



Sacred Heart Catholic School

Combined 3-Year Education Plan 2019-2020 to 2021-2022 And Annual Education Results Report (AERR) for 2018-2019



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 "Living 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. Our foremost concern is our families 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



Sacred Heart Catholic School

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

Phone: 780-352-5533

Fax: 780-352-7042

Grades Served: ECS-9

Student Population: 563

Number of Teachers: 26

Number of Support Staff: 23

Principal: Verna Sand
Vice Principals: Karen Ballhorn
Tara McBride

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Demographic: Sacred Heart School's enrollment has remained relatively the same as last year. Our enrollment has gone from 545 in 2016, 540 in 2017, 566 in 2018 to 563 in 2019. We have come to the point where our capacity is quite full, and we really have no classroom space left to grow into. 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. Students in these 2 programs alternate attending on Fridays. We have 2 classes of most grades. This year we have 3 grade 3 classes and 3 grade 8 classes. English as a Second Language enrollment has decreased from 9% to 7% for this school year. Sacred Heart's First Nation, Metis and Inuit enrollment has remained the same as last year at 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, Acadience Reading (formerly DIBELS), Math Focus, Jump Math and Mathletics. Our School Leadership Team (SLT) along with staff have 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, *"By the end of grade 9 all students will achieve acceptable standard or above on the Language Arts PAT"*.
 - a. Our grade 6 PAT data from last year shows the following:
 - Language Arts: below in both acceptable and excellence from the previous year, below the province in both, however we are above the province in the 3-year average.
 - Math: below in both acceptable and excellence from the previous year, slightly above the province in acceptable but below in excellence and above the province in both in the 3-year average.
 - Science: below in both acceptable and excellence from the previous year, below the province in both, but above the province in the 3-year average results.
 - Social: below in both acceptable and excellence from the previous year, slightly above the province in acceptable but below in excellence and below the province in both for the 3-year average.
 - b. Our grade 9 PAT data from last year shows the following:
 - Language Arts: below in both acceptable and excellence from the previous year, below the province in both, but above the province in both for the 3-year average.
 - Math: below in both acceptable and excellence from the previous year, above the province in both as well as in the 3-year average.
 - Science: similar result in acceptable from previous year and an increase in the standard of excellence, below the province in both, same as province in acceptable for the 3-year average but below in standard of excellence.
 - Social: increase in acceptable standard but a decrease in the standard of excellence from the previous year, below the province in both, slightly above the province in acceptable for the 3-year average but below in standard of excellence.

The SLT continues to 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 have continued with "SALT" time for all students. SALT takes place every second day in P. 3. During this period student interventions and extensions take place. The focus is literacy and numeracy. We are also continuing with embedded PLC time for our teachers. Teachers have PLC time approximately once per 6-day rotation. Reading comprehension continues to be 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.

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:

a. **English Language Learner (ELL) Support:** For approximately 7% of Sacred Heart's 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 1-9. 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 ELL students. We continue to support collaboration as well as professional development opportunities for our ESL teacher.



b. **First Nation, Metis and Inuit (FNMI) Support:**

Approximately 23% of students attending Sacred Heart School are declared First Nation, Metis or Inuit. Currently 31% 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: First Nation, Metis, and Inuit



students are successful; Outcome: More First Nation, Metis, and Inuit students meet or exceed performance measures. Our school district has been working closely with the Education Authority MESC (Maskwacis Education Schools Commission) and Maskwacis Cultural College. 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, have a First Nations, Metis and Inuit leadership team with our own students and will

continue to work on increasing parent engagement. Our First Nation, Metis, and Inuit leadership students take an active role in promoting and celebrating culture at Sacred Heart School. They teach cultural games, participate in storytelling, mentor younger students and present the Kairos Blanket Exercise to our Jr. High classes. Last year they presented the Kairos Blanket Exercise to Catholic Social Services staff in Edmonton as well as to staff at some of our sister schools in our STAR Catholic School Division. 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 effect 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. This year we continue with a focus on Div II support. Our FSLW is working regularly with the Div II teachers and students to deliver social emotional programming. 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 assisting 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 and families 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 strive 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. For a 2nd year our school board is supporting schools with some funding to provide time for youth ministry. Our youth minister's focus is in Div III. Mrs. Rabel has been allotted time throughout her day to be accessible to students as well as run the programs each day during lunch and the Catechized program during PLC in P. 3 on days 3 and 5. 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/PLC block.
- SALT looks slightly different in each of our divisions. In Div I, SALT is used to level the student's "word work". Students then rotate to different teachers and support staff to receive instruction at their level. This may be below or above grade level work. These groups are fluid so students can move as their ability increases or if a different intervention is necessary. In Div II, the teachers of each grade collaborate with each other to determine which students require interventions/extensions in literacy and numeracy and use this period along with their educational assistant to address the student's needs. In Div III this year, we are no longer giving the students the choice to sign up for sessions. We found last year that the students who required interventions would not sign up for the sessions they needed, so this year we have changed this process to Directed Learning with a focus on literacy and numeracy. The literacy and numeracy teachers created leveled groupings of their students and then SALT time was used to deliver literacy and numeracy interventions/extensions in 5-week sprints before switching. This is new this year and we are very excited to see the results!
- Regularly scheduled PLC time for all divisions.
- Consistency in school wide programming in Literacy and Numeracy.
- Continued guidance from the School Leadership Team.
- Support from the SIT (School Intervention 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. (SIOP training)
- Support for collaboration time for ELL teacher and classroom teachers.
- New documentation to use at the time of registration to sooner determine the need of our ELL students and families.



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) and Maskwacis Cultural College.
- 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
- First Nation, Metis and Inuit Leadership students must apply to attend the Resiliency Summit conference. The application consists of a self-reflection on how they can implement strategies from the conference to lead improvements in their school community.
- Financial support through the Aspen Foundation Grant and possibly from Jordan's Principal.
- Support for our Indigenous youth leaders to run cultural clubs such as drumming, singing and dancing.



