Jack Stuart School

Annual Education Results Report

2023-24

Education Plan

2024-25

Every Student, Every Day, A Success

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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is "local data"?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2023-2024 Accountability Statement

Whistleblower Protection

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

Accountability Statement
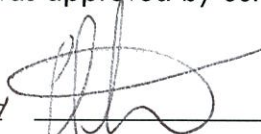
The Jack Stuart School *Annual Education Results Report* for the 2023-2024 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in 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 Results Report* for 2023-2024 was approved by our School Council.

_____	Oct 22, 2024	_____	10/21/2024
School (Parent) Council Chair	Date	Principal	Date
Kimberly Olsen		Todd Sieben	

Jack Stuart School

Profile

Jack Stuart School was built during the 1983-84 school year. It was the last school built as part of the Camrose School District #1315 system. One hundred and seventy-one students, grades 1 to 7 were housed at the Charlie Killam School until Easter of 1984. At the end of the 1986-87 school year, all grade 7 and 8 students in the public system in Camrose were relocated to the Junior High section of the Charlie Killam School. Enrollment for the 1987-88 school year, grades 1-6 was 183. Morning and afternoon ECS classes were also added that year. Jack Stuart School is now a pre-Kindergarten to grade 5 school with a student population over 300 students. Our school also houses the Battle River School Division elementary centralized program called EXCEL.Our school allows children to recognize their own areas of strength and appreciate the strength of others. We nurture diverse learning opportunities to create well-rounded students who are socially and environmentally conscious. We meaningfully incorporate global perspectives into learning and encourage students to become critical thinkers who respectfully embrace a diversity of opinions. Proud of Our Promise … Today I promise to: take care of myself, take care of others, take care of this place. I won't forget my promise.

Our Vision:

Every Student, Every Day, a Success.

Our Mission:

At Jack Stuart School we will work as a team with family and community to develop skills and positive attitudes in an environment which builds success and encourages life-long learning.

Our Beliefs or Values:

- Every student can learn
- Our fundamental purpose is to promote student learning, growth and understanding
- Everyone will be treated with dignity and respect in a safe and caring environment
- Positive relationships build healthy, resilient students and staff
- We will support every student to the best of our ability every day
- All staff must be skilled, committed and dedicated to their own continuous learning
- Optimal learning occurs when it is engaging, meaningful and active

Jack Stuart School

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

School: 4543 Jack Stuart School

Assurance Domain	Measure	Jack Stuart School			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	90.2	89.1	85.1	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	87.2	87.0	82.3	79.4	80.3	80.0	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.9	96.8	93.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.9	90.5	87.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.5	68.5	67.9	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	80.5	73.7	71.2	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 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

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.

Supplemental Alberta Education Assurance Measures - Overall Summary
Spring 2024

School: 4543 Jack Stuart School

Measure	Jack Stuart School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	82.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.6	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	75.0	80.0	80.6	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	80.0	80.6	82.1	78.9	80.4	80.7	High	Maintained	Good
Program of Studies	88.3	91.4	89.7	82.6	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	82.7	70.9	72.1	80.6	81.2	81.5	Low	Improved Significantly	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	92.6	91.3	89.0	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	73.2	63.9	63.6	71.9	72.9	72.7	Low	Improved	Acceptable
School Improvement	84.3	81.4	75.4	75.8	75.2	74.7	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	94.7	91.7	85.4	82.6	83.1	84.0	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Battle River School Division

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

Authority: 2285 The Battle River School Division

Assurance Domain	Measure	Battle River School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.9	82.3	82.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	77.3	76.8	78.1	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	83.6	75.8	82.5	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	87.7	90.0	86.4	88.1	86.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	64.8	50.7	50.7	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	13.5	9.6	9.6	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	61.7	57.5	57.5	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	12.2	10.4	10.4	14.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	67.5	67.6	67.6	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	7.9	7.7	7.7	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	86.8	87.0	86.9	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	83.3	84.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.5	75.2	75.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.3	75.2	74.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 (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 exam was 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.

