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Sacred Heart Catholic School

Combined 3-Year Education Plan 2018-2019 to 2020-2021 And Annual Education Results Report (AERR) for 2017-2018



Message from the Principal

Sacred Heart School is blessed to provide a Christ-centered, well-rounded, high quality educational alternative for the community of Wetaskiwin and surrounding area. We are very fortunate to be able to work hand in hand with our local parish and families as we know that together we make the difference in the lives of our students. This has been our tradition here for over 100 years!

We strive to provide an enriched, well-rounded educational program in Academics, Arts and Athletics in which all students may explore their God-given potential within a safe and caring environment. It is our hope that our students utilize these talents for the greater good and give praise and thanks for their gifts with humble hearts.

We follow the Mission and Vision of all our STAR Catholic communities:

Mission

Rejoicing in the way of Christ, we nurture a love of learning in faith filled Catholic Schools!

Vision

Souls seeking Christ on a journey of faith, learning and love.

As staff of STAR Catholic we began a journey of learning, loving and living The Way last year. This year we are focusing on "loving The Way". Jesus, our mentor and guide is The Way. We endeavor to follow in his footsteps to serve and love one another.

*"Jesus said to him, "I am the way and the truth, and the life;
no one comes to the father, but by me."*

John 14: 6

It is important our families know this is their school. Families are our first and foremost concern and we are here to support them in the raising of their children in a faith filled environment. We say thank you for entrusting us with your most precious gifts – your children. We will endeavor to help you find and foster their personal gifts and talents and let their lights shine for all to see! We will do our best to help your children follow the teachings of Jesus.

*'You are the light of the world. A city set on a mountain cannot be hidden.
And they do not light a lamp and put it under a basket, but on a lampstand,
so that it may shine to all who are in the house. So then, let your light shine
in the sight of men, so that they may see your good works, and may glorify
your Father, who is in heaven.'*

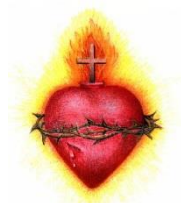
Matthew 5:14-16

Sincerely,

Verna Sand, Principal
Sacred Heart School

Sacred Heart School Prayer

*Loving Jesus,
By the Grace of Your Sacred Heart,
Help us to know You, to love You and to serve You
in this life,
So we may live with You in the next.
Amen*



School Profile

Verna Sand
Principal

Karen Ballhorn
Vice Principal



Sacred Heart Catholic School

Phone: 780-352-5533
Fax: 780-352-7042

Student Population: 566
Number of Teachers: 28

Email: verna.sand@starcatholic.ab.ca
karen.ballhorn@starcatholic.ab.ca

Number of Support Staff: 24

Webpage: <http://sh.starcatholic.ab.ca/>

Grades Served: ECS-9

Demographic: Sacred Heart School has experienced a fairly large increase in enrollment from last year to this year. Our enrollment has gone from 545 in 2016 to 540 last year to 566 students this school year. We have 2 ECS classes this year, both programs are full day programs which run from 8:45 am – 3:13 pm. We have a Mon/Wed and a Tues/Thurs program. Each program alternates Fridays where students attend class. We typically have 2 classes of each grade. This year with increased enrollments we have had to add an extra class to grade 2, grade 8 and grade 9. English as a Second Language enrollment has decreased from 10.5 % to 9 % for this school year. Sacred Heart's First Nation, Metis and Inuit enrollment has had a slight increase this year from 20% last year to 23% of our total enrollment.

Sacred Heart: A Catholic School of the Arts: Sacred Heart School is known for its focus on well-rounded programming immersed in our Catholic identity. In keeping with our mission to allow students to explore their God given gifts, elective and extracurricular programming at Sacred Heart provides a wide array of visual, performing and practical arts opportunities for all students. This in concert with a strong athletic program provided in core, elective and extracurricular time help foster all students' talents beyond the basic academic (i.e. in-house music lessons, lunch time dance, choir programs, hockey academy and art lessons).



Emerging Issues and Trends

1. Academic Success for all students: Academic success for all students remains one of our highest priorities for improvement. We are addressing this goal with increased strategies in Response to Intervention (RTI), Professional Learning Communities (PLC), SALT (Sacred Heart Academic Learning Time), as well as implementing school wide programming in literacy and numeracy instruction and assessment. Examples of these are Daily 5, 6+1 Writing, Empowering Writers, Fountas and Pinnell Benchmark assessment system, Dibels, Math Focus, Jump Math and Mathletics. Last year we created a School Leadership Team (SLT) that worked with Sacred Heart staff to create a common academic vision for our school, focusing on data analysis as well as implementing goals for student improvement. Together as a staff we created our academic pledge: *"At Sacred Heart School we will ensure all students are provided the support they need to master essential learning outcomes for a successful future"*. As well, we created a BHAG (Big Harry Audacious Goal) for our school's 5 year plan. Our grade 6 PAT data from last year shows an increase in our results in all 4 core subjects in the area of acceptable standard. Grade 6 PAT data also showed an increase in the standard of excellence in all subjects except LA. Grade 6 LA standard of excellence showed a slight decrease. Our grade 6 results in all subjects in both acceptable standard and standard of excellence are above the provincial average. Our grade 9 PAT data from last year does show a decrease in all subject areas in the acceptable standard as well as in math, science and social in the standard of excellence. Grade 9 LA did show an increase in standard of excellence. Our LA acceptable was similar to the province, while standard of excellence was higher than the province. In all other subjects, acceptable and excellence standards, we were below the provincial average.



The SLT will work with all staff to help create a school culture where all students will experience improved success while ensuring targeted time and interventions are in place for students to access when needed. This year we continue with "SALT" time for all of our students. SALT takes place each day in Period 2. During this period student interventions and extensions take place as well as staff PLCs. Reading comprehension is an area of focus for our school. We must ensure

that students understand what they are reading in order to allow them to apply

their learning. We have worked hard in the past to improve reading fluency with Precision Reading. We will continue with this while adding intentional screening of students' comprehension levels in order to ensure a minimum of 1 year's growth in this area through best teaching practices, targeted interventions and explicit teaching of vocabulary in each subject area. As well this year we have dedicated staff providing our Div. II students with targeted interventions in numeracy and literacy. Our CIF grant this year has been dedicated to this area.

- 2. Respecting Diversity and Culture:** As with many schools across our province, Sacred Heart's student population comes from diverse backgrounds including students new to the province from other areas of Canada, new immigrants to Canada and First Nation students. Programs and protocols need to reflect the multicultural nature of our student population and allow us to respect and celebrate this rich Canadian diversity. As such, two primary areas of focus going forward are:

English Language Learner (ELL) Support: For approximately 1 out of every 10 Sacred Heart students, English is their Second Language. The school supports these students' acquisition of English with both human and technical resources focused on Tier 1 (in class) and Tier 2 (targeted pull-out) programming. We have a teacher assigned to providing targeted interventions to students in grades 1-6. This teacher assists the classroom teachers to benchmark these students and then plan and implement programming suited to each individual student's need. Our ELL teacher works one to one, in small groups as well as giving supports within the classroom. She works closely with the other teachers to co-ordinate supports for vocabulary and written assignments in the various subject areas. There are a variety of recommended apps for the iPad as well as other programs to assist in the support of our ESL students. We continue to support collaboration as well as professional development opportunities for our ELL teacher.



First Nation, Metis and Inuit (FNMI) Support: Approximately 2 of every 10 students attending Sacred Heart School are declared First Nation, Metis or Inuit. Currently 32% of these students are living on one of the Four Nations of Samson, Ermineskin, Louis Bull and Montana while 68% of these students are residents of the City of Wetaskiwin or Wetaskiwin County. Our School Board has identified the following as a Board Priority: Engage in strategic, collaborative and whole school approaches to improve educational outcomes and student achievement of First Nations, Metis and Inuit students. Our school district has been working closely with the Education Authority for Miyo Wahkotowin in Ermineskin Cree Nation and Sacred Heart, along with St. Augustine school in Ponoka had been granted a BCCE grant that sistered us with Nipisihkopahk Education Authority in Samson Cree Nation. This year our partners in Maskwacis have now joined to become

MESC (Maskwacis Education Schools Commission) and we are working together to see how our relationship will continue to support each other moving forward. We are fortunate to be able to work closely with our partners to the south of us. This year we



continue to have assigned specific teacher FTE dedicated to working on First Nation, Metis and Inuit support and education. We have thus far sent staff to Professional development, created a First Nations, Metis and Inuit leadership team with our own students and are continuing to work on increasing parent engagement. Our First Nation, Metis, and Inuit leadership students have taken an active role in promoting and celebrating culture at Sacred Heart

School. They have taught other students cultural games, participated in storytelling, mentored younger students and presented the Kairos Blanket Exercise to our Jr. High classes, to Catholic Social Services staff in Edmonton as well as for staff at some of our sister schools in STAR Catholic School Division. This year our students even trained students from other schools in our district to carry out the Kairos Blanket Exercise. Our goal is for our First Nation, Metis and Inuit students to be proud of who they are and their culture, to help them see themselves as important contributing members of our Sacred Heart family. We are hoping to impact and increase school attendance and engagement. These two elements would then have a great impact on academic achievement.



3. **Guidance and Counseling Services:** We continue to see an increase in the number of students and families in need of services in this area. Our Family School Liaison Worker (FSLW) as well as our Learning Support Facilitator (LSF) and Administration work closely to support staff, students and families with their social/emotional needs. New this year at Sacred Heart we have created a focus group of Div. II teachers who are working together to address the social/emotional needs of our Div. II students. We are hoping that if we intervene in Div. II then perhaps we can give our students the skills and supports necessary to cope in the older grades. Our FSLW also collaborates with a team at our central office as well as FSL workers from other schools within our district. At Sacred Heart our FSL worker is implementing school-wide programming such as Worry Woos, Mental Health Tool Kit, Rainbows, Chess Club, Buddy Up, Friendship Club, Peer Mediation and assistance in Health classes to reach out to all our students to address the issues of anxiety and depression, to promote a positive sense of belonging and build positive relationships. She works one to one and with small groups implementing solution based counselling. As part of her role, she also attends monthly interagency meetings in Wetaskiwin that enable her to make connections with outside agencies for referrals of students whose issues may be beyond her scope to assist with.



