



**ANNUAL EDUCATION
RESULTS REPORT
2023 - 2024**

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Message from the Principal

Excellence in Education is the goal we strove for this past school year, and it is what we will continue to strive for in the coming years. We settle for no less than each child and student fulfilling their potential through goals and dedication to their work. This strive for excellence continues within the practices of each faculty member, doing what needs to be done for our children and students to learn in an environment of trust, respect, tolerance and accountability. We are working with our future leaders teaching them responsibility, open mindedness, perspective, perseverance and honesty.

The 2023 - 2024 school year was a year of growth for our school. We took on additional space to house our Grades 1 through 7 classrooms. This new space provided our senior students with a breakout room, a kitchen for their Food Option and a reading room dedicated to the memory of Mr. Jack Donald, a local businessman and philanthropist who believed in our Vision and Mission.

A piece of our Strategic Plan was to increase the content of our programming. In Music and the Arts, our senior students attended a ballet, a symphony concert and an art show. We value the opportunity for our students to learn to appreciate the Arts in all its various forms. Our physical education program took our children off campus for swimming, skating, Taekwondo, dance and rock wall climbing and further gym fun. Promoting a healthy lifestyle and exposing the students and children to a variety of physical activities contributes to a healthy mindset and fitness awareness. Using technology as a learning tool supported our aim for excellence. Scan pens, educational computer programs and maintaining our small class size are a few of the avenues that we incorporated into our teaching and instruction.

Our school culture contributed to the success of each child and student. Being able to collaborate, team teach, build on the strengths of each faculty member sharing ideas and strategies meant for a positive and supportive school environment.

Many people assisted in making this past year a success. Our students and children, our faculty, our parents, the Board and our PAC all played a role in our accomplishments and growth. Thank you for your time and support.

The 2024 - 2025 school year does not look any less busy. We will continue to meet our goal of providing excellence in education. We will continue to make a difference in our children's lives.

Accountability Statement



The Annual Education Results Report for First Steps Elementary Academy for the 2023/2024 school year was prepared under the direction of the Board of Directors with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 14, 2024.

Board Chairman

Principal

Vision and Mission Statements and Values Statement

Vision Statement

First Steps Elementary Academy inspires integrity, respect, culture and achievement in our leaders of tomorrow.

Mission Statement

First Steps Elementary Academy provides the environment and setting for our children and students to excel in their education and personal development.

Our Core Values

Integrity Excellence Team Work Systems Education/Growth

Value Statements

We will be honest, sincere and transparent in all communications. We will uphold strong moral principles.

We strive for excellence every day. We show up every day prepared and ready. Our decisions support our excellence. Our planning supports our excellence. Our actions and words exemplify our excellence.

We will communicate with honesty and respect. We collaborate as a committed team taking responsibility in setting clear and defined directions and plans for student achievement, school goals and mission.

Systems ensure that our school and classrooms operate smoothly and efficiently. Systems are reviewed and modified to address concerns and efficacy of operations.

We are role models for our students. We value and prioritize continuous learning. We empower not only ourselves but also our students to reach their greatest potential through goal setting, achievement and celebration.

Recognition and Events



Our new sign and logo when we became an Independent Accredited Funded Private School.



Grand Opening

We celebrated our new school with a Grand Opening. Dignitaries included the Mayor of Red Deer, the Board Chair Chamber of Commerce, Minister of Health and former Minister of Education Adrianna Lagrange, Mr. Jack Donald, Board Members, students, children and parents. Mr. Jack Donald was a very staunch supporter of our school. We dedicated our reading room to him. The students very much enjoy reading in the Jack Donald Reading Room.



Community Involvement

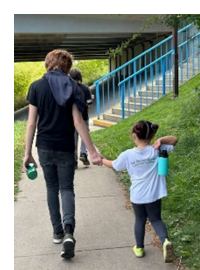


The Toonie Christmas Market is an annual fundraiser for the Red Deer Outreach Centre Adopt A Family Christmas program. Our senior students are Santa's elves helping the younger children shop for Christmas gifts for their immediate family. All items at the market are \$2.00.

Red Deer Food Bank



Terry Fox Run



Each year we perform at the Festival of Trees. This is an annual fundraiser for the Red Deer Regional Health Foundation.



Red Deer Hospice
Our school partners with the hospice making decorations for the various holidays. The decorations add cheer to the residents' rooms and common areas.

School Events

Annual Christmas Musical



This past Christmas the school performed *Is Santa Smarter Than A Fifth Grader?* This year Slap Shot Santa.

