saint cards, were developed and distributed. • Common faith formation moments were created and delivered to all staff and students through the course of the year. • Staff were also supported in their own discernment, reflection, and faith growth through the combined work of the Division Religious Education Committee as they offered their own school-based retreat days and formation moments. <p>Our anecdotal and statistical results suggest that there was a deep resonance of last year's theme and components for staff and students.</p> <ul style="list-style-type: none"> • 91% of staff respondents felt the Faith Plan theme inspired and helped them grow in their own faith. • 84.8% of staff respondents felt the Catholic identity of their school grew last year. <p>Staff engaged in both a divisional Opening Mass as well as a Spiritual Development Day in March 2025, presented by Fr. Troy Nguyen, Dr. Matt Hoven and Dr. Troy Davies.</p> <ul style="list-style-type: none"> • 84.8% of staff felt our Spiritual Development Day presentation supported their faith development this year. <p>Further, student data from the OurSCHOOL Survey reflects strong positive attitudes toward Catholic Education:</p>		



- **Elementary Students**

- 93% of students either agreed or strongly agreed their school is a Catholic community that helps them to understand the Catholic faith.
- 93% felt they were encouraged and given the opportunity to live their faith in the school and in the community.

- **Junior and Senior High Students**

- 92% of students felt their school reflected a Catholic worldview that contributes to a deeper understanding of the Catholic faith.
- 91% of students felt they were encouraged and given the opportunity to live their faith actively, in the school and in the community.

Additionally, some metrics measured in our Assurance reporting which can be correlated to our faith are also strong:

- **Welcoming, Caring, Respectful and Safe Learning Environments** - 88.2% of our respondents believe we are providing this type of learning environment.
- **Parental Involvement** - 83.0% of respondents believe that our parents are involved in decisions about their children's education and schools.


While the secular world does not fully support religion and traditional faith, we continue to be assured that our world is in need of our faith. As a Catholic school division, it is essential that we live our faith publicly and that we serve as role models to our students and our communities. Holy Spirit has re-established a Grateful Advocates for Catholic Education (GrACE) group to help our stakeholders engage in the issues around Catholic Education. This work focused this year on continuation of communication about the value of Catholic Education, providing connections between trustees and parishes, and advocating for Catholic Education, and was fostered by our attendance at the provincial GrACE Summit in October 2024. We continue to foster close relationships with our local clergy as well as holding regular meetings with Bishop McGrattan and Father Kevin Tumback (Dean of the Lethbridge Pastoral Zone). In this year, for the first time, we held a divisional leadership day involving our Bishop, zone clergy, trustees, and administrators meeting to review school, divisional, and Diocesan context in preparation for future assurance work together.

As well, each year we continue to offer varied opportunities for adult faith formation in our system to assist in the spiritual growth of our staff. We are strongly committed to this as we believe that having well-formed adults who are comfortable and confident in their faith results in strong witness to our students.

- For administration, monthly faith formation was provided to support their knowledge and to help deepen their faith, as well as two seasonal retreats. This was supplemented by two sets of 'train the trainer' presentations on the Creed and Catholic Social Teachings, which have taken root strongly in our division. Administration was also encouraged to attend the biannual 'Marked By God' provincial Catholic leadership session in the fall of 2024 as well.
- Teachers new to our district on probationary contracts engaged in face-to-face sessions as well as an online course to expand their understanding of the Catholic faith and the vocational call of the Catholic educator.
 - Additionally, we were selected to lead the Diocese of Calgary/CCSSA Pilot RCIA for catechized non-Catholic staff in the spring of 2025, which was successful in having four participants join the Catholic Church.
- Both face-to-face and online faith formation opportunities were offered to staff throughout the year, and we provide regular access to in-servicing when implementing and piloting new religious education programs.

We will be entering the 2025-2026 school year with a brand-new Faith Plan - *Open Wide the Doors! Sent to Share Christ's Love*, as well as continuing with our Board strategic priority (Strengthening Our Catholic Faith). It is our sincere hope that this plan and priority will continue to bring our communities to know, love, and serve God as we encounter God in the Word, the Mass, and one another. In doing so, we respond to Christ's call to "Go into all the world and proclaim the good news to the whole creation." (Mark 16:15). Sent to share Christ's love, we open wide the doors of our hearts, our schools, and our churches to God and to one another as we continue the rich tradition of Catholic Education in Holy Spirit.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
<p>Learning Through Quality Teaching</p> 	We prepare students for career pathways	All students demonstrate growth in literacy and numeracy	Schools reflect collaborative teaching and learning environments
	Measures		
	<ul style="list-style-type: none"> ● Focus on Literacy & Numeracy <ul style="list-style-type: none"> ○ Holy Spirit Common Math Assessment ○ Fountas & Pinnell Benchmark Assessments ● Alberta Education Provincial Achievement Tests (Mathematics & English Language Arts) ● Alberta Education Diploma Exams (Mathematics & English Language Arts) ● Alberta Education Early Literacy (LeNS & CC3) Assessment & Numeracy Assessment ● High School Programs & Completion Rate ● Professional Learning & Collaboration Opportunities ● Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Education Quality ○ Welcoming, Caring Respectful & Safe Learning Environments ○ Access to Supports and Services ○ High School to Post-Secondary Transition Rates ○ Work Preparation 		
	Report - Telling our Story		
	<p>Holy Spirit Catholic School Division continues recognizing the importance of foundational skills and provides multiple opportunities for real-life learning. Allowing our teachers to go deeper into the curriculum - focusing on the essential understandings and guiding questions within the curriculum - and supporting students in transferring their learning continues to engage them in relevant learning experiences.</p> <p>Using Sound Assessment Practices to Inform Great Instruction - Literacy & Numeracy</p> <p>Using sound assessment practices to inform great instruction as well as ongoing professional learning in Literacy and Numeracy for our school leaders and classroom teachers has resulted in improvements in classroom instruction and assessment. In addition to locally developed assessments and provincial assessments (PATs & DIPs), students in grades 1-3 completed the Early Literacy & Numeracy Assessments as part of the Learning Disruption Grant funding provided by Alberta Education.</p> <p>Numeracy:</p> <p>During the 2024-2025 school year, work in the area of numeracy continued to focus on essential outcomes to build number sense and fact fluency in elementary classrooms.</p> <ul style="list-style-type: none"> ● The Holy Spirit Learning Coach supported professional learning in numeracy instruction throughout the division. ● Teachers in grades 1-5 were supported to provide interventions for students who needed additional support in numeracy. ● Learning Disruption Grant funding provided additional staffing and resources to support numeracy interventions. ● The Alberta Education Numeracy Assessment was administered to students in grades 1-3 during the 2024-2025 school year. All Grades 1-3 students were assessed in September, and all students in Grades K-3 were assessed (or re-assessed) in January. Students in Grades 1-3 who were determined to be 'at risk' were assessed again in June 2025. Ongoing interventions were provided for students who were determined to be 'at-risk', as well as many other students for whom teachers determined there was a need. 		



Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Kindergarten	343		90		n/a
Grade 1	326	66	78	34	48.4%
Grade 2	391	54	55	24	55.6%
Grade 3	373	23	42	17	26.1%

- The Holy Spirit locally-developed Common Math Assessment (CMA) was administered in the Spring of 2025 to students in grades 7 & 8, with optional administration for Grade 9 students. Students in grades 1-6 did not complete the CMA due to time constraints as a result of the provincially mandated assessments, as well, the assessment has not yet been aligned to the new curriculum. The Grade 9 assessment was optional, as students participate in the Grade 9 Math PAT. In comparing our Spring 2024 to our Spring 2025 administration, Grade 7 students demonstrated a slight decline in the number of students at grade level, whereas there was a significant increase in the results for Grade 8 students:
 - Grade 7 students Spring 2024 Administration: 55.8% At Grade Level; Spring 2025 Administration: 52.3%
 - Grade 8 students Spring 2024 Administration: 52.7% At Grade Level; Spring 2025 Administration: 61.7%
- Our Provincial Achievement Test Results in Grade 9 Math indicate our students' level of achievement improved last year compared to the previous year and provincial averages. Our Grade 6 students were part of the first cohort writing their Math PAT in 2025 due to new curriculum implementation.