Supplemental Alberta Education Assurance Measures - Overall Summary
Spring 2024

Authority: 2285 The Battle River School Division

Measure	Battle River School Division			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	57.6	3.2	n/a	52.7	3.9	n/a	Intermediate	n/a	n/a
Drop Out Rate	3.5	1.7	2.3	2.6	2.6	2.4	High	Declined Significantly	Issue
In-Service Jurisdiction Needs	73.8	70.7	74.2	81.1	82.2	83.0	Very Low	Maintained	Concern
Lifelong Learning	76.4	75.4	76.3	79.8	80.4	80.7	High	Maintained	Good
Program of Studies	79.5	80.5	79.9	82.8	82.9	82.9	High	Maintained	Good
Program of Studies - At Risk Students	78.0	79.5	77.3	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	79.9	76.6	72.9	70.7	71.9	70.0	Very High	Improved	Excellent
Safe and Caring	86.8	86.7	87.6	87.1	87.5	88.1	High	Maintained	Good
Satisfaction with Program Access	69.5	69.6	70.4	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	74.5	71.8	72.3	75.8	75.2	74.7	Intermediate	Improved	Good
Transition Rate (6 yr)	55.6	54.4	56.4	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	80.1	79.3	81.0	82.8	83.1	84.0	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. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Alberta

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

Province: Alberta

Assurance Domain	Measure	Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	79.4	80.3	80.9	High	Declined Significantly	Issue
	System High School Completion	83.4	80.7	82.4	Intermediate	Declined Significantly	Issue
	System High School Completion	88.1	88.1	87.3	Intermediate	Improved Significantly	Good
	PAT: Acceptable	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
	PAT: Excellence	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	81.5	80.3	80.3	Intermediate	Improved Significantly	Good
	Diploma: Excellence	22.5	21.2	21.2	High	Improved Significantly	Good
Teaching & Leading	Education Quality	87.5	88.1	88.6	High	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	79.5	79.1	78.9	High	Improved Significantly	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 2020/21, 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 2022/23 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.

Supplemental Alberta Education Assurance Measures - Overall Summary
Spring 2024

Province: Alberta

Measure	Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	52.7	3.5	n/a	Intermediate	n/a	n/a
Drop Out Rate	2.6	2.5	2.4	Very High	Declined	Good
In-Service Jurisdiction Needs	81.1	82.2	83.0	Low	Declined Significantly	Concern
Lifelong Learning	79.9	80.4	80.7	High	Declined Significantly	Issue
Program of Studies	82.8	82.9	82.9	Very High	Declined	Good
Program of Studies - At Risk Students	80.6	81.2	81.5	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	70.7	71.9	70.0	High	Improved Significantly	Good
Safe and Caring	87.1	87.5	88.1	High	Declined Significantly	Issue
Satisfaction with Program Access	71.9	72.9	72.7	Low	Declined Significantly	Concern
School Improvement	75.8	75.2	74.7	Intermediate	Improved Significantly	Good
Transition Rate (6 yr)	60.1	59.7	60.0	Intermediate	Maintained	Acceptable
Work Preparation	82.8	83.1	84.0	High	Declined Significantly	Issue

Notes
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

Literacy Goal:
Jack Stuart staff are committed to collaborating together to build a strong literacy foundation for all students. All Jack Stuart School students will:
- Show one year's growth in their learning
- Develop independent working skills

Numeracy Goal:
Jack Stuart staff are committed to collaborating together to build a strong numeracy foundation for all students. All Jack Stuart School students will:
- Demonstrate growth in their learning
- Develop independent working skills

Assurance Domains:
Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Numeracy: Elk Island Catholic Schools (EICS) Numeracy Screener
(End of Year Results)

	Grade 1 Above 60%	Grade 2 Above 60%	Grade 3 Above 60%
School	100%	83%	80%
BRSD	99.5%	92%	78%

Literacy: Castles and Coltheart 3 (CC3) & Letter Name-Sound (LeNS) Test
(End of Year Results)

	CC3 Grade 2 At Risk	LeNS Grade 2 At Risk	CC3 Grade 3 At Risk
School	19.0%	30.9%	12.5%
BRSD	20.5%	24.5%	21.7%

Implications for Education Plan

Celebrations...
- Percentage of students in grade 1 students above the 60% benchmark on the EICS Numeracy Screener.
- Percentage of students in grades 3 students above the 60% benchmark on the EICS Numeracy Screener.
- Percentage of grade 2 students at risk on the Castles and Coltheart 3 (CC3).
- Percentage of grade 3 students at risk on the Castles and Coltheart 3 (CC3).

