

Boyle School

Annual Education

Results Report

2023-24



Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”

Introduction

Alberta Education's Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & 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 & Leading

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.

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.

Governance

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

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

Required Alberta Education Assurance Measures Overall Summary Fall 2024 (insert table here)

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Boyle 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	87.6	89.1	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.1	79.5	81.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	72.2	53.8	71.3	80.4	80.7	82.4	Low	Maintained	Issue
	5-year High School Completion	64.5	93.8	87.9	88.1	88.6	87.3	Very Low	Declined	Concern
	PAT6: Acceptable	60.0	69.2	69.2	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	4.0	23.1	23.1	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	38.9	86.5	86.5	62.5	62.6	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	0.0	15.4	15.4	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	82.5	69.6	69.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	12.5	15.2	15.2	22.6	21.2	21.2	Low	Maintained	Issue	
Teaching & Leading	Education Quality	90.5	88.7	90.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	84.4	86.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	76.6	82.4	82.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.4	80.5	82.0	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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).
- 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.
- 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.
- 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.
- 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.
- 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 Assurance Measures: 5-Year Data

Assurance Domain	Measure	Boyle School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	na	87.3	83	89.1	87.6	na	85.6	85.1	84.4	83.7
	Citizenship	91.2	86.1	83.2	79.5	86.1	83.3	83.2	81.4	80.3	79.4
	PAT 6: Acceptable	na	na	75.0	69.2	60.0	na	na	67.8	66.2	68.5
	PAT 6: Excellent	na	na	15.0	23.2	4.0	na	na	20.1	18.0	19.8
	PAT 9: Acceptable	na	na	70.6	86.5	38.9	na	na	62.9	62.6	62.5
	PAT 9: Excellent	na	na	5.9	15.4	0.0	na	na	16.8	15.5	15.4
	Diploma: Acceptable	na	na	54.5	69.6	82.5	na	na	75.2	80.3	81.5
	Diploma: Excellent	na	na	0.0	15.2	12.5	na	na	18.2	21.2	22.6
Teaching & Leading	Education Quality	91.1	89.9	91.7	88.7	90.5	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	90	88.2	84.4	90.8	na	87.8	86.1	84.7	84.0
	Access to Supports and Services	na	85.8	82.3	82.4	76.6	na	82.6	81.6	80.6	79.9
Governance	Parental Involvement	87.6	68.5	93.4	80.5	77.4	81.8	79.5	78.8	79.1	79.5

Assurance Domain	Measure	Boyle School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	3-year high school completion	82.5	93.8	66.2	53.8	72.2	80.3	83.4	83.2	80.7	80.4
	5-year high School Completion	89.8	80.6	89.4	93.8	64.5	85.3	86.2	87.1	88.6	88.1

Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p> <p>Students complete a high school program and are connected to future career and post-secondary pathways.</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)
PAT 6 Overall	25	60.0	68.5	4.0	19.8
PAT 9 Overall	18	38.9	62.5	0.0	15.4
English Language Arts 6	Not administered				
English Language Arts 9	18	55.6	69.5	0.0	11.8
Math 6	Not administered				
Math 9	18	22.2	52.7	0.0	14.0
Science 6	25	88.0	68.8	28.0	24.8
Science 9	18	44.4	66.8	0.0	20.9
Social Studies 6	25	60.0	68.7	4.0	20.4
Social Studies 9	18	33.3	60	0.0	15.9

Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)	Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)
English 30-1	7	85.7	84.2	0.0	10.0	100.00	98.6	42.9	42.1
English 30-2	4	*	85.7	*	12.9	*	96.7	*	19.1
Social Studies 30-1	5	*	85.2	*	18.7	*	99.3	*	50.1
Social Studies 30-2	4	*	77.6	*	12.7	*	96.9	*	23.9
Biology 30	6	100.0	83.1	33.3	33.7	100.00	97.3	33.3	51.3
Chemistry 30	7	42.9	82.9	14.3	37.0				
Math 30-2	7	100.00	70.9	14.3	15.4	100.0	94.3	42.9	30.9

