



# Alexander Forbes the Academy School

Principal: Kristina de Metz

## Annual Education Results Report

2023-2024



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**Alexander  
FORBES SCHOOL**  
The Academy

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**GPPSD2357**

# Alexander Forbes the Academy School

## Fall 2024 Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Alexander Forbes School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	<b>73.5</b>	76.6	83.5	<b>83.7</b>	84.4	84.8
	Citizenship	<b>59.1</b>	64.8	72.8	<b>79.4</b>	80.3	80.9
	3-year High School Completion	<b>n/a</b>	n/a	n/a	<b>80.4</b>	80.7	82.4
	5-year High School Completion	<b>n/a</b>	n/a	n/a	<b>88.1</b>	88.6	87.3
	PAT6: Acceptable	<b>65.3</b>	55.3	55.3	<b>68.5</b>	66.2	66.2
	PAT6: Excellence	<b>18.4</b>	8.5	8.5	<b>19.8</b>	18.0	18.0
	PAT9: Acceptable	<b>n/a</b>	n/a	n/a	<b>62.5</b>	62.6	62.6
	PAT9: Excellence	<b>n/a</b>	n/a	n/a	<b>15.4</b>	15.5	15.5
	Diploma: Acceptable	<b>n/a</b>	n/a	n/a	<b>81.5</b>	80.3	80.3
	Diploma: Excellence	<b>n/a</b>	n/a	n/a	<b>22.6</b>	21.2	21.2
Teaching & Leading	Education Quality	<b>76.0</b>	80.1	86.5	<b>87.6</b>	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>66.3</b>	72.5	77.6	<b>84.0</b>	84.7	85.4
	Access to Supports and Services	<b>61.2</b>	66.9	72.9	<b>79.9</b>	80.6	81.1
Governance	Parental Involvement	<b>57.7</b>	68.0	67.5	<b>79.5</b>	79.1	78.9

### 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.

## Fall 2024 AEA 5 Year Comparison

<b>Alberta Education Assurance Measures Results</b>		Alexander Forbes the Academy School				
Overall Multi Year Summary		2020	2021	2022	2023	2024
Assurance Domain	Measure					
Student Growth and Achievement	Student Learning Engagement	n/a	85.5	90.4	76.6	73.5
	Citizenship	85.4	78.5	80.8	64.8	59.1
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	66	55.3	65.3
	PAT6: Excellence	n/a	n/a	6.9	8.5	18.4
	PAT9: Acceptable					n/a
	PAT9: Excellence					n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	93.2	93.5	92.9	80.1	76
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	85.8	82.8	72.5	66.3
	Access to Supports and Services	n/a	71.2	78.9	66.9	61.2
Governance	Parental Involvement	74.3	76.4	67	68	57.7

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

At Alexander Forbes The Academy School we value excellence in students and staff, and we prioritize fostering strong relationships to build connections and ensure collaboration between students, staff, and parents. All school stakeholders work together to ensure students have the tools and conditions they need to reach their potential.

We engage students, parents, staff, School Council, and community members in the planning process to establish the priorities, outcomes, and strategies of our 3 Year Education Plan. We also share our evidence and examine it together, using it to determine our next steps. The 3 Year Education Plan and Results Report is posted annually on the Grande Prairie Public School Division’s website and our school website. As part of providing assurance to all our stakeholders, our Central Office Administration and Trustees meet annually with Alexander Forbes The Academy School’s administration team to review our education plan and results. A balanced assessment of school progress and performance is achieved by reviewing comprehensive provincial and school-based assessments.

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## Our Education Plan is focused on:

### Priority: Teaching and Learning

**Outcome 1: Prepare students academically, socially, and emotionally to complete high school.**

**Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.**

#### Discussion:

At Alexander Forbes The Academy School, a variety of division and classroom-based assessments are used to determine current levels of student achievement and to inform effective school and teacher planning.

Tables 1-5 below show the achievement of Alexander Forbes students on the Fountas & Pinnell Literacy Assessment (F&P), and three numeracy assessments (MIPI, EICS, and Provincial Numeracy Screening Assessment). The Provincial Achievement Tests (PATs) were not used as a measure of improvement in 2023-24, as grade 6 students at Alexander Forbes only completed the Social Studies PAT in June 2024. This is because the language arts and math PATs were cancelled by Alberta Education for the 2023-24 school year, due to all students in Alberta being in their first year with a new curriculum in these subject areas. Both grade 6 teachers at Alexander Forbes optionally implemented the new science curriculum; therefore, students were exempt from writing the Science PAT.