Areas for Growth...
- Percentage of students in grades 2 students above the 60% benchmark on the EICS Numeracy Screener.
- Percentage of grade 2 students at risk on the Letter Name-Sound (LeNS) Test.

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:
Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.
Teaching and Learning-Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Student Learning Engagement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	81.1	89.1	90.2	82.7	82.3	81.9	85.1	84.4	83.7
Parent	88.6	90.9	97.0	84.0	83.4	84.6	88.7	87.3	86.7
Student	54.6	76.4	73.6	67.9	70.0	65.7	71.3	70.9	69.3
Teacher	100	100	100	96.1	93.3	95.3	95.5	95.1	95.1

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.6	80.6	80.0	77.2	75.4	76.4	81.0	80.4	79.9
Parent	73.5	76.9	72.4	64.4	64.9	66.6	74.6	73.4	73.3
Teacher	93.8	84.2	87.5	90.1	85.8	86.2	87.4	87.3	86.6

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them success at work when they finish school.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	79.2	91.7	94.7	82.8	79.3	80.1	84.9	83.1	82.8
Parent	75.0	90.0	89.5	72.7	69.6	70.0	77.3	75.0	74.8
Teacher	83.3	93.3	100.0	92.8	89.0	90.3	92.5	91.3	90.7

Education Quality

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	91.9	95.8	95.9	86.8	87.0	86.8	89.0	88.1	87.6
Parent	87.9	90.8	95.5	80.4	82.5	81.9	86.1	84.4	83.8
Student	90.5	96.5	92.4	83.7	84.3	82.4	85.9	85.7	84.9
Teacher	97.2	100	100	96.3	94.3	96.1	95.0	94.4	93.9

School Improvement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	69.3	81.4	84.3	70.7	73.8	74.5	74.2	75.2	75.8
Parent	54.5	72.7	90.5	59.6	66.7	74.4	70.0	72.5	75.2
Student	78.4	84.9	85.4	73.1	74.0	68.3	76.3	75.0	74.0
Teacher	75.0	86.7	76.9	79.2	80.9	80.9	76.3	78.0	78.2

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studie including fine arts, career, technology, and health and physical education.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	88.1	91.4	88.3	79.4	80.5	79.5	82.9	82.9	82.8
Parent	84.5	90.5	87.4	80.1	79.5	79.8	82.4	82.2	82.3
Student	N/A	N/A	N/A	69.5	73.2	70.4	76.9	77.4	76.7
Teacher	91.7	92.2	89.2	88.6	88.9	88.2	89.3	89.3	89.2

Parental Involvement

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	68.7	73.7	80.5	73.3	75.2	76.3	78.8	79.1	79.5
Parent	53.8	66.7	79.6	61.6	66.6	69.6	72.3	72.5	74.4
Teacher	83.6	80.8	81.3	84.9	83.9	83.1	85.2	85.7	84.6

Implications for Education Plan

Celebrations...
- Percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Percentage of parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Percentage of teachers and parents (students-N/A) satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Areas for Growth...
- Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Priority 3: Equity

All student's unique background will be fostered and honoured through high-quality teaching and optimum learning.

Equity Goal:
All Jack Stuart School students will:
- Have a strong sense of belonging
- Be provided with opportunities to demonstrate role-modeling and leadership
- Identify their emotions and are able to regulate these emotions
- Have the resources and support they need to be successful

Assurance Domains:
Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Welcoming, Caring, Respectful and Safe Learning Environments

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	83.7	90.5	90.9	85.4	83.3	83.4	86.1	84.7	84.0
Parent	84.7	92.0	96.0	84.1	82.9	85.9	86.9	85.6	85.3
Student	71.3	82.2	77.6	75.3	75.5	71.0	77.7	76.6	75.2
Teacher	95.2	97.3	99.0	96.7	91.5	93.2	93.6	92.0	91.6

Citizenship

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	77.6	87.0	87.2	79.4	76.8	77.3	81.4	80.3	79.4
Parent	77.5	85.5	91.8	75.5	73.2	76.7	80.4	79.4	78.7
Student	62.0	79.2	76.7	69.4	69.9	64.9	72.1	71.3	69.6
Teacher	93.3	96.3	93.1	93.2	87.3	90.2	91.7	90.3	89.8