*Data values have been suppressed where the number of students is fewer than 6

Diploma Exam Participation Rates										
	Boyle School 2019-2020	AB 2019-2020	Boyle School 2020-2021	AB 2020-2021	Boyle School 2021-2022	AB 2021-2022	Boyle School 2022-2023	AB 2022-2023	Boyle School 2023-2024	AB 2023-2024
English 30-1	56.3	55.9	n/a	n/a	n/a	n/a	30.8	27.7	38.5	56.4
English 30-2	25.0	29	n/a	n/a	n/a	n/a	30.8	13.3	30.8	28.1
English 1 or more	81.3	81.7	n/a	n/a	n/a	n/a	61.5	40.5	69.2	81.3
Math 30-1	18.8	n/a	n/a	n/a	n/a	n/a	7.7	10.9	7.7	32.1
Math 30-2	43.8	26.1	n/a	n/a	n/a	n/a	0.0	12.1	46.2	24.6
Math 1 or more	50.0	59.3	n/a	n/a	n/a	n/a	7.7	22.9	46.2	54.8
Social 30-1	56.3	44.3	n/a	n/a	n/a	n/a	0.0	22.5	53.8	45.0
Social 30-2	25.0	38.0	n/a	n/a	n/a	n/a	0.0	12.1	15.4	24.6
Social 1 or more	81.3	81.7	n/a	n/a	n/a	n/a	0.0	39.8	69.2	80.6
Bio 30	56.3	42.4	n/a	n/a	n/a	n/a	7.7	10.9	23.1	32.1
Chemistry 30	37.5	35.2	n/a	n/a	n/a	n/a	0.0	15.6	7.7	32.5
Science 1 or more	68.8	62.1	n/a	n/a	n/a	n/a	7.7	41.4	53.8	59.4

Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

Grade 9 Provincial Achievement Tests

Recent data on provincial achievement tests have raised significant concerns at our school. Scores among our grade 9 students have dropped dramatically, and this trend calls for immediate attention and strategic action. Below are the pressing issues and steps we are taking to address them:

Key Findings

- **Test Participation and Performance:** Out of 18 students eligible to write the provincial achievement test, 6 were either exempted or did not participate. Among the 12 students who took the test, it is evident they have struggled consistently over the past few years.
- **Historical Data:** This group's challenges were already identified in the spring of 2024, indicating a long-term pattern of academic difficulties.

Planned Actions

Recognizing the gravity of these findings, we are proactively engaging with our educators to devise and implement effective actions. Here are the steps we are taking:

1. **Enhanced Teacher Planning:** We are collaborating closely with teachers to refine their lesson plans and instructional approaches. Though there have been historical challenges with this group, it is important to understand how and why these students performed so poorly.
2. **Supporting Differentiated Instruction:** We are exploring innovative ways to support our teachers in improving differentiation within the classroom. Our teachers have expressed that they have struggled to support students at different levels, and we are working with these teachers to build their capacity in this area. This includes using classroom profiles to track progress, and using small-group instruction as part of their regular planning.

Addressing these challenges requires a concerted effort from all stakeholders, including school administrators, teachers, as well as parents. We will be carefully monitoring student progress in our junior high school and working with teachers to identify and overcome the challenges that led to this result.

Grade 6 Provincial Achievement Tests

Grade 6 students have shown strength in their Provincial Achievement Tests:

- **Achievement Levels:** Many of our students have either met or exceeded the provincial average for the acceptable standard.

While these results are commendable, we recognize a key area for growth:

- **Standard of Excellence:** Currently, too few students are achieving the standard of excellence. This remains a focal point for our improvement efforts.

Grade 12 Diploma Examinations

Our Grade 12 students have also demonstrated strong performance in their Diploma examinations, with noteworthy achievements:

- **Overall Performance:** Students performed close to or above provincial averages, reflecting solid academic preparation.
- **Math 30-2:** A particular highlight is the Math 30-2 results, where 100% of our students achieved the Acceptable level. This is a testament to both the students' hard work and the effectiveness of our math

curriculum.

However, we have identified a critical area of concern:

- **Chemistry 30:** Only 42.9% of our students achieved the Acceptable level, compared to 82.9% province-wide.

