



**Annual Education
Results Report
2022-23**

“Encouraging Excellence Through a Curiosity for Life”

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 2022-2023 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2022-2025 Education Plan.



Required Alberta Education Assurance Measures Overall Summary Fall 2023

School: 2722 H. A. Kostash School

Assurance Domain	Measure	H. A. Kostash 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	85.7	71.6	71.6	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	80.2	76.2	78.4	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	88.5	75.0	82.2	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	95.0	78.7	78.5	88.6	87.1	86.2	Very High	Improved	Excellent
	PAT: Acceptable	50.0	54.1	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	11.5	8.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	62.2	80.0	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.3	20.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	90.8	81.3	83.9	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	82.8	82.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.7	77.2	77.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.9	73.4	75.7	79.1	78.8	80.3	Intermediate	Maintained	Acceptable



Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	H. A. Kostash School					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	84.4	71.6	85.7	na	na	85.6	85.1	84.4
	Citizenship	79.1	80.6	80.5	76.2	80.2	82.9	83.3	83.2	81.4	80.3
	3-year high School Completion	75.3	96.4	75.0	88.5	N/A	79.7	80.3	83.4	83.2	80.7
	5-year high School Completion	74.1	82.6	78.7	95.0	N/A	85.2	85.3	86.2	87.1	88.6
	PAT: Acceptable	69.8	n/a	n/a	54.1	50.0	71.1	na	na	64.3	63.3
	PAT: Excellent	14.7	n/a	n/a	8.8	11.5	20.8	na	na	17.7	16.0
	Diploma: Acceptable	77.9	n/a	n/a	80.0	62.2	83.6	na	na	75.2	80.3
	Diploma: Excellent	17.4	n/a	n/a	20.0	7.3	24.0	na	na	18.2	21.2
Teaching & Leading	Education Quality	84.1	86.5	86.9	81.3	90.8	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	n/a	83.9	82.8	86.5	na	na	87.8	86.1	84.7
	Access to Supports and Services	n/a	n/a	74.3	77.2	78.7	na	na	82.6	81.6	80.6
Governance	Parental Involvement	78.7	78.0	75.7	73.4	77.9	81.3	81.8	79.5	78.8	79.1



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>Every student is proficient in reading, writing, speaking and listening.</p> <p>Every student is proficient in mathematical reasoning, and applying mathematical concepts</p> <p>More students complete high school and are connected to career pathways for future success</p> <p>Increased First Nations, Metis & Inuit student success</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)
PAT Overall	49	50.0	63.3	11.5	16.0



English Language Arts 6	22	90.9	76.2	9.1	18.4
English Language Arts 9	27	48.1	71.4	11.1	13.4
Math 6	22	63.6	64.4	22.7	15.8
Math 9	26	42.3	53.2	7.7	13
Science 6	22	77.3	66.7	27.3	22.5
Science 9	27	48.1	65.5	11.1	20.1
Social Studies 6	22	86.4	66.3	22.7	18.5
Social Studies 9	26	34.6	57.6	7.7	15.9

First Nations, Métis & Inuit Provincial Achievement Test Results					
Subject	Number of Students	H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)
PAT Overall	7	54.5	40.5	22.7	5.5
English Language Arts 6	1	n/a	79.8	n/a	9.4
English Language Arts 9	4	n/a	70.8	n/a	6.4
Math 6	1	n/a	55.2	n/a	7.3
Math 9	4	n/a	41.5	n/a	5.5
Science 6	1	n/a	61.0	n/a	11.9



Science 9	4	n/a	59.6	n/a	10
Social Studies 6	1	n/a	59.8	n/a	8.6
Social Studies 9	4	n/a	48.2	n/a	7.0