The F&P assessment, completed by students in November and June each year, measures student accuracy, comprehension, and fluency when reading. Our overall results improved in grades 1-3, with 67 percent of students being at or above grade level in 2023-24, compared to 58 percent of students in 2022-23 and 52 percent in 2021-22. We can infer that the improvement in the primary grades over the past three years has been a result of the intensive literacy and numeracy intervention provided in these grade levels through the Grade 1-3 Intervention Program, as well as an increased professional learning focus and development of teacher skills in the areas of phonics and early reading instruction. As we have not experienced the same growth in grades 4-6, we can extrapolate that the learning and practice of our teachers in grades 1-3 should continue to be examined for its implications for instruction in grades 4-6. Students in grades 7-8 continue to close the gap to achieve at or above grade level by the end of their grade 8 year.

The LeNS Assessment evaluates students' knowledge of the names of letters, the sounds of letters and common multi-letter graphemes. The CC3 Assessment assesses the key processes in single word reading, phonological decoding and whole word recognition. The LeNS has been used as a term 2 assessment in grades 1-3 for the past two years, while the CC3 has been administered at the end of the year for the same time period. These assessments have been used to target literacy instruction for students in grades 1-3 for the past two years. We don't have sufficient evidence to determine trends on this data yet.

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The EICS is a numeracy assessment that aligns to the new Alberta math curriculum, administered to students in grades 4-8. It serves the same purpose as the MIPI did in previous years. 2024 was the second year this assessment was conducted at Alexander Forbes The Academy and in our division. Results show that additional support is required regarding the numeracy abilities of our students. Table 4 indicates the comparison of Alexander Forbes students to the provincial average. Considering this evidence provides a better picture of overall growth than comparing the EICS to the MIPI. The specific data has allowed us to examine individual questions and trends to determine where our teachers need to focus numeracy instruction.

Staff examine the results of the assessments in tables 1-5 as well as numerous other classroom assignments, assessments, and class work, and use what they learn to improve their practice and hone their instruction. For example, teachers ask themselves:

- 1) Is there a trend across the school in areas we need to address in math, according to the EICS and Provincial Numeracy Screening Assessment?
- 2) Are there any areas I need to reflect on and improve regarding my planning, instruction, and assessment to better prepare students for next year?
- 3) What vocabulary and skills need to be taught/reinforced?

As an admin team, we examine the evidence and plan how we can best support teacher practice through collaborative structures, professional learning opportunities, and allocation of resources. Our practice is exemplified through our inquiry question: In what ways and to what extent will our differentiated instructional leadership approach build the skills and knowledge of teachers to use student outcome evidence to plan responsively, leading to equity for all students?

This year, our focus has been on supporting teachers with planning, instruction, and assessment based on evidence. We meet monthly during our professional learning days to examine specific student evidence and to adjust plans accordingly. We also meet after school once a month, with the support of our Division Numeracy Coordinator, to explore and share effective strategies related to teacher planning.

We are targeting numeracy and literacy through comprehensive intervention for all students who are below grade level. In 2023-24 students in grades 1-3 who were identified as below grade level received daily instruction in a small group to work on specific key skills, in addition to the learning that takes place in the regular classroom. This intervention is continuing to take place this year. Our examination of numeracy data has led our teaching staff to focus on specific strategies, such as math starters, to reinforce key concepts.

The inquiry process is one that staff at Alexander Forbes have been pursuing for nine years. Teachers determine an area of focus based on evidence of student needs and reflection on their own practice. Staff members meet in inquiry groups to determine strategies, examine evidence, and commit to next steps in their inquiry journey.

Table 6 below demonstrates that teachers continue to have a high level of confidence in our professional learning supports, structures, and processes. Teachers have expressed that they would like additional feedback from the school administration on their instructional practice. To continue to address this, our administration team is meeting with teachers individually regarding their inquiry

questions. We will also be restructuring our group inquiry meetings so that our admin team can provide additional coaching and leadership through the inquiry process.