Moving Forward

In light of these results, we are committed to:

- **Celebrating Successes:** Recognizing and building on the strengths demonstrated by our students.
- **Strategic Interventions:** Implementing focused strategies to address areas of concern, particularly in achieving higher standards of excellence and improving Chemistry 30 outcomes

Fountas and Pinnell Literacy Assessment June 2024				
Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	11	22	0	67
2	17	11	33	39
3	24	19	0	57
4	14	0	19	67
5	20	12	20	48
6	36	12	4	48
Gr.1-6	21	12.5	12.5	54

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	22.2	38.9	33.3	5.6
2	5.6	66.7	27.8	0.0
3	14.3	23.8	42.9	19
4	14.3	33.3	52.4	0.0
5	16	72	12	0.0
6	8.3	79.2	12.5	0.0
7	15.4	76.9	7.7	0.0
8	5.9	64.7	29.4	0.0
9	0.0	37.5	62.5	0.0

Letter Name-Sound Assessment (LeNS)			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	16	6	3
Grade 2	18	13	4

CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	17	2	2
Grade 2	18	5	5
Grade 3	22	10	8
Grade 4	24	6	2

Numeracy Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grade 1	17	2	4
Grade 2	18	10	5
Grade 3	22	3	3
Grade 4	24	6	n/a

Literacy and Numeracy: Observations and Next Steps

In June 2024, there was significant confusion regarding who should be assessed, leading to skewed results. Consequently, the observed increases and decreases in performance may not accurately reflect the true outcomes. This anomaly necessitated a thorough review and adjustment of our evaluation processes to ensure future assessments are both reliable and valid.

Despite the challenges in assessment accuracy, our School Intervention Team worked diligently with teachers to develop small-group structures in literacy. These focused groups were designed to provide data-driven targeted support and enhance student learning. The results collected by the school have shown mostly positive growth, indicating the effectiveness of these interventions in improving literacy skills.

We collected data from last year's numeracy intervention, which revealed large improvements in students' math achievement. This positive trend underscores the importance of targeted support in numeracy and has informed our strategies moving forward.

Building on our success in literacy, this year we are expanding our numeracy intervention to include full-class, small-group plans. Additionally, we will extend our support to encompass more junior high students. This comprehensive approach aims to ensure that all students receive the necessary assistance to excel in both literacy and numeracy.

Fountas and Pinnell Literacy Assessments reveal that many of our students continue to face significant challenges in reading. While these results are concerning, they also serve as a vital diagnostic tool, allowing us to tailor our interventions more effectively. To address these literacy challenges, our intervention planning is specifically targeting *reading comprehension*. This strategic approach is aimed at improving student outcomes and helping them better understand and engage with the texts they read. By honing in on comprehension, we believe we can significantly uplift our students' reading proficiency.

Amidst these challenges, it's important to highlight the positives. Remarkably, 54% of our students in Grades 1-6 are reading at the "excellent" level. This is a testament to the hard work of our students and the dedicated instruction provided by our teachers.

Our common writing assessments indicate further areas for growth. While most students are achieving at least grade-level standards, there are very few students writing at an "excellent" level. This gap underscores the need for enhanced writing instruction and support. With this in mind, we have added guided writing to several of our grades' intervention programming.

High School Completion					
	Boyle School 2023	Boyle School Comparison to 2022 (+/-)	Boyle School Comparison to Alberta 2023 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
3 Year Completion	72.2	+18.4	-8.2	64.1	81.4
5 Year Completion	64.5	-29.3	-23.6	82.5	87.9

Drop Out Rate					
	Boyle School 2023	Boyle School Comparison to 2022 (+/-)	Boyle School Comparison to Alberta 2023 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Drop Out Rate	1.8	-6.0	-0.70	3.2	2.4
Returning Rate	*	N/A	N/A	N/A	17.0

Student Learning Engagement					
	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	87.6	-1.5	+3.9	87.3	84.4
Parent	90.5	+3.0	+3.8	90.3	87.6
Student	74.3	-9.8	+5.0	74.4	70.5
Teacher	97.9	+2.3	+2.8	97.2	95.2

Citizenship					
	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	86.1	+6.6	+6.7	82.9	80.4
Parent	78.6	+11.3	-0.1	73.9	79.5
Student	85.9	+2.5	+16.3	82.5	71.0
Teacher	93.8	+6.0	+4.0	92.4	90.6