Diploma Exams									
Subject	Number Students	Diploma Exam				School Awarded			
		H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)	H. A. Kostash Acceptable (%)	Alberta Acceptable (%)	H. A. Kostash Excellent (%)	Alberta Excellent (%)
English 30-1	13	69.2	83.7	0.0	10.5	100	98.4	46.2	42.4
English 30-2	6	100.0	86.2	16.7	12.7	100	96.7	0	18.7
Social Studies 30-1	7	71.4	83.5	0.0	15.9	100	99.3	42.9	50
Social Studies 30-2	10	80.0	78.1	20.0	12.3	100	97	30	22.6
Biology 30	14	71.4	82.7	14.3	32.8	100	97.2	62.5	51.6
Chemistry 30	12	58.3	80.5	8.3	37	100	97.4	75	56.3
Physics 30	4	n/a	82.3	n/a	39.9	n/a	98.1	n/a	61.2
Science 30	n/a	n/a	79.4	n/a	23.1	n/a	96.2	n/a	35.5
Math 30-1	11	45.5	70.8	0.0	29	100	96.1	54.5	54.1
Math 30-2	5	n/a	71.1	n/a	15.2	n/a	94.1	n/a	29.2



First Nations, Métis & Inuit Diploma Exam Results									
Subject	N	Diploma Exam				School Awarded			
		Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)	Acc (%)	AB Acc (%)	Exc (%)	AB Exc (%)
English 30-1	2	n/a	78.3	n/a	6.1	n/a	98.1	n/a	30.3
English 30-2	1	n/a	86.5	n/a	9.9	n/a	96.3	n/a	13.7
Social Studies 30-1	1	n/a	73.0	n/a	8.6	n/a	97.4	n/a	36.5
Social Studies 30-2	2	n/a	72.3	n/a	5.4	n/a	94.9	n/a	12.4
Biology 30	2	n/a	72.5	n/a	19.1	n/a	95.1	n/a	37.5
Chemistry 30	2	n/a	70.0	n/a	24.0	n/a	96.4	n/a	42.9
Physics 30	1	n/a	72.0	n/a	26.8	n/a	n/a	n/a	n/a
Science 30	n/a	n/a	75.3	n/a	18.7	n/a	96.0	n/a	29.4
Math 30-1	2	n/a	60.6	n/a	15.0	n/a	95.8	n/a	41.3
Math 30-2	n/a	n/a	65.8	n/a	12.1	n/a	n/a	n/a	n/a

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



Diploma Exam Participation Rates										
	H.A. Kostash 2018- 2019	AB 2018-2019	H.A. Kostash 2019-2020	AB 2019-2020	H.A. Kostash 2020-2021	AB 2020-2021	H.A. Kostash 2021-2022	AB 2021-2022	H.A. Kostash 2022-2023	AB 2022-2023
English 30-1	52.2	56.6	34.6	55.9	na	na	na	na	0.0	27.7
English 30-2	30.4	27.9	46.2	29	na	na	na	na	4.2	13.3
English 1 or more	82.6	81.5	80.8	81.7	na	na	na	na	4.2	40.5
Math 30-1	30.4	36.7	26.9	35.4	na	na	na	na	0.0	10.9
Math 30-2	30.4	25.0	26.9	26.1	na	na	na	na	0.0	12.1
Math 1 or more	60.9	59.6	53.8	59.3	na	na	na	na	0.0	22.9
Social 30-1	26.1	45.2	30.8	44.3	na	na	na	na	0.0	22.5
Social 30-2	60.9	37.3	42.3	38	na	na	na	na	8.3	17.4
Social 1 or more	87.0	81.8	73.1	81.7	na	na	na	na	8.3	39.8
Bio 30	60.9	42.9	26.9	42.4	na	na	na	na	29.2	18
Chemistry 30	56.5	36.0	30.8	35.2	na	na	na	na	0.0	15.6
Physics 30	13.0	18.8	7.7	17.7	na	na	na	na	12.5	9
Science 30	0.0	17.1	15.4	18.2	na	na	na	na	0.0	7.9
Science 1 or more	65.2	62.1	50.0	62.1	na	na	na	na	33.3	41.4



Provincial Achievement Tests and Diploma Exams: Observations and Next Steps

In grade 6 English Language Arts H. A. Kostash School exceeded the acceptable provincial average by 14.7%. Grade 9 English Language Arts was below the acceptable and excellence standard in comparison to the province.