- Assistance from parent volunteers to support some of our Indigenous programming.
- 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:

- All staff trained in Mental Health Literacy
- PWB (Personal Wellbeing) class for Div III students once in a 6-day rotation.
- Mental Health Mondays for Div III girls once a month in the girls PE classes. Assistance from Alberta Health Services for this program.
- FSLW (Family School Liaison Worker) in our school 4 days a week with extended hours to ensure time for writing reports and contacting 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 to assist students in: Worry Woos,



- Mental Health Tool Kit, Stress Lessons, Mind Up Program, Fun Friends, Tech Tuesday Club, 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.
- Div II focus group, consisting of teachers from each grade as well as FSLW, 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 “Chapel Time” at lunch in our Chapel for all students and staff.
- Monthly enrichment classes with Deacon Leo for Div III students.
- Monthly visits in grades 3 and 4 with Deacon Leo.
- Weekly visits with Father Roger for Div II and Div III.
- 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.
- Catechized Program hosted in our school weekly during PLC. This is for students who want to delve deeper into their own faith journey as well as help prepare for sacraments.
- Dedicated staff member to support youth ministry with our Div III 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 2019 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	91.2	97.5	93.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.2	91.2	86.5	82.2	81.8	81.9	Very High	Declined	Good
	Education Quality	93.1	96.3	92.9	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	69.3	75.0	78.3	73.8	73.6	73.6	Low	Declined	Issue
	PAT: Excellence	12.2	17.2	17.9	20.6	19.9	19.6	Low	Declined	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	84.4	89.1	88.2	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	86.8	96.1	88.8	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.4	90.5	86.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.2	91.4	85.0	81.0	80.3	81.0	Very High	Improved Significantly	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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 RCSSD		
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.	93.5	94	94.1	89	91	90.7
I am pleased with the opportunity my child has, to pray and to grow in his or her faith.	96.2	96	96.3	90	92	92
My child learns about faith throughout the school day, not just in religion class.	88	93	87.5	78	82	80.7
The staff at the school, through their words and actions, help students to better know God.	90	86	87.8	80	82	81.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	89.5	83	81.6	85	86	85
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.	96	97	96.7	98	98	98
The school provides students with opportunities to pray and to grow in their faith.	98	97	97.3	99	98	98.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	96	97	95.7	96	92	94.7
Staff at the school, through their words and actions, help students to better know Christ.	96	97	94.7	98	95	95.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	97	99	97	98	98
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The adults in my school treat me with respect.	85 71	89 72	86 72	83 73	87 78	84 75
We pray as a class or school every day.	95 84	96 88	93 90	94 82	95 87	93 86
Teachers talk about faith in other classes, not just religion class.	92 65	89 78	84 76	73 62	84 72	76 66
The adults at my school help me, by their words and actions, to better know God.	89 59	87 69	85 73	81 56	84 64	82 60
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	92 81	94 82	90 77	88 86	95 86	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	89.2	90.5	89.9	88.3	90.5	89.4
Mark 2: Opportunities for Prayer	94.6	95	95	92.3	93.7	93.4
Mark 3: Permeation of Faith	87.5	91.2	87.7	80.5	84	82.1
Mark 4: Witnessing to the Gospel	86.7	87	87.2	82.2	83.7	82.7
Mark 5: Charity and Social Justice	92	89.3	88	89.7	91.5	89.5

*Grades 4-6 | Grades 7-12

Excellent 86-100 | Good 81-85 | Intermediate 76-80 | Issue 71-75 | Concern 0-70

Divisional Goal: Growing Catholic Identity Continued

Faith Strategy Example #1: Youth Minister Roles and Initiatives

Our youth minister has implemented several initiatives to build relationship with students while discovering their personal faith journey. She runs a “coffee house” at lunch time and invites junior high students to join and discover their faith.

“Alpha”, a program that invites students to respond to the good news through a decision to follow Jesus, runs at lunch as well. Other activities offered at lunch include a Christian based movie from Formed.org, and a lunch provided and served by a staff member. This is very effective servant leadership as students see their teachers serving them just as Jesus did when he washed the feet of his disciples.



The youth minister has started a Guardian Angel program for staff. They draw names and become that person’s guardian angel for the week. Most deeds are prayer, praise and worship however some give small gifts of coffee or treats.

Chapel time is offered to students in grades 1-6. They are invited to the chapel at lunch to spend time with Jesus.

The “Catechized” program is offered during PLC to those junior high students who are interested in furthering their sacraments.



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

***Students learn with it means to live in a relationship with Jesus Christ.**

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

***Staff and students witness the gospel.**

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

Faith Strategy Example #2: St. Zita Ministries

In 2018 Sacred Heart School staff decided to adopt St. Zita Ministries. Early in the year, staff received a presentation by Catholic Social Services on the different ministries that they support. As a staff we decided to adopt St. Zita because it is a local ministry in our community of Wetaskiwin.

Last year, Sacred Heart donated the following to St. Zita:

- \$604.00 from iMAD (I Make A Difference) elective from the sale of Cupcakes for Kindness on Pink Shirt Day.
- \$463.85 from a staff charity lunch.
- \$748.13 donated by the grade 8 PBL class from their read-a-thon
- 1000 pairs of socks challenge created by our grade 5 classes.

This year, Sacred Heart plans to donate the following:

- school supplies from the ECS & gr. 1 classes
- toques and mitts from the gr. 2 classes
- toiletries from the gr. 3 classes
- Monetary donation from iMAD
- Div II classes are inviting St. Zita staff to come and visit their classes to let them know what St. Zita clients need. They will then promote a drive to collect the needed items.
- Proceeds from Candy Gram sale from iLead
- Proceeds from one staff charity lunch.



We have had St. Zita staff come to join our assemblies to help teach our students the reason why they collect the items and money and who accesses these donations. We feel that it is vital for our students to understand the need that exists within our own community and that we can make a difference right here at home.