Observations and Next Steps
<p>High School Completion</p> <p>Boyle School has seen a notable 18.4% increase in “3-year” high school completion rates. However, it's crucial to recognize that our completion rates are still 8.2% lower than the provincial average.</p> <p>The data indicates that the decline in our high school completion rates began in 2021. Prior cohorts had shown significantly higher completion rates, suggesting that specific factors during that year and beyond might have impacted student outcomes.</p> <p>Drop Out Rate</p> <p>Boyle School's dropout rates are significantly lower than the provincial averages.</p> <p>Student Learning Engagement</p> <p>While parents and teachers consistently report confidence that students are engaged in their learning, there was a notable 9.8% drop in students themselves reporting that their learning is engaging.</p> <p>To address this discrepancy, we will be running a focus group to investigate potential reasons behind the students' lower engagement ratings. This initiative will help us understand the underlying factors that might be contributing to the decline and enable us to take corrective measures.</p> <p>Citizenship</p> <p>The data shows that parents, students, and teachers all have high confidence that our students display the characteristics of active citizenship.</p>

Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	<p>Students and staff are able to resolve conflicts in a healthy manner and feel safe.</p> <p>Staff and students are well-regulated.</p> <p>Staff and students have equitable access to supports.</p> <p>Schools implement collaborative support processes to effectively address diverse learning needs.</p>

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	187	90.5	+1.8	+2.9	90.3	88.2
Parent	14	85.7	+3.9	+1.9	86.4	84.8
Student	157	89.9	-1.0	+5.0	89.0	85.5
Teacher	16	95.8	+2.5	+1.9	95.4	94.5

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

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

	Number of Responses	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	187	90.8	+6.4	+6.8	87.8	84.9
Parent	14	87.3	+14.6	+2.0	81.3	85.9
Student	157	88.8	+3.6	+13.6	85.4	76.5
Teacher	16	96.4	+1.2	+4.8	96.7	92.4

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	187	76.6	-5.8	-3.0	80.4	80.7
Parent	14	76.8	+4.3	+1.4	76.4	76.2
Student	157	88.0	-1.9	+9.3	89.0	79.6
Teacher	16	65.0	-12.3	-20.6	75.9	86.4

Access to Supports and Services - Additional Feedback

We continually strive to provide the highest level of support and service to our students. Our survey data indicates our staff members have a growing perception that access to essential supports and services for our students is decreasing.

Recognizing the Decline

Teachers were asked to share their thoughts about why we see this trend and shared the following:

- **Delayed Outside Assessments:** It now takes significantly longer for students to receive necessary outside assessments. This delay can hinder timely interventions that are crucial for student development.
- **Infrequent Visits from External Support Services:** The frequency of visits from external support providers, such as speech therapists and occupational therapists, has dramatically reduced. These services, once a regular part of our school ecosystem, are now rare occurrences.
- **Reduced Classroom Support:** There is a perception that the number of Educational Assistants hired per school has seen a sharp decline. This reduction limits the personalized support that students receive within the classroom, impacting their overall learning experience.

Survey Discrepancies

Teachers also felt that it was important to note that the parents who take time to complete surveys may not be the ones actively facing struggles. Consequently, the data collected may not fully capture the magnitude of the issue.

- **Underrepresented Needs:** Students who most need additional supports might have parents who do not highlight their needs through online surveys.
- **Unawareness Among Parents:** Parents whose children do not require additional supports may not be fully aware of the available supports and their current limitations.

Teachers expressed their concern that outside support for our students has been stretched thin due to numerous factors—most of which are beyond our control. We will continue to engage in open dialogues and collaborate on identifying potential solutions.

Boyle School Professional Development 2023 2024

At Boyle School, we believe that continuous professional development is the cornerstone of providing an exceptional educational experience. This year, our dedicated staff participated in various professional development sessions, identifying areas of need and focusing on enhancing their skills to better support our students.

Coherence Model and Instructional Core

Our staff engaged in intensive discussions about the **coherence model** and the **instructional core**. This collaborative learning experience was instrumental in setting clear and strategic school goals, *ensuring all stakeholders align their efforts for maximum impact.*

Continuum of Supports

We reviewed our **continuum of supports**, delving into universal, targeted, and individualized approaches. This review process was critical in refining our support structures, ensuring that every student receives the appropriate level of assistance.