Safe and Caring

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	86.8	91.3	92.5	88.4	86.7	86.8	88.8	87.5	87.1
Parent	89.7	92.7	98.2	87.7	86.6	88.8	89.5	88.1	88.0
Student	77.4	84.8	80.5	80.5	80.4	77.5	82.5	81.5	80.4
Teacher	93.3	96.3	98.7	97.0	93.2	94.1	94.3	93.0	92.9

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	63.3	63.9	72.2	71.2	69.6	69.5	72.6	72.9	71.9
Parent	68.2	63.2	86.8	63.7	63.6	67.4	67.4	68.4	67.8
Student	70.0	79.2	77.3	74.4	78.8	72.4	73.5	74.3	73.0
Teacher	51.9	49.3	52.5	75.4	66.2	68.8	77.0	76.0	74.8

Access to Supports & Services

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

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	67.3	68.5	76.5	76.5	75.2	76.5	81.6	80.6	79.9
Parent	55.6	64.2	92.2	68.1	69.3	73.7	77.4	75.7	75.4
Student	78.0	86.9	83.9	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	68.3	54.4	53.3	84.1	76.6	78.9	87.3	86.2	85.6

At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School			BRSD			Province		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
	%	%	%	%	%	%	%	%	%
Overall	73.3	70.9	82.7	78.1	76.5	78.0	81.9	81.2	80.6
Parent	58.7	61.3	93.1	67.9	67.1	71.5	75.3	73.7	73.5
Student	78.0	86.9	83.9	77.3	79.7	77.0	80.1	79.9	78.7
Teacher	83.3	64.6	71.1	89.3	82.9	85.4	90.3	89.9	89.5

Implications for Education Plan

Celebrations...
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- Percentage of teacher, parent and student agreement: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.
- Percentage of parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- The percentage of parents and students who agree that students have access to the appropriate supports and services at school.
- Percentage of parent and student agreement that programs for children at risk are easy to access and timely.
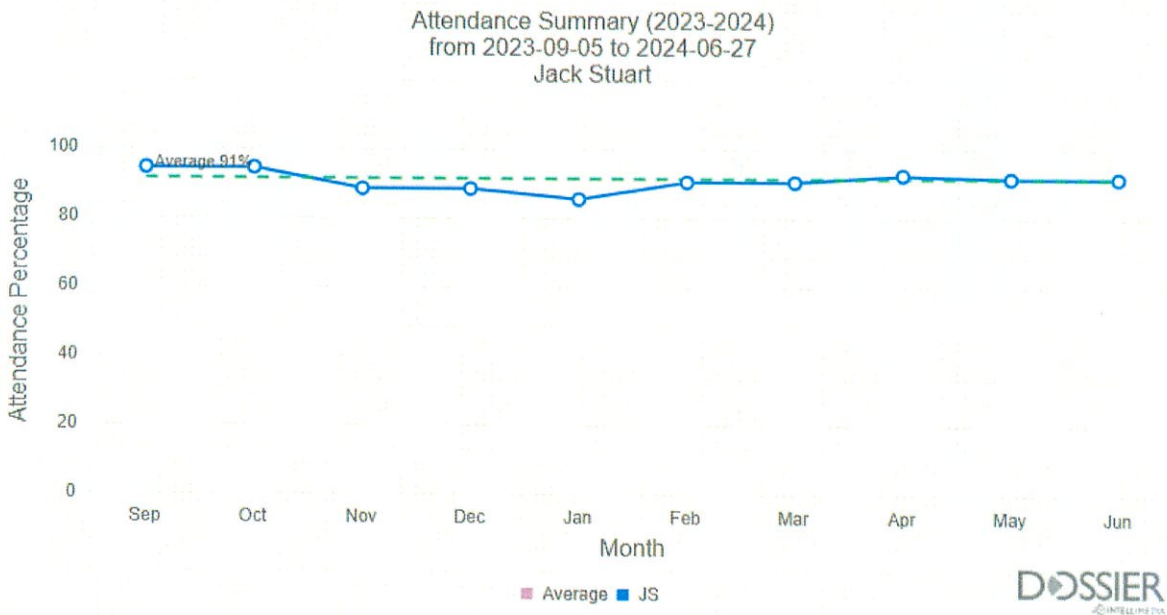
Areas for Growth...
- Percentage of teacher satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- The percentage of teachers who agree that students have access to the appropriate supports and services at school.
- Percentage of teacher agreement that programs for children at risk are easy to access and timely.