4. **Catholic Identity:** With the great diversity of student religious practices including practicing Catholic families and baptized students not engaged in the church, to unbaptized children of Catholic parents and Christians of other faiths, keeping our Catholic identity and mission continues to be of utmost importance. Our survey results in this area are high, however we feel a great importance to continue to score high in this area. We continue to work very closely with Sacred Heart Parish to coordinate masses, celebrations and sacraments. The participation of our local parish priest, deacon, and local parish staff is key to success. This year our school board has supported schools with some funding to provide time for youth ministry. This is a pilot project for us this year. Mrs. Effert has been allotted time throughout her day to be accessible to students as well as run the “Alpha” program during SALT time. It must continue to be understood by all who choose to enroll, that Sacred Heart School is first and foremost a Catholic school with a specific mission beyond the secular and that it is the responsibility of the school to be a partner with the home and parish in the mission of evangelization.



Strategies to Address Issues and Trends

1. Academic Success for All Students:

- Opportunities for reteaching and interventions in SALT block.
- Opportunities for student extension during SALT block.
- Regularly scheduled PLC time for all divisions.
- Classroom Improvement Fund (CIF) grant dedicated to teaching staff to do targeted intervention sprints in Literacy and Numeracy for Div II students.
- Consistency in school wide programming in Literacy and Numeracy.
- Continued guidance from the School Leadership Team.
- Staff collaboration to fulfill our academic pledge and BHAG.
- SMART goals created by PLCs for student improvement.
- Focus on reading comprehension.
- Grade level essential outcomes for all divisions & common formative and summative assessments.

2. Respecting Diversity and Culture:

English Language Learner:

- Teacher devoted to providing target interventions in both Tier 1 and Tier 2.
- Utilize the iPad and Apps specific to ELL.
- Support of professional development for staff.
- Support for collaboration time for ELL teacher and classroom teachers.



First Nation, Metis and Inuit:

- Support of teacher FTE specific to First Nation, Metis and Inuit awareness.
- Creation of a staff committee committed to First Nation, Metis and Inuit student success.
- Continue to work collaboratively with MESC (Maskwacis Education Schools Commission).
- Support for staff and student professional development in this cultural awareness and history.

- Continued support and professional development for our First Nation, Metis and Inuit student leadership team.
- Support First Nation, Metis and Inuit student leaders to model and mentor with other students.
- Host National Indigenous Peoples week at our school.
- Host Story Telling in our Tipi in January.
- Attend specific professional development on how to improve the academic achievement for our First Nation, Metis and Inuit students.
- Support connections with cultural leaders in and around our community to come and share their talents and knowledge with our students.
- Host 2 – 3 Indigenous parent engagement evenings.
- Support a variety of Indigenous clubs and classes within our school.



3. Guidance and Counseling Services:

- FSL worker in our school 4 days a week with extended hours to ensure time for report writing and making contact with stakeholders.
- SIT(Student Intervention Team) meetings weekly to address student concerns.
- Support collaboration with the Wetaskiwin inter-agencies and HUB.
- Implementation of school wide programming for anxiety: Worry Woos,



Mental Health Tool Kit, Rainbows, chess club, buddy up, friendship club, peer mediation and other lunch time clubs.

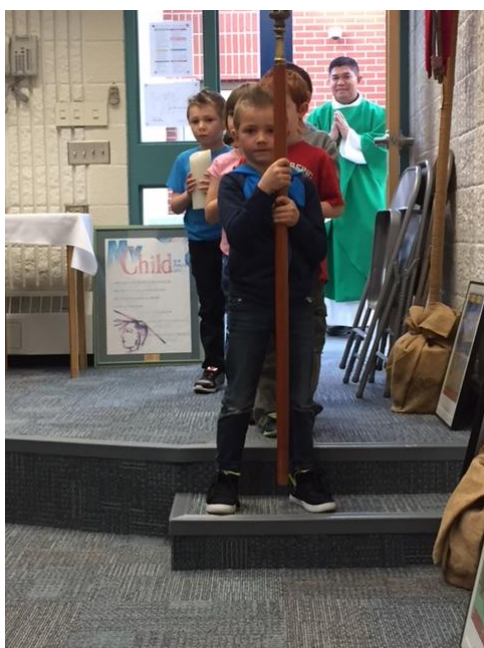
- Zones of Regulations programming consistent throughout our elementary classes as well as “Zones Coaches” presenting at all Safe and Caring assemblies.
- Character education programs for Div. I students.
- Sensory Room accessible to students struggling with self-regulation.
- Access to STAR Catholic School Division’s Learning Coach to support student needs.

- Collaborate with Learning Support Facilitator locally as well as through central office.
- Newly created Div. II focus group to analyze and address student needs in Div. II.
- FSLW support in health classes to address stress/worry/depression/hot topics.

4. Catholic Identity:

- Continue to have engaging and relevant masses and celebrations.
- Weekly adoration in our Chapel.
- Monthly enrichment classes with Father Nilo for Jr. High students.
- Weekly mass held in our Chapel.
- Mass twice a year at Sacred Heart Parish.
- Class social justice and charity projects.
- Adoption of St. Zita Ministry through Catholic Social Services.
- Work closely with the Parish for sacramental preparation and youth evangelization.
- RCIT (Rite of Catholic Initiation for Teens) hosted in our school weekly.
- Dedicated staff member to support youth ministry with our Jr. High students.
- Social justice elective program: iMad (I Make A Difference)
- Annual Faith Fair.

Host a penitential celebration during Advent and Lent along with the opportunity for students to participate in the sacrament of Reconciliation at Sacred Heart School.



Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Sacred Heart 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
Safe and Caring Schools	Safe and Caring	97.5	91.7	90.4	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	91.2	84.8	84.5	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	96.3	93.2	90.8	90.0	90.1	89.9	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.0	86.6	77.7	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.2	23.1	18.2	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	89.1	87.2	86.0	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	96.1	87.1	84.9	83.0	83.7	83.7	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	90.5	88.7	84.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.4	85.7	81.9	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. 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 Examination 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

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 3 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 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: 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%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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 5 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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Divisional Goal: Growing Catholic Identity

Measure Category	Sacred Heart School			St. Thomas Aquinas RCSRD No 38		
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	97	97	96.7	98	98	97.3
The school provides students with opportunities to pray and to grow in their faith.	97	97	98	98	99	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	97	94	94.3	92	96	91.7
Staff at the school, through their words and actions, help students to better know Christ.	97	91	94.7	95	94	93
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	97	100	97.7	98	99	98
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	94	94	94.3	91	92	92
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	96	96	96.3	92	92	92.7
My child learns about faith throughout the school day, not just in religion class.	93	86	87.3	82	82	82.3
The staff at the school, through their words and actions, help students to better know Christ.	86	88	87	82	82	82.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	83	76	79	86	84	85.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The school treats me with dignity and as a child of God.	89 72	85 74	86 72	87 78	83 73	86 77
We pray as a class or school every day.	96 88	95 90	93 90	95 87	90 88	92 88
Teachers talk about faith in other classes, not just religion class.	89 78	79 74	84 76	84 72	72 64	78 68
The adults at my school help me, by their words and actions, to better know God.	87 69	82 70	85 73	84 64	81 60	85 68
My school helps those less fortunate through charity, good works and social justice.	94 82	88 72	90 77	95 86	83 75	89 82
Aggregate Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	91	90	90.3	91	89	89.7
Mark 2: Opportunities for Prayer	95	95	95.3	94	93	93.7
Mark 3: Permeation of Faith	91	86	88.3	84	82	81.7
Mark 4: Witnessing to the Gospel	87	85	87.3	84	82	84
Mark 5: Charity and Social Justice	89	85	86.6	92	87	89.7

*Grades 4-6 | Grades 7-12

Divisional Goal: Growing Catholic Identity Continued

Faith Strategy Example #1: Grandparents of Sacred Heart

GOSH is a program inviting parishioners of Sacred Heart Parish into the school. They can share a talent such as knitting, speaking French, playing chess, reading with students or helping out in the classrooms. Some parishioners come on a regular basis or at certain times of the year. This is a beautiful way to bring seniors into the school to become part of our community.



Link to Board Priority – Key Indicator: Grow & Affirm Catholic Identity

- Create opportunities to build relationships and collaboration between church, school and home.
- School communities will incorporate a spirituality of communion through invitation and hospitality so all will feel welcomed and respected.

Faith Strategy Example #2: I Mad Elective Program

IMAD (I Make A Difference) is an elective program that we began last year. It was such a success that we have decided to continue offering this elective to our Jr. High students. The premise of this elective is to teach our students about service and social justice. Mrs. Shakeshaft is the teacher of this elective and has offered this information to describe it.



IMAD 7, 8, 9

2018-2019

I Make A Difference!

When discussing social justice with our class, we had the students come up with a list of words that they thought would be applicable - the wordle that we created looked much like the one above, with one exception - the name God appeared in ours, which makes our IMAD program an exceptional social justice program!

IMAD - I Make A Difference

The Social Justice Representative Mandate and General Objectives:

- Affirming the dignity of each human being as created in God's image.
- Seeing Social Justice issues from the perspective of those in need.
- Opposing discrimination of all kinds.
- Fostering new attitudes of respect and empathy for people we serve in our mission of charity.

A few of the activities that we have engaged in and plan to continue for this year:

1. Supporting our SHAE families (Sacred Heart Angels and Elves) with a popcorn sale and putting together self-care packages.
2. Wrapping presents for our angel tree families.
3. Candy Cane gram sales.
4. Supporting our elementary teachers with their balanced literacy program by creating little skits of fractured fairy tales.
5. Creating and printing posters and handouts for our 'Cupcakes for Kindness' Campaign.
6. Selling over 1000 pink cupcakes in support of Pink Shirt Day and our 'Cupcakes for Kindness' Campaign.
7. Taking our funds that we raised and supported our 'Good Shepherd Nursing Home' by purchasing a BBQ for them, bringing them a cake from 'How Sweet It Is', and joining them in fellowship. We served them cake and coffee/tea and spent the afternoon talking to the residents in the nursing home.
8. Helping any and all groups within our school - hauling props for the drama program, handing out programs for all concerts, helping out the lunch program, cleaning up elementary classrooms for teachers who are expecting.