In Math grade 6 was on par with the provincial acceptable standard, but exceeded the province in excellence by 6.9%. Grade 9 Math was below the acceptable and excellence standard in comparison to the province.

Grade 6 Science exceeds the provincial average in both acceptable and excellence scores. Grade 9 Science is below the provincial average in both acceptable and excellence scores.

Grade 6 Social Studies exceeds the provincial acceptable average by 20%. The standard of excellence is also greater than the provincial average.

Grade 9 Social Studies is below the provincial average in both acceptable and excellence scores.

In English 30-2 and Social Studies 30-2 H. A. Kostash was above the provincial average in both acceptable and excellence scores.

H. A. Kostash was below the provincial acceptable and excellence scores in English 30-1, Social Studies 30-1, Biology 30, Chemistry 30, and Math 30-1.

The overall Provincial Achievement Tests for FNMI students exceed the provincial average in both acceptable and excellence scores. The sample size for FNMI data is suppressed due to the limited number of students writing these assessments; therefore, it cannot be broken down by subject area.

H. A. Kostash staff will proceed with the analysis of the results to best inform next steps in programming at the school level. Once results are reviewed, sessions will be held during staff meetings where teachers will work together to understand other grade level curricula, the new elementary curriculum and how their specific curriculum ties into the outcome understanding for specific exams. Assessment will be a major focus and this will be the topic for our Collaborative Response sessions. There will be discussions and collaboration about gradebook weightings, formative and summative assessments, retests and the discrepancies between teacher awarded marks versus Provincial Achievement Tests and Diploma Exams. Our High School Success Coach and staff will work on ensuring students are enrolled in the correct stream. This is based on student and parent recommendation as well. The process will begin to formulate a standard assessment at the school level. H. A. Kostash is utilizing the Aspen View Public Schools initiative, "Present" to improve student attendance. Attending school on a regular basis is fundamental to the positive development of children. The small sample size of students writing diploma exams can sometimes give an inaccurate picture of the overall results.



H. A. Kostash School will engage with students and parents to help them understand the importance of writing these provincial exams, so we can collect appropriate data to create change and understand where we are doing well and where we need to improve as a school. Teachers are preparing students by doing PAT prep in class as part of their regular curriculum. Students will be encouraged to attend division level diploma prep classes or Diplomax. Teachers will be incorporating how to study by teaching study skills to students.



Fountas and Pinnell Literacy Assessment June 2023					
Grade	Number	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
1	23	30%	4%	14%	52%
2	26	27%	8%	8%	57%
3	26	4%	4%	19%	73%
4	18	17%	5%	5%	73%
5	26	8%	4%	0%	88%
6	22	5%	0%	32%	63%
Gr.1-6	141	15%	4%	13%	68%

Early Years Literacy Assessments		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1 LeNS	9	4
2 LeNS	4	4
2 CC3	7	7
3 CC3	7	7
4 CC3	5	2

Early Years Numeracy Assessments		
Grades	# At Risk Initial Assessment	# At Risk Final Assessment
1	5	7
2	10	5
3	5	5
4	3	3





Literacy and Numeracy: Observations and Next Steps

H. A. Kostash School continues to gather data to inform instruction. At the grades 1-6 level, students are benchmarked according to the Fountas and Pinnell reading levels. Students are also tested for their ability to apply their knowledge of words through the Words Their Way spelling inventory. Writing samples are collected as 'cold writes' and teachers throughout the division meet to assess these samples.

The June Fountas and Pinnell benchmarking results show impressive results. 68% of grade 1-6 students are reading at the level of excellence. 13% of students are proficient and 4% are reading at the basic level. There are only 15% who are reading below grade level.