Art Auction

Annual Art Auction – We hold our art auction the evenings of Parent/Teacher Conferences in March. Each child and student choose 2 pieces of their art. Each piece is displayed for the silent auction. The profits are put towards a predetermined project for the school.



Monthly Hot Lunches

Hot Butter Chicken Lunch – a favorite.



Family Fun Nights – These get togethers outside of the school happen 2-3 times per year. Attending the Rebels Hockey Games, sledding, skating sleigh rides, field days are just some of the past events. This year in January 2025, our school will be singing O Canada at the Rebels Hockey Game.

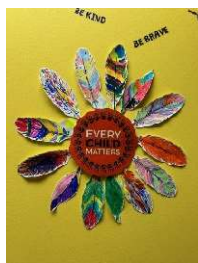


Family Fun Night at the Rebels hockey game.



Many events happen through the year. Spirit days, pancake breakfasts, graduation, field trips, Brain Busters are just a few.

Honour and Recognition



Truth and Reconciliation Day

Remembrance Day



Student Learning



Each year our senior students complete a STEAM Project. This past year, they had to choose a Canadian wildlife animal, research the animal, build its habitat and construct the animal using only recyclable materials. The public was invited to an Open House. The sanctuary was interactive. Each participant had a scavenger hunt to complete by visiting each of the displays. In 2023, they engineered an arcade. Each game had to have a moving part. Again, the public was invited to the arcade.



Kinders at the public library.

Physical Education Classes



One piece of our 3-year Education Plan, was to expand the content/skills of the physical education program. This year we have been able to take the children and students off site to experience various physical activities including taekwondo, swimming, and large gym activities at the Dawn Rec Centre. Following the Christmas break, the children and students will be participating in skating lessons, dance and rock wall climbing,

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

Authority: 0333 First Steps Elementary Academy

Assurance Domain	Measure	First Steps Elementary Academy			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	50.0	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	87.5	n/a	n/a	79.4	80.3	80.9	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	*	n/a	n/a	68.5	66.2	66.2	*	n/a	n/a
	PAT6: Excellence	*	n/a	n/a	19.8	18.0	18.0	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	n/a	n/a	87.6	88.1	88.6	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	88.9	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.5	79.1	78.9	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

Authority: 0333 First Steps Elementary Academy

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT6: Acceptable	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
PAT6: Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
PAT9: Acceptable	0.00 - 62.37	62.37 - 67.35	67.35 - 76.70	76.70 - 81.94	81.94 - 100.00
PAT9: Excellence	0.00 - 9.69	9.69 - 13.44	13.44 - 18.38	18.38 - 23.38	23.38 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Required Alberta Education Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2024

Authority: 0333 First Steps Elementary Academy

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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



Student Growth and Achievement

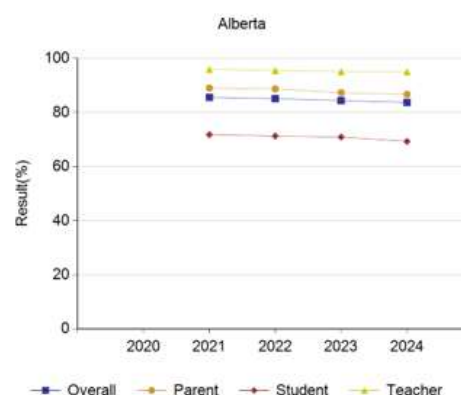
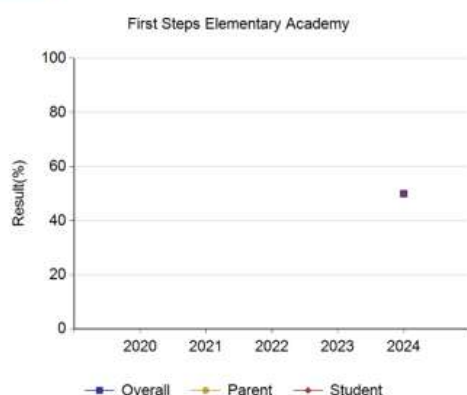
S.1 Student Learning Engagement - Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	50.0	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	30,964	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	50.0	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	98.0	30,944	95.5	32,323	95.1	32,047	95.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Student Growth and Achievement