Link to Board Priority – Key Indicator: Grow & Affirm Catholic Identity

- Continuously improve upon the permeation of all school activities and curriculum with gospel values and a love of Jesus Christ.
- Deepen understanding of the fullness of Catholic teaching that guides our school community's social justice projects.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.1	73.1	73.3	86.6	75.0		Intermediate	Maintained	Acceptable	80.0		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	14.4	18.0	13.5	23.1	17.2		Intermediate	Maintained	Acceptable	20.0		

Comment on Results

(an assessment of progress toward achieving the target)

Academic success for ALL students continues to be the highest priority for school improvement. Response to Intervention (RTI) continues to be our school's philosophy in guiding our staff to focus on the individual needs of our students and to be able to work with students on targeted interventions that will fill the gaps in their learning.

Reading comprehension is an area of focus for our school. We have worked diligently over the past many years to improve reading fluency and have seen a significant improvement in this area. It is now time to ensure that our students are understanding what they read. Reading comprehension levels affect the students across all areas of curriculum.

In 2018 our grade 6 PAT results are good, we were higher than the province in all 4 core subjects for acceptable standard and then higher in LA, Math and Science in the standard of excellence but lower in Social. Our grade 9 PAT results saw a significant decrease. LA decreased in acceptable standard but increased in excellence. Both of these results were comparable to the provincial average. In Math we saw a significant decrease in acceptable and excellence and were comparable with the province in acceptable standard but much lower in standard of excellence. In Science and Social we again saw a decrease in both acceptable and excellence standards and were below the provincial averages.

2018 was the first year that our school discontinued our Knowledge and Employability class and therefore the knowledge and employability PAT. Historically the students who qualified for K & E did not write the regular PAT and had good results writing the K & E PAT. We believe that this has significantly impacted our regular PAT results as well as our FNMI PAT results.

Also impacting our results was an increase in students who were in care that came to us midyear and were required to write the PAT when they were significantly below grade level. These students are also dealing with severe trauma and accessing learning is difficult for them. One last factor that we are continuously working on is attendance issues with some of our students.

Strategies

Sacred Heart's school leadership team continues to work collaboratively with all staff to support diagnostic assessment, student interventions, progress monitoring, common formative and summative assessments, essential outcomes and professional learning communities.

We also have an intervention team who meet regularly to address student needs and create supports to assist the students and the staff in the classroom.

SALT (student academic learning time) is now used in all grades to address the needs of students. This time is used to reteach, intervene as well as extend learning. Regular PLC time for our staff can also play a significant role in giving the staff the time needed to collaborate to address student needs.

We are also hopeful that the reintroduction of the Knowledge and Employability curriculum for those students in need will have a significant impact on our results next year. We will not create a separate K & E class but instead differentiate within the regular classes which will then enable these students to write the K & E PAT.

This year our CIF funding is being used to support Literacy and Numeracy interventions in Div. II. The teachers who are running these programs are collaborating with the classroom teachers and running "sprints" for our Div. II students to fill learning gaps.

Our Family School Liaison Worker (FSLW) as well plays a significant role in the success of our students. She works with our students, their families and community agencies to create an environment for our students to be able to focus and in turn be able to successfully navigate in the classroom.

Teacher FTE has been assigned to ensure the success of our ESL as well as our First Nation, Metis and Inuit students. This teacher works with students in one to one, small group and classrooms situations. This role also requires great collaboration between this teacher and the classroom teacher on a regular basis to ensure student success.

We continue to support opportunities for our support staff to participate in professional development to put more tools in their tool belts to help students. A great resource for our support staff to access has been Chris Kish, our STAR Catholic School Division learning coach.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Sacred Heart continues to offer programming and support throughout grade school that supports students' graduation from high school.

We are working diligently to assist students to be successful academically as well as with their social/emotional welfare. Students who feel good about themselves and have a positive self-esteem will have a much greater opportunity for future success.

Sacred Heart has a great working relationship with the Wetaskiwin Composite High School counsellors to ensure successful transitions from Sacred Heart to high school for our students.

Strategies

It is very pleasing to see success in high school completion. In this day and age high school completion is the minimum that our students require to be successful.

We attribute our success to the programs and structures put in place. These include consistent programming in Literacy and Numeracy across all grade levels, common assessments, collaboration on essential learning outcomes, student interventions and extensions (SALT), social/emotional programming, and embedded time for staff PLC as well as relationship building with our students.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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 Examination 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASi), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.4	84.3	83.3	87.1	96.1		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	86.4	82.4	88.4	87.2	89.1		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

It is so nice to see a consistent increase in this area for our school. Citizenship and our Catholic Faith are very important at Sacred Heart School! We feel that both citizenship and faith must work together. Our results in this area are high, however it is a continuous focus for us to maintain high results. If students are encouraged, respectful and active participants at their school they will surely experience success and acceptance.

Strategies

At Sacred Heart we work hard on promoting citizenship, kindness and respect for one another. In elementary we host monthly Safe and Caring assemblies. At each assembly we award and honour students for being active role models and citizens in our school. Throughout a school year every elementary student will have the opportunity to be celebrated at one of these assemblies. These students receive a certificate, a Titan tattoo as well as have their picture and name displayed on our school website. We also celebrate our students who volunteer as safety patrollers and peer mediators on our playgrounds. These are important citizenship roles for our students to participate in. As well at these assemblies we have students who coach the rest of our student body on how to use "Zones of Regulation" to assist students through difficult situations.

Our Jr. High students have the opportunity to attend "We Day". As part of this experience these students are to come back to the school to make a difference. Their focus is to change the world from "Me" to "We". These students are part of our iLead elective and work to better our school in service to one another. Also new last year in Jr. High was our iMad (I Make A Difference) elective. This elective has our students generate ideas on how to serve our community as well as our neighboring community. Every October at our "Night of the Titans" awards celebration, we hand out citizenship awards to students in all 3 divisions of Sacred Heart School.

We also have devoted programming throughout the school to promote citizenship and positive behaviours such as Zones of Regulation, Be Cool Series, Fun Friends, Worry Woos, Peer Mediation, etc.

As an entire school we host an annual Art Auction or Night of the Arts. During this evening we have students perform for their families, host a silent auction as well as sell individual student's art projects. A portion of the funds raised this evening are donated to Wetaskiwin's Neighbourhood Outreach. Each year have our own students visit the outreach to hand over our donation and at the same time learn about the difference that they are making in our community.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	34.5	59.2	55.6	76.4	45.0		Very Low	Declined	Concern	50	60	70
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.6	13.2	5.6	6.9	5.0		Very Low	Maintained	Concern	6.0	7.0	8.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

This year Sacred Heart School's First Nation, Metis and Inuit PAT results experienced a significant decrease in acceptable standard as well as a decrease in standard of excellence. These results are based on 12 grade 6 students who identify as First Nation, Metis and Inuit. Of these 12 students, 2 were severe attendance issues that we were continually working with the families to improve as well as 4 students were new to us midyear in foster care with significant social/emotional concerns and well below grade level.

In grade 9 we had 13 students who identified as First Nations, Metis and Inuit. Of these 13 students, 8 would have qualified for Knowledge and Employability curriculum. In 2018 we decided to disband our Knowledge and Employability class and integrate all of students into the regular classroom. We truly believe that having all our students write the regular PAT had a significant impact on these results.

In grade 6 we were lower than the province in all 4 core subject in acceptable standard as well as standard of excellence except for Social. In grade 6 Social we were slightly above the province in standard of excellence.

In grade 9 we were lower than the province in LA, Social and Science in the areas of acceptable standard. For the standard of excellence we were slightly above the province in LA but below in Social and Science. In Math we were below the province in both acceptable standard and standard of excellence.

Strategies

Sacred Heart School is very concerned with the decrease in results this year for our First Nation, Metis and Inuit students. We have been collaborating as a staff to come up with strategies to address this concern. We will allow students who qualify for the Knowledge and Employability curriculum to access it with in the regular classroom. The support of this curriculum as well as being able to write the K & E PAT will make a difference.

We will also continue to support dedicated teacher FTE to assist these students in one to one, small group or classroom situations. Our continued partnership with the education authority in Maskwacis will assist us in serving our First Nation, Metis and Inuit students in the areas of cultural awareness, social/emotional support as well as access to community agencies and resources. Creating opportunities for our First Nation, Metis and Inuit students to be leaders in their school is helping to develop positive self esteem, relationships and school experiences. We do see an increase in attendance with students who are getting involved in their school in a positive way.

Our First Nation, Metis and Inuit leadership team has lead our students in the Kairos blanket exercise, the staff of Catholic Social Services and school staff at 2 of our sister schools in our district. These students also lead

our school in activities of story telling, First Nation, Metis and Inuit games and in hosting our National Indigenous Week activities. Our First Nation, Metis and Inuit students helped to plan and role out our Orange shirt day activities and will be assisting our entire school in participating with a 2nd Project of the Heart activity. Project of the Heart is an activity where we learn about the impacts of Residential Schools and the generational trauma that has been created by them. This activity helps to create understanding and empathy amongst our staff and students. We are also planning 2 – 3 First Nation, Metis and Inuit parent engagement evenings. We truly believe that the more involved and included our students and families feel, then the more success we will see for our students.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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 Examination 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

We are very proud of our success in keeping students in school! Our school is very inclusive where programming exists for all students to be successful. Our First Nations, Metis and Inuit students are treated the same with the same expectations as all of the students who attend Sacred Heart School. Our model of Response to Intervention is a best practice for all students including our First Nations, Metis and Inuit students. Staff collaborate with each other in order to bring Tier 1 best practice into the classrooms for all. Then they collaborate on best interventions when needed for the students.

Strategies

At Sacred Heart we continue to work with our partners in Maskwacis to best support our First Nation, Metis and Inuit students. We continue to participate in staff professional learning in the areas of best teaching practice, student interventions, social/emotional learning, cultural awareness, residential schools, intergenerational trauma, etc.