The Provincial Literacy assessments in Grades 1 to 4 indicate improvement or maintaining the results from the initial assessment at almost all grade levels. One important observation is the small number of students who needed intervention based on class size. Grade 1 had 23 students and the June results show that only 4 students were at risk in Literacy at the end of the year and 7 students in numeracy. Grade 2 had 26 students and the June results show that only 4 students were at risk with the Lens Literacy assessment and 7 in the CC3 Literacy assessment at the end of the year and 5 students in numeracy. Grade 3 had 26 students and the June results show that only 7 students were at risk in Literacy at the end of the year and 5 students in numeracy. Grade 4 had 18 students and the June results show that only 2 students were at risk in Literacy at the end of the year and 3 students in numeracy. Throughout the year we had a part time teacher and Educational Assistant who were hired to work with students who required additional remediation.

Response to this data has already begun for the 2023-24 school year. H. A. Kostash School will work closely with Division Office in providing professional development and mentorship on improving instruction and interventions. All math teachers from grades 1-9 are incorporating Mathematics to support student learning. We have provided math teaching staff with opportunities to collaborate with grade level colleagues from neighboring schools.

An integral piece of programming will be consistent and frequent small group instruction within the classroom context. This will include whole class instruction, small group and pullout. Staff will also utilize cross grade learning for reading buddies and numeracy friends. Work experience students will be used to practice reading, high frequency words, and basic facts with students.

Staff will be utilizing the educational strategies of scaffolding and differentiation. Lessons will also focus on ways for students to retrieve information that was previously taught.



High School Completion					
	H.A. Kostash 2022	H.A. Kostash Comparison to 2021 (+/-)	H.A. Kostash Comparison to Alberta 2022 (+/-)	H.A. Kostash 3 Year Average	Alberta 3 Year Average
3 Year Completion	88.5	+13.5	+7.8	86.6	82.4
5 Year Completion	95.0	+17.2	+6.4	85.4	87.3
FNMI High School Completion					
3 Year Completion	n/a	n/a	n/a	n/a	59.5
5 Year Completion	n/a	n/a	n/a	n/a	69.1

Drop Out Rate					
	H. A. Kostash 2022	H. A. Kostash Comparison to 2021 (+/-)	H. A. Kostash Comparison to Alberta 2022 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Drop Out Rate	4.7	+3.9	+2.2	2.5	2.4
Returning Rate	n/a	n/a	n/a	n/a	17.5
FNMI Drop Out Rate					
Drop Out Rate	12.7	n/a	-7.6	7.7	5.1
Returning Rate	n/a	n/a	n/a	n/a	

Student Learning Engagement					
	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	85.7	+14.1	+1.3	78.6	84.8



Parent	84.0	+19.3	-3.3	74.4	88.0
Student	74.8	+18.1	+3.9	65.8	71.1
Teacher	98.1	+4.8	+3	95.7	95.3

Citizenship					
	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	80.2	+4	-0.1	78.2	80.9
Parent	78.6	+17.4	-0.8	69.9	79.9
Student	64.4	-4.5	6.9	66.7	71.7
Teacher	97.7	-0.9	+7.4	98.2	91.0

Observations and Next Steps
<p>High School Completion H. A. Kostash experienced an increase of 13.5% in the 3-year high school completion rate and is currently higher than the Province. H. A. Kostash 5-year completion rates have improved by 17.2%.</p> <p>H. A. Kostash continued the implementation of a 0.2 Full Time Equivalent designation of a High School Success Coach for the 2022-23 and 2023-24 school year. This position provides students with increased support in finding and learning more about their post secondary and career possibilities. The High School Success Coach engages in one-on-one meetings with students to explore interests and develop plans towards achieving goals. The High School Success Coach used tools such as MyBlueprint and is instrumental in the planning of opportunities such as post secondary guest speakers, field trips to post secondary institutions, assisting and organizing and preparing for Career Fairs, applying for scholarships, working with employers while encouraging and supporting them when they take on Work Experience students and applying to post secondary institutions. They also connect with organizations such as CAREERS for off-campus learning experiences, work experience and the RAP program. The High School Success Coach monitors how students are doing, updates parents/guardians on progress and provides guidance to achieve possible career goals and higher education pathways.</p>