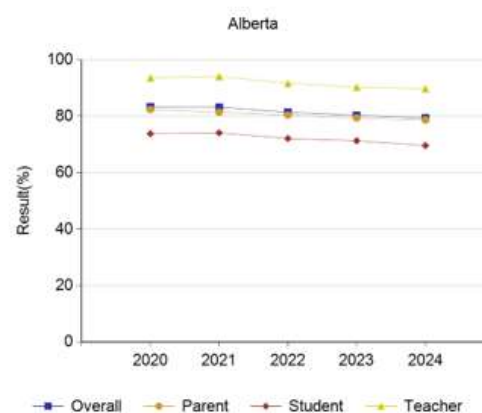
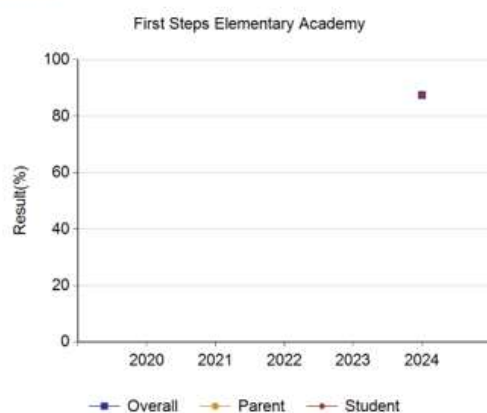
A.6 Citizenship - Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.5	Very High	n/a	n/a	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	87.5	Very High	n/a	n/a	193,577	73.8	168,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Learning Supports

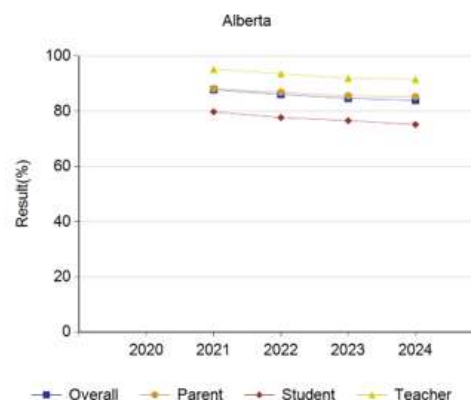
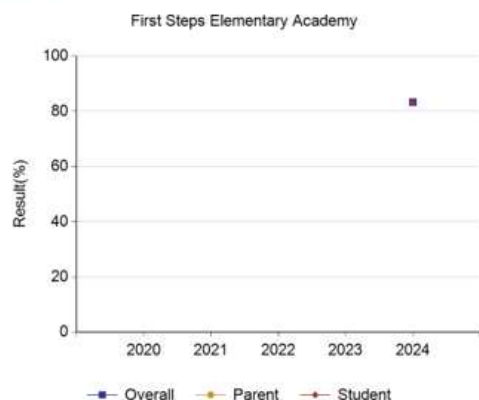
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	83.3	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	83.3	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Learning Supports

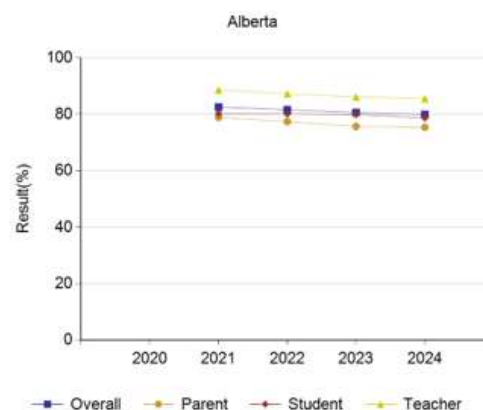
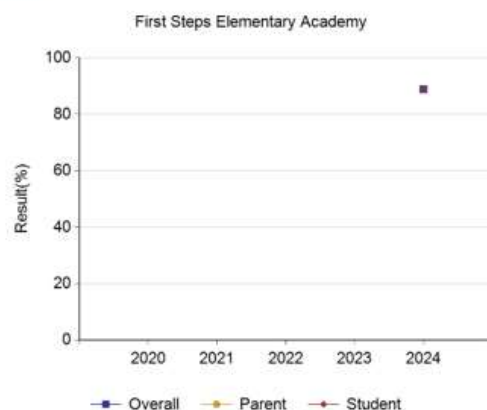
H.1 Access to Supports and Services - Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy											Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



Governance

C.1 Parental Involvement Detail

Authority: 0333 First Steps Elementary Academy

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

Parent - Grade 4-6

		N	A Lot %	Some %	Very Little %	Not At All %	Don't Know %	Top 2 Box %
To what extent are you involved in decisions about your child's overall education	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
To what extent are you involved in decisions about your child's school	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*

		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions about your child's school is considered	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's overall education	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*
How satisfied or dissatisfied are you with the opportunities to be involved in decisions about your child's school	2020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2023	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	2024	3	*	*	*	*	*	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