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

***Staff and students witness the gospel.**

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.1	73.3	86.6	75.0	69.3	69.3	Low	Declined	Issue	72.0	75.0	78.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.0	13.5	23.1	17.2	12.2	12.2	Low	Declined	Issue	15.0	17.0	19.0

Comment on Results:

(an assessment of progress toward achieving the target)

Overall, Sacred Heart is seeing a decline in our grade 6 and 9 PAT results in the last three years.

Grade 6

The number of students in grade 6 achieving acceptable level is lower than the province in Language Arts and Science, but higher in Math and Social. The number of students achieving the standard of excellence is lower in all subject areas.

Literacy- There are consistent themes emerging from Sacred Heart PAT data analysis. At the grade 6 level our students are achieving at substantially low levels relative to the province in categories dealing with *informational text, poetry and identification of specific information*. Mood, tone and voice are also targets for comprehension improvement. It is also evident in the three-year decline in results, when our students are required to revisit or reference text, we are significantly low.

Sacred Heart results in science and social are consistent with trends found within the Language Arts data. Questions assessing recall, recognition and identification skills are areas of focus for improvement. The items considered for analysis reflected a range of -5 to -25% variation. Within the total test on Social Studies, 19 of 50 questions utilized recall and recognition skills.

Numeracy- Math acceptable standards in grade 6 decreased by approximately 5%. Sacred Heart students demonstrated challenge throughout all math strands with the skills of problem solving. We made significant gains in the areas of basic skills in operations. These gains may be attributed to intervention strategy implementation of 'sprints' designed to increase the automaticity in recall of basic facts and computation. The areas of concern which need to be addressed are solving for unknown variables, improper fractions, mixed numbers, transformations and probability. Multi-step problems also surface as an area of concern with regard to pattern extensions, unknown variables in both whole number and decimal form.

Grade 9

The number of students in grade 9 achieving acceptable level is lower than the province in Language Arts, Science and Social. As well, the number of students achieving the standard of excellence is lower in LA, Science and Social. Our results on the Math PAT, however, are higher than the province in both the acceptable standard and the standard of excellence.

Consistent within the grade 9 PAT results is a recognized weakness with informational text and vocabulary knowledge. After looking at our data, the teachers recognize that students need to be exposed to a larger variety of texts including: magazine articles, graphic novels, cartoons, newspapers, charts and graphs. As well, instruction with a focus on reading and interpreting a variety of text is a targeted strategy in our Language Arts and Social Studies classes.

Strategies

Moving forward, Sacred Heart staff continue to work collaboratively within their divisions and across divisions to support diagnostic assessment, research-based interventions delivered in 6-8 week 'sprints', progress monitoring and common formative/summative assessments. We continue to use our data (i.e. achievement tests, diagnostic assessments, formative/summative assessments) to make informed decisions regarding instruction.

Reading comprehension continues to be a focus for our school as it impacts students in all areas of the curriculum. In response to this, we continue to offer Reading Recovery and Precision Reading (with the added comprehension element) to those students who have been identified through screening as requiring these programs. As well, Language Arts teachers in all divisions continue to use Daily 5 and Empowering Writers to deliver common reading and writing programs and teachers in divisions I and II have implemented a common writing assessment given 3 times a year, to target writing instruction. The grade 9 Social Studies teacher is using vocabulary Quizlets to increase vocabulary knowledge and has also begun using a collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills.

A goal for this year in math instruction is to work on increasing automaticity with basic math facts. As well, teachers are using dedicated PLC time to create assignments and assessments which utilize higher level thinking skills. In addition, assignments and assessments which develop the transference of isolated skill sets into a variety of problem-solving concepts (i.e. analyzing all elements in a math problem and applying the known skills to solve) are being delivered.

Students in all grades have access to Response to Intervention time to meet their academic needs. Teachers continue to create sessions focused on reteaching concepts as well as sessions to extend and enhance learning. In Divisions I and II, teachers use Acadience Reading and RRST (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings. In Division III, SALT has become more focused on 'Directed Learning' as opposed to student choice. In doing so, we are hoping that we can target the specific needs of our students and improve our PAT results, as teachers are making informed decisions as to where students require interventions.

It is difficult to comment on the addition of K&E programming to grade 9 as there were so few students writing K&E



exams. Again, this year, we have offered K&E programming within the regular classes to students who meet the criteria and we look forward to seeing their success on the PATs.

Explicit instruction to develop active reading strategies is discussed in division PLC groups, and the construction of shared scope and sequence for assignments occurs regularly. Grade partner and division PLC work reflects the need to include literacy understanding of a variety of genres in order to increase exposure to a variety of informational type text.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
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			
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			
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			

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 socially and emotionally. 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 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. Currently, 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: 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.3	83.3	87.1	96.1	86.8		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We are extremely proud of how satisfied our teachers, parents and students feel at Sacred Heart School. Although we have fluctuated in a few areas of citizenship our overall evaluations continue to be excellent. Numbers were slightly declined in rule following, helping and respecting each other. We're confident with the strategies listed below that these numbers will increase this year.

The number of parents who completed the survey was disappointing, as only 16 parents completed. We will continue to strive to be a safe and caring school where all parents, students and staff feel comfortable and safe in our school. We are confident we are preparing students to be lifelong learners and good citizens.

Strategies

There are numerous programs, events and strategies that we have implemented at Sacred Heart School in the area of citizenship.

We continue to honor and celebrate our ECS to grade 6 students in Safe and Caring assemblies held each month. We honor students for their unique characteristics and good deeds that they display both in and out of the classroom. At this time, we celebrate monthly birthdays and have students come to the front to be acknowledged. Any other volunteer duties and jobs are acknowledged at this time as well.

This year we have implemented similar assemblies in Junior High, using our BE KIND motto. We celebrate students' diversity and success both academically and socially. Junior High students give back to the school in many ways through social justice and charity. Both the iLead and iMAD options take initiative in setting up school-wide events and service projects. They display citizenship both in the school and community. Many organizations in and around Wetaskiwin benefit from their leadership in the areas of food bank donations, money, prayer deeds and school fun days. Examples of these are St. Zita ministries, the local food bank, and NOW (Neighbourhood Outreach) to name a few. This year our iLead students attended WE day and organized, in conjunction with Denham Ford, We Scare Hunger. A truck was filled with food items and delivered to the food bank. Our IMAD option builds leadership and citizenship through partnering with Good Shephard Senior Home doing kind deeds and visits as well with seniors in our neighborhood.