Table 1 – Fountas & Pinnell (F&P) Reading Assessment								
Percentage of students who performed At, Below, or Above grade level on the F&P in June 2024.								
	Grades 1-3			Grades 4-6			Grades 7-8	
	At	Below	Above	At	Below	Above	At/Above	Below
2023-24*	51	33	16	34	39	27	84	16
2022-23	33	42	25	25	39	36	82	18
2021-22	32	48	20	29	35	36	81	19
2020-21	23	52	25	40	26	34	n/a	n/a

\*Grade 1 and 2 F&P data is not included for 2023-24, as this is no longer a mandatory assessment for grades 1 and 2 in our division.

Table 2 – LeNS & CC3 Literacy Assessments						
Percentage of students who were determined to be at-risk in March (LeNS) or June (CC3).						
	Grade 1		Grade 2		Grade 3	
	LeNS	CC3	LeNS	CC3	LeNS	CC3
	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk	At-Risk
2023-24	25	20	8	25	n/a	13
2022-23	25	10	6	8	n/a	14

Table 3 – EICS/MIPI Math Assessments										
Percentage of students who performed At or Below grade level on the EICS Math assessment in September of the given year.										
	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	At	Below	At	Below	At	Below	At	Below	At	Below
2024**	24	76	2	98	0	100	4	96	0	100
2023*	20	80	0	100	2	98	0	100	9	91
2022	46	54	43	57	34	66	13	77	10	90
2021	42	58	34	66	30	70	21	79	30	70

\*The EICS was introduced in September of 2023 for grades 4-7. For previous years, the MIPI, a similar numeracy pre-assessment, was used.

\*\*Since September 2024, grade 8 scores are included in the EICS data.

Table 4 – EICS Provincial Average Comparison						
Number of questions on the EICS where students scored more than 6% above, within 5%, or more than 6% below the provincial average.						
	2023			2024		
	>6% Above	Within 5%	>6% Below	>6% Above	Within 5%	>6% Below
Grade 4 2023	10	10	3	11	8	11
Grade 5 2023	1	20	8	10	3	14
Grade 6 2023	15	7	5	14	6	11
Grade 7 2023	1	16	13	6	6	19

<b>Table 5 – Provincial Numeracy Assessment</b>						
<b>Percentage of students who performed At or Below grade level on the Provincial Numeracy Screening Assessment in September of the given year.</b>						
	<b>Grade 2</b>		<b>Grade 3</b>		<b>Grade 4</b>	
	<b>At</b>	<b>Below</b>	<b>At</b>	<b>Below</b>	<b>At</b>	<b>Below</b>
<b>2024</b>	58	42	88	12	n/a	n/a
<b>2023*</b>	58	42	72	28	n/a	n/a
<b>2022</b>	83	17	80	20	85	15

\*Since September 2023, the grade 4 students complete the EICS instead of the Provincial Numeracy Assessment.

<b>Table 6 – Division Assurance Survey</b>		
<b>Percentage of teachers who agree:</b>	<b>Teachers</b>	
<b>At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.</b>		
	<b>2024</b>	89
	<b>2023</b>	94
	<b>2022</b>	100
	<b>2021</b>	94
<b>At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.</b>		
	<b>2024</b>	95
	<b>2023</b>	100
	<b>2022</b>	100
	<b>2021</b>	100
<b>Administration provides feedback to staff on instructional practices using multiple strategies (observations, dialogue, PGP, collaborative inquiry) at our school.</b>		
	<b>2024</b>	79
	<b>2023</b>	83
	<b>2022</b>	94
	<b>2021</b>	88
<b>Our school uses a range of data sources to inform our planning, instruction, and assessment of students.</b>		
	<b>2024</b>	89
	<b>2023</b>	94
	<b>2022</b>	100
	<b>2021</b>	94

**Discussion:**

The way that parents, students, and staff perceive the quality of student education is another important factor in determining whether we are achieving our outcomes. The Division Assurance Survey and Alberta Education Results Report are two forms of data that demonstrate how parents, students, and staff perceive Alexander Forbes The Academy.

Table 7 continues to show a low number of parent respondents on the Division Assurance Survey. To ensure we are making use of relevant data, we need to increase the number of respondents. We are working with our school council to determine ways to improve parent engagement in survey

completion. One idea we will implement is to have an event at the school while the survey is live, providing technology for parents to complete the surveys at that event.