We are accessing cultural advisors and elders to assist us in ensuring the success of our First Nation, Metis and Inuit students. We will continue to promote great leadership skills and pride amongst our First Nation, Metis and Inuit students. The greater successes our First Nation, Metis and Inuit students have at our school will be reflective of the success that they will experience in their High School years.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	91.4	89.0	90.6	91.7	97.5		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

While we are achieving high results in this area, we must always continue to focus on this area as a priority. We know that if students are safe and cared for then they will have the ability to learn and be successful. Overall our results exceed those of the province.

In the past few years we have included all students in grades 4 to 9. Surveying all of these students has significantly increased the number of surveys and we believe gives us a better indication of the true results for our school. We are also working hard to increase the number of parental responses. All in all we are increasing the number of surveys completed and then in turn giving us more significant results.

Strategies

Creating a safe and caring environment is an important mission at Sacred Heart School. We strive everyday through our faith and our relationships with our students to have them come to "Know Him, to love Him and to serve Him in this life so that we can live with Him in the next". In following the footsteps of our Lord we learn how to graciously and respectfully interact with one another.



There are day to day programs, clubs, lessons and assemblies that assist us in ensuring that each and every student at Sacred Heart School is safe and cared for.

All staff, along with our learning support facilitator, family school liaison worker and administration work collaboratively to ensure that student needs are being met. Those needs may be met through social skills groups, tutorials, social/emotional education, student mentorship or buddy up programs, social justice, inclusive classrooms, service, programs aimed at understanding mental health and anxiety and at times accessing outside agencies for assistance for students and families.

We believe that the adults in our school must mentor and model positive relationships for our students. The school along with the home work together to ensure that students are learning how to successfully interact with one another. In schools we not only teach our students about literacy and numeracy but also need to teach students how to be successful citizens

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84.6	85.2	83.6	84.8	91.2		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

At Sacred heart we focus on the 3 A's: Academics, Athletics and Arts. We continue to offer well – rounded programming.

Overall our responses to the survey in the areas of Art, Computers, Drama, Health, Music and PE are very positive. We exceed the province in satisfaction responses from our parents, teachers and students. Last year we did not offer a second language and so in the area of opportunities to learn a second language we had a real range of responses from satisfied to dissatisfied to don't know.

Strategies

Student choice of elective programming at the Junior high level provides access to the visual, performing, culinary and industrial arts, sports enrichment such as our Hockey Academy and athletic enrichment. Investments continue to be made in staff professional development and collaboration as well as upgrades to equipment and facilities. We offer a variety of elective programs that include: Leadership, Indigenous Studies, iMad (I Make A Difference), Outdoor Education, Sewing, Film Studies, Computer Sciences, CTS, Interactive Science and Beauty in the Eye of the Beholder. This year we added a French elective. We offer full year electives as well as termed electives that are split into 3 terms for the school year. We continue to offer lunch time dance, in house music lessons, extracurricular choir, active living, open gym time, chess clubs, board games and access to our library and learning commons for studying, reading or homework completion.



Sacred Heart continues to offer the opportunity for swimming to Div I, gymnastics for all elementary students, field trips for K-9, Faith retreat for our 7-9, Victoria trip for grade 9, Music Festival for grades 1-9, sleeping with the Dinosaurs for grade 4 and singing at the Oil Kings game for our 4-6 choir students. Sacred Heart school is very fortunate to be located in close proximity to many recreational facilities in our community.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	88.8	82.1	77.9	85.7	91.4		Very High	Improved	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.1	84.8	80.4	88.7	90.5		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	90.0	89.2	93.2	96.3		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Sacred Heart School is very proud of these results. However with that said it is once again a challenge and opportunity to continue to work hard and maintain high results. In the area of school improvement Sacred Heart experienced an increase and exceeds the provincial average. Parental satisfaction also showed great results that exceeded the province. As for the quality of basic education, Sacred Heart again showed an increase and exceeds the provincial results.

Way to go Sacred Heart!

Strategies

Sacred Heart School works very closely and collaboratively with our School Council to promote greater parental involvement and participation. We take every opportunity possible to engage and communicate with our parents. This includes our First Nation, Metis and Inuit parent engagement evenings that we host.

Our staff diligently communicate with parents on a regular basis through Remind, agendas, school messenger, emails, school website, Facebook and twitter as well as personal phone calls and meetings. We are very pleased to see our percentage of parents attending school functions and PTIs steadily increasing.

Sacred Heart will continue to work in collaboration with its stakeholders (home, parish, staff, and extended community) to ensure all interested parties have the information and opportunity to be a part of the decision making process and celebrate the successes of our students. Attending meetings such as School and Parish Council and sharing our recent successes and emerging issues, allows our school to have open and respectful dialogue surrounding the future directions of Sacred Heart programming.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

- 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 evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 - 3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course	
[No Data for English Lang Arts 30-1]	[No Data for English Lang Arts 30-2]
[No Data for French Lang Arts 30-1]	[No Data for Français 30]
[No Data for Mathematics 30-1]	[No Data for Mathematics 30-2]

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 evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results by Course	
[No Data for Social Studies 30-1]	[No Data for Social Studies 30-2]
[No Data for Biology 30]	[No Data for Chemistry 30]
[No Data for Physics 30]	[No Data for Science 30]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Measure Evaluation Reference - 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 3 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 5 achievement evaluation levels for each measure.

[No Data for Diploma Achievement Evaluation Reference]

Notes:

- 1. 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%.
- 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

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 5 improvement evaluation levels based upon the chi-square result.

[No Data for Diploma Improvement Reference]

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.

[No Data for Diploma Overall Evaluation Reference]

High School Completion Rate – Measure Details

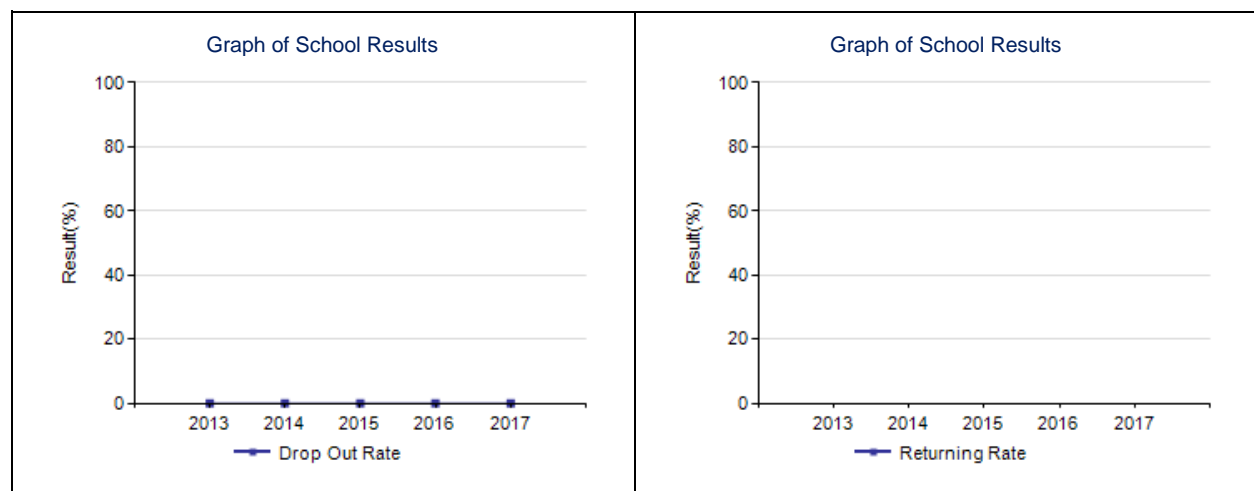
[No Data for High School Completion Rate]

<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p>	

- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 - 3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	0.0	0.0	0.0	0.0	0.0	1.7	2.0	1.8	1.5	0.3	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	n/a	n/a	n/a	n/a	11.8	0.0	42.5	10.2	0.0	20.7	20.9	18.2	18.9	19.9



Notes:

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

High School to Post-secondary Transition Rate – Measure Details

[No Data for High School to Post-Secondary Transition Rate]

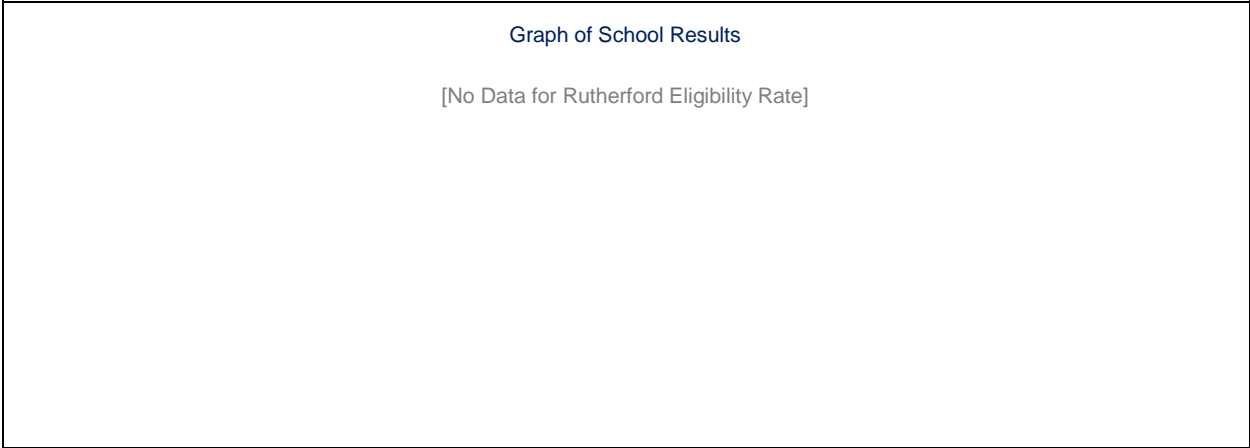
Graph of School Results	Graph of School Results
[No Data for High School to Post-Secondary Transition Rate]	[No Data for High School to Post-Secondary Transition Rate]

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

Rutherford Eligibility Rate – Measure Details

[No Data for Rutherford Eligibility Rate]