		Mathematics (E)	Prov. Avg.
Grade 6	Acceptable Standard	51.1%	53.1%
	Standard of Excellence	12.8%	15.1%
Grade 9	Acceptable Standard	62.9%	51.7%
	Standard of Excellence	13.8%	14.0%

Literacy and Numeracy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Grade 1	326	85	62	55	35.3%
Grade 2	391	75	74	66	12.0%
Grade 3	373	49	55	52	0.0%

Literacy:
During the 2024-2025 school year, focused work on literacy continued.



- The Holy Spirit Division Learning Coach supported our Grades 3-8 English Language Arts teachers in implementing the Fountas & Pinnell Benchmark Assessment System in the Fall of 2024.
 - Results of our Fountas & Pinnell Assessments in the Fall of 2024 indicated the following (grades 3-8):
 - Overall: Meeting Expectations 49.7%, Approaching Expectations 14.4%, Not Yet Meeting Expectations 35.9%
 - Comparing to our previous year's results (Fall 2023) indicated the following (grades 3-8):
 - Overall: Meeting Expectations 44.8%, Approaching Expectations 13.7%, Not Yet Meeting Expectations 41.5%
 - The data indicates that students are making year-over-year gains in reading skills, but there is still a need to provide additional support for students who are struggling with foundational reading skills
- The Letter Name-Sounds (LeNS) assessment and the Castles and Coltheart 3 (CC3) were administered to students in grades K-3 during the 2024-2025 school year. All students were assessed at the 'beginning' (September 2024 for Grades 1-3, January for Kindergarten) and students who were determined to be 'at risk' were re-assessed in June 2025. Interventions were provided for students who were determined to be 'at-risk', as well as other students for whom teachers determined there was a need. Our beginning & year-end results indicate our intensive efforts towards intervention to support our students struggling with foundational literacy skills had a significant positive impact.

Literacy	Total Number of Students Assessed (Beginning)	Total Number of Students Identified As Requiring Additional Support (September)	Total Number of Students Identified As Requiring Additional Support (January)	Total Number of Students Identified As Requiring Additional Support (June)	Net Improvement, September to June, as a percentage of Students Identified as Requiring Additional Support
Kindergarten	334		158		n/a
Grade 1	326	46	51	20	56.5%
Grade 2	391	55	49	32	41.8%
Grade 3	373	60	58	31	48.3%

- Our Learning Coach worked in all elementary and several junior high schools modeling teaching and providing professional learning sessions, shoulder-to-shoulder support, and research-based resources for literacy learning.
- We continue to see exponential growth and complexity of learning needs in the number of students for whom English is an Additional Language. Through the use of benchmark assessments for English Language Learners, our EAL Lead Teacher supported teachers in the completion of EAL benchmarking 2.0, the interpretation of results, and the development of strategies to support students.
- Our Provincial Achievement Test Standard of Excellence results are a testament to the focus all of our teachers place on the foundational skills in literacy. The Grade 6 cohort wrote the ELAL PAT for the first time this year, and achieved results near but below provincial average. Grade 9 students remain above provincial average in acceptable and excellence categories, while declining in absolute terms in acceptable over last year.

		English Language Arts	Provincial Avg.	French Language Arts	Provincial Avg.
Grade 6	Acceptable Standard	67.8%	69.1%	n/a	n/a
	Standard of Excellence	9.5%	12.7%	n/a	n/a
Grade 9	Acceptable Standard	74.9%	69.8%	76.5%	75.2%
	Standard of Excellence	12.2%	11.1%	11.8%	9.3%



High Schools:

- Students continue to be engaged in their learning and succeed in completing their high school programs.
- The division provides excellent support for students to keep them in school and complete their high school programming. Holy Spirit achieved 'Very High' in the 3-year High School Completion Rate and in the 5-year High School Completion Rate.
 - 3-year High School Completion Rate of 90.2% continues to outmatch the provincial average of 81.4%.
 - 5-year High School Completion Rate of 93.8% exceeds the provincial average of 87.1%.
- Participation rate in the Diploma Exams for the 2024-2025 school year were above provincial averages for all -1 courses (except for Mathematics 30-1, Chemistry 30 & Science 30), further ensuring our students have opportunities to explore multiple career and post-secondary pathways after graduation.
 - 90.6% of our students wrote one or more English Diploma Exams
 - 64.6% of our students wrote one or more Mathematics Diploma Exams
- Partnerships with post-secondary institutions were maintained in order to offer additional dual credit opportunities for our students. Holy Spirit students had the opportunity to earn dual credits through the Olds College, Lethbridge Polytechnic and the University of Lethbridge.
 - During 2024-2025, 40 students completed courses through the Dual Credit program
- Continued to expand student course choice by acquiring numerous locally developed courses from other Alberta school jurisdictions.
- Continued to expand our Off-Campus Program (Registered Apprenticeship Program, Green Certificate Program, Work Experience).


Professional Development in Holy Spirit Catholic Schools

- Professional learning for 2024-2025 continued to focus on inter-school collaboration opportunities, with an introduction of a renewed focus on high-quality assessment practices.
- School-based teams joined on common PD days to share resources, learn with guest speakers, and engage in common planning.
- Two Division Collaboration Days were held over the school year (October and March). During both Collaboration Days, teachers presented to other teachers, established self-selected collaborative working groups, and were given the time to work on self-selected professional learning projects based on their interests and professional learning needs.
- Grade Level Meetings (Kindergarten - Grade 6) were hosted multiple times throughout the year in order for teachers to further their own understanding of the new curriculum, as well as collaborate to create long-range plans.
- Holy Spirit's District Curriculum Committee, with representatives from each school in the division, met several times throughout the year to dive more deeply into assessment to help develop a three-year assessment plan.
- Also, K-3 Science and Social teachers were involved in curriculum implementation and resource selection over the course of the year.
- Elementary teachers were offered release time (in the form of substitute teacher coverage) to engage in collaborative planning or professional learning to support new curriculum implementation.
- Junior High teachers interested in outcomes-based assessment formed a sub-committee, piloting OBA in some form during 2024-25.

Alberta Education Assurance Measures Data

- Education Quality - with 89.9% of our community feeling confident we are offering quality educational programming in our schools; we are above the provincial standard of 87.7%.
- Welcoming, Caring Respectful & Safe Learning Environments - Our students and families value the faith-filled learning environment cultivated within our Holy Spirit schools - 88.2% in Holy Spirit compared to 84.4% provincially.
- Access to Supports and Services - Our community understands that our students have access parallel to the province to supports and services within our division as well as those offered by our partnering agencies - 79.2% in Holy Spirit compared to 80.1% provincially. This area has tended to decline over the past number of years, particularly in the parent section, similar to provincial trends.
- High School to Post-Secondary Transition Rates - Holy Spirit continues to outmatch the provincial average in this area, providing data that we are continuing to support students in pursuing post-secondary education in order to prepare for career pathways.
 - 4-Yr Transition: 53.9% compared to 42.5% provincially
 - 6-Yr Transition: 70.8% compared to 59.9% provincially
- Work Preparation - with 87.5% of parents and teachers agreeing that students are taught the attitudes and behaviours that will make them successful at work when they finish school, compared to the provincial average of 83.7%.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement

Priority	Outcome	Outcome	Outcome
<p><i>Living Truth and Reconciliation</i></p> 	Our First Nations, Métis, and Inuit students will continue to see increasing success rates	We foster reconciliation through listening, accompaniment and recognition of the ongoing impacts of the past	We will deepen our understanding of our collective responsibilities as Treaty People
	Measures		
	<ul style="list-style-type: none"> • OurSCHOOL Survey • Anecdotal/qualitative data (local narratives) 		
	Report - Telling our Story		
	<p>We continue to work hard to ensure the success of our First Nations, Métis, and Inuit students with a focus on continuous learning growth.</p> <p>AEAM Analysis</p> <ul style="list-style-type: none"> • Our three-year high school completion rate remained high this year at 71.5% (11.7% higher than the Alberta average) • Our five-year high school completion rate increased this year from 80.5% to 87.3% (17.6% higher than the Alberta average) • We did experience an improvement in our six-year transition rate to numbers that exceed the provincial average (51.8%, 14.7% higher than the Alberta average) • Our Rutherford scholarship eligibility rate increased, from 43.2% to 57.8% (13.8% higher than the Alberta average) • We will continue to monitor those rates, but feel that we are on the right track to continue to make progress in all areas with the divisional and school-based supports that are in place. <p>AEAM Provincial Testing Measures</p> <p>We appreciate the return of data from provincial testing programmes. While we do not presently have trend data, we can explore the following single year statistics.</p> <p><u>Provincial Achievement Tests</u></p> <ul style="list-style-type: none"> • In general, our grade 6 data is below provincial averages. • In general, our grade 9 data is below provincial averages. This is a change from our previous three-year averages, and bears monitoring. <p><u>Diploma Exams</u></p> <p>Our overall acceptable standard on Diploma Exams was 75.2% (2.3% lower than provincial average), while our overall standard of excellence was 11.6% (0.3% lower than provincial average). Our exam participation rates continue to be quite strong:</p> <ul style="list-style-type: none"> • 1+ exams 73.9% (8.9% higher than provincial average) • 2+ exams 71.5% (10.7% higher than provincial average) • 3+ exams 37.0% (2.8% higher than provincial average) • 4+ exams 24.6% (0.2% higher than provincial average) 		



We also saw increases over last year in our acceptable standard (increasing by 2.8%), with our standard of excellence slightly decreasing by 0.1% over last year.