# Attendance

Average Attendance/grade for the year.

Attendance Summary by Grade (2023-2024)
from 2023-09-05 to 2024-06-27
Jack Stuart
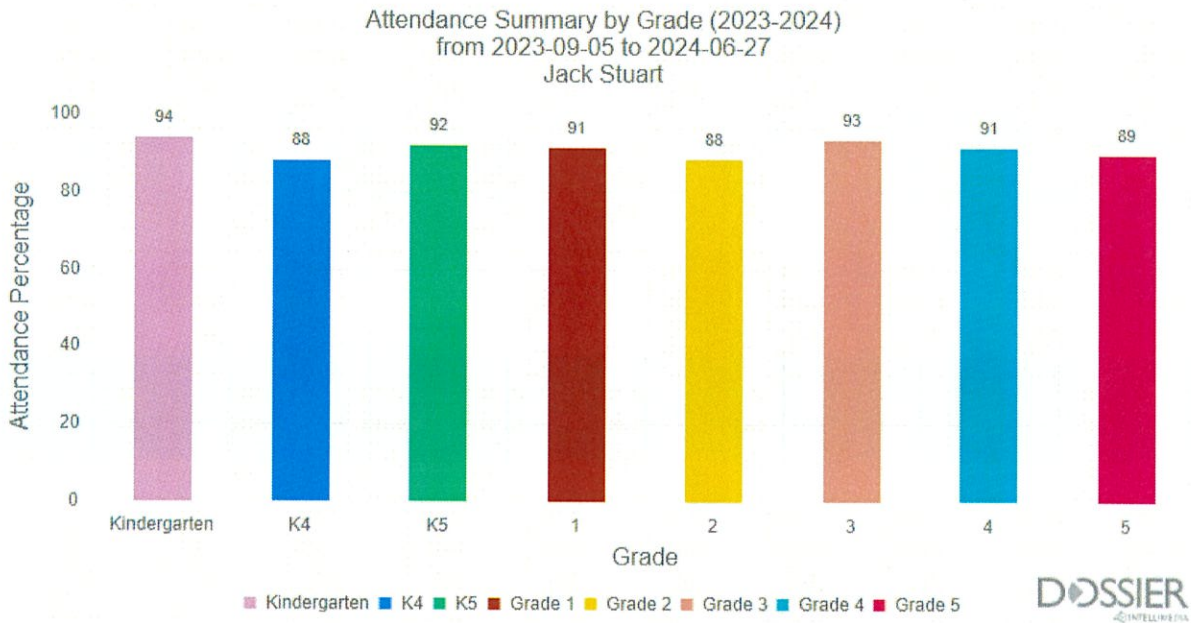
Average Attendance for each month.

Attendance Summary (2023-2024)
from 2023-09-05 to 2024-06-27
Jack Stuart

School Budget Summary 2023-2024

Categories	Amount ($)
Teachers	1676207.65
Support Staff	643511.23
Substitutes	63203.61
Classroom Resources	18871.44
General Resources	12738.06
Professional Development	849.77

- Teachers
- Support Staff
- Substitutes
- Classroom Resources
- General Resources
- Professional Development