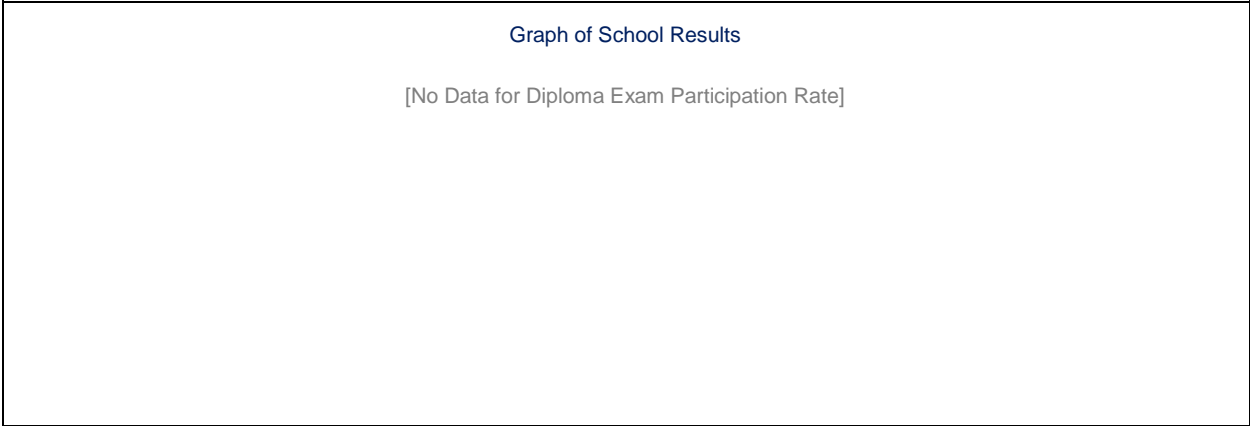
[No Data for Rutherford Eligibility Rate]



- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 - 3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

[No Data for Diploma Exam Participation Rate]



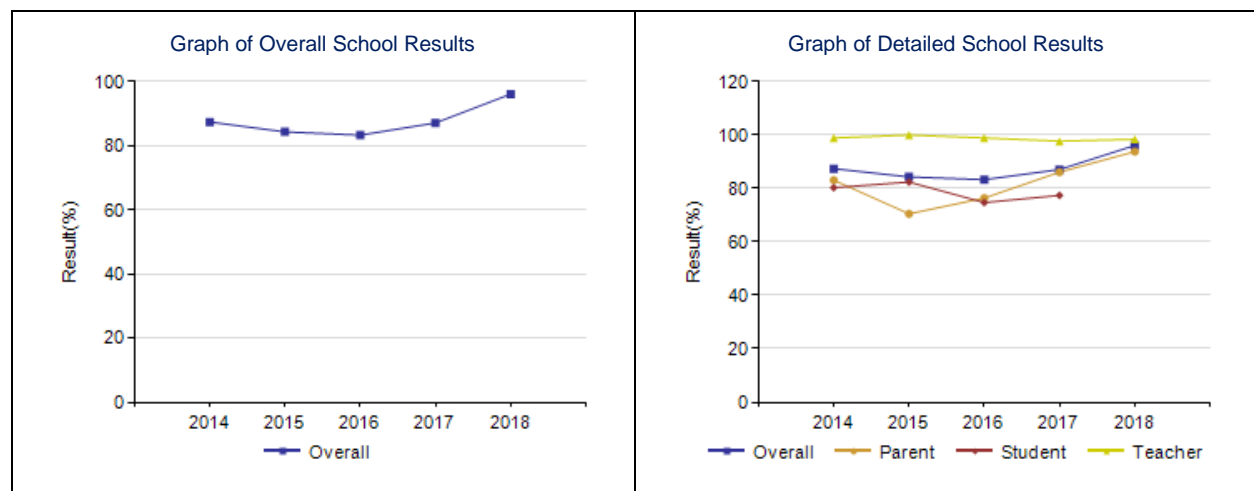
[No Data for Diploma Exam Participation Rate]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.4	84.3	83.3	87.1	96.1	86.7	85.4	85.3	86.7	85.0	83.4	83.5	83.9	83.7	83.0
Teacher	98.9	100.0	98.9	97.7	98.4	96.8	98.2	96.8	97.2	94.7	93.8	94.2	94.5	94.0	93.4
Parent	83.1	70.5	76.4	86.1	93.8	83.8	81.6	84.1	87.5	88.1	81.9	82.1	82.9	82.7	81.7
Student	80.3	82.4	74.7	77.4	n/a	79.5	76.5	75.1	75.2	72.1	74.5	74.2	74.5	74.4	73.9

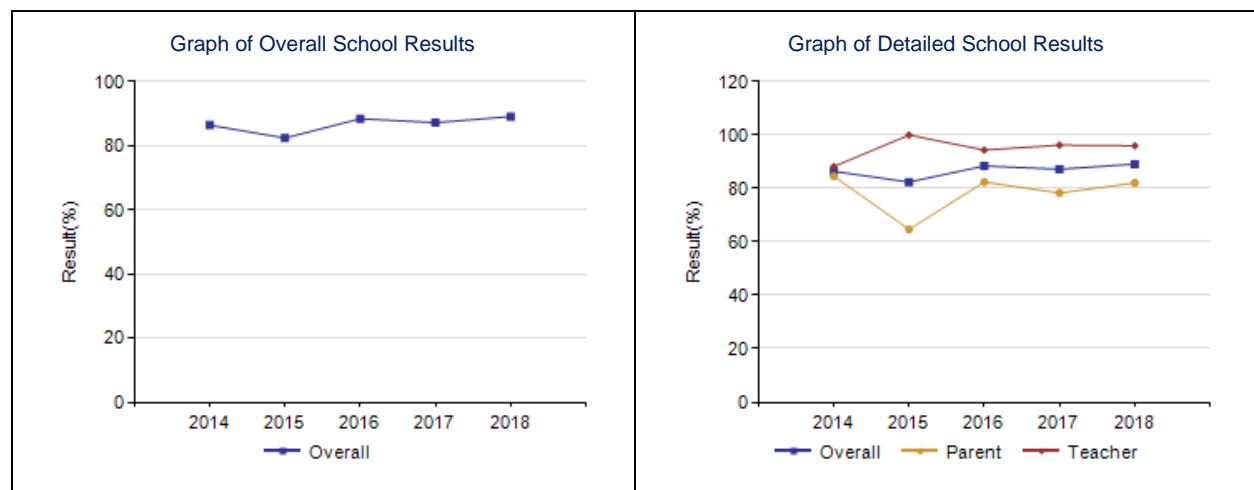


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.4	82.4	88.4	87.2	89.1	82.2	85.6	85.2	86.8	86.3	81.2	82.0	82.6	82.7	82.4
Teacher	88.2	100.0	94.4	96.2	96.0	89.6	93.6	93.9	92.9	92.9	89.3	89.7	90.5	90.4	90.3
Parent	84.6	64.7	82.4	78.3	82.1	74.8	77.6	76.5	80.7	79.6	73.1	74.2	74.8	75.1	74.6



Notes:

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

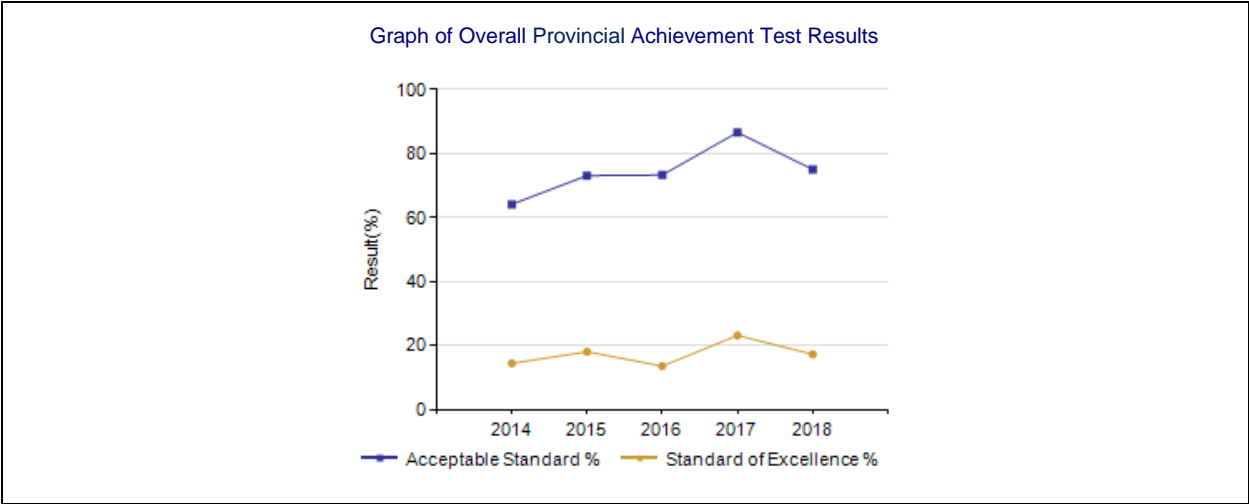
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	75.7	18.9	74.5	21.3	83.3	25.9	96.8	14.5	89.5	19.3		
	Authority	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	100.0	27.3	92.3	0.0	87.1	12.9		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	75.7	21.6	66.0	10.6	70.4	11.1	80.6	14.5	75.4	17.5		
	Authority	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	78.4	35.1	74.5	19.1	70.4	20.4	95.2	38.7	84.2	33.3		
	Authority	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	56.8	8.1	68.1	12.8	51.9	9.3	83.9	12.9	78.9	15.8		
	Authority	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	80.0	6.7	77.5	2.5	92.7	9.8	89.4	19.1	76.1	15.2		
	Authority	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	54.5	9.1	*	*	55.6	11.1	71.4	14.3	n/a	n/a		
	Authority	58.3	12.5	*	*	50.0	10.0	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	90.0	23.3	90.0	35.0	95.1	22.0	93.6	42.6	67.4	8.7		
	Authority	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	36.4	0.0	*	*	55.6	11.1	71.4	0.0	n/a	n/a		
	Authority	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	56.7	3.3	72.5	12.5	75.6	0.0	83.0	27.7	65.2	8.7		
	Authority	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	45.5	9.1	*	*	55.6	11.1	85.7	0.0	n/a	n/a		
	Authority	54.2	20.8	*	*	60.0	10.0	88.9	0.0	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	26.7	3.3	70.0	20.0	68.3	7.3	76.6	29.8	56.5	15.2		
	Authority	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	27.3	9.1	*	*	55.6	11.1	57.1	0.0	n/a	n/a		
	Authority	43.5	13.0	*	*	60.0	20.0	50.0	0.0	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