Tables 7-10 demonstrate the levels of parent, student, and staff satisfaction with the quality of education at Alexander Forbes The Academy. According to these measures, parent and staff confidence in our school continued to decrease in 2023-24 from previous years. This is a concerning trend, and one that we are continuing to investigate through engaging parents in School Council and building relationships with parents through community events. Comments related to the surveys have been helpful in providing some insight into the results.

Positively, our student results improved or stayed the same in all areas. Over the past two years, we have focused on building relationships and creating a welcoming, caring, and safe learning environment. We will continue to prioritize relationships and student safety to allow us to better meet the needs of all students, while setting high academic expectations for our students and supporting them in the acquisition of their goals.

With efforts to increase our number of respondents and to further build understanding with all stakeholders about the strategies being employed to improve our school, we look forward to examining next year’s results and making additional plans for continuous improvement.

<b>Table 7 – Division Assurance Survey</b>				
<b>The percentage of parents, students and staff who responded and are satisfied with Alexander Forbes The Academy.</b>		<b>Parents</b>	<b>Students</b>	<b>Staff</b>
<b>Number of Respondents</b>				
	<b>2024</b>	83	229	29
	<b>2023</b>	64	264	29
	<b>2022</b>	106	204	27
	<b>2021</b>	108	221	20
<b>Overall Satisfaction</b>				
	<b>2024</b>	81	82	76
	<b>2023</b>	84	79	83
	<b>2022</b>	90	92	95
	<b>2021</b>	91	88	92

<b>Table 8 – Division Assurance Survey</b>				
<b>The percentage of parents, students, and staff who</b>		<b>Parents</b>	<b>Students</b>	<b>Staff</b>
<b>Agree students are prepared academically to complete high school.</b>				
	<b>2024</b>	78	78	79
	<b>2023</b>	81	75	85
	<b>2022</b>	90	87	100
	<b>2021</b>	90	88	97
<b>Agree students are prepared socially and emotionally to complete high school.</b>				
	<b>2024</b>	87	83	70
	<b>2023</b>	89	77	67
	<b>2022</b>	95	87	100
	<b>2021</b>	93	90	98



<b>Are satisfied with teaching and learning.</b>				
	<b>2024</b>	81	82	76
	<b>2023</b>	84	79	80
	<b>2022</b>	92	88	98
	<b>2021</b>	91	89	95
<b>Agree the school has high expectations for student achievement.</b>				
	<b>2024</b>	77	86	54
	<b>2023</b>	84	86	81
	<b>2022</b>	92	90	100
	<b>2021</b>	94	91	100

<b>Table 9 – Alberta Education Results Report</b>															
<b>Percentage of parents, students and teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	81	85	76	73	57	83	80	74	77	77	82	81	74	75	76
<b>Parent</b>	75	86	70	69	50	83	84	69	72	74	80	82	70	73	75
<b>Student</b>	86	87	82	78	74	78	78	75	75	75	80	79	76	75	74
<b>Teacher</b>	83	81	75	72	46	89	78	77	83	81	85	83	76	78	78

<b>Table 10 – Alberta Education Results Report</b>															
<b>Percentage of students and teachers satisfied with the overall quality of basic education.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	93	93	93	80	76	90	90	89	87	86	90	90	89	88	88
<b>Parent</b>	86	96	90	73	67	88	89	84	81	82	87	97	86	84	84
<b>Student</b>	95	86	92	84	85	86	85	86	85	85	88	86	86	86	85
<b>Teacher</b>	96	99	96	82	77	97	96	96	94	92	96	96	95	94	94

**Discussion:**

Student engagement is a significant factor in student achievement at school. Tables 11 and 12 show a slight increase in students who feel they are engaged in their learning. Teacher and parent measures show similar scores to 2022-23, with a slight decrease in some responses.

We are continuing to seek improvement in our engagement scores through prioritizing relationships with our students and ensuring every student feels connected to at least one other adult in the building. We have also implemented Passion Blocks, where once a week students can choose an activity which they are passionate about learning, with other students from grades throughout the school. Activities include fabric arts, photography, sports performance, dance, and baking, among many others. Students are also involved in the leadership of some of these activities, with staff serving in support roles. We have a rigorous leadership option where students have organized and run a number of community-building activities, including a Christmas store for younger students, a coin fundraiser for Odyssey House, and a kindness tree where the kind acts of fellow students are recognized and celebrated. We are also responsive to students, supporting them with lunchtime clubs that they initiate.