**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 Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	59.2	55.6	76.4	45.0	53.3	53.3	Very Low	Maintained	Concern	55.0	58.0	60.0
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).	13.2	5.6	6.9	5.0	3.3	3.3	Very Low	Maintained	Concern	4.0	6.0	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)

Although our results for our First Nations, Metis and Inuit students have decreased in both acceptable and standard of excellence, there are some areas for celebrations. The grade 6 results are based on 12 students writing both Math and Science and 14 students writing Social and Language Arts. We celebrate that our students were higher than the province in acceptable standard for Math and Social. We showed an increase in Language Arts, Math and Social Studies at the acceptable standards and below acceptable. We have no students achieving at standard of excellence.

Grade 9 results were inconclusive because of the low numbers writing. However, on the 3 year average our students are higher in acceptable standard and standard of excellence in Math and higher in acceptable standard in Language Arts.

Grade 9 K&E results are based on 5 students writing Language Arts, Science and Social Studies and 7 writing Math. There were not enough students writing to gather data to analyze in Language Arts, Science and Social. In Math our results were below the province in both acceptable standard and standard of excellence. Since we have dissolved our K&E classroom and moved to inclusive grouping in regular stream, our K&E results continue to decline.

Strategies

We continue to be concerned about our First Nation students and a decrease in their PAT results. There are strategies in place to address this. We have allocated a teacher to work on targeted interventions during SALT periods that focus on Literacy and Numeracy. There is also opportunity to reach these students during lunch hour in our Learning Commons. There is one designated Educational Assistant to assist our lowest group of students in grade 7. We have created leadership opportunities for our First Nations students with the goal of creating a sense of belonging, higher self esteem and positive relationships. This in turn has increased attendance and enhanced their desire and willingness to learn.

Students from our junior high Indigenous Studies options are taking on a leadership role. They are planning drumming exercises, beading groups and Cree singing in our school. Some of these students attended a resiliency summit in Calgary.

We continue to work with MESC and Maskwacis Cultural College in supporting our students in the areas of cultural awareness, social/emotional support and access to community agencies and resources. We have applied for funding through Jordan's Principle to provide further assistance with our First Nation 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
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			
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			
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			

Comment on Results

(an assessment of progress toward achieving the target)

We are pleased with the number of our students who are completing high school. It is obvious that the work we're doing at Sacred Heart school is valuable. We are instilling educational values in our students. With the positive relationships we are building, these students want to become lifelong learners. They are realizing the educational opportunities that their future can hold.

Strategies

We will continue to service our First Nation students as we have been. We realize the impact that positive relationships have on their social, emotional and academic well being.



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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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, Métis 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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	85.2	83.6	84.8	91.2	82.2	82.2	Very High	Declined	Good	85.0	86.0	88.0

Comment on Results

(an assessment of progress toward achieving the target)

At Sacred Heart School we focus on three areas of excellence: Academics, Arts and Athletics. The programming at Sacred Heart School values the enthusiasm and participation of its students in all areas. We do strive to give our students an excellent variety of subjects that they can access. Some are mandatory and some are electives. This year we had a total of 16 parents surveyed; 9 from grade 4 students and 7 from grade 7 students. We had all our teachers surveyed and 187 students from grades 7 – 9. Our results show satisfaction in the areas of Art, Drama, Music, PE, and that students are offered a variety of subjects. The areas of concern are: opportunities to learn about computers, Health and another language. Both results in computers and Health have a decline from the previous results but another language, even though the results are low, have increased from the previous results. These results did see an impact from those surveyed who chose “Don’t Know” as an answer. We will be making a concerted effort to educate those completing the survey about choosing “Don’t Know”. With all this said, our total results in this area were even with the province.

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: Lego Robotics, iLead, Indigenous Studies, iMAD (I Make A Difference), Outdoor Education, Creative Arts, Film Studies, Wood Shop, Foods, Interactive Science, Drama, Band, Choral, Media, Tourism, Science of Sport, Anime, Beading, Cree, Indigenous Art, Off The Wall Art, Recreational Sports, Glee Club and Beauty in the Eye of the Beholder. Last 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 all grades, BC 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 near many recreational facilities in our community which allow us easy access.

This year, we have increased our Health class time to one 60 min class in a 6-day rotation, in addition to our new PWB (Personal Wellbeing) class, also once in a 6-day rotation. This allow our students to have more time for Health education.

As for the decrease in our results for opportunities with computers, we will need to do some more research to understand what these results are implying. As well we will make a effort to communicate to our community the actual access that our students have to computers. Our school currently has a 4:1 ratio for computers and they are accessed by our students on a very regular basis.



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's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	89.0	90.6	91.7	97.5	91.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.0	89.2	93.2	96.3	93.1		Very High	Maintained	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.	82.4	88.4	87.2	89.1	84.4		High	Maintained	Good			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	68.3	67.2	69.8	75.6	73.9		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.8	80.4	88.7	90.5	89.4		Very High	Maintained	Excellent			
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.	82.1	77.9	85.7	91.4	90.2		Very High	Improved Significantly	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

At Sacred Heart, we not only have a well-rounded academic, athletic and performing arts program, we focus on the individual student as our priority, and thus on individual needs. If students are safe and cared for, they will have the tools they need to become successful learners. We provide a space for learners to express their mastery in their own way, be it in high academics, mastery athletics or performing arts programs. We are above the provincial level on our Safe and Caring category and this provides an opportunity for us to apply our strategies to maintain these high results. At this time, we are examining strategies to determine greater parent participation in all divisions to complete this survey, such as a parent information evening coupled with fellowship time.



Satisfaction of the overall basic education that students at Sacred Heart are receiving remains high and exceeds that of the province. At the same time, school improvement questions indicate not only a very high rating, but that we have improved significantly and have excellent ratings. We are so proud of our hard work and these results. Again, this provides us with an opportunity to apply our proven strategies to maintain these levels of satisfaction.