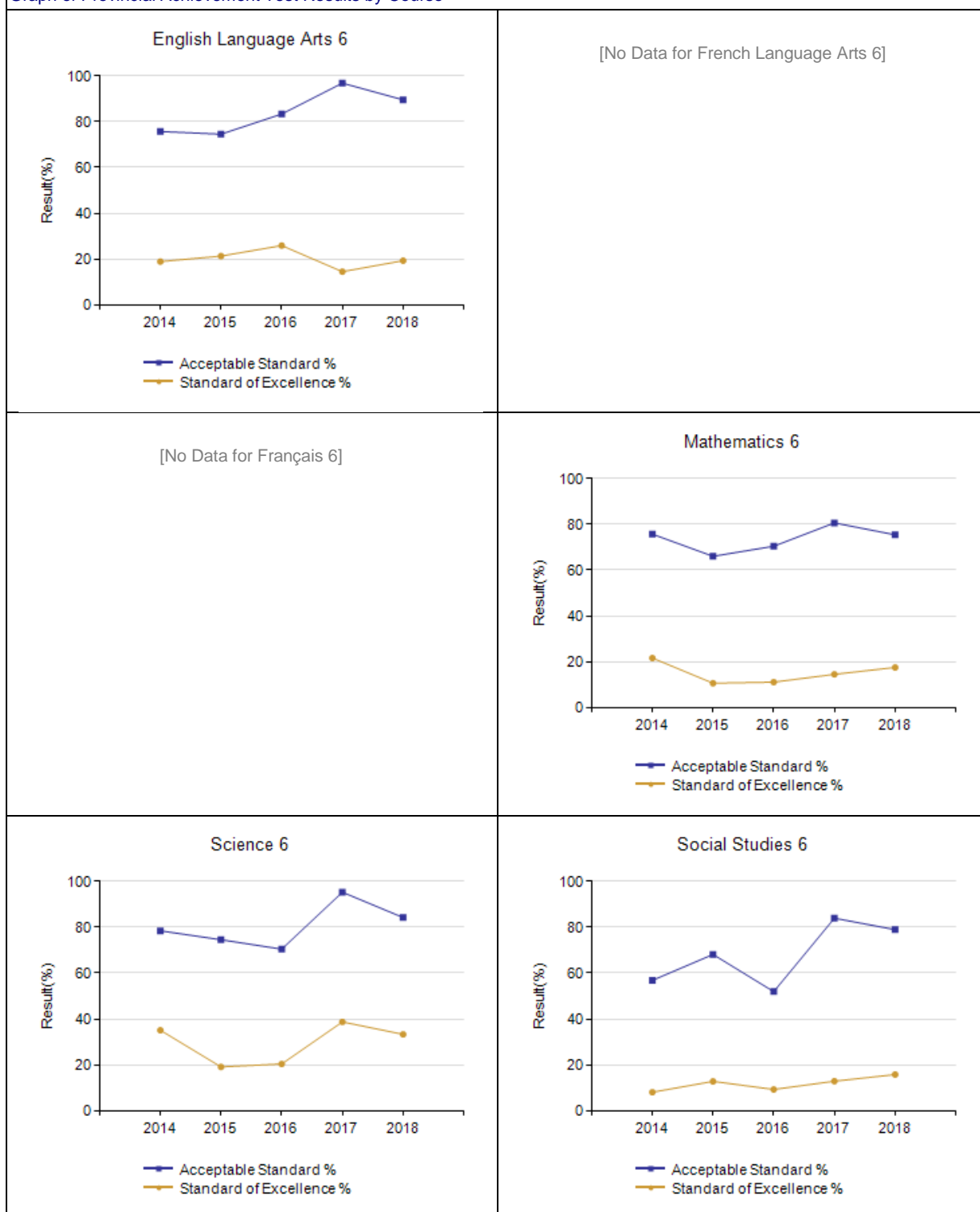
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

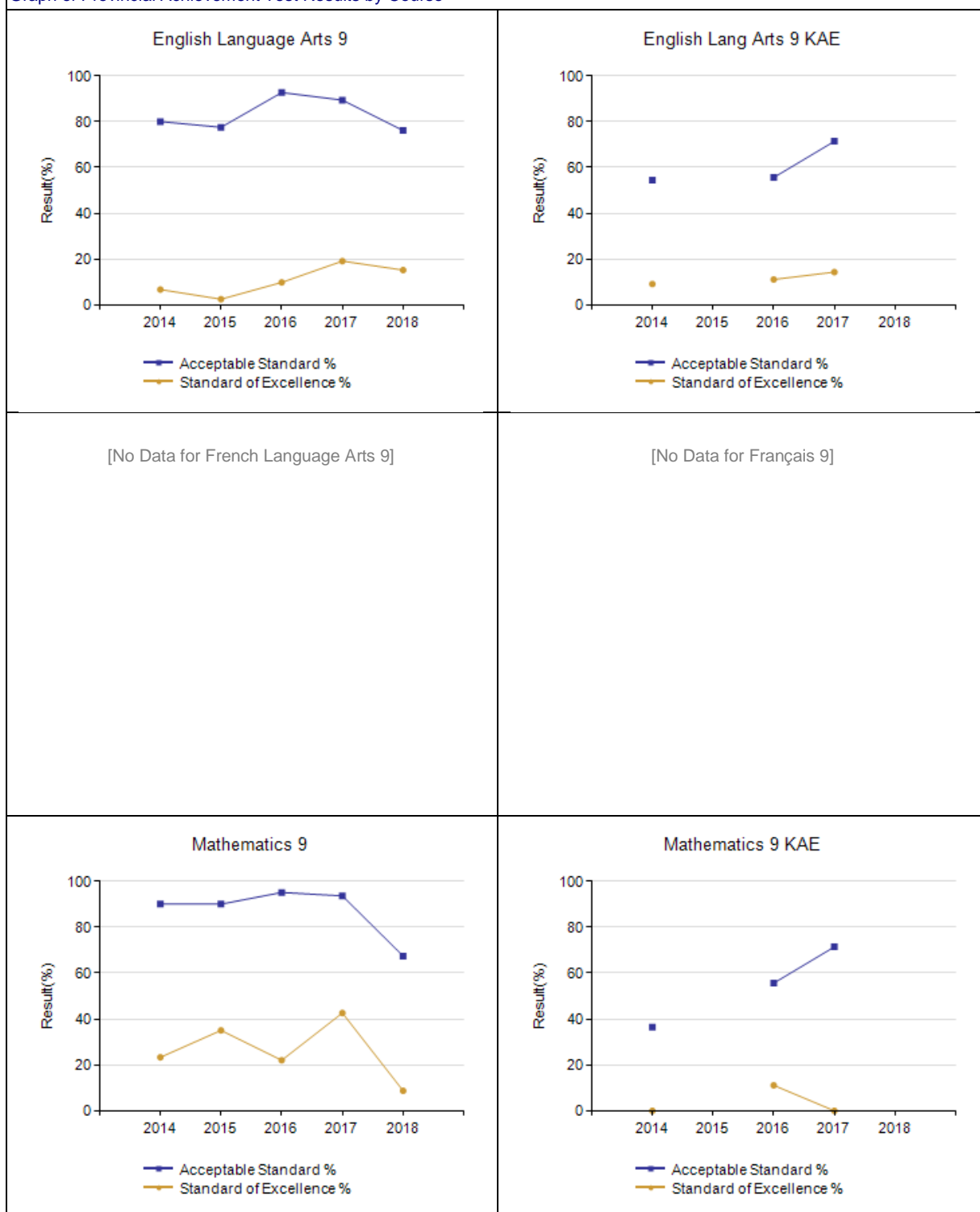
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