With focused supports being offered at the junior high and high school levels to encourage the academic achievement of our First Nations, Métis, and Inuit students, along with the work our division is doing in the area of universal supports for literacy and numeracy, we anticipate that we will see consistent maintenance and/or growth in these areas. One of our major commitments to supporting our First Nations, Métis, and Inuit students is through four Graduation Coach programs, one at the high school level, the second at the junior high level, one with a grade K-9 configuration, and a fourth in a rural K-12 school. About 55% of our First Nations, Métis, and Inuit students attend those schools. With our divisional access to Jordan's Principle, we were able for this year to return to full time allocations for these positions. One interesting current trend relates to the comparison of our First Nations, Métis, and Inuit students in comparison to our overall Holy Spirit AEAM results - in 4 and 5-year completion rates, 4 and 6-year transition rates, Rutherford eligibility, and Drop Out rate, we are closing the gap between our Indigenous subgroup and the overall population since 2021.

We have not been able to collect consistent data since March of 2020 to report on the effectiveness of the strategies and interventions that we are using. Current anecdotal reporting and historical data, along with the data that we have collected, continue to point to challenges with literacy and numeracy in elementary and junior high for these students, whether on Fountas & Pinnell, our Common Math Assessment, or the other local measures that we have access to. Once students are in high school, they are being reasonably successful in their core courses as they proceed to their high school certification. We continue to also monitor and respond to data around attendance and strategize effective supports and interventions around attendance and programming for students.

While we continue to focus on continuous growth in academic achievement aiming at equitable educational outcomes for First Nations, Métis, and Inuit students, as noted above, we are also broadening our focus to Living Truth and Reconciliation.

A key part of working in this area is engaging in practices to facilitate reconciliation within the school/community context. As we seek to understand reconciliation as part of our way of being, we know that we have to be humble, listen deeply, earn trust, and seek to do our work in a good way. Throughout last year, schools renewed and fostered their relationships with First Nations, Métis, and Inuit Elders, parents, families, students, and communities, both on- and off-reserve to support this priority. We took the same approach divisionally in our offerings.

- We continue to highlight people, resources, and stories each month in our monthly newsletter to support staff development. These monthly newsletters were organized into key themes identified by our FNMI team, and compiled into a professional learning session for our administrators to use with staff.
- We carried that into our support of reconciliation materials and activities provided to our schools in September, as well as our divisional events throughout the year and other days of significance (e.g., Rock Your Mocs). Each school accessed monies set aside to support staff development and learning in this area, with many schools electing to use their resources to engage in story or land-based learning with Elders.
- At each of our student transition gatherings, we ensured that we elevated the voice and experience of our Elders as well as responded to identified student needs. We had a number of our students associated with this program visit Red Crow College to tour the campus and be exposed to potential opportunities that they may seek for their post-secondary programming. Further, we had a number of schools create and deliver school-specific gatherings for their communities in this vein.
- We continued to host and support school powwows and feather blessings in the same vein. We continue to see Blackfoot namings for students, schools and staff.
- We continued to nurture our community partnerships in 2024-2025
 - o We continued our partnership with the Changing Horses Organization to offer language nights at our schools under a Canadian Heritage grant that they received. These family gatherings were supported greatly at the school by the staff there, and focused on language learning with Elders.
 - o Our Coordinator of First Nations, Métis, and Inuit Education sat on our local Reconciliation Lethbridge Advisory Committee as well as the Southern Alberta Professional Development Consortium FNMI Advisory Committee.



- o We are also participants in the local AHS Healthy Schools First Nations, Métis, and Inuit Wellness cross-divisional collaboration group.
- o We submitted and received approval for a divisional group application under Jordan's Principle to support the cultural and academic needs of our students.
- o We supported the attendance of a divisional Elder, First Nations, Métis, and Inuit Facilitator, and Coordinator of First Nations, Métis, and Inuit Education at the CASS Gathering.


A second facet of this priority is in enhancing staff and student understanding of First Nations, Métis, and Inuit ways of knowing, being and doing, and the application of foundational knowledge by faculty and staff to the benefit of all students. We have sought to have the intellectual humility to position ourselves as learners. We rely on roots that were laid down through the Indigenous Languages in Education grant, which developed Blackfoot language resources that support both our focus on linguistic revitalization as well as the permeation of First Nations ways of knowing, being and doing. Prominent among these resources is the Mioohpokoiksi website (found here: <https://sites.google.com/view/mioohpokoiksi/home>) which situates language in story to the benefit of all learners. We continue to add to this website through our partnerships. We further developed a menu of First Nations, Métis, and Inuit supports that are available to staff and schools for professional learning, including click-and-go resources for teachers that are easy to access to embed First Nations, Métis, and Inuit ways of knowing, being and doing. We also expanded and refined our First Nations, Métis, and Inuit literature kits in alignment to the new curriculum outcomes; we now have over 30 of these kits available for teacher use.

Additionally, we continue to have frequent professional learning opportunities offered to staff. We delivered learning opportunities with the documentary Singing Back the Buffalo for staff, including a conversation with the director, as well as a book study of Truth Telling. Ongoing offerings of our Learn, Build & Go workshops were well attended and highly regarded. These offerings included:

- Fostering Effective Relationships/Reserve Visit Experience
- Science and Earth Systems
- Art & Ribbon Skirts
- Galt Museum Collections Visit
- Teachings of the Winter Count
- Métis land-based learning
- Blackfoot land-based learning

We are seeking to expand these offerings next year to parallel our new faith plan and increase alignment with the themes therein.

ASSURANCE DOMAIN: Learning Supports; Teaching & Leading; Student Growth & Achievement; Governance

Priority	Outcome	Outcome	Outcome
Belonging in our Diverse Community 	We will assist students in navigating various pathways of support	We provide programming and support for student and staff well-being	We celebrate and respect all cultures and ethnicities in our schools
	Measures		
	<ul style="list-style-type: none"> • Alberta Education Assurance Measures <ul style="list-style-type: none"> ○ Welcoming, Caring, Respectful and Safe Learning Environment ○ Access to Supports and Services • OurSCHOOL Survey • A number of research-based programs delivered by the Mental Health Capacity Building team • Quarterly review of metrics, indicators and data collection of Family First Facilitator Program and • Anecdotal/ Qualitative data from Mental Health in School Pilot Project • Trend data and analysis from Family School Liaison Counsellors • Anecdotal/qualitative data (local narratives) • Professional Learning and Collaboration Opportunities 		
	Report - Telling our Story		
	<p>The Holy Spirit Catholic School Division consistently delivers a diverse array of programs and resource-sharing initiatives tailored to meet the needs of our varied student population. Recent assessments highlight the effectiveness of our schools in establishing a secure, compassionate, and supportive learning environment. In the Fall 2025 Alberta Education Assurance Measures, our schools achieved a notable score of 88.2% in the category of "Welcoming, Caring, Respectful, and Safe Learning Environment". This score, while slightly lower than previous year's results, continues to surpass the current provincial average of 84.4 % by 3.8%. Our "Access to Supports" results remain solid at 79.2%. While this represents a small drop from last year's 80.3%, we are still 0.4 percentage points ahead of the provincial average of 79.9%. This modest decline reflects a broader, province-wide downward trend during the same period.</p> <p>Throughout the past school year, various initiatives were implemented to prioritize the safety and well-being of our schools. Notably, we continue to actively engage in the Southwest Collaborative Support Services subcommittee, recognizing its pivotal role in fostering collaborative, cross-jurisdictional opportunities. This involvement is crucial for addressing the distinct needs of our division, especially considering that pooling resources is essential for smaller divisions in Southern Alberta. By doing so, we aim to effectively tackle the intricate, complex and therapeutic educational requirements of our students.</p> <p>The Mental Health Capacity Building (MHCB) team successfully provided universal programming to promote and prevent mental health issues. Operating across our geographically extensive division, the team ensured that all schools received universal support. The deliverable programming data encompasses:</p> <ul style="list-style-type: none"> • 31 events and activities • 5,551 students reached • 180 skill-building programs • 1,269 skill-building sessions • 30,192 participants engaged in total programming 		