We believe that the skills, behaviors and attitudes taught at Sacred Heart School will help set up students for success once they leave our building, and this belief is shared throughout our parent and teacher population, as demonstrated by this outcome. We are pleased to have high levels of achievement in this category but recognize the opportunity for improvement in the area of the difference students make when they leave school. Sacred Heart welcomes the prospect to increase our already high ratings here to demonstrate to our students that they can make a difference in their own lives as well as in the lives of those around them.

Strategies

For a school to accomplish high achievement and maintain it in the area of Safe and Caring, we have needed to rely on our faith and building relationships with our students whilst demonstrating Living the Way. We work diligently on service, and following in the footsteps of our Lord, who we use as our model of respect. Together with our teachers and parents, we have created a team that includes our family school liaison worker, our administration and our learning support facilitator to work collaboratively to ensure all student needs are met. Not only do we have in-class programming available, but we also have buddy up time, student mentorship, coffee club, prayer time, journal reflection time, sports lunch hours, Lego club, Worship team, Rainbows and a host of other programs available to our students to address understanding of mental health and anxiety. We also ensure that referrals to outside agencies are available to our students and families for support when needed.

For Sacred Heart School to achieve and maintain excellence ratings in governance and management, you need parents as partners in your school. Sacred Heart is blessed to have an extremely close relationship with the parents they serve, working collaboratively with our School Council, promoting parent participation and involvement in many facets of our programs. We have information nights as well as celebrations of Feast days, productions, liturgical celebrations, Family Fun days and First Nation, Metis and Inuit information and engagement evenings. This year, we moved up the date of our Parent Teacher Interviews in hopes that we would have a more proactive approach to praising those who are excelling and providing support earlier with parents to those students who are struggling. During this time between PTI's and report card #1, teachers and staff have been communicating with parents via agenda notes, Remind app chats, Google Classroom, emails, school website information pages, school messenger, Facebook and Twitter. Congruently, we are continuing our work within our extended community of the parish and School Council, involving parishioners and School Council opportunities to work together on various programming projects.

For Sacred Heart students to succeed once they leave the confines of our safe and caring environment, they need to have a sense of accomplishment as well as a strong belief in themselves. Sacred Heart staff believe wholeheartedly that we each learn differently, and that success is diverse for every individual. Within the context of our classes, students are taught various project-based life skills that demonstrate curricular integration with our religion, mathematics, language arts, science and social studies classes, including various STEM (science, technology, engineering and mathematics) incorporation. As well, students are given the opportunity to explore a huge range of option classes such as band class, dramatic arts, culinary arts, French language class, woodshop, beading, STEM science, tourism, film studies, outdoor education and various home economics-based learning. The staff and students at Sacred Heart look forward to facing more interactive learning opportunities during this next year.



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 (OPTIONAL)

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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

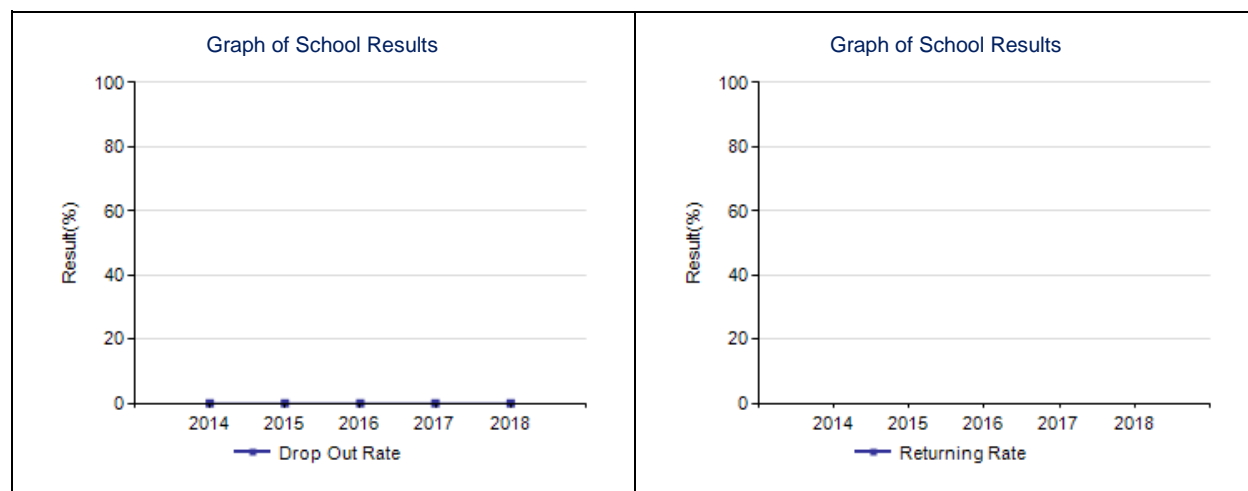
[No Data for High School Completion Rate]

<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 2015/16 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.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.0	0.0	0.0	0.0	0.0	2.0	1.8	1.5	0.3	1.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	n/a	n/a	n/a	n/a	n/a	0.0	42.5	10.2	0.0	49.3	20.9	18.2	18.9	19.9	22.7



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]