26.6%

69.4%
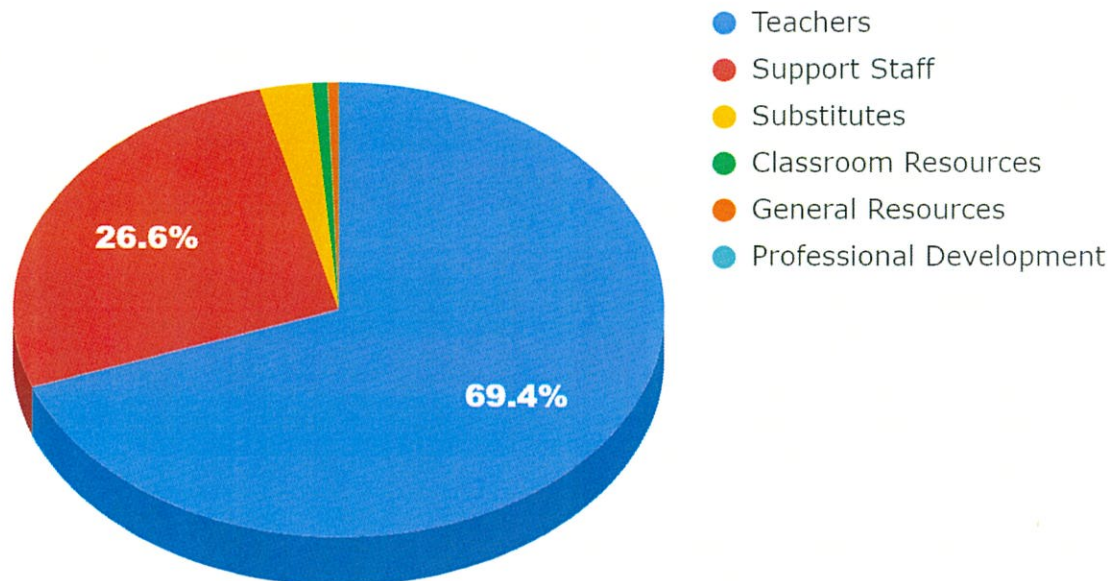
School Year Summary

Success Stories

- Improved staff relationships at school
- Strong relationship with School (Parent) Council, parents/guardians and Camrose community
- School Pledge is the foundation to how we do business at JSS
- Student recognition program (Caught in the Matrix & Jaguar cards)
- Student leadership opportunities (Reading buddies, Circle of Friends, Office Helpers, Crosswalk Patrol, etc.)

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Stakeholder Engagement

Numerous studies on stakeholder engagement demonstrate that the involvement of parents and communities in student learning, has a direct impact on student engagement and performance. At Jack Stuart School, we want to ensure that we are engaging stakeholders and not merely informing them. To this end we have implemented the following engagement opportunities to enhance the development of our Educational Plan:

- School (Parent) Council - serves as a meaningful way for stakeholders to engage in the planning, programming and decisions made regarding student growth and achievement.
- Parent & Teacher Interviews and Student Led Conferences - provide opportunities for parent engagement and involvement in their child's learning.
- Assurance Surveys-students, staff and family members provide perspectives on how the school is doing regarding the priorities in our Education Plan.
- Collaborative Staff Meetings - several times a year, school staff meet to converse about teaching, learning, collaborative response work and school results and education plans.
- Student Leadership Program - is a program to motivate and guide others toward achievement of school goals, assuming responsibility, demonstrating a willingness to help others, listening empathically and helping make sound school decisions.

Students, parents and community engaged in opportunities in your school improvement process through ...

- Sharing our examples of our work in the school newsletter, social media, school sign, lobby TV, school website and at school (parent) council meetings
- Increased social media presence (Twitter, Instagram and Facebook)
- Camrose Kodiaks visit
- University of Alberta: Augustana Campus volunteers
- Indigenous Elder visits
- Field trips
- ÉCCHS international student visits
- Student teacher visits and observation
- City of Camrose C.O.R.E. program

EDUCATION PLAN 2024-2025

Learning Success For All

OUTCOMES Achieve learning outcomes and demonstrate growth through a focus on numeracy and literacy. Engage and develop skills that enable students to adapt to and thrive in a rapidly changing society. Recognize and support the diverse and unique learning needs of all students.
SCHOOL GOAL: Jack Stuart School staff are committed to collaborating together to support the diverse and unique learning needs of all students, help them learn through a focus on numeracy and literacy, and enable our students to adapt to and thrive in a rapidly changing society.
Assurance Domains: **Student Growth and Achievement:** The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship. **Local and Societal Context:** Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.
Strategies: • Academic, social and emotional supports provided to all students • Staff will focus on Maslow before Bloom • Weekly collaboration time for grade level teachers with focus on student learning • Collaborative Team (CR) meetings (pre-K to grade 2, grades 3 to 5 and entire staff) focused on student learning • Homeroom communications sent home • School PD/collaboration days with a focus on student learning • Implementation of effective instructional practices from the JSS pyramid support structure • Sharing of differentiation strategies • Review of assessment practices • Grade level literacy interventions • Grade level numeracy interventions
Measures: Use the following data to support student learning … • Alberta Education and BRSD Literacy and numeracy assessment data • EAL data • Jaguar collaborative response team meeting records • Assurance survey (grade 4&5 student, grade 4 parent/guardian, and JSS teacher) results • Classroom visits and observations • Student attendance • Other measures (i.e. office referrals, Jaguar card data, student-led conferences, parent/guardian & teacher conferences, SWF referrals, MHCB caseload, breakfast program count, etc.)
Implementation Plan: • School administration observe teachers implementing instructional strategies and assessment practices during classroom walkthroughs and provide feedback