B.3 Program of Studies - At Risk Students

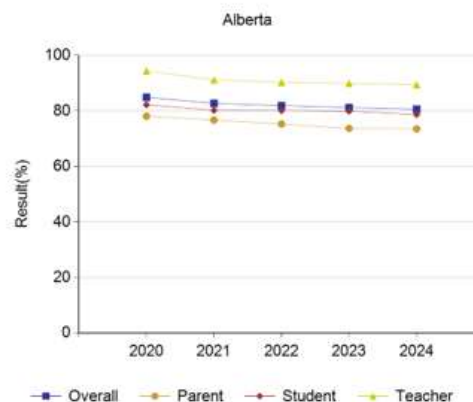
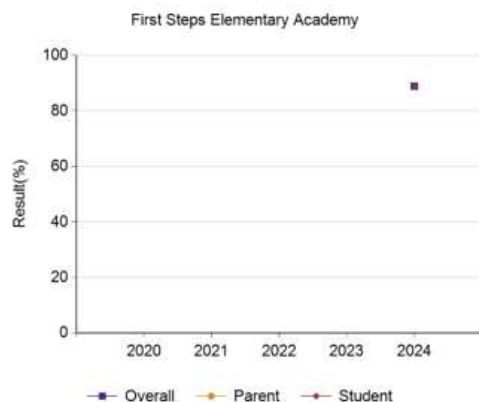
Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	High	n/a	n/a	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	High	n/a	n/a	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



B.4 Safe and Caring

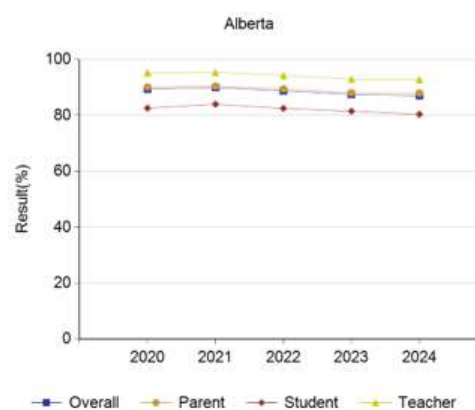
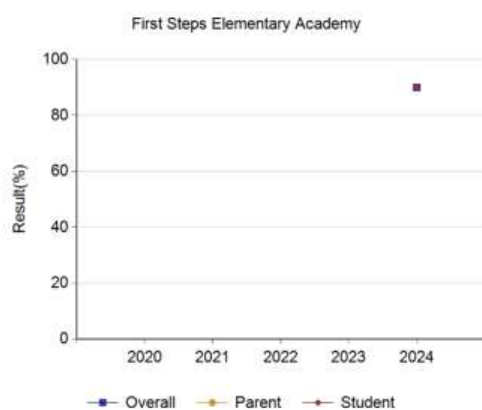
Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	90.0	Very High	n/a	n/a	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	90.0	Very High	n/a	n/a	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,855	80.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9



Notes:

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B.2 Satisfaction with Program Access

Measure History

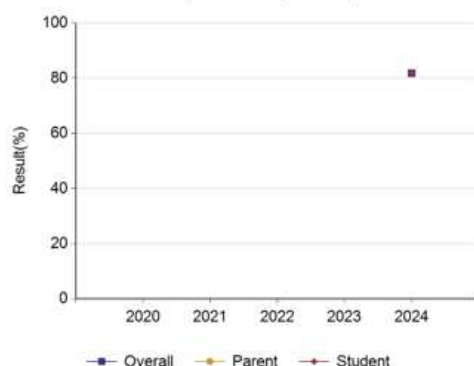
Authority: 0333 First Steps Elementary Academy

Province: Alberta

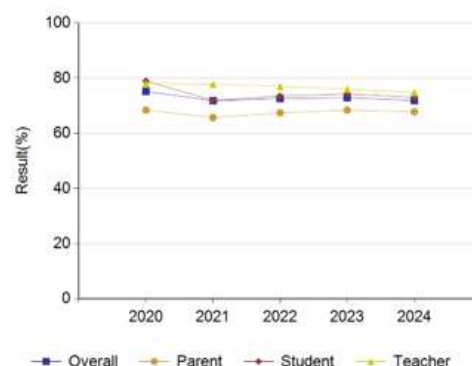
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	First Steps Elementary Academy										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	81.8	High	n/a	n/a	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	35,903	68.4	29,417	66.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	81.8	Intermediate	n/a	n/a	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

First Steps Elementary Academy



Alberta



Notes:

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E.2 School Improvement

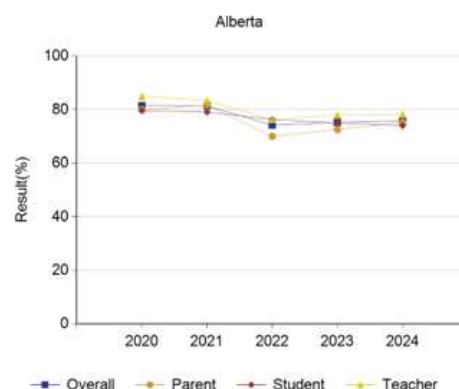
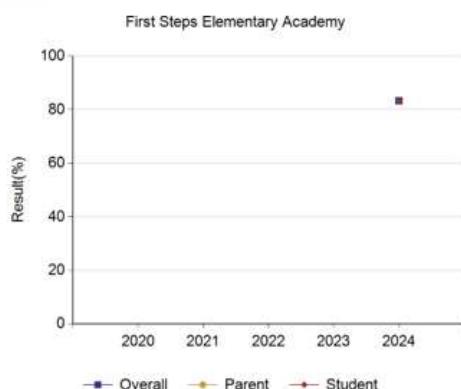
Measure History

Authority: 0333 First Steps Elementary Academy

Province: Alberta

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

	First Steps Elementary Academy										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	83.3	Very High	n/a	n/a	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	*	*	*	*	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	83.3	Very High	n/a	n/a	192,917	79.8	167,982	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33,286	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2



Notes:

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BUDGET – ACTUAL COMPARISON

FINANCIAL SUMMARY

Allocation of Actual Revenues and Expenses to Programs for the Year Ending August 31, 2024

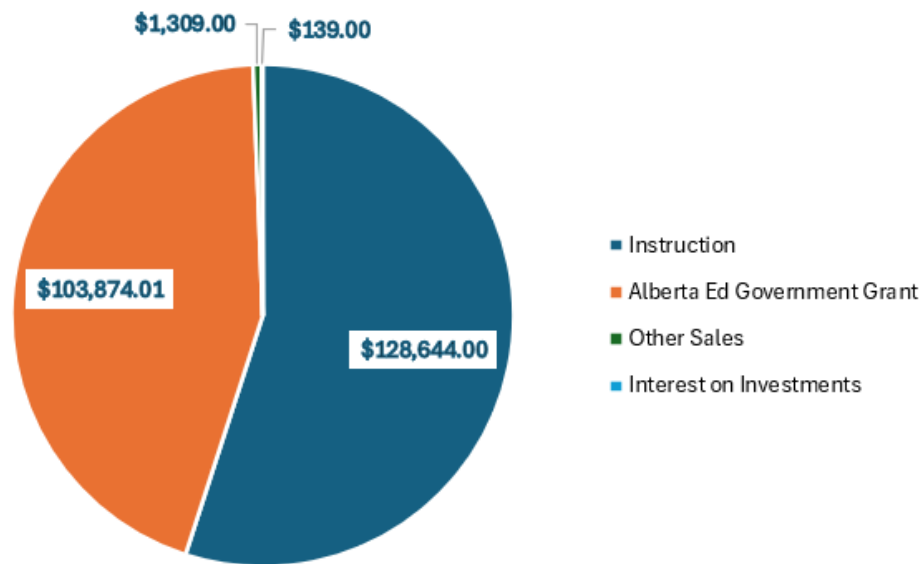
	Actual	Budget
REVENUES:		
Instruction	128,644.00	206,628.00
Alberta Ed Government Grant	103,874.01	126,237.00
Other Sales	1,309.00	
Interests on Investments	139.00	
	<u>293,451.00</u>	<u>332,865.00</u>
EXPENSES:		
Instruction ECS	78,514.00	
Instruction Grades 1 – 12	188,234.00	
	<u>266,747.00</u>	
Surplus (deficit) of revenue over expense	26,704.00	

If you require more financial information, please contact Mrs. Lynne Harris – Principal OR Patricia Repas-Barrett – Treasurer 403 340 8966