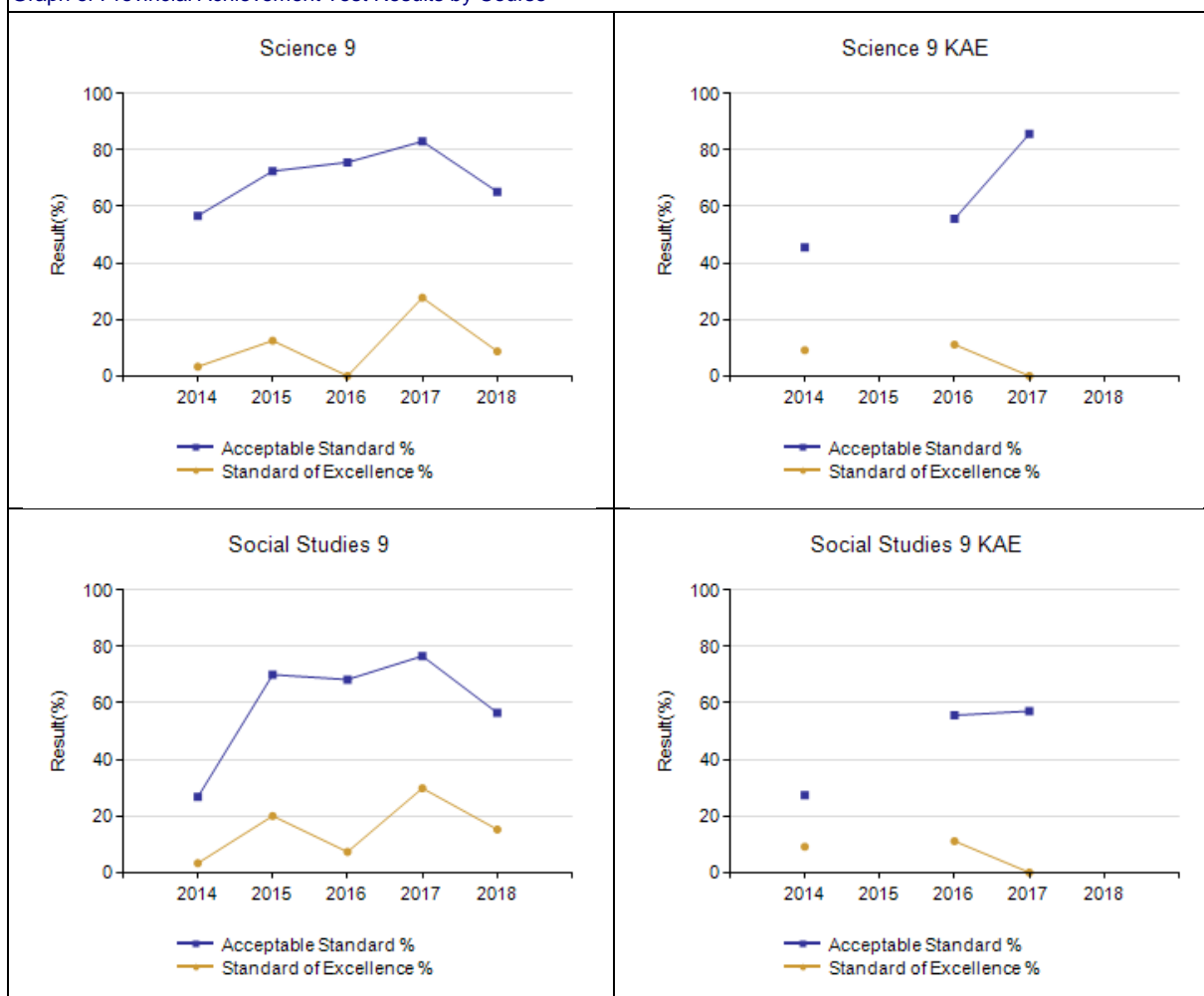
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Sacred Heart School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	57	89.5	54	84.9	51,540	83.5	48,248	82.7
	Standard of Excellence	High	Maintained	Good	57	19.3	54	20.6	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	75.4	54	72.3	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	57	17.5	54	12.1	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	57	84.2	54	80.0	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	57	33.3	54	26.1	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Improved	Good	57	78.9	54	67.9	51,525	75.1	48,170	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	57	15.8	54	11.6	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	46	76.1	43	86.5	46,822	76.1	44,296	76.5
	Standard of Excellence	High	Maintained	Good	46	15.2	43	10.5	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	63.5	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	12.7	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	46	67.4	43	92.9	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Declined Significantly	Concern	46	8.7	43	33.2	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	63.5	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	5.6	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	Intermediate	Declined	Issue	46	65.2	43	77.0	46,810	75.7	44,341	74.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	46	8.7	43	13.4	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	70.6	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	5.6	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Low	Declined	Issue	46	56.5	43	71.6	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	46	15.2	43	19.0	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	56.3	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	5.6	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - 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 3 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 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- 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%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

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 5 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

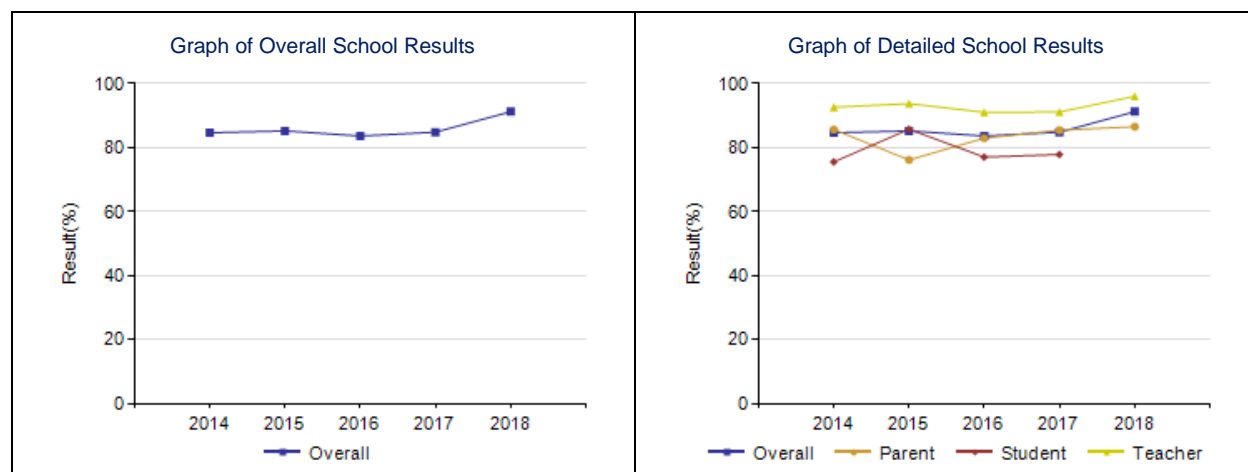
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.6	85.2	83.6	84.8	91.2	78.4	76.3	77.8	78.6	80.6	81.3	81.3	81.9	81.9	81.8
Teacher	92.6	93.7	91.0	91.1	96.0	84.8	86.3	87.6	88.1	88.3	87.5	87.2	88.1	88.0	88.4
Parent	85.6	76.1	82.9	85.4	86.5	78.1	72.5	77.1	74.5	80.4	79.9	79.9	80.1	80.1	79.9
Student	75.5	85.7	77.0	77.8	n/a	72.2	70.0	68.6	73.2	73.2	76.6	76.9	77.5	77.7	77.2



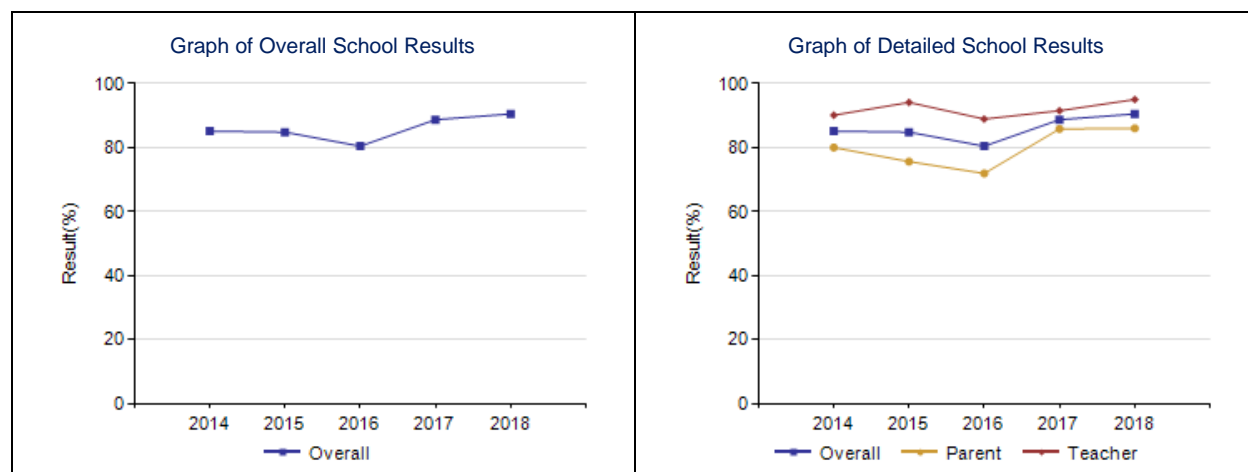
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.1	84.8	80.4	88.7	90.5	79.3	80.0	82.4	84.4	84.9	80.6	80.7	80.9	81.2	81.2
Teacher	90.1	94.1	88.9	91.5	95.0	86.6	90.9	90.2	92.3	90.7	88.0	88.1	88.4	88.5	88.9
Parent	80.0	75.6	71.9	85.8	86.0	71.9	69.1	74.7	76.5	79.0	73.1	73.4	73.5	73.9	73.4

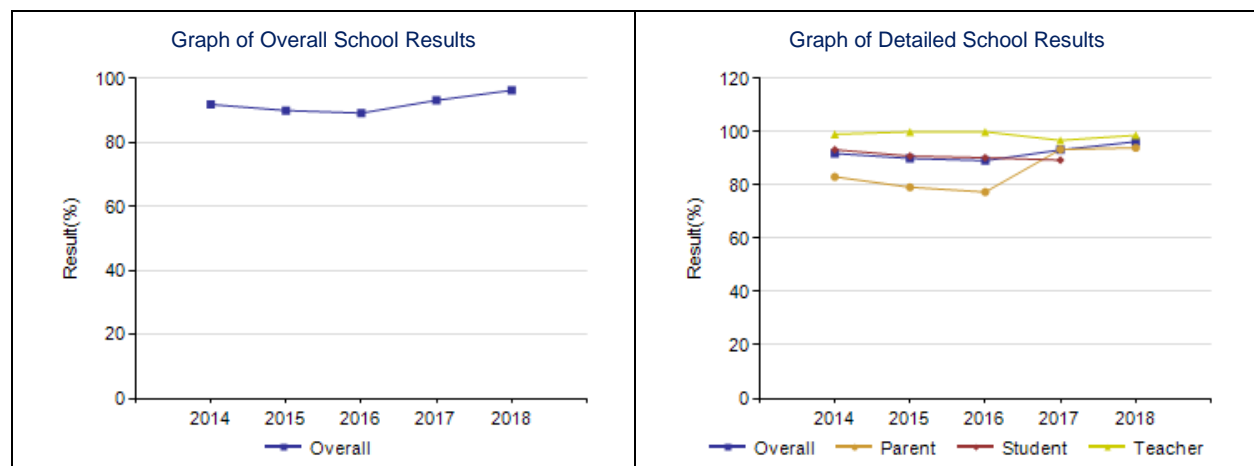


Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.9	90.0	89.2	93.2	96.3	90.9	91.2	90.5	92.8	92.5	89.2	89.5	90.1	90.1	90.0
Teacher	99.1	100.0	100.0	96.8	98.7	97.7	97.6	96.3	97.9	96.9	95.5	95.9	96.0	95.9	95.8
Parent	83.1	79.2	77.4	93.4	94.0	85.3	86.3	87.4	91.5	92.3	84.7	85.4	86.1	86.4	86.0
Student	93.3	90.9	90.3	89.4	n/a	89.6	89.8	87.8	88.9	88.3	87.3	87.4	88.0	88.1	88.2