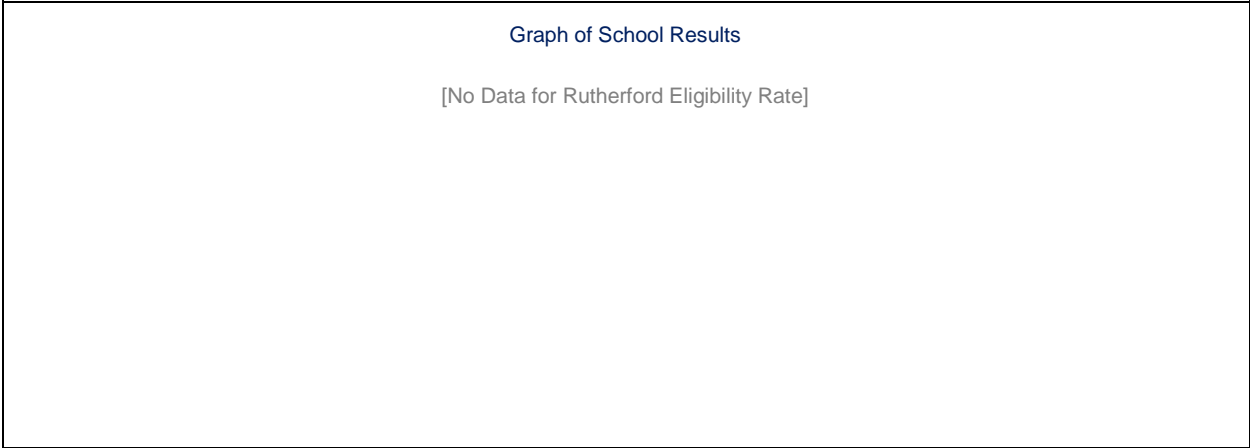
<p>Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>	<p>Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p>
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Notes:
1. Data values have been suppressed where the 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]

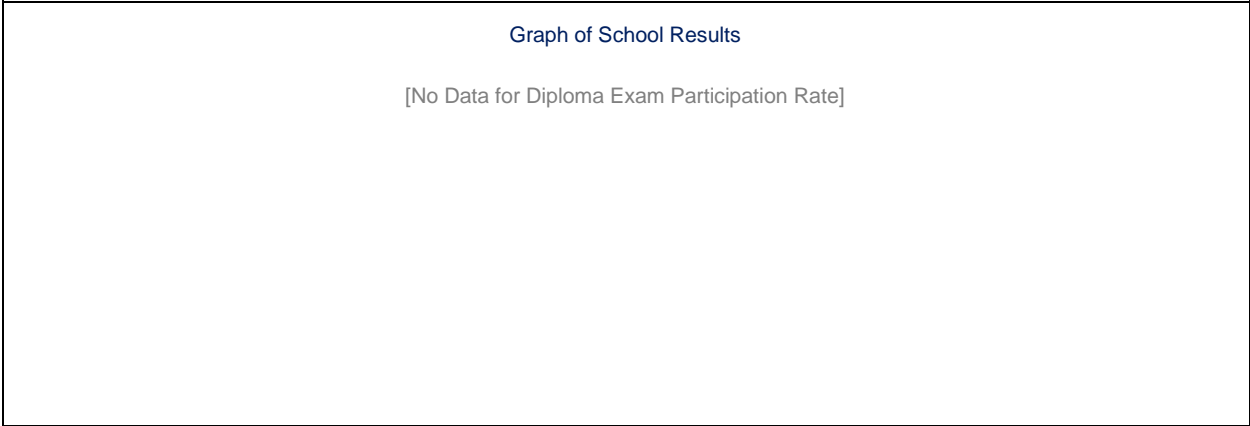
[No Data for Rutherford Eligibility Rate]



- 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 2015/16 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]

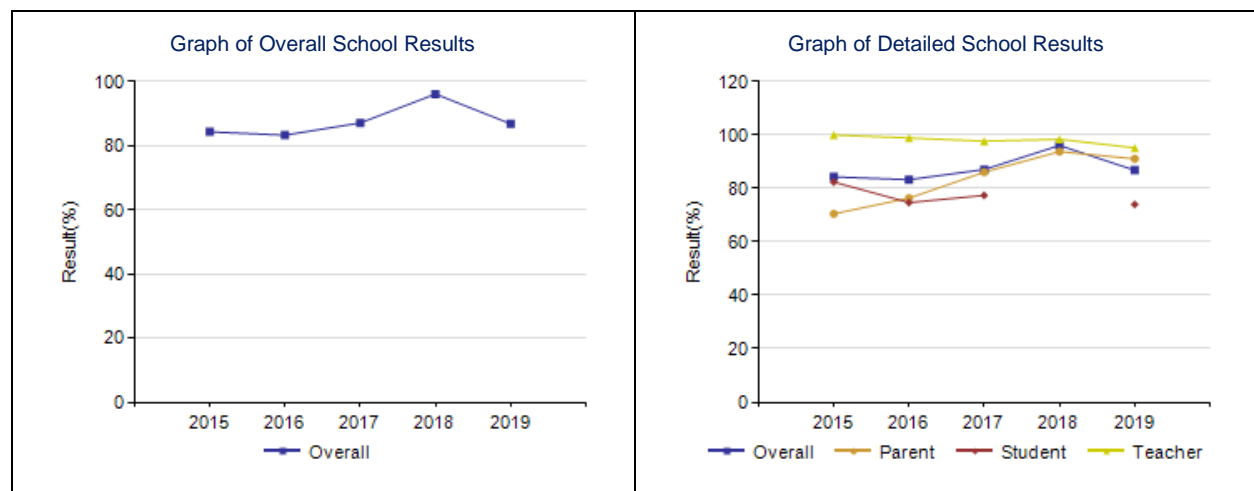


[No Data for Diploma Exam Participation Rate]

- 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.3	83.3	87.1	96.1	86.8	85.4	85.3	86.7	85.0	87.0	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	98.9	97.7	98.4	95.2	98.2	96.8	97.2	94.7	97.0	94.2	94.5	94.0	93.4	93.2
Parent	70.5	76.4	86.1	93.8	91.1	81.6	84.1	87.5	88.1	85.7	82.1	82.9	82.7	81.7	81.9
Student	82.4	74.7	77.4	n/a	74.0	76.5	75.1	75.2	72.1	78.3	74.2	74.5	74.4	73.9	73.5