<b>Table 11 – Alberta Education Results Report</b>															
<b>Percentage of parents, students and teachers who agree that students are engaged in their learning at school.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	n/a	86	90	77	74	n/a	86	84	82	82	n/a	86	85	84	84
<b>Parent</b>	n/a	96	93	80	67	n/a	93	86	84	84	n/a	89	89	87	87
<b>Student</b>	n/a	65	80	62	65	n/a	70	70	68	69	n/a	72	71	71	69
<b>Teacher</b>	n/a	96	98	88	89	n/a	96	96	94	94	n/a	96	96	95	95

<b>Table 12 – Division Assurance Survey</b>					
<b>Percentage of parents, students, and staff who</b>			<b>Parents</b>	<b>Students</b>	<b>Staff</b>
<b>Agree students are engaged in learning.</b>					
		<b>2024</b>	83	77	79
		<b>2023</b>	85	75	82
		<b>2022</b>	88	84	91
		<b>2021</b>	89	83	84

## Priority: Inclusion

**Outcome 1: Alexander Forbes the Academy School is a welcoming, caring, respectful and safe environment where students, families and staff have a sense of belonging and pride.**

**Outcome 2: The physical, mental, and emotional well-being of all our students and staff is supported.**

### Discussion:

For students to be successful academically, they need to know they are in an environment where their individual differences and needs are recognized and respected. Students need to feel safe and have a sense of belonging. They need to be able to identify staff members they can go to if they need assistance. Families also need the assurance that students are safe when they walk into our building. Parents need to feel comfortable reaching out to the school with any concerns they might have. Parents and guardians trust us with their children every day, and we need to continue on our path of collaboration to ensure we are building that trust.

For the last four years, we have had an important relationship with Elder Darlene Cardinal. Until the fall of 2024, she worked with students across our school every Tuesday to teach about indigenous peoples and their culture. Our results in Table 1 are evidence that her time with students has resulted in most parents, students, and staff consistently agreeing that students are learning about indigenous peoples and the path to Reconciliation. Elder Darlene has now left Alexander Forbes to work with students and staff at other sites. She left a strong foundational knowledge with our staff and students that we are striving to build upon. One way we do this is to focus on student excellence and citizenship each month through teaching and recognizing students according to the Seven Sacred Teachings.

Table 1 shows an increase in student and parent agreement and a decrease in staff agreement that our school is welcoming, caring and safe. The same table shows an increase in student, parent, and staff agreement that student emotional, physical well-being, and mental health is supported. In addition to the Passion Blocks, clubs, and efforts to connect with students mentioned above, we have prioritized these two areas through professional development over the past two years. Our staff has spent a significant amount of time exploring how to improve basic tier 1 support through our work with Dr. David Tranter and his resource *The Third Path*.

Overall satisfaction with learner supports for parents declined from 2022-23 to 2023-24. Over the same time period, staff reported a static level of satisfaction. The main issue our leadership team has identified in parent satisfaction levels is that we need to do a better job of explicitly explaining the supports that are in place for our students. Our school-based leadership team is working to better communicate these supports and the processes of accessing them to ensure transparency for all stakeholders, through regular communication from the office and classroom teachers. With staff, we need to continue to build efficacy by linking the work our staff is doing with the growth in the achievement of our students. Learner supports is an area where the division has also seen a decline.

Collaborating with system leadership in 2024-25, we will be engaging directly with parents of children with an Individualized Program Plan (IPP) or Individualized Behaviour Support Plan (IBSP) to learn about their experiences and to inform potential strategies moving forward.

Student mental health is another area of significant focus at Alexander Forbes The Academy, driven by evidence of increased mental health struggles for many of our students. Over the past four years, we have run a new complementary course for all grades 7 and 8 students which focuses on social emotional learning. During Professional Learning Days, all staff participated in sessions on supporting the mental health of our students. Our leadership team has also been building the capacity of parents and teachers in accessing community support and/or agencies. We offered several evening community sessions in collaboration with Alberta Health Services on anxiety and ADHD in youth. We access division mental health supports on a prioritized basis for our students with the highest needs. With this support in place, the percentage of parents, students and staff who feel that the emotional and mental well-being of students is supported has increased and will continue to do so.