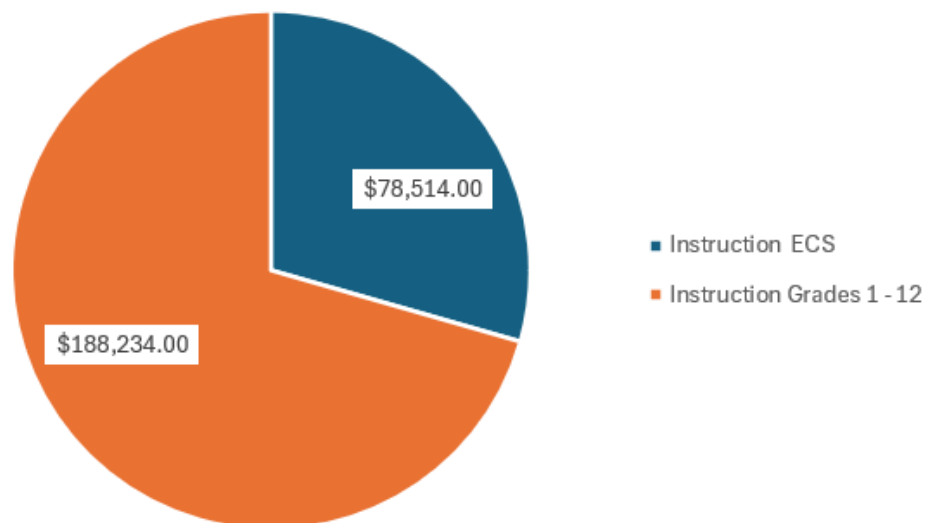
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ACTUAL REVENUE



ACTUAL EXPENSES



SHAREHOLDER ENGAGEMENT AND COMMUNICATION

Back in May 2024, we developed our 3 year Education Plan. We formed this plan based upon our Vision and Mission Statement, student achievement, gathering feedback from our parents, the goals of the faculty, Alberta Education's Business Plan and the Alberta Education Assurance Measures Survey.

Our Key Priorities

- Literacy
- The Arts
- Growth/Programs
- FNMI Experiences and Perspectives

Literacy

Literacy encompasses many skills - phonics, phonetic awareness, decoding skills, comprehension skills, sound manipulation and fluency. Without competence with literacy, children and students will struggle with learning their entire school career and well into adulthood. Illiteracy numbers are increasing, and it is our goal to curb this rising trend. A child must be able to read, write and understand the written word. Literacy instruction is our priority. We strive to have all children and students reading at or above grade level. Our children/students are assessed three times per year - beginning of the school year, middle and the end of the school year. We use several assessment tools. Heggerty Phonemic Awareness Tool is our choice to assess our Kinders-Plus children. From Grades 1 - 8 we utilize three times per week, Readtheory.org and Pearson Reading Level Indicator providing us with both independent and instructional levels. These tools assist us in planning instruction with individual students. We will meet our commitment to improving education for our First Nations, Metis and Inuit students through the incorporation of Indigenous literature and stories in our daily lessons, in our classroom libraries and school Reading Room.

The Arts

Inclusion of The Arts in schools is vital for all students. Amongst the benefits are creativity, problem solving, confidence, motor skills, communication, connection and community. Functional neuroimaging studies have shown music engages emotion-related brain networks and that music can increase activity in both the limbic and

paralimbic brain structures. Listening to music and performing increases the production of dopamine, the feel good hormone. Music neuroscience research indicates that keeping a steady beat through clapping, bouncing, walking, marching or tapping sticks affects attention behaviors in humans. It has been shown that children involved in Music show higher levels of concentration and well-being. "Music is medicine for the soul." Our school believes in the importance and benefits of delivering a full scale Arts program including visual art, theatre, voice and art appreciation.

Growth/Programming

As a new Independent Accredited Funded Private School a focus for us over the next 3 years is continuing to build our enrollment and programming. We are presently opening our Grade 7 and 8 classrooms. Our goal for growth is to have all graded classrooms running at capacity, each having 12 students. To attract new families and students to our school, we will each year, add options as well as after school programs. The addition of After School Programs was voiced by our parents on the Parental Survey. We are also expanding our gym classes to include sports outside of the school setting. Canoeing, dance, badminton, swimming lessons, rock wall climbing and bouldering, skating lessons, yoga and taekwondo are a few that are being considered.

First Nations, Metis and Inuit

Our goal will be to incorporate the Indigenous, Metis and Inuit cultures into our daily lessons.

COMMENTARY ON RESULTS

This is our first year in developing this AERR. Our commentary on the results is based upon what is observed in the school, how we feel as a faculty in meeting our commitments mentioned in our Education Report, feedback from the students and parents and our daily interactions with our children and students. We have no data in which we can compare to. With that being said, we are confident that we are fulfilling our obligation to our stakeholders, our children and our students.

One of the keys to our success is our warm, caring and respectful school environment. This piece is often overlooked. But to us, the culture and school environment is paramount so that student learning can take place as well as collaboration between faculty members. Trust needs to exist for the school to function effectively and efficiently. We achieved a **Very High** Measurement Evaluation on *Citizenship*, providing a *Safe and Caring Environment*. This is very important to us. A **Very High** Measurement Evaluation was also received on *Quality of Education*. We strive each day to deliver “*Excellence in Education*” to our children and students.