In addition to student-focused initiatives, the team worked on capacity building with staff to enhance their ability to deliver programming, resulting in:

- 256 sessions delivered
- Impact on 16 schools, 6 communities, and 744 students

Even during the summer, the MHCB team continued its efforts, organizing:

- 43 skill-building programs and events
- Reaching 7,010 attendees across 6 communities

The Mental Health in Schools Pilot Project (MHSP) is an initiative, made possible through collaborative efforts with mental health support and services providers (*AHS School Health and Wellness Promotion Team, AHS Addictions and Mental Health, AHS Indigenous Wellness Core - Aboriginal Addiction and Mental Health, AHS Mental Health Literacy Program, Southwest Collaborative Support Services, and True Balance Counselling*), aimed at providing comprehensive support. An Indigenous Student Wellness Access Guide and Student Wellness Access Guide facilitate a collaborative approach between schools and communities, specifically focusing on Tier 2 Targeted and Tier 3 Individualized supports beyond the school setting. Their role involves assisting students in accessing appropriate supports and building awareness of available resources to foster resiliency and efficacy. During the 2024–25 school year, the work of the SWAG Team continued and built upon what had already been established. Our focus in the final year of the grant centered on strengthening connections to and from services (navigation), and creating clear pathways for students and families to access support.

- The South Zone Mental Health Resource Hub continued to evolve throughout the 2024–25 school year. Updated annually, the Hub was further refined this year to incorporate new and changing community services, ensuring that Tier 2 and Tier 3 pathways remained accurate, current, and accessible to both Catholic and public school partners. Ongoing collaboration with grant partners ensured that the updated Hub continued to reflect the distinct needs and characteristics of each community across the division
- We continued to offer parent-engagement opportunities, including a Mental Health Fair designed to increase awareness and reduce stigma. This event provided families with the chance to connect directly with local service providers, ask questions, and establish clear pathways to supports available within the community
- On the universal programming front, we embedded a multi-cultural wellness component — emphasizing diverse cultural ways of knowing, being, and doing mental health and wellness. Programs were customized to reflect the cultures of our students, with a special focus on Indigenous traditions of healing, given that our division serves communities on the traditional territory of the Niitsitapi (Blackfoot Confederacy), part of the Treaty 7 region in southern Alberta. Over the past year, the following culturally grounded and arts-based programs and artist residencies were made available to our divisional schools:
 - Young Drums programming
 - Leather work with Theron Black
 - “All My Relations” programming
 - Partnership programming with CASA Arts, Family Center, and Family Ties
 - Sacred-Sites installations (a traveling exhibition of traditional Niitsitapi art curated by the GALT Museum & Archives / Dr. Mike Bruised Head)
 - Ukrainian doll-making, connecting to traditional ways of knowing
 - Cardio drumming (fitness connected to various cultural rhythms)
 - Mexican-Fiesta events (dance and food), reflecting traditional ways of being
 - African drumming, connecting to traditional rhythmic practices
 - Indigenous storytelling sessions, highlighting traditional knowledge and oral history
 - Lacrosse programming, connecting to traditional ways of being
 - Beading projects
 - Clay art with Julie Clark
 - “Fit for Life” programming

The Integrated School Support Program (ISSP), supported by the Calgary Youth Foundation, has been essential in delivering universal and wrap-around services to school communities with high levels of need. Through ISSP funding, we were able to hire a full-time Psychologist at St. Paul School, providing specialized assessment, consultation, and targeted intervention to strengthen students’ social, emotional, and physical well-being. Students also benefited from a comprehensive suite of supports, including a nutrition program, enhanced physical education programming, and after-school opportunities. In addition, the grant allowed for the hiring of a Family School Liaison Counsellor (FSLC) at St. Patrick School in Taber. While both roles contribute to mental-health and wellness supports across their



respective school communities, the Psychologist is able to offer a broader range of specialized services due to their professional scope of practice, whereas the FSLC provides ongoing counselling, family support, and school-based interventions that complement and extend the ISSP model. The ISSP remains a grant-funded pilot project and includes a comprehensive evaluation framework, developed in partnership with the University of Calgary, to assess the impact of embedding mental-health professionals within school communities.

Through the Low Incidence Support Services (LISS) targeted funding:

- We identified and purchased several pieces of specialized equipment through South West Collaborative Services to support our BVI and d/DHH students. The equipment and resources acquired provided enhanced access to learning, reduced barriers, and aligned with ISP and specialists' recommendations to support student achievement. The specialized items included Roger touchscreen microphones, a Digimaster system, speakers, an HP ProBook, Braille paper and Braille Blazer materials, and sensory and tactile resources.
- We coordinated with Zone 6 partners and South West Collaborative Support Services to deliver an expanded Core Curriculum through outings to various community facilities. This collaboration enabled our BVI and d/DHH students to connect with one another, build relationships, and develop important skills in a variety of settings. The outings supported all nine areas of the core curriculum, with particular emphasis on orientation and mobility, social skills, independent living, and recreation/leisure skills.
- We provided professional learning opportunities — including training and workshops — focused on reading and writing Braille, American Sign Language, and supporting complex communication needs in the classroom.
- We increased access to low-incidence specialist services by contracting a 0.2 FTE d/DHH specialist and hiring a full-time teacher assistant for visually impaired students through South West Collaborative Support Services. In addition, we added 4.0 educational assistant hours to support the development of student-specific resources for a complex BVI student within Holy Spirit School Division. The extra time enabled identified students to receive enhanced access and support, and allowed staff and families to build their capacity to meet the student's needs.
- We collaborated with school and divisional teams, as well as Zone 6 partners, to identify and coordinate supports to better serve our students. On multiple occasions, we met to determine necessary professional learning opportunities and resources based on experience and specialist input — creating a comprehensive list of supports targeted for the LISS grant funding application.

The Family School Liaison Counselling (FSLC) Program creates a valuable link between home, school and other agencies as required. We currently have 9.8FTE Family School Liaison counsellors serving our 16 divisional schools. The program provides services directly to the child and family at their home, the school or a mutually agreed upon community site. These services are free and available to any family with students attending the Holy Spirit Catholic School Division.

Program services are being divided into four categories:

1. Counselling: The primary role of the Family School Liaison Counsellor is to provide individual or small group counselling sessions with children.
2. Prevention/Educational Programming: Supporting safe and caring school initiatives. Facilitating presentations/workshops on identified areas of need for students, families and school personnel. These may include supporting Safe & Caring Schools initiatives & faculty presentations within the community.
3. Community Liaison: Family School Liaison Counsellors provide liaison with community agencies and links between school personnel and appropriate community agencies' personnel.
4. Crisis Intervention: Risk / Threat assessment and post-crisis intervention.

On a monthly basis the Coordinator of Counselling and Wellness facilitates a Wellness Team Huddle comprised of the following 22 members representing: Family School Liaison Counsellors, Family First Facilitators, Family Enhancement Facilitators, Mental Health Capacity Building, Indigenous Student Wellness Access Guide, Student Wellness Access Guide, and the Integrated School Support Program Mental Health Professionals, meet for their Huddle.

This layered approach Huddle structure allows for:

- Staff Meetings – whereby all members attend to connect and share priority information with one another regarding the upcoming month. As well, relationships are valued and need to be strengthened by face-to-face interaction.
- Case Consultation- geared for Family School Liaison Counsellors, Family Enhancement Facilitator, Integrated School Support Program Mental Health Professionals, along with representation from Children and Family Services consults high risk children and youth files. Informed decisions and meaningful connections guide next steps in the most complex and vulnerable children and youth.



- Community of Practice- aimed to support the professional practice of Family School Liaison Counsellors and the Integrated School Support Program Mental Health Professionals. Topics identified as areas of concern, further professional development and sharing of professional development, access to resources, professional community partner presentations/training are implemented. Recently, a collective community of care strategy has been embraced in order to actively uplift and support each other. The emotional impact of the work these members engage in on a daily basis needs to be recognized.