- JSS Staff access support from BRSD staff
- EAL lead teacher supporting staff
- Literacy lead teacher supporting staff
- Numeracy lead teacher supporting staff
- Teachers using intervention strategies during instruction
- Teachers differentiating instruction for students
- Jaguar collaborative response meetings are student and success-focused
- Student work displayed throughout school
- School-wide activities for all students
- Student mentorship, independence and leadership opportunities

Allocation of Resources:	Professional Learning:
- Student leadership and mentorship - Nutrition Grant Funding - School (Parent) Council Hot Lunch Funds - Math Manipulatives - Math Room Resources - Literacy Funds - Jordan's Principle Funding	- Alberta Education Literacy and Numeracy Assessments - BRSD Literacy and Numeracy Assessments - Mathology - EAL Benchmarking - Collaborative Response - Jordan's Principle

Enhance High Quality Learning and Working Environments

SCHOOL GOAL:

Jack Stuart staff are committed to collaborating together to foster welcoming, caring and equitable learning and working environments, enhance the positive culture of teaching, leading and learning, and prioritize resources to support student success.

Assurance Domains:

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Teaching and Learning: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Strategies:

- Academic, social and emotional supports provided to all students
- Staff will focus on Maslow before Bloom
- Weekly collaboration time for grade level teachers with focus on teaching and learning.
- Collaborative Team (CR) meetings (pre-K to grade 2, grades 3 to 5 and entire staff) focused on teaching and learning
- Homeroom communications sent home
- School PD/collaboration days with a focus on teaching and learning
- Implementation of effective instructional practices from the JSS pyramid support structure
- Sharing of differentiation strategies
- Review of assessment practices
- Grade level literacy interventions
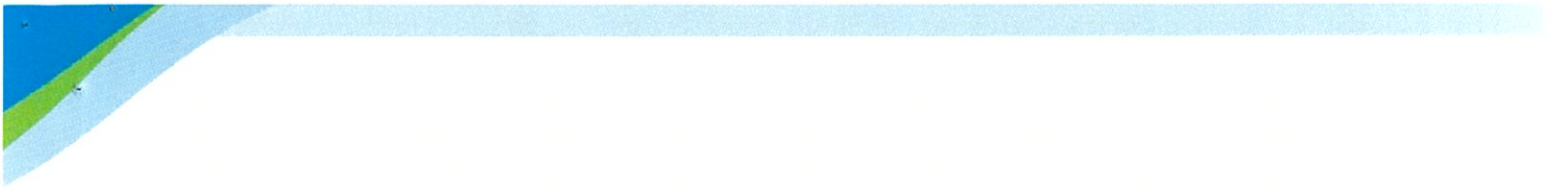- Grade level numeracy interventions

Measures:

Use the following data to support student learning …

- Alberta Education and BRSD Literacy assessment and numeracy assessment data
- EAL data
- Jaguar Collaborative response team meeting records
- Assurance survey (grade 4&5 student, grade 4 parent/guardian, and JSS teacher) results
- Classroom visits and observations
- Student attendance
- Other measures (i.e. office referrals, Jaguar card data, student-led conferences, parent/guardian & teacher conferences, SWF referrals, MHCB caseload, breakfast program count, etc.)

Implementation Plan:

- School administration observe teachers implementing instructional strategies and assessment practices during classroom walkthroughs and provide feedback
- JSS Staff access support from BRSD staff

- EAL lead teacher supporting staff
- Literacy lead teacher supporting staff
- Numeracy lead teacher supporting staff
- Teachers using intervention strategies during instruction
- Teachers differentiating instruction for students
- Jaguar collaborative response meetings are focused on teaching and learning
- Student work displayed throughout school
- School-wide activities for all students
- Student mentorship, independence and leadership opportunities

Allocation of Resources:	Professional Learning:
- Student leadership and mentorship - Nutrition Grant Funding - School (Parent) Council Hot Lunch Funds - Math Manipulatives - Math Room Resources - Literacy Funds - Jordan's Principle Funding	- Alberta Education Literacy and Numeracy Assessments - Mathology - BRSD Literacy and Numeracy Assessments - EAL Benchmarking - Collaborative Response - Jordan's Principle

Well Being

OUTCOMES
Prioritize and enhance well-being and positive mental health for all.
Promote inclusive environments that celebrate diversity and support all.
Students who self-identify as Indigenous are supported to achieve success.