Achieving a **Very High** rating comes from extensive planning and teacher collaboration. Each grade team is committed to learning

about every student, identifying with the students and then supporting and supplying each student with the tools and instruction

needed for student success. No child is left behind. Our children and students are also in school 189 days per year. Regular and consistent attendance, meaning fewer days off, means increased learning, student learning retention and more time for the teacher to carry out the curriculum to meet Alberta Education's Learning Outcomes.

Our school also has systems in place that support student achievement. In September, our Grade 1 and 3 students were given the Literacy and Numeracy Assessments required by Alberta Education.

We also administer the Pearson Assessment in Reading two to three times per year. This assessment provides us with instructional and individual reading levels. Read Theory is used 2 – 3 times per week. This program gives us an immediate reading level and adjusts the student's next assignment based upon that level. This program tracks student progress enabling us to adjust our plans for each student. We also utilize KAMI to track student reading comprehension.

Jump Math is the program of choice in Kinders-Plus through to Grade 8. This program offers skill scaffolding in all 5 strands and makes Math understandable for all. It also provides Bonuses and Challenges for those early finishers and for those who catch on to the skill quickly.

We are currently involved in piloting the new Social Studies Curriculum in Kinders-Plus. We decided to participate so that we could be involved in the process and any future revisions. Piloting gives us the opportunity to see firsthand how the new curriculum unfolds and its resources. In our senior classrooms, the Grade 7 teacher is using the program Cultural Connections to involve and introduce the students to various cultures. Hands on learning projects are used for enrichment. The students love the "art" aspect of Social Studies.

The content of our physical education program has expanded for this school year. To meet the curriculum needs of all the children and students, we have taken advantage of community resources. In October, the entire school participated in swimming classes for 6 weeks. Taekwondo was a hit. All children and students received instruction in this sport at Red Deer Champion Taekwondo. The studio was very generous in providing this activity free of charge to the school. We are very grateful for their efforts, time and generosity. The school rents gym time at the Dawe Community Centre. Using public transit, the children spend 2 hours every other week participating in the activities that the Dawe staff had planned. The children love this. After using the gym for an hour, they visit the library, learning about appropriate behavior when in the library, looking at books and story time. This is another wonderful learning experience for these children. After the Christmas break, we will be skating, followed by dance and rock wall climbing. When not at these community venues, our indoor gym is used for physical education.

Our school places a high value on the Arts. Inclusion of The Arts in schools is vital for all students. Amongst the benefits are creativity, problem solving, confidence, motor skills, communication, connection and community. Functional neuroimaging studies have shown music engages emotion-related brain networks and that music can increase activity in both the limbic and paralimbic brain structures. Listening to music and performing increases the production of dopamine, the feel-good hormone. Music neuroscience research indicates that keeping a steady beat through clapping, bouncing, walking, marching or tapping sticks affects attention behaviors in humans. It has

been shown that children involved in Music show higher levels of concentration and well-being. "Music is medicine for the soul." Our school believes in the importance and benefits of delivering a full scale Arts program including visual art, theatre, voice and art appreciation.

The entire school, from Pre-School to Grade 7, performs a Christmas musical in December. In 2023, we performed is Santa Smarter Than A Fifth Grader? The students did an amazing job with this production. This year, we are performing Slapshot Santa. Once again, the entire school is included from stage to choir. We are honoured to perform at the annual Festival of Trees. This is a fundraiser for the Red Deer Regional Health Organization. Getting the children and students on stage to perform is a wonderful experience for them. They always please the crowd. Music and singing are a big part of our music program.

To expose the older students to the Arts, they will be attending the Nutcracker Ballet in December. Then in March, we will attend the Red Deer Symphony Orchestra concert. The theme of this concert is music by the Barenaked Ladies. I think they will thoroughly enjoy this performance. For the visual arts, we will visit an art gallery to view an exhibit. To further expose these students to the arts, our Grade 7 teacher incorporates art – getting the students to discover their creativity and expression into every possible topic.

A key to our success with delivering high quality learning is our small class sizes. From Kinders-Plus to Grade 8, each room is capped at 12 children. Every day, every child receives personal time with the teacher. The bond between teacher and student forms. Trust and respect are essential for student learning and progress to happen. The small class size really gives our faculty the opportunity to really know each child and student.

We are very pleased to receive a **High Rating** with Learning Supports for At-Risk Students. We will continue to investigate learning tools and strategies for our At-Risk Students whether it be an academic need or behavioral need. We currently have students using Scanning Pens as well as specialized computer assistance. Our students who are dyslexic have their work prepared for them with an approved dyslexia font. Regardless of need, we are committed to ensuring that all our students thrive and experience success in their learning. We also utilize IPPs for those students who require modified programming.