First Nations, Métis and Inuit Student Success

Due to a small sample size, the numbers for high school completion rates have been suppressed. H. A. Kostash School recognizes the special obligation all staff have to develop and apply foundational knowledge about the First Nations, Métis and Inuit peoples for the benefit of all students. In September of the 2022 school year students from Grades 1-6 visited Métis Crossing and learned about the significance of Orange Shirt day and participated in some jigging. Elder Phillip Campiou presented at the school and individual classes to educate staff on students about the tipi teachings and smudging.

Student Learning Engagement

H. A. Kostash had a significant increase in Learning Engagement for the 2023 school year. This increased overall by 14.1%. Parent results increased by 19.3%, student results by 18.1% and teacher results by 4.8%. There were higher results when compared to the province in all categories except for parent results which were slightly lower.

Citizenship

The 2022-23 school year allowed us to go back to our normal volunteer and community engagements. We were pleased to have students visit the Lodge and Senior Centre again. We are able to have our Smoky Lake Colony students participate in activities at H. A. Kostash School. The STAR leadership program was taught again and implemented.

Priority Two	Wellbeing
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Greater success and well-being for all Provide quality instruction and learning opportunities for all students Provide appropriate supports to ensure student success for all



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

	Number of Responses	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	97	90.8	+9.5	+2.7	86	88.6
Parent	17	87.3	+21	+2.9	76.8	85.2
Student	62	86.9	+4.9	+1.2	84.5	85.8
Teacher	18	98.1	+2.5	+3.7	96.8	94.7

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	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	97	86.5	+3.7	+1.8	84.7	85.4
Parent	17	86.8	+15.9	+1.2	78.8	86.2
Student	62	75.1	-2.5	-1.5	76.4	77.2
Teacher	18	97.6	-2.4	+5.6	98.8	92.8

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	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	97	78.7	+1.5	-1.9	78.0	81.1



Parent	17	67.9	+7.9	-7.8	63.9	76.5
Student	62	77.2	+0.2	-2.7	77.1	80.0
Teacher	18	91.1	-3.5	+4.9	92.9	86.8

Wellbeing Observations and Next Steps

Education Quality

Education Quality increased in all areas from the previous year's results. The most substantial increase was in parent satisfaction. This increased by 21%. H. A. Kostash is higher than the provincial average in all areas when compared to the province for the 2023 school year. H. A. Kostash is comparable to the provincial three year average. Teacher satisfaction is higher than the provincial average, but lower in parent satisfaction. Teachers have declined in believing that students have access to the appropriate supports and services at the school. This may be due to an increase in mental health needs among students.

Welcoming, Caring, Respectful, Safe Learning Environments

In the category of Welcoming, Caring, Respectful, Safe Learning Environments survey items, there was an increase of 3.7% in the overall percentage of teachers, parents and students. The most substantial increase was in the parental results which increased by 15.9%. Even though the overall percentage increased there was a 2.5% decrease in student perception and a 2.4% decrease in teacher perception. In comparison to the province's 2023 results H. A. Kostash was higher in all areas except in the student category. H. A. Kostash is comparable to the province for the three year average with higher results in the teacher category of 6%, but 7.4 % lower in the parent category.

Access to Supports and Services

There was an overall increase of 1.5% in the percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school. The only category that saw a decrease was teachers.

When compared to the 2023 provincial results H. A. Kostash fell below the province except in teacher perception which was 4.9% higher. H. A. Kostash also fell below the provincial results in every 3 year average category except for teachers which was 6.1% higher.

We are fortunate to have a Family School Liaison Worker and as well as AVPS School Counselors and Student Services consultants. We continue to offer daily Physical Education classes.