Staff wellness has been a focus of the school and the division for the past several years. Starting in 2021/2022 and continuing through this year, staff are supported through division sessions and regularly allocated wellness segments at each staff meeting. This work continues, as staff wellness is essential in ensuring that the adults in our school are well and have strategies to support and respond to varying degrees of student wellness. Our leadership team is implementing strategies such as sub time to meet with teams to go over data with each grade level, to help alleviate some of the overwhelming feelings and to better show our teachers that we are partners with them in their important work.

Not shown in the results are the significant number of parent and school team meetings that took place throughout 2023/24 to plan for meeting the individual needs of our students. Administration prioritized parent meetings and phone calls throughout the year, ensuring that staff and parents are working together to implement strategies for the success of all students. The frequency of these important meetings has continued this year. Positive results include increased student academic achievement and positive trends in student attendance.

<b>Table 1 – Division Assurance Survey Data</b>				
<b>Percentage of parents, students, and staff who,</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>	
<b>Agree students are involved in learning about indigenous peoples, culture, and history to enhance Reconciliation.</b>				
<b>2024</b>	93	88	96	
<b>2023</b>	94	91	96	
<b>2022</b>	93	99	100	
<b>2021</b>	86	91	100	
<b>Agree school is welcoming, caring, respectful, and safe.</b>				
<b>2024</b>	87	75	75	
<b>2023</b>	84	72	82	
<b>2022</b>	92	83	96	
<b>2021</b>	95	84	93	
<b>Agree student emotional, physical well-being, and mental health is supported.</b>				
<b>2024</b>	90	76	89	

	<b>2023</b>	87	75	82
	<b>2022</b>	94	83	87
	<b>2021</b>	94	82	78
<b>Are satisfied with learner supports.</b>				
	<b>2024</b>	70	n/a	77
	<b>2023</b>	83	n/a	77
	<b>2022</b>	85	n/a	89
	<b>2021</b>	84	n/a	82

<b>Table 2 – Division Assurance Survey Data</b>				
<b>Percentage of staff who agree: my workplace supports my wellness.</b>				
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
	90	96	79	79

<b>Table 3 – Alberta Education Results Report</b>															
<b>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.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	90	89	86	79	73	89	90	86	86	86	89	90	89	88	87
<b>Parent</b>	87	89	86	80	65	90	91	85	85	86	90	91	90	88	88
<b>Student</b>	87	80	81	76	77	81	83	81	80	80	83	84	83	82	80
<b>Teacher</b>	98	96	91	82	77	96	95	93	93	92	95	95	94	93	93

<b>Table 4 – Alberta Education Results Report</b>															
<b>Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in the community.</b>															
	<b>School</b>					<b>Authority</b>					<b>Province</b>				
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Overall</b>	77	63	73	73	69	76	68	72	74	72	75	72	73	73	72
<b>Parent</b>	61	60	66	77	65	69	64	63	68	65	68	66	67	68	68
<b>Student</b>	93	68	80	73	75	82	77	78	77	76	79	77	74	77	73
<b>Teacher</b>	77	60	75	68	68	77	69	76	76	76	78	78	77	76	75

### **Conclusion:**

In summary, the 2023-2024 academic year at Alexander Forbes The Academy demonstrated both growth and areas for continued focus. Improvements in early literacy levels and targeted intervention programs highlight the success of our evidence-based instructional strategies. The introduction of new assessment tools has provided valuable insights into student learning needs, particularly in numeracy, guiding our ongoing professional development and resource allocation.

While challenges remain, particularly in engaging families and addressing parent satisfaction, our commitment to fostering a welcoming, caring, and supportive environment for all students and staff is unwavering. Initiatives like Passion Blocks, professional learning, and enhanced mental health supports have positively impacted student engagement and well-being, laying a strong foundation for future successes.

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As we move forward, Alexander Forbes The Academy remains dedicated to academic excellence and holistic development, ensuring that every student is empowered to reach their potential. By continuing to build meaningful relationships, leverage data-driven strategies, and engage all stakeholders in our mission, we are confident in achieving sustained improvement and success for our entire school community.