Holy Spirit operates the Family First Facilitator (FFF) program in division schools using the Pyramid of Intervention model. This model takes a preventive/early intervention approach to enable children, youth and families to acquire the skills and knowledge required to build on their strengths, address challenges, cope with adversity and increase their capacity to care for themselves and others. By building universal supports that proactively provide families access to support systems, knowledge of child development, trusting relationships and problem-solving skills, families are more likely to be healthy and thrive. Family First Facilitators currently support two of our schools: Ecole St. Mary and Children of St. Martha. The following program data reflects delivery during September-December 2024, January-June 2025.

1 Family First Facilitator (4 days per week in 2024, 5 days per week beginning 2025) Ecole St. Mary

1 Family First Facilitator (5 days per week) Children of St. Martha

- Unique Participants Served (parents and students) - 481
- Active Families - 181
- Meaningful Interactions with Family First Facilitators - 3904
- Home Visits - 84
- Community Referrals - 198
- In School Student Programs - 39
- Parent Programs - 9

Our Intervention Support Team, which is composed of two 0.5 FTE teachers, supports our schools in building capacity and planning for meeting complex student learning and behavioral needs. This is a decrease of a 1.0 FTE teacher from the 2023-2024 school year. Our IST works with our divisional schools to:

- Build understanding of root causes of student behavior
- Recommend universal, targeted, individualized strategies & resources (visuals, WISE & safety plans, environmental scans, etc.)
- Suggest learning environment structures to optimize student success
- Support and model social skills instruction
- Collect and use data to make decisions and measure effectiveness
- Build capacity with challenging behaviors in a classroom
- Plan as part of the collaborative team
- Attend, collaborate with, and support learning teams during the VTRA process
- Support SIVA Philosophy and practice in schools
- Coordinate the sharing of resources from the lending library
- Collaborate and support implementation of evidence based social emotional learning programs
- Provide site based professional development related to emerging research and best practices around intervention support

The IST is available to support all 16 divisional schools and the following program 2024-25 data reflects the scope of their work with school teams:

Total IST Referrals for the 2024-2025 school year: 169

- Standardized Assessment Referrals - 99 (*Average of 4 hrs/report plus time to assess*)
- Student Specific Referrals which included Observations, Functional Behavior Assessments (FBA's), Behavior Support Plans (BSP's), Safety Plans, etc. - 108 (*Average 4 hrs/observation, 3-5 hours per plan*)
- General Referrals - 19 (*Average 30 min per meeting with teachers and/or admin, and 1 hour per parent meeting or professional collaboration - OT, SLP, etc.*)
- Referrals that the IST was unable to fulfill during the 2024-2025 school year - 19

Other Important Information:

- IST Completed Strategy sheets - 26 strategy sheets
- PD Sessions given by IST - 12 sessions
- Maintenance and upkeep of IST Lending Library



During the 2024-2025 school year, the staffing levels of the Intervention Support Team (IST) were reduced from 2.0 FTE to 1.0 FTE, reflecting the reduction of a full-time teacher equivalent (1 FTE) in September 2024. As a result of this reduction, the IST was unable to deliver the same breadth and depth of services previously offered. The following supports and services were impacted:

- Regular, direct engagement with individual students or small groups
- Ongoing, consistent check-ins and monitoring of students after implementing plans or recommendations, requiring re-referrals for continued support
- Informal and on-demand support requested by staff
- Regular mentoring and check-ins with support staff

This reduction in staffing appears to be directly linked to a decline in AEAM Survey results under the "Accessing Support and Services" category, specifically in specialized support and assessment services for students. The decreased capacity has limited the IST's ability to provide the comprehensive level of service seen in previous years.

During the 2024-2025 school year, Holy Spirit schools reported 1,713 (1138 funded) English as an Additional Language (EAL) learners, representing 30.3.% (20.1% funded) of the total student population of 5,648 students. These students were categorized as follows:

- Canadian Born (Code 303): 739 (449 funded) students
- Foreign Born (Code 301): 800 (554 funded) students
- Refugee Status (Code 640): 114 (75 funded) students from various countries worldwide
- Ukraine Evacuees (Code 600): 60 (60 funded) students

To support the targeted needs of English as an Additional Language (EAL) learners, the department was staffed with a total of 2.0 FTE certificated personnel, including a full-time EAL Coordinator and an EAL teacher who split their time between Catholic Central High School and St. Francis Junior High—schools with the highest EAL populations. Additionally, the department employed the equivalent of 5.5 FTE EAL Educational Assistants, distributed across 13 schools. This included four 28-hour assistants, two 14-hour assistants, one 15-hour assistant, two 4-hour assistants, and one 2-hour assistant, ensuring targeted support for students across the division.

In addition to targeted programming, the EAL Coordinator conducted 190 family intakes for students new to Canada within the last six months. Each intake typically required two hours but could take longer depending on case complexity and interpreter needs. These intakes produced detailed reports shared with schools to inform programming decisions and foster stronger family-school partnerships. Beyond data collection, the intake process provided families with essential school information and procedures, contributing to a sense of community and helping parents/guardians feel informed and engaged in their children's education.

In alignment with Alberta Education's requirements, all students eligible for EAL funding within their first five years were benchmarked twice during the school year. To support this process, the EAL Coordinator provided resources and guidance for approximately 1,000 benchmarks, including:

- Access to the Benchmarks 2.0 document
- Instructions for data entry into Dossier
- Student lists organized by homeroom
- Reading assessment forms

Holy Spirit schools collaborates closely with Lethbridge Family Services – Immigrant Services to support EAL learners. Through this partnership, the division works with Youth Settlement Practitioners to facilitate smooth transitions for students into their new learning environments. Interpretive services play a critical role in understanding students' familial and educational backgrounds, enabling the division to provide more tailored and effective support.

Maintaining robust partnerships with organizations such as Alberta Addictions and Mental Health, Lethbridge Family Services, Comprehensive School Health, Southwest Collaborative Support Service Delivery, Parent Link, Child and Family Services, Chinook Sexual Assault Center, Key Connections, Building Better Brains, Family Ties, Children's Allied Health, and Disability Services enables us to provide comprehensive support that surrounds our students and families.

Our partnerships with University of Lethbridge Registered Nursing Program and Addictions and Mental Health Counselling Programs Practicum play a pivotal role in fostering a safe and caring environment within our organization. These collaborations represent a commitment to excellence in healthcare and mental health services, as practicum students bring fresh perspectives, cutting-edge knowledge, and a passion for learning to our team. By integrating these budding professionals into our learning space, we not only contribute to their educational journey but also benefit from their energy and dedication. Their presence enhances our ability to provide compassionate care, as they actively participate in creating a supportive atmosphere that prioritizes the well-being of our learning



community. These partnerships are a testament to our belief in the importance of education, collaboration, and community engagement in cultivating a safe and nurturing environment for both our staff and students.

Throughout the past year, our steadfast commitment to professional development in the realm of Support Services has remained unwavering. We successfully provided divisional opportunities for staff in the following areas:

- Violence, Threat, Risk, Assessment (VTRA)
- Supporting Individuals through Valued Attachments (SIVA)
- Standard First Aid
- Trauma Informed Practices through partnership with Alberta Health Services
- Mental Health Literacy Training, utilizing a mix of online and in-person formats
- Hannen Training which offers flexible, evidence-based frameworks for nurturing the social, language, and early literacy skills of preschool children through responsive interaction strategies and enriched learning environments
- Community Social Development (CSD) Professional Development: The City of Lethbridge provided an excellent opportunity for CSD-funded providers to attend a professional development training session led by Dr. Cheryl Currie. This full-day training focused on the latest research completed in Lethbridge concerning recovery and research/reporting methodologies.

Additionally, two Divisional Collaborative Days in October and March continue to have dedicated learning opportunities focused on mental health and wellness, encouraging collaboration among schools to share best practices in this crucial area. Our dedication to building divisional capacity went beyond traditional training, including ASEBP Lunch and Learn sessions for staff wellness, Monthly Wellness huddles and insights from keynote speakers. As a division, we actively participated in community events supporting marginalized populations, such as Santa's Anonymous, Drive Away Hunger, Ready Set Go, and MHCB Summer programming. We also participated in community events that provided an opportunity to connect with the larger parent community to provide support around Universal Programming.