Education for Reconciliation

In October, our team participated in a Division-led day focusing on **Education for Reconciliation**. This session enriched our understanding and commitment to fostering a more inclusive and respectful learning environment.

Specialized Training and Sessions

ADHD Awareness

In September, teachers attended a school-led session on **ADHD**. This training equipped our educators with the knowledge and strategies to effectively support students with ADHD, enhancing their learning experiences.

Curriculum and Assessment

Throughout the year, teachers and Educational Assistants (EAs) regularly participated in Division-led professional development sessions, concentrating on **curriculum and assessment**. These sessions helped our staff stay current with educational standards and assessment techniques.

Intervention Planning

Starting in December, our teachers and EAs involved in school-based intervention planning received training on running effective targeted groups. These groups are driven by ongoing assessments, ensuring that interventions are relevant and impactful.

Foundations of Literacy and Numeracy

Our staff also broadened their understanding of the **foundations of literacy and numeracy**. They explored the progressions in these fundamental areas, gaining insights that will support our students' academic growth.

TouchChatHD Training

EAs working with students experiencing severe communication difficulties were trained on **TouchChatHD**, an Augmentative and Alternative Communication device. This training has been pivotal in empowering these students to express themselves and engage more fully in their education.

Celebrating Indigenous Culture

In March, all staff participated in a session led by **Elder Clifford Cardinal**. We listened to his stories and learned how to play the "Stick Game," enriching our cultural understanding and appreciation.

Conclusion

The professional development activities undertaken by Boyle School staff this year reflect our unwavering commitment to continuous improvement and educational excellence

Boyle School Wellness Continuum of Supports

At Boyle School, our continuum of supports was a focus area for our staff collaboration. This critical work was not just a routine checkpoint; it was a **strategic session** aimed at identifying supports we offer students, and building our understanding of how we respond to student's diverse needs.

Understanding the Continuum of Supports

The session began with a comprehensive review of the **continuum of supports** available to our students, including:

- **Universal Supports:** These are the foundational aids provided to all students, ensuring a baseline of educational and emotional support.
- **Targeted Supports:** These are specialized interventions designed to assist students who may need additional help beyond the universal supports.
- **Individual Supports:** These are highly personalized strategies and resources tailored to meet the unique needs of individual students.

Key Outcomes

1. **Unified Vision:** The collaborative efforts allowed staff to collectively understand and **reflect on the supports** currently in place.
2. **Strategic Insights:** Through open dialogue and shared experiences, staff gained a more nuanced understanding of how to effectively **organize support** for students.
3. **Identifying Gaps:** A significant outcome of the session was the ability of the school administration to pinpoint **areas of need**. For instance, it became evident that many teachers were struggling to find suitable universal and targeted supports for students that consistently refuse to complete any work.

Moving Forward

As we move forward, our focus will remain on **empowering teachers** with the tools and strategies they need to create an inclusive and effective learning environment for every student. We plan to revisit our continuum of supports with staff at school-led professional development.

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	<p>Positive community relations contribute towards student success</p> <p>Staff and students have a sense of belonging and are engaged in their learning.</p> <p>Students and staff attend regularly.</p> <p>Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.</p>

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Boyle School 2024	Boyle School Comparison to 2023 (+/-)	Boyle School Comparison to Alberta 2024 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Overall	30	77.4	-3.1	-2.1	77.4	79.5
Parent	14	65.2	+1.6	-9.2	65.2	74.4
Teacher	16	89.7	-7.6	+5.1	89.7	84.6

Alternative Programming					
	Work Experience	Registered Apprenticeship Program	Green Certificate	Dual Credit	Locally Developed Courses
Number of Students	14	3	2	2	n/a
Number of Credits	135	95	22	58	n/a

Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	41	32	10	17

Engagement Observations and Next Steps

At Boyle School, we believe that **parental involvement** is a cornerstone of student success. Over the past year, increasing parental engagement has been a significant focus area for our school. We are pleased to see some modest growth in these results, but we acknowledge that more work is needed to achieve our goals fully.

This year, Boyle School is launching several initiatives designed to further enhance parental involvement. Here’s a look at our key strategies:

Engaging and Empowering the School Council
Our school council is actively working to identify innovative strategies to involve more parents. A prime example is the **fun and informative numeracy event** they are planning for an evening in the spring. This event aims to bring parents and students together in a collaborative learning environment.