SCHOOL GOAL:
Jack Stuart staff are committed to collaborating together to prioritizing students and staff well-being and positive mental health, promoting inclusive environments that celebrate diversity and support students, and supporting students who self-identify as Indigenous.

Assurance Domains:
Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Strategies:
- All students are welcomed by teachers, support staff and school administration
- Academic, social and emotional supports provided to all students
- Staff will make connections before curriculum
- Staff will focus on Maslow before Bloom
- School pledge recited each day and behaviour matrix expectations are reinforced regularly
- Mentorship and leadership roles will be provided through AMA school safety patrol, office helper program, school announcements, and behaviour matrix
- Jaguar "What I Need" (WIN) Time is dedicated every day for social-emotional learning
- Students have access to safe play places and equipment
- Students utilize BRSD MHCB tools and presentations
- Students utilize BRSD SWF personnel
- School Newsletter translated into multiple languages
- Advance action towards truth and reconciliation
- School PD/Collaboration days with a focus on wellness
- Implementation of effective instructional practices from the JSS pyramid support structure
- Sharing of differentiation strategies and assessment practices
- Creation of a School Wellness plan
- Formation of a Staff Wellness Committee

Measures:
Use the following data to support student learning ...
- EAL (Benchmarking, Reading & Writing Samples, Listening & Speaking Assessments) data
- Assurance survey (Grade 4&5 Student, Grade 4 Parent/Guardian, and JSS Teacher) results
- Jaguar Collaborative response model team meeting records
- Classroom visits and observations
- Student attendance
- Office referrals
- Jaguar card data
- SWF referrals

- MHCB case load
- Breakfast program count
- Nutrition grant spending
- School (Parent) Council hot lunch fund spending
- Jordan's Principle spending

Implementation Plan:
- School-wide school activities for all students (i.e. indigenous activities, fun activities, skating, swimming, skiing, etc.)
- School and classroom instruction and action towards truth and reconciliation
- Equitable opportunity for all students in school activities, athletic events, classrooms, washrooms, etc.
- School administration observe teachers implementing instructional strategies and assessment practices during classroom walkthroughs and provide feedback
- Teachers using intervention strategies for students
- Teachers differentiating instruction for students
- Students supported by our FSLW workers
- Students using MHCB tools regularly
- Jaguar collaborative response meetings are wellness focused
- Increase in positive student recognition through our Jaguar Caught in the Matrix program
- Student recognition program communicated through our bulletin boards, school announcements, social media, lobby TV, school sign, school website and assemblies
- Student work displayed throughout school
- Increase in student leadership, mentorship and independence opportunities
- Participation in AMA safety patrol
- Office helper program
- Grade 5 leadership course

Allocation of Resources:
- Jaguar Card Recognition
- Student Leadership
- Breakfast Program, Nutrition Grant, School (Parent) Council Hot Lunch Funds, Student Activities, Fun Activities and Grade 5 Farewell
- Jordan's Principle Funding

Professional Learning:
- Collaborative Response
- Jordan's Principle

Our Critical 2 Focus

Optimum Learning :

Optimum learning can only happen in an environment where the social and emotional elements of learning are prioritized and understood to be the foundation of academic success and personal well-being. It begins with a positive productive school climate which provides intellectual and emotional safety, stimulating classrooms that are personalized and co-constructed by adults and students. Optimal learning happens when students have kind, caring, and respectful adult, adult-student, and peer relationships. This cultivates a sense of belonging and provides a foundation on which high academic success can be achieved. Optimal learning reflects a belief that all students can achieve at high levels.

High Quality Teaching:

High Quality Teaching requires teachers who are: life long learners, current in their knowledge, able to analyze and use resources that are relevant, willing and able to use a variety of instructional strategies to reach learner diversity, excellent communicators, put students first, understand the need for and the characteristics of optimum learning environments and able to connect with students within and outside of the learning process.