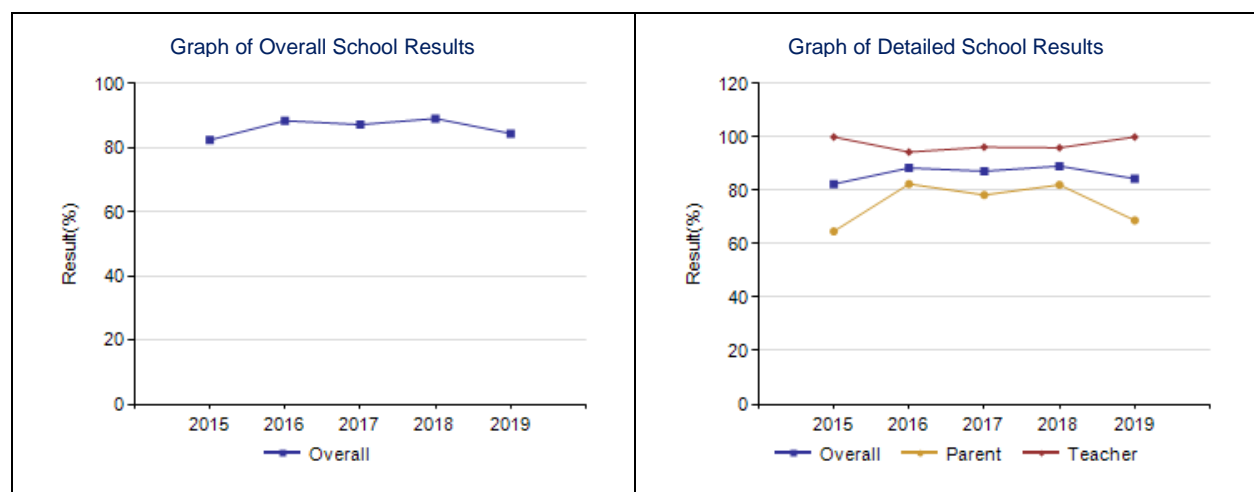


Notes:

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/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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.4	88.4	87.2	89.1	84.4	85.6	85.2	86.8	86.3	86.2	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	94.4	96.2	96.0	100.0	93.6	93.9	92.9	92.9	98.2	89.7	90.5	90.4	90.3	90.8
Parent	64.7	82.4	78.3	82.1	68.8	77.6	76.5	80.7	79.6	74.2	74.2	74.8	75.1	74.6	75.2



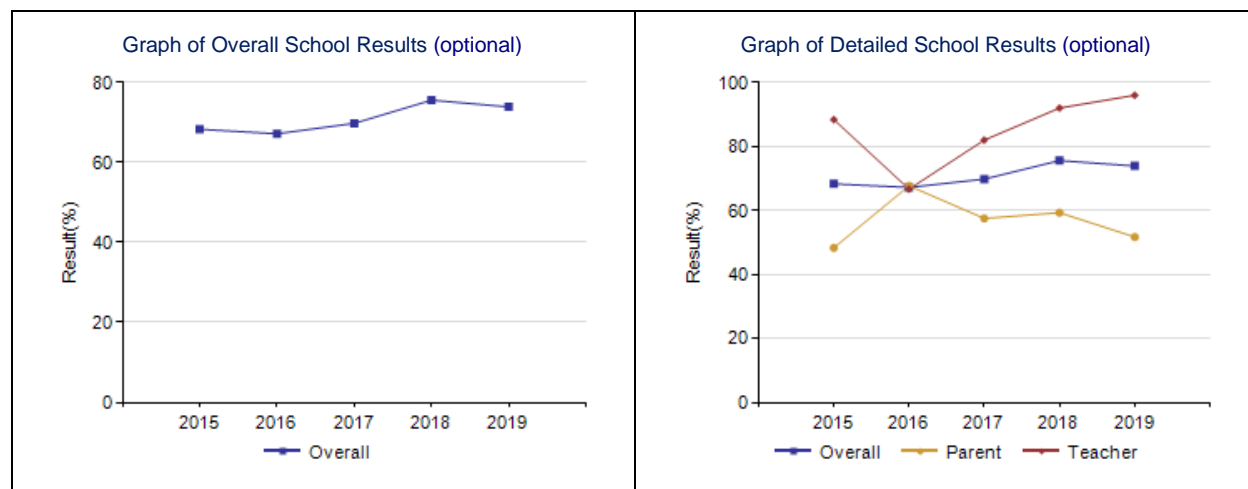
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	68.3	67.2	69.8	75.6	73.9	75.9	73.6	78.6	77.0	76.9	70.0	70.7	71.0	70.9	71.4
Teacher	88.4	66.7	82.0	92.0	96.0	84.4	82.8	86.9	85.4	91.1	76.0	77.3	77.3	77.8	78.8
Parent	48.3	67.7	57.5	59.3	51.7	67.5	64.4	70.3	68.5	62.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