Community Events

- National Child Day
- Digital Parent Evening
- Ladders for Learning
- Ordinary Heroes is a six-week initiative designed to increase youth resilience by engaging adults in building protective factors. Resilience, crucial for overcoming challenges, was the focus, with the facilitators aiming to help students identify and appreciate the caring adults positively influencing their lives.

OurSCHOOL Survey Data

Junior/Senior High School Students

The 2024–25 OurSCHOOL Secondary Survey reflects generally strong social–emotional outcomes for students, with several indicators exceeding Canadian norms.

Sense of Belonging

This year, 66% of students reported a high sense of belonging, an increase from the previous year and higher than the Canadian norm of 62%

- Girls: 61% (Canada: 57%)
- Boys: 73% (Canada: 67%)

Positive Relationships

Positive peer relationships remain a strength, with 78% of students reporting trusting, encouraging friendships, compared to the national norm of 75%.

- Girls: 82% (Canada: 77%)
- Boys: 76% (Canada: 74%)

Value of Schooling Outcomes

Students continue to recognize the personal and economic benefits of education.

- 76% of students valued schooling outcomes, well above the Canadian norm of 64%.
- Girls: 81% (Canada: 68%)
- Boys: 72% (Canada: 60%)

Positive Behaviour at School

Positive behaviour remains exceptionally strong:



- 97% of students report positive behaviour, surpassing the Canadian norm of 95%.
- Girls: 98% (Canada: 97%)
- Boys: 96% (Canada: 92%)

Cultural Awareness

Holy Spirit students continue to demonstrate strong understanding of cultural perspectives.

- Awareness of own culture: 63% (Canada: 53%)
- Awareness of other cultures: 78% (Canada: 76%)
 - Girls: 83% (Canada: 81%)
 - Boys: 73% (Canada: 70%)

These results highlight the impact of ongoing programming centered on inclusion, cultural understanding, and school connectedness.

Elementary Students

The 2024–25 Elementary Survey reflects steady outcomes with continued alignment to Canadian norms.

Sense of Belonging

A total of 69% of elementary students feel a strong sense of belonging—slightly below the Canadian average of 72%.

- Girls: 67% (Canada: 70%)
- Boys: 73% (Canada: 75%)

Positive Relationships

Positive peer relationships remain consistent with national norms.

- 81% of students report positive relationships (Canada: 80%)
- Girls: 82% (Canada: 83%)
- Boys: 81% (Canada: 78%)

Value of Schooling Outcomes

Elementary students continue to see high value in the importance of schooling.

- 92% value schooling outcomes (Canada: 91%)
- Girls: 93% (Canada: 93%)
- Boys: 92% (Canada: 88%)

Positive Behaviour

Positive behaviour aligns closely with Canadian norms:

- 89% (Canada: 90%)
- Girls: 93% (Canada: 95%)
- Boys: 85% (Canada: 86%)

Cultural Awareness

A new divisional priority introduced this year shows strong early results:

- Understanding of other cultures: 87% of students (Canada: 84%)
- Girls: 88%
- Boys: 86%

These outcomes reflect the early impact of intentional programming such as the MHSPS multicultural wellness initiatives & EAL supports.

Alberta Education Assurance Measure Data

Holy Spirit continues to perform strongly in creating positive learning environments.

- Division result: 88.2% (Provincial: 84.4%)
- Rating: High – Maintained – Good

Access to Supports and Services

This measure reflects students' and families' perceptions of access to timely supports.

- Division result: 79.2%
- Provincial result: 80.1%

Although results declined slightly from the previous year (80.3%), they remain within the Intermediate range. Similar to last year, a large number of “Don't Know” responses across subgroups may affect the accuracy of this indicator.

Overall Division Context

Even with slight shifts in certain areas, the division remains consistently above provincial norms in the domains of:

- Belonging
- Relationships
- Cultural awareness
- Safe and caring environments

These trends demonstrate the continued impact of division-wide initiatives, including the Mental Health in Schools Pilot Project, SWAG team outreach, culturally responsive programming, EAL supports, and strengthened pathways to services.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			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	86.7	86.9	86.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.4	86.6	85.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	92.3	90.4	89.8	80.4	80.7	82.4	Very High	Improved	Excellent
	5-year High School Completion	94.1	90.3	90.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	66.8	66.1	66.1	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	11.5	13.6	13.6	19.8	18.0	18.0	Low	Maintained	Issue
	PAT9: Acceptable	70.0	69.6	69.6	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	11.9	16.6	16.6	15.4	15.5	15.5	Low	Declined	Issue
	Diploma: Acceptable	78.6	75.1	75.1	81.5	80.3	80.3	Intermediate	Improved	Good
	Diploma: Excellence	13.6	12.5	12.5	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	90.6	90.7	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.6	89.3	88.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	80.3	82.3	81.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.7	82.6	82.1	79.5	79.1	78.9	High	Maintained	Good

Notes:

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 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.9	86.7	86.6	83.9	83.7	84.4	Intermediate	Declined	Issue
	Citizenship	85.8	85.4	85.7	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	90.2	92.3	91.1	81.4	80.4	81.4	Very High	Maintained	Excellent
	5-year High School Completion	93.8	94.1	92.1	87.1	88.1	87.9	Very High	Maintained	Excellent
	PAT9: Acceptable	66.8	70.0	69.8	62.5	62.5	62.6	Low	Maintained	Issue
	PAT9: Excellence	18.0	11.9	14.3	15.6	15.4	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	79.8	78.6	76.9	82.0	81.5	80.9	Intermediate	Improved	Good
	Diploma: Excellence	17.3	13.6	13.1	23.0	22.6	21.9	Intermediate	Improved	Good
Teaching & Leading	Education Quality	89.9	90.6	90.7	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	88.6	88.8	84.4	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	79.2	80.3	81.3	80.1	79.9	80.7	Intermediate	Declined	Issue
Governance	Parental Involvement	83.0	81.7	82.0	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (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	73.9	73.6	67.5	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	80.5	68.7	71.9	69.4	71.3	69.1	Low	Maintained	Issue
	PAT6: Acceptable	39.5	37.5	37.5	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	0.0	1.8	1.8	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	44.6	50.5	50.5	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	8.0	7.4	7.4	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	72.4	67.9	67.9	76.9	74.8	74.8	Low	Maintained	Issue
	Diploma: Excellence	12.2	11.1	11.1	11.8	11.3	11.3	Low	Maintained	Issue
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

Notes:

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 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

Assurance Domain	Measure	Holy Spirit Roman Catholic Sep (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	71.5	73.9	70.9	59.8	58.6	58.4	Low	Maintained	Issue
	5-year High School Completion	87.3	80.5	72.0	69.7	69.4	69.6	Intermediate	Improved	Good
	PAT9: Acceptable	38.5	44.6	47.6	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	3.2	8.0	7.7	6.3	6.1	5.7	Very Low	Declined	Concern
	Diploma: Acceptable	75.2	72.4	70.2	77.5	76.9	75.9	Low	Maintained	Issue
	Diploma: Excellence	11.6	12.2	11.7	11.9	11.8	11.6	Low	Maintained	Issue
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

Notes:

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 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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7. 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.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division



Course		Measure	Holy Spirit Roman Catholic Sep						Alberta				
			Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined Significantly	Concern	227	55.9	393	66.4	50,053	64.1	59,230	67.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	227	14.5	393	12.6	50,053	18.5	59,230	18.9	
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	343	74.9	360	81.5	59,391	69.8	57,676	70.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	343	12.2	360	10.6	59,391	11.1	57,676	12.6	
K&E English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	37	48.6	35	54.4	1,469	47.4	1,360	49.9	
	Standard of Excellence	High	Maintained	Good	37	13.5	35	13.1	1,469	5.2	1,360	5.6	
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	17	76.5	25	83.8	3,134	75.2	3,262	76.4	
	Standard of Excellence	Intermediate	Maintained	Acceptable	17	11.8	25	4.3	3,134	9.3	3,262	10.7	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	84.8	595	82.3	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	16.4	595	21.0	
Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	318	62.9	354	59.0	58,911	51.7	57,012	53.5	
	Standard of Excellence	Intermediate	Improved	Good	318	13.8	354	11.0	58,911	14.0	57,012	13.7	
K&E Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	61	37.7	42	59.8	1,940	49.7	1,891	52.4	
	Standard of Excellence	Intermediate	Declined	Issue	61	8.2	42	17.1	1,940	11.0	1,891	10.6	
Science 9	Acceptable Standard	High	Maintained	Good	344	73.8	360	75.5	59,453	68.6	57,692	66.9	
	Standard of Excellence	Very High	Improved Significantly	Excellent	344	29.4	360	20.3	59,453	21.1	57,692	20.5	
K&E Science 9	Acceptable Standard	Low	Maintained	Issue	36	55.6	36	64.5	1,454	50.3	1,304	52.6	
	Standard of Excellence	Intermediate	Declined	Issue	36	8.3	36	20.9	1,454	7.9	1,304	9.9	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	336	67.0	360	66.4	59,472	60.5	57,717	59.4	
	Standard of Excellence	High	Improved Significantly	Good	336	21.1	360	14.9	59,472	17.1	57,717	15.8	
K&E Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	43	37.2	36	57.6	1,434	50.3	1,246	50.0	
	Standard of Excellence	Intermediate	Declined	Issue	43	7.0	36	14.3	1,434	10.6	1,246	10.9	