The following Professional Development occurred during the 2022-23 school year:

- ❖ Collaborative Response training
- ❖ Smudging and Tipi Teachings
- ❖ Training on the Truth and Reconciliation Calls to Action
- ❖ Autism Workshop
- ❖ SIVA training for support staff and admin



- ❖ Public Works Courses
- ❖ FASD training throughout the year
- ❖ Mental Health strategies for staff and students
- ❖ CPR Training
- ❖ Learning Loss training for Educational Assistants
- ❖ Review of the Physical Education and Wellness Curriculum
- ❖ Analyzing Provincial Achievement Tests and Diploma Results
- ❖ Alberta Teachers Association workshop on the Teacher Quality Standards

H. A. Kostash staff also participated in the division wide professional development which included:

- ❖ K-3 English Language Arts and Literature (ELAL) and Math curriculum PD
- ❖ Development of Kindergarten common criteria and assessment practices
- ❖ Gr 4-6 ELAL and Math curriculum PD
- ❖ Continued Violent Threat Risk Assessment (VTRA)
- ❖ Training of literacy and numeracy interventionists
- ❖ PD sessions on Robotics, Coding and Computing Science
- ❖ Meetings with Inclusive Ed Leads, Education for Reconciliation Leads and High School Success Coaches

Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Outcomes	Educational partners contribute towards student success Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all The district is grounded in effective, transparent, equitable and evidence-based practices.



Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Number of Responses	H. A. Kostash 2023	H. A. Kostash Comparison to 2022 (+/-)	H. A. Kostash Comparison to Alberta 2023 (+/-)	H. A. Kostash 3 Year Average	Alberta 3 Year Average
Overall	35	77.9	+4.5	-1.2	75.6	78.9
Parent	17	59.0	+6.6	-13.5	55.7	72.4
Teacher	18	96.7	-2.3	+11	95.6	85.5

Engagement Opportunities and Learnings

H. A. Kostash's results reflect an increase in an overall satisfaction with parental involvement but there is a slight decrease in teacher satisfaction from the previous year. H. A. Kostash is almost on par with the provincial result of the overall satisfaction and exceeds the provincial score for teacher satisfaction. H. A. Kostash does fall below the parent satisfaction in comparison to the province.

H. A. Kostash School encourages parental and community involvement. Currently, H. A. Kostash School has an active School Council to provide a venue for parental voice and consultation. New members have joined and we are trying to recruit additional members by providing information about what the School Council is and sometimes having meals at the meetings. There were suggestions made such as bringing back the former intramural teams and encouraging students to stay when there were snow days. The Community and School Association (CASA) works with the school as a fundraising group to add value to the school experience. A project that was completed was a new playground at the new school. CASA continues to support school field trips, sporting events, and presentations. H. A. Kostash is pleased to welcome parents for in-person parent-teacher conferences, volunteering, sports, presentations, fundraising and community events. The local library and lodge are also venues that students visit. Visiting the lodge is a wonderful opportunity for our students to engage with seniors and improve mental health and teach students new skills.

The building of the new H. A. Kostash was an opportunity for a number of stakeholders to come together and share input. We continue to have the Pumpkin Patch daycare as part of our school.

For the 2023-24 school year, H. A. Kostash continues to work with the local RCMP. The RCMP provides presentations, has an RCMP liaison and now the RCMP Sergeant comes to spend lunch with the elementary grades once per month. The school is also working with the local Youth Council and Family Resource Network. Local businesses continue to provide opportunities for work experience and the RAP program for our students. H. A. Kostash has a well developed relationship with Métis Crossing and



remains committed to providing first hand learning opportunities. H. A. Kostash is involved in Interagency meetings within Smoky Lake County. We are working together to collaborate and share resources that are being offered.

Having active stakeholder involvement provides a positive approach for student learning. This allows stakeholders to reach a common educational goal through team effort.

H. A. Kostash's school enrollment increased for the 2023-24 school year.

Our response to increasing student engagement includes forming a student council, offering a grade 10 course that focuses on volunteerism and leadership, providing opportunities for students to enhance morning announcements, working on cross-grade projects, attending community events that our students are involved in, and ensuring students have a clear idea of their possible career paths.