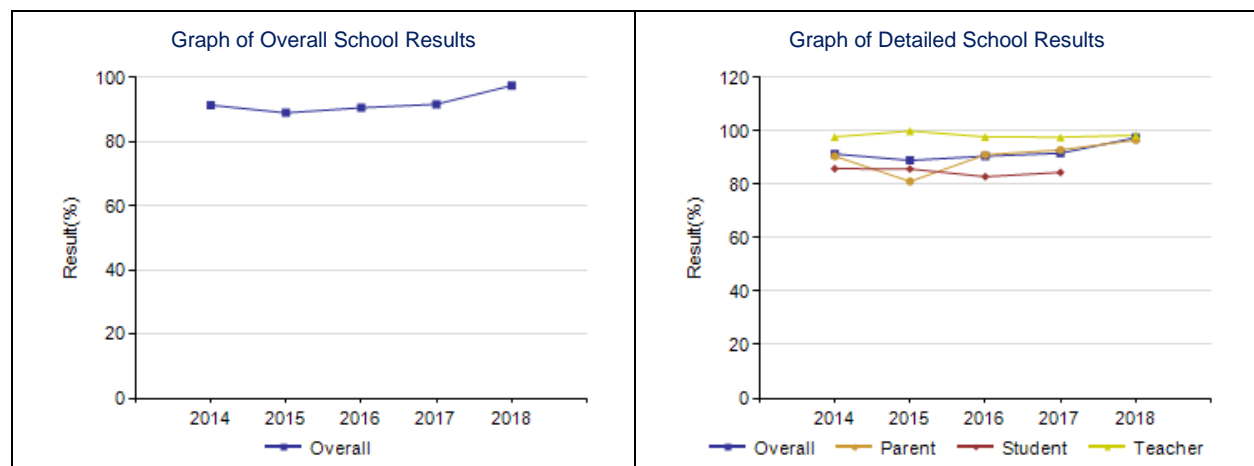


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.4	89.0	90.6	91.7	97.5	90.5	91.0	89.7	91.5	90.7	89.1	89.2	89.5	89.5	89.0
Teacher	97.8	100.0	97.8	97.7	98.4	97.1	97.4	96.4	96.7	95.7	95.3	95.4	95.4	95.3	95.0
Parent	90.6	81.1	91.1	92.9	96.6	88.4	89.0	88.8	92.6	94.0	88.9	89.3	89.8	89.9	89.4
Student	85.9	85.8	82.9	84.5	n/a	86.0	86.5	84.0	85.3	82.5	83.1	83.0	83.4	83.3	82.5



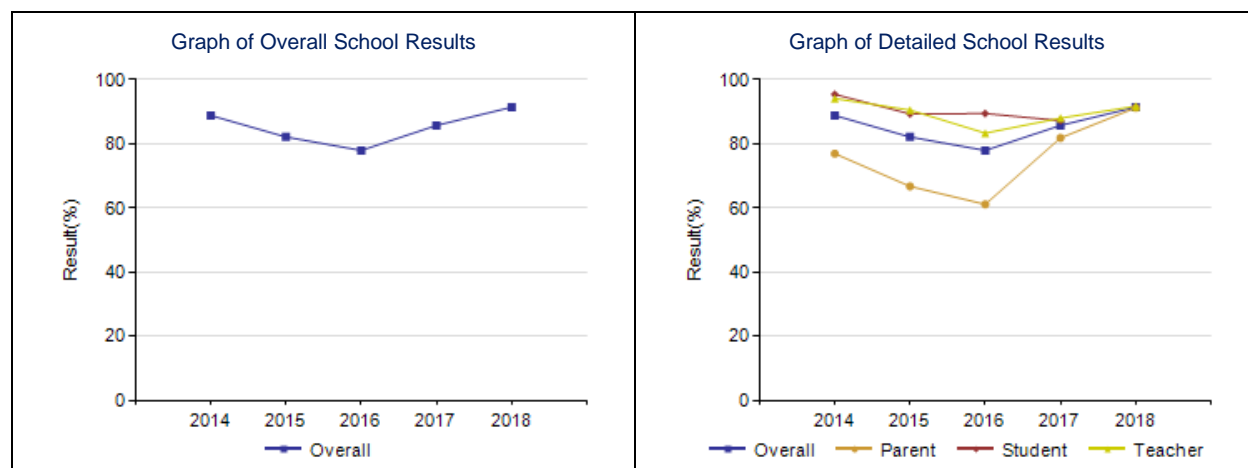
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.8	82.1	77.9	85.7	91.4	83.3	82.9	82.4	84.1	81.4	79.8	79.6	81.2	81.4	80.3
Teacher	94.1	90.5	83.3	88.0	91.7	83.2	86.5	87.6	87.6	81.3	81.3	79.8	82.3	82.2	81.5
Parent	76.9	66.7	61.1	81.8	91.2	78.9	79.9	78.8	82.8	84.1	77.0	78.5	79.7	80.8	79.3
Student	95.4	89.3	89.4	87.2	n/a	87.9	82.4	80.7	81.7	78.9	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Calendar of School Professional Development 2018-2019

August 28	Organizational Day (Chris Kish 10 am - 11 am)
August 29	Teacher Staff Meeting/Literacy/Gr. 5 Rel PD
August 30 ^{ss}	All Staff/Technology (Google Apps)
August 31 ^{ss}	Reflection Day
September 14 ^{ss}	Learning Day/FNMI/Wellness
September 28	Staff Retreat/Faith
October 26 ^{ss am}	Staff Meeting/IPP/Report Card/ESL/Literacy Support Staff - Chris Kish am
November 9	ATA Institute Day
December 7 ^{ss}	Social Emotional Learning/Building a Trauma Informed Classroom
February 1 ^{ss am}	Staff Meeting/IPP/Report Card/ESL/Literacy
February 7-8	Teacher's Convention
March 21	Staff Meeting/Literacy/Student Engagement 1-3 pm
May 17	Staff Meeting/IPP/TQS/Literacy/New Curriculum
June 28 ^{ss}	Staff Meeting/Report Cards

Liturgies and Masses for 2018-2019

September 2018

13th: Opening School Mass @ 9:30am
18th: Grade 5 Class Mass @ 10:30am

October 2018

5th: Thanksgiving Mass @ 9:30am
17th: JH Enrichment @ 9:40am
23rd: Grade 4 Class Mass @ 10:30am
30th: Grade 3 Class Mass @ 10:30am

November 2018

4th: Catholic Education Sunday Mass & Celebration @ 9:30am
8th: Remembrance Day Celebration @ 10:50am
14th: JH Enrichment @ 9:40am
20th: Grade 2 Class Mass @ 10:30am
27th: ECS/Grade 1 Class Mass @ 10:30am
28th: Wreath Blessing & Penitential Service @ 9am
28th: Reconciliation throughout the day
29th: Reconciliation throughout the day

December 2018

4th: Grade 7 Class Mass @ 10:00am
6th: Grade 4 Bible Mass @ 9:30am
11th: Grade 8 Class Mass @ 10:00am
12th: JH Enrichment @ 10:00am
18th: Grade 9 Class Mass @ 10:00am
21st: Christmas Mass @ 9:00am

January 2019

8th: Grade 6 Class Mass @ 10:30am
15th: Grade 5 Class Mass @ 10:30am
16th: JH Enrichment @ 9:40am

February 2019

19th: Grade 4 Class Mass @ 10:30am
20th: JH Enrichment @ 9:40am
26th: Grade 3 Class Mass @ 10:30am

March 2019

6th: Ash Wednesday Service @ 10:45am
12th: Grade 2 Class Mass @ 10:30am
13th: JH Enrichment @ 9:40am
14th: Penitential Service and Reconciliation starting @ 9:00am
15th: Reconciliation continued throughout the day

April 2019

2nd: Grade 1/ECS Class Mass at 10:30am
9th: Grade 8 Class Mass @ 10:00am
11th: Stations of the Cross at 9:00am
16th: Grade 9 Class Mass at 10:00am
17th: JH Enrichment @ 9:00am
18th: Friendship Celebration @ 1:30pm
23rd: Grade 7 Class Mass at 10:00am
30th: Grade 6 Class Mass @ 10:30am

May 2019

3rd: Living Rosary @ 2:15pm
7th: Grade 5 Class Mass @ 10:30am
15th: JH Enrichment @ 9:40am
21st: Grade 4 Class Mass @ 10:30am
28th: Grade 3 Class Mass @ 10:30am

June 2019

7th: Grade 9 Farewell Mass at 9:30am
14th: Feast Day Celebration Day @ 1:30pm
14th: Feast Day Mass and BBQ at the church @ 6:00pm
27th: Year End Mass at 9:30am



Budget Report

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2018-2019 Play Budget (Nov)

Sacred Heart

Revenue And Allocations To Budget Center

	2018-2019 Play Budget (Nov)			
Instruction Program Allocations	\$3,702,598	93.9%	\$0	0.0%
Faith Development Allocations	\$20,480	0.5%	\$0	0.0%
Other Program Allocations	\$18,952	0.5%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$55,936	1.4%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$89,129	2.3%	\$0	0.0%
Local Revenues & Fees	\$56,002	1.4%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,943,097	100%	\$0	100%

Expenditures

	2018-2019 Play Budget (Nov)			
Certificated Staff	\$2,826,146	71.7%	\$0	0.0%
Uncertificated Staff	\$788,169	20.0%	\$0	0.0%
Services Contracts and Supplies	\$306,856	7.8%	\$0	0.0%
Amortization (Depreciation)	\$6,926	0.2%	\$0	0.0%
Held in Reserve	\$15,000	0.4%	\$0	0.0%
Total Expenditures:	\$3,943,097	100%	\$0	100%

Summary

	2018-2019 Play Budget (Nov)			
Total Revenue and Allocations to Budget	\$3,943,097		\$0	
Total Expenditures	\$3,943,097		\$0	
Variance	(\$1)		\$0	