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
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Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)



Course	Measure	Holy Spirit Roman Catholic Sep (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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	56.9	132	65.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	28	39.3	56	44.6	3,851	51.4	3,990	46.0
	Standard of Excellence	Very Low	Maintained	Concern	28	7.1	56	3.6	3,851	12.3	3,990	9.0
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	43	39.5	56	37.5	4,556	48.7	4,332	45.3
	Standard of Excellence	Very Low	Maintained	Concern	43	0.0	56	1.8	4,556	7.3	4,332	6.5
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	41	46.3	40	70.0	4,465	49.5	4,375	49.2
	Standard of Excellence	Very Low	Maintained	Concern	41	2.4	40	2.5	4,465	4.7	4,375	4.4
K&E English Language Arts 9	Acceptable Standard	Low	n/a	n/a	15	53.3	n/a	n/a	388	42.8	297	43.8
	Standard of Excellence	High	n/a	n/a	15	13.3	n/a	n/a	388	4.9	297	3.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	63.8	136	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	Declined	Concern	40	30.0	34	41.2	4,361	28.7	4,197	28.7
	Standard of Excellence	Very Low	Improved	Issue	40	5.0	34	0.0	4,361	4.8	4,197	3.8
K&E Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	16	31.3	17	76.5	485	43.7	440	48.9
	Standard of Excellence	Intermediate	Declined	Issue	16	12.5	17	29.4	485	6.2	440	11.1
Science 9	Acceptable Standard	Very Low	Maintained	Concern	41	43.9	40	50.0	4,477	46.0	4,380	42.1
	Standard of Excellence	Intermediate	Declined	Issue	41	7.3	40	15.0	4,477	8.5	4,380	7.1
K&E Science 9	Acceptable Standard	Intermediate	n/a	n/a	15	60.0	n/a	n/a	373	46.6	281	48.4
	Standard of Excellence	Intermediate	n/a	n/a	15	20.0	n/a	n/a	373	7.2	281	8.2
Social Studies 9	Acceptable Standard	Very Low	Maintained	Concern	41	46.3	40	42.5	4,498	39.0	4,393	34.1
	Standard of Excellence	Very Low	Maintained	Concern	41	7.3	40	7.5	4,498	6.3	4,393	4.9
K&E Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	15	66.7	11	36.4	351	46.2	262	45.4
	Standard of Excellence	Intermediate	Improved	Good	15	13.3	11	0.0	351	9.4	262	7.3

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3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (EAL)



		Holy Spirit Roman Catholic Sep (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Declined	Concern	65	55.4	106	65.8	9,834	60.7	10,688	65.0
	Standard of Excellence	Low	Maintained	Issue	65	7.7	106	9.5	9,834	15.2	10,688	16.1
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	108	73.1	89	81.5	7,504	54.5	7,109	59.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	108	10.2	89	8.6	7,504	4.7	7,109	6.0
K&E English Language Arts 9	Acceptable Standard	*	*	*	5	*	12	50.0	155	33.5	150	40.8
	Standard of Excellence	*	*	*	5	*	12	8.3	155	2.6	150	2.7
French Language Arts 9 année	Acceptable Standard	Low	Maintained	Issue	8	75.0	8	75.0	155	63.9	184	69.5
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	8	0.0	155	11.6	184	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	79.7	82	62.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74	5.4	82	9.7
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	107	60.7	88	56.7	7,506	45.2	7,066	48.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	107	13.1	88	10.5	7,506	11.6	7,066	11.8
K&E Mathematics 9	Acceptable Standard	*	*	*	6	*	13	61.5	149	51.0	187	44.6
	Standard of Excellence	*	*	*	6	*	13	0.0	149	13.4	187	8.9
Science 9	Acceptable Standard	High	Maintained	Good	108	75.9	88	73.1	7,515	57.6	7,106	58.5
	Standard of Excellence	Very High	Improved	Excellent	108	28.7	88	18.7	7,515	13.8	7,106	14.6
K&E Science 9	Acceptable Standard	*	*	*	5	*	12	66.7	149	41.6	149	37.1
	Standard of Excellence	*	*	*	5	*	12	25.0	149	2.0	149	4.4
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	108	66.7	89	63.0	7,509	47.9	7,116	49.9
	Standard of Excellence	High	Improved	Good	108	21.3	89	14.7	7,509	10.4	7,116	10.3
K&E Social Studies 9	Acceptable Standard	*	*	*	5	*	11	36.4	156	48.7	136	41.9
	Standard of Excellence	*	*	*	5	*	11	0.0	156	3.2	136	4.4

Notes:

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

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Course		Measure		Holy Spirit Roman Catholic Sep						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	High	Improved	Good	223	90.6	226	87.1	35,845	85.3	32,247	83.9		
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	223	13.9	226	6.8	35,845	10.9	32,247	10.3		
English Language Arts 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	135	87.4	126	89.5	21,398	85.6	18,166	85.9		
	Diploma Examination Standard of Excellence	High	Improved	Good	135	16.3	126	11.1	21,398	11.3	18,166	12.8		
French Language Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	19	94.7	18	92.5	1,234	94.7	1,218	94.2		
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	19	10.5	18	0.0	1,234	6.0	1,218	7.4		
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	99.4	144	99.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	23.0	144	28.5		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	153	69.3	126	62.8	22,680	77.8	20,399	73.1		
	Diploma Examination Standard of Excellence	n/a	Improved Significantly	n/a	153	22.2	126	12.9	22,680	37.1	20,399	32.0		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	134	55.2	131	54.8	17,430	73.6	15,047	71.0		
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	134	6.7	131	6.8	17,430	17.3	15,047	15.3		
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	207	86.5	228	83.9	26,238	84.6	24,595	84.4		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	207	13.5	228	11.7	26,238	16.8	24,595	17.3		
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	144	75.7	118	67.8	27,021	77.5	22,515	77.8		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	144	5.6	118	5.5	27,021	12.3	22,515	12.5		
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	181	80.7	192	79.1	25,916	82.7	23,842	82.9		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	181	24.9	192	23.8	25,916	34.8	23,842	33.2		
Chemistry 30	Diploma Examination Acceptable Standard	High	Improved Significantly	Good	133	83.5	132	72.2	21,438	83.8	19,160	81.7		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	133	25.6	132	23.9	21,438	40.6	19,160	37.5		
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	77	77.9	87	78.5	11,366	85.6	9,598	83.7		
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	77	33.8	87	18.0	11,366	43.6	9,598	41.5		
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	36	77.8	19	76.6	9,027	79.6	8,223	80.3		
	Diploma Examination Standard of Excellence	High	Improved	Good	36	27.8	19	11.3	9,027	26.2	8,223	23.9		

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

		Holy Spirit Roman Catholic Sep (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	8	75.0	9	88.9	1,402	81.7	1,286	78.3
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	9	0.0	1,402	6.9	1,286	6.1
English Lang Arts 30-2	Diploma Examination Acceptable Standard	High	Maintained	Good	23	95.7	16	100.0	2,010	86.0	1,833	86.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	23	8.7	16	18.8	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	*	n/a	n/a	634	64.4	566	60.6
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	634	17.0	566	15.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	11	54.5	n/a	n/a	785	64.8	742	65.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	11	36.4	n/a	n/a	785	10.1	742	12.1
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	8	87.5	10	60.0	1,071	79.1	986	73.0
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	8	0.0	10	20.0	1,071	10.6	986	8.6
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	24	75.0	17	70.6	2,091	72.9	1,933	72.3
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	24	12.5	17	5.9	2,091	6.6	1,933	5.4
Biology 30	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	10	30.0	13	61.5	1,041	72.8	902	72.5
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	10	10.0	13	7.7	1,041	17.0	902	19.1
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	614	78.2	550	70.0
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	614	23.5	550	24.0
Physics 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	280	80.4	250	72.0
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	280	23.2	250	26.8
Science 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	480	78.1	470	75.3
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	480	18.5	470	18.7