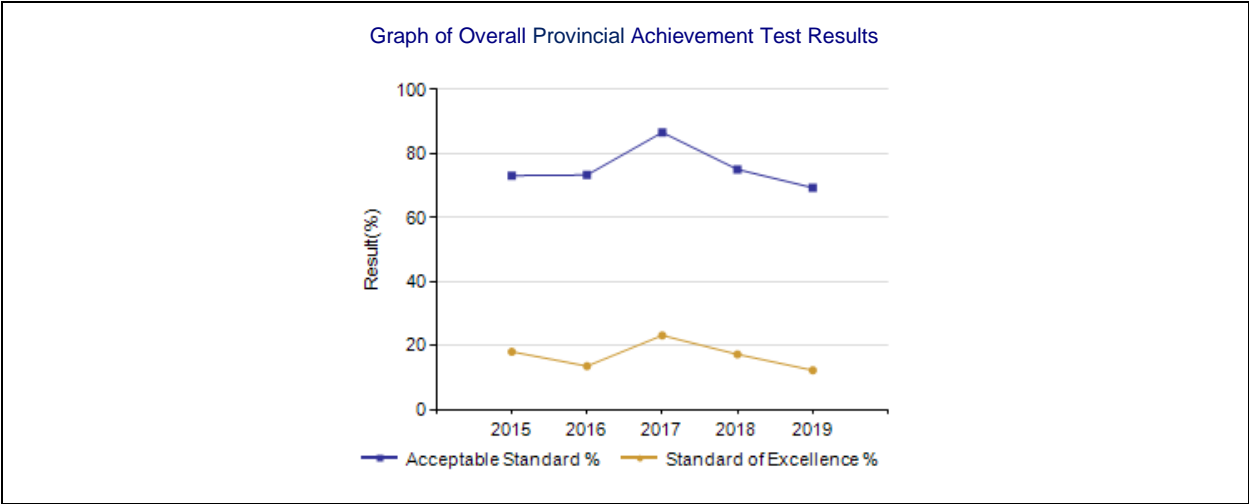
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	74.5	21.3	83.3	25.9	96.8	14.5	89.5	19.3	78.7	11.5		
	Authority	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	66.0	10.6	70.4	11.1	80.6	14.5	75.4	17.5	73.8	13.1		
	Authority	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	74.5	19.1	70.4	20.4	95.2	38.7	84.2	33.3	75.4	18.0		
	Authority	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	68.1	12.8	51.9	9.3	83.9	12.9	78.9	15.8	77.0	8.2		
	Authority	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	77.5	2.5	92.7	9.8	89.4	19.1	76.1	15.2	67.2	9.4		
	Authority	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	*	*	55.6	11.1	71.4	14.3	n/a	n/a	*	*		
	Authority	*	*	50.0	10.0	66.7	11.1	*	*	50.0	0.0		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	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	71.4	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	90.0	35.0	95.1	22.0	93.6	42.6	67.4	8.7	68.3	20.0		
	Authority	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	*	*	55.6	11.1	71.4	0.0	n/a	n/a	44.4	0.0		
	Authority	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	72.5	12.5	75.6	0.0	83.0	27.7	65.2	8.7	65.1	11.1		
	Authority	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	*	*	55.6	11.1	85.7	0.0	n/a	n/a	*	*		
	Authority	*	*	60.0	10.0	88.9	0.0	*	*	57.1	0.0		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	70.0	20.0	68.3	7.3	76.6	29.8	56.5	15.2	60.3	11.1		
	Authority	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	*	*	55.6	11.1	57.1	0.0	n/a	n/a	*	*		
	Authority	*	*	60.0	20.0	50.0	0.0	*	*	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

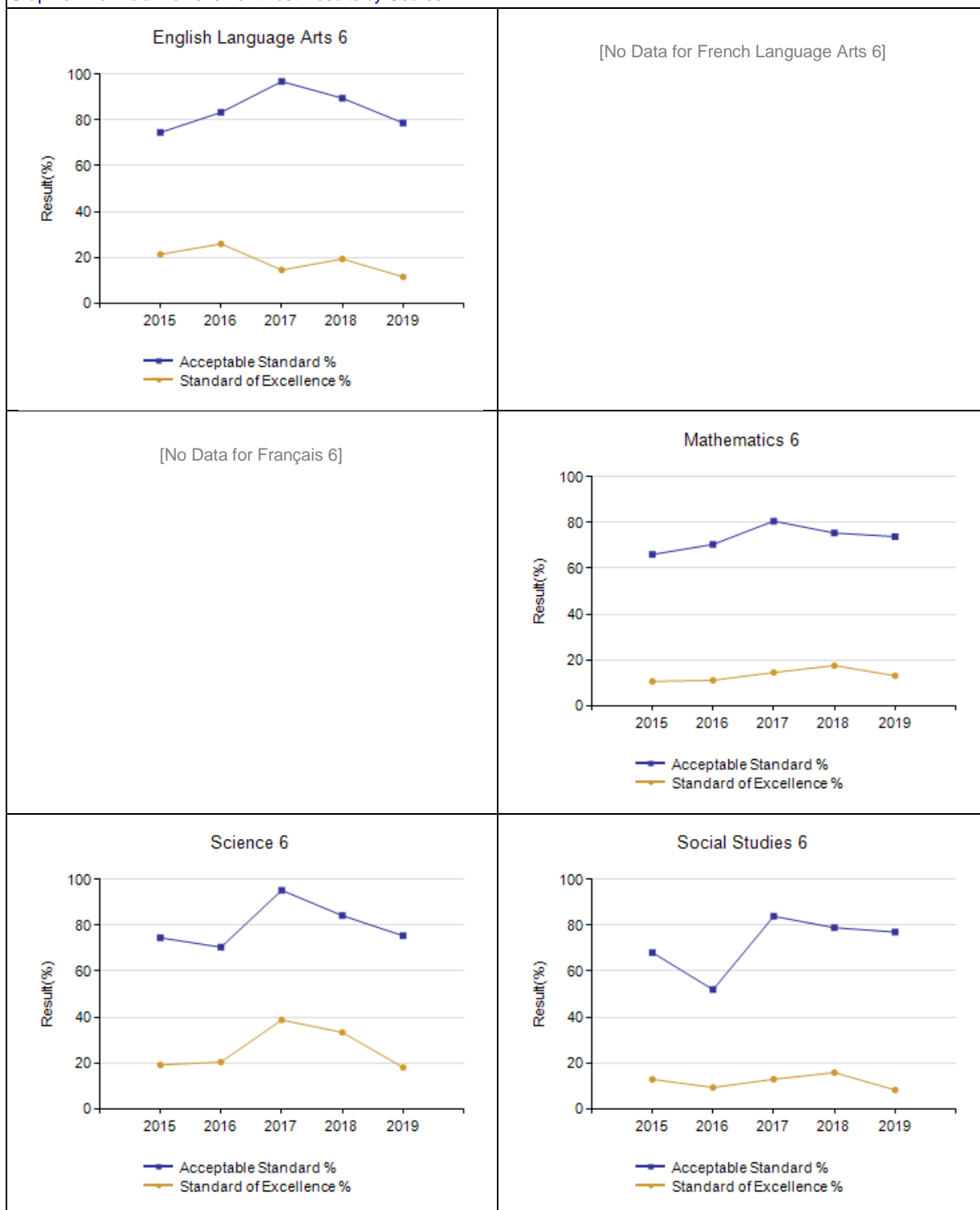
Notes:

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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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