Our final goal was to ensure that First Nations, Metis and Indigenous perspectives were included in our instruction and student learning. Teachers are incorporating these perspectives as often as opportunity permits. Our senior students attended a Pow Wow in October. We have a parent who will often come into our classrooms as a guest to share with the children and students. The faculty also works with the Native Friendship Centre in Red Deer.

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Early Years Literacy & Numeracy Assessments

FOCUS ON KINDERGARTEN TO GRADE 3 EARLY LITERACY AND NUMERACY

In September 2024, students in Grades 1 through 3 were assessed on their literacy and numeracy skills. Nineteen tests in total were administered. The test used the Provincial Numeracy Screening Assessment for Grades 1 to 3. The LENS and Castle & Coltheart were administered to assess letter sound knowledge and comprehension.

The Literacy component identified zero children as being At-Risk. This means that all children are reading at or above grade level. Their comprehension skills are strong, as well as their decoding skills. We will continue to implement our strategies and programs while being aware of other tools that will assist our children and students in their literacy skills.

The Numeracy scores indicate that this area needs our attentional focus and attention. We will continue to use Jump Math in the classrooms supplemented by other programs when needed. Further assistance to these students will be provided through small group instruction, reinforcement worksheets will be sent home, manipulatives will be supplied when needed and further one on one attention. Further formative assessments will be administered to monitor and modify progress and planning.

Goals for the 2024 – 2025 School Year

We are evolving as a school. We have worked diligently preparing our instructional programs to address any learning needs. Not only is the academic component important, as important are our student's social skills and work ethics. Our programs and learning opportunities will also continue to evolve as we grow in numbers. We are open to considering alternate strategies and tools that will assist our students in their academic learning and social development. Sometimes we think outside of the box. We have the privilege of working with our future community leaders. It is vital that these students learn compassion, integrity, respect, knowledge, consideration, honesty and freedom from prejudice. They must also develop a strong work ethic that will assist them now and throughout their lives. As educators it is our responsibility to teach and practice these skills.

Our school values the multiple benefits of the Arts. Part of our three-year plan is to continue exposing our students to the various art forms through concert attendance, performance, personal expression through the mediums, and guest performers. Our goal as we evolve is to build a collection of various instruments to form ensembles. That is our dream. We want our students to experience the personal fulfillment that comes with performing with a group. Satisfaction, pride and belonging. Being a part of something wonderful.

We will continue to deliver excellence in education by keeping our small class size. Maintaining our small classes means more time for one on one with the teacher. We can meet each student's learning needs ensuring that every student reaches and performs at their potential. We want them to discover their fullest capabilities. Through collaboration and team-teaching faculty work together delivering excellence in education.

Our school environment is a priority. Students must be in a safe and respectful classroom to learn. They need to feel respect from their teacher and classmates. Every student must have a teacher in their corner who believes in them and will be a voice for each. Students do not learn from a teacher they do not like. That relationship is paramount. It is why we work so hard at creating a school culture and environment where all are accepted and respected. Positivity, perseverance and can-do attitude make all the difference in a school environment.

Whistleblower Protection

First Steps Elementary Academy is deeply committed to establishing and upholding a work environment that fosters an atmosphere of trust and encourages employees to report any wrongdoing without the fear of reprisal. The school's values are grounded in providing high-quality education in a safe and nurturing environment that is in line with its moral and ethical beliefs. FSEA pledges that any disclosure of wrongful conduct or alleged wrongdoing brought to the attention of the Designated Officer will be duly reviewed, investigated and handled by the school in a manner that is appropriate for the situation. All FSEA personnel have the right and obligation to report any wrongdoing. An employee who reports any such behaviour in good faith will be protected against any form of retaliation or adverse action within the power of the school. Teachers and other employees may report any wrongdoing to the Designated Officer to address the matter in accordance with the principles of due process and fundamental justice. In case the report pertains to the Designated Officer, the individual should report directly to the Commissioner. In the event of a report of wrongdoing being submitted directly to the Commissioner, named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and FSEA will exert every effort to assist the Commissioner's office in reviewing the report of wrongdoing and bringing the matter to a reasonable and just conclusion. Before making any disclosures, employees may seek guidance from their Supervisor, Designated Officer, or the Public Interest Commissioner. They are protected from any adverse employment action because they seek advice. For Fiscal 2023-2024, the Designated Officer or the Public Interest Commissioner has not received any Protected Disclosures.