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (EAL)

		Holy Spirit Roman Catholic Sep (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	67	83.6	54	77.1	2,611	64.7	2,289	62.3
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	67	6.0	54	0.8	2,611	3.3	2,289	3.2
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	46	69.6	34	85.0	2,932	67.4	2,309	70.7
	Diploma Examination Standard of Excellence	High	Improved Significantly	Good	46	17.4	34	3.1	2,932	4.5	2,309	5.4
French Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	6	83.3	25	96.0	24	85.4
	Diploma Examination Standard of Excellence	*	*	*	3	*	6	0.0	25	8.0	24	9.5
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	96.2	19	100.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	7.7	19	10.1
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Improved	n/a	51	68.6	35	56.3	1,977	67.6	1,629	62.6
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	51	21.6	35	10.4	1,977	30.8	1,629	25.4
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	44	47.7	30	37.3	1,557	63.3	1,289	58.1
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	44	2.3	30	1.6	1,557	13.4	1,289	9.4
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	58	79.3	51	74.3	1,322	72.5	1,263	71.6
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	58	12.1	51	9.8	1,322	8.2	1,263	9.8
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Improved	Issue	50	66.0	32	54.8	3,551	63.2	2,827	62.9
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	50	4.0	32	1.3	3,551	8.3	2,827	8.1
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	62	75.8	47	74.4	1,803	69.2	1,650	71.3
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	62	19.4	47	24.5	1,803	25.3	1,650	24.1
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	44	75.0	37	63.1	1,600	74.7	1,422	73.3
	Diploma Examination Standard of Excellence	Low	Declined	Issue	44	18.2	37	30.0	1,600	33.1	1,422	29.8
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	26	76.9	23	82.0	771	75.0	680	73.5
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	26	26.9	23	18.5	771	32.0	680	32.6
Science 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	14	78.6	n/a	n/a	752	66.0	653	68.2
	Diploma Examination Standard of Excellence	High	n/a	n/a	14	28.6	n/a	n/a	752	17.7	653	16.2

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement



High School Completion Rates - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

	Holy Spirit Roman Catholic Sep													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	324	88.2	402	90.7	344	90.4	363	92.3	342	90.2	Very High	Maintained	Excellent	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	374	90.6	324	89.4	403	93.3	343	93.0	362	94.3	Very High	Improved	Excellent	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	304	89.5	374	91.9	324	90.3	402	94.1	343	93.8	Very High	Maintained	Excellent	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

Student Growth and Achievement



High School Completion Rates - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (FNMI)

Province: Alberta (FNMI)

	Holy Spirit Roman Catholic Sep (FNMI)													Alberta (FNMI)									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	36	55.6	35	63.8	45	65.1	44	73.6	34	73.9	Low	Maintained	Issue	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	39	80.2	33	58.9	33	65.7	43	76.0	43	83.2	Intermediate	Improved	Good	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	32	79.2	38	80.0	32	66.9	32	68.7	41	80.5	Low	Maintained	Issue	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4

Student Growth and Achievement

High School Completion Rates - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division (EAL)

Province: Alberta (EAL)

	Holy Spirit Roman Catholic Sep (EAL)													Alberta (EAL)									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	54	94.4	54	88.9	55	92.4	67	95.5	68	92.9	Very High	Maintained	Excellent	3,654	78.7	3,646	78.5	3,805	72.8	3,883	72.0	2,974	73.5
4 Year Completion	54	89.5	54	94.9	54	93.6	54	94.8	65	98.5	Very High	Improved	Excellent	2,993	83.0	3,278	86.4	3,337	85.0	3,247	82.2	3,202	81.1
5 Year Completion	39	90.7	53	91.2	53	94.8	53	95.2	54	94.9	Very High	Maintained	Excellent	2,960	86.9	2,874	86.1	3,151	88.7	3,135	88.1	3,079	85.3

Student Growth and Achievement

A.6 Citizenship - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,585	86.8	1,637	85.2	1,655	86.6	1,676	85.4	1,850	85.8	Very High	Maintained	Excellent	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8
Parent	262	82.7	186	81.1	198	82.8	215	81.3	163	83.5	Very High	Maintained	Excellent	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6
Student	1,120	80.8	1,280	77.7	1,267	80.3	1,253	78.8	1,501	78.3	Very High	Maintained	Excellent	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3
Teacher	203	97.1	171	96.8	190	96.6	208	96.1	186	95.6	Very High	Maintained	Excellent	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5

Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta											
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,590	87.7	1,636	86.3	1,654	86.9	1,677	86.7	1,845	84.9	Intermediate	Declined	Issue	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9		
Parent	262	89.5	186	87.5	198	88.6	215	88.2	163	85.7	Intermediate	Maintained	Acceptable	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6		
Student	1,125	75.8	1,280	74.6	1,266	75.4	1,254	74.7	1,496	72.2	High	Declined	Acceptable	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3		
Teacher	203	97.8	170	96.9	190	96.6	208	97.1	186	96.7	Intermediate	Maintained	Acceptable	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0		

Teaching & Leading

A.4 Education Quality - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,586	91.5	1,633	90.7	1,656	90.7	1,682	90.6	1,851	89.9	Very High	Maintained	Excellent	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	262	87.5	186	86.7	198	86.3	215	86.4	163	84.8	High	Maintained	Good	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	1,121	89.9	1,276	89.2	1,268	89.7	1,259	89.0	1,502	88.1	High	Maintained	Good	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	203	97.2	171	96.3	190	96.2	208	96.2	186	96.9	High	Maintained	Good	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,588	90.5	1,638	88.6	1,655	89.3	1,679	88.6	1,850	88.2	High	Maintained	Good	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4		
Parent	262	89.5	186	86.0	198	87.2	215	86.8	163	87.4	Intermediate	Maintained	Acceptable	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2		
Student	1,123	85.2	1,281	82.3	1,267	83.7	1,256	82.7	1,501	81.0	High	Declined	Acceptable	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7		
Teacher	203	96.9	171	97.4	190	97.0	208	96.1	186	96.4	High	Maintained	Good	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3		

B.4 Safe and Caring

Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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.

	Holy Spirit Roman Catholic Sep													Alberta											
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024		2025
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,586	92.3	1,637	90.8	1,655	91.2	1,678	90.7	1,850	90.0	Very High	Maintained	Excellent	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3		
Parent	262	91.5	186	88.2	198	89.6	215	89.0	163	88.8	Very High	Maintained	Excellent	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9		
Student	1,122	88.6	1,281	86.5	1,267	87.1	1,255	86.8	1,501	84.9	Very High	Declined	Good	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6		
Teacher	202	96.8	170	97.6	190	96.9	208	96.4	186	96.3	Very High	Maintained	Excellent	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4		

Learning Supports

H.1 Access to Supports and Services - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,584	83.4	1,634	81.4	1,654	82.3	1,675	80.3	1,844	79.2	Intermediate	Declined	Issue	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	262	79.8	186	72.6	198	77.5	215	72.6	163	71.6	Intermediate	Maintained	Acceptable	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	1,120	84.7	1,278	84.1	1,266	84.9	1,252	84.9	1,495	82.6	High	Declined	Acceptable	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	202	85.9	170	87.4	190	84.4	208	83.4	186	83.5	Low	Maintained	Issue	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

Governance

C.1 Parental Involvement - Measure History

Authority: 4481 The Holy Spirit Roman Catholic Separate School Division

Province: Alberta

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

	Holy Spirit Roman Catholic Sep													Alberta									
	2021		2022		2023		2024		2025					Measure Evaluation			2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	463	80.5	356	81.6	385	82.6	422	81.7	346	83.0	Very High	Maintained	Excellent	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0
Parent	262	72.2	186	72.3	197	75.0	214	74.8	162	75.9	Very High	Maintained	Excellent	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6
Teacher	201	88.8	170	90.8	188	90.2	208	88.6	184	90.0	High	Maintained	Good	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3