Creating Outreach Packages
We are developing **outreach packages for parents** that include materials and resources to support their children’s literacy and numeracy development. These packages will also enlist parental expertise and knowledge, fostering a collaborative effort to enhance student learning.

Inviting Parental Input
Boyle School values the input of parents in key decision-making processes. This year, we are inviting parents to contribute to **timetabling decisions and school planning**, ensuring that their voices are heard and considered.

Increasing Parent Volunteers
We are committed to **increasing the number of parents volunteering in the school**. Volunteering not only supports school activities but also strengthens the bond between parents and the school community.

Planning a Breakfast Program
Thanks to a grant from the **Breakfast Club of Canada**, we are excited to announce the launch of a breakfast program in January 2025. This program aims to ensure that all students start their day with a nutritious meal, setting them up for success.

While we are encouraged by the progress made thus far, we recognize that ongoing efforts are essential. We are dedicated to fostering an environment where parental involvement is continuously encouraged and valued.

Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	<p>All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives</p> <p>First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity</p>

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)
PAT 6 Overall	5	*	48.7	*	7.3
PAT 9 Overall	3	*	41.4	*	6.1

First Nations, Métis and Inuit Student Diploma Exams

Subject	Number Students	Diploma Exam				School Awarded			
		Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)	Boyle School Acceptable (%)	Alberta Acceptable (%)	Boyle School Excellent (%)	Alberta Excellent (%)
English 30-1	1	*	81.7	*	6.9	*	98.0	*	33.0
Social Studies 30-1	1	*	79.1	*	10.6	*	98.8	*	38.1
Biology 30	1	*	72.8	*	17.0	*	94.7	*	34.9
Chemistry 30	1	*	78.2	*	23.5	*	97.2	*	42.5
Math 30-2	1	*	64.8	*	10.1	*	93.8	*	24.6

FNMI High School Completion					
	Boyle School 2023	Boyle School Comparison to 2022 (+/-)	Boyle School Comparison to Alberta 2023 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
3 Year Completion	*	*	*	n/a	n/a
5 Year Completion	*	*	*	n/a	n/a

FNMI Drop Out Rate					
	Boyle School 2023	Boyle School Comparison to 2022 (+/-)	Boyle School Comparison to Alberta 2023 (+/-)	Boyle School 3 Year Average	Alberta 3 Year Average
Drop Out Rate	0.0	-8.6	-5.2	2.9	5.1

Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

At Boyle School, we understand the importance of involving stakeholders in the assurance reporting process to foster a collaborative and transparent educational environment. We have taken several proactive steps to ensure that our stakeholders are actively engaged in our planning and decision-making processes.

Professional Development

On school-based PD days, our entire team dedicated time to learning about the assurance reporting process. We highlighted why broad input is critical for developing a plan that truly reflects the needs and aspirations of our community.

Boyle School Parent Survey

To foster greater parental involvement, we designed and administered our own Boyle School Parent Survey. This initiative aimed to achieve a higher response rate from parents, ensuring that their voices are heard. We are pleased to report that we received 39 responses, and we shared the results with our community. Although the results were not surprising, the effort signaled to our parents that we value their input and are committed to using it to inform our planning.

Data-Driven Discussions

Understanding our students' needs is at the core of our mission. During the year, we spent considerable time with our staff analyzing and discussing data about our students, including Provincial assessments, reading levels, common writing samples, classroom assessments, and numeracy assessments. These data-driven discussions have

provided us with valuable insights into our students' academic progress and areas where we can improve.

From these engagements, we have learned several key lessons:

- Data-Centric Approach: We need to keep data at the center of our work with students and parents.
- Enhanced Teacher Engagement: We need to spend even more time engaging with our teachers and encouraging them to have professional conversations about student data.
- Community Engagement: We need to continue developing ways to engage with our community on meaningful issues.

Innovative Communication

To further enhance our communication efforts, we recently acquired software to help us create attractive and informative newsletters. Through these newsletters, we have **actively sought parent input** on various school issues. For example, we recently asked for feedback concerning our open campus policy during lunch breaks for junior high school students. This initiative is one more way to maintain an open dialogue with our parents and ensure that their opinions are considered in our decision-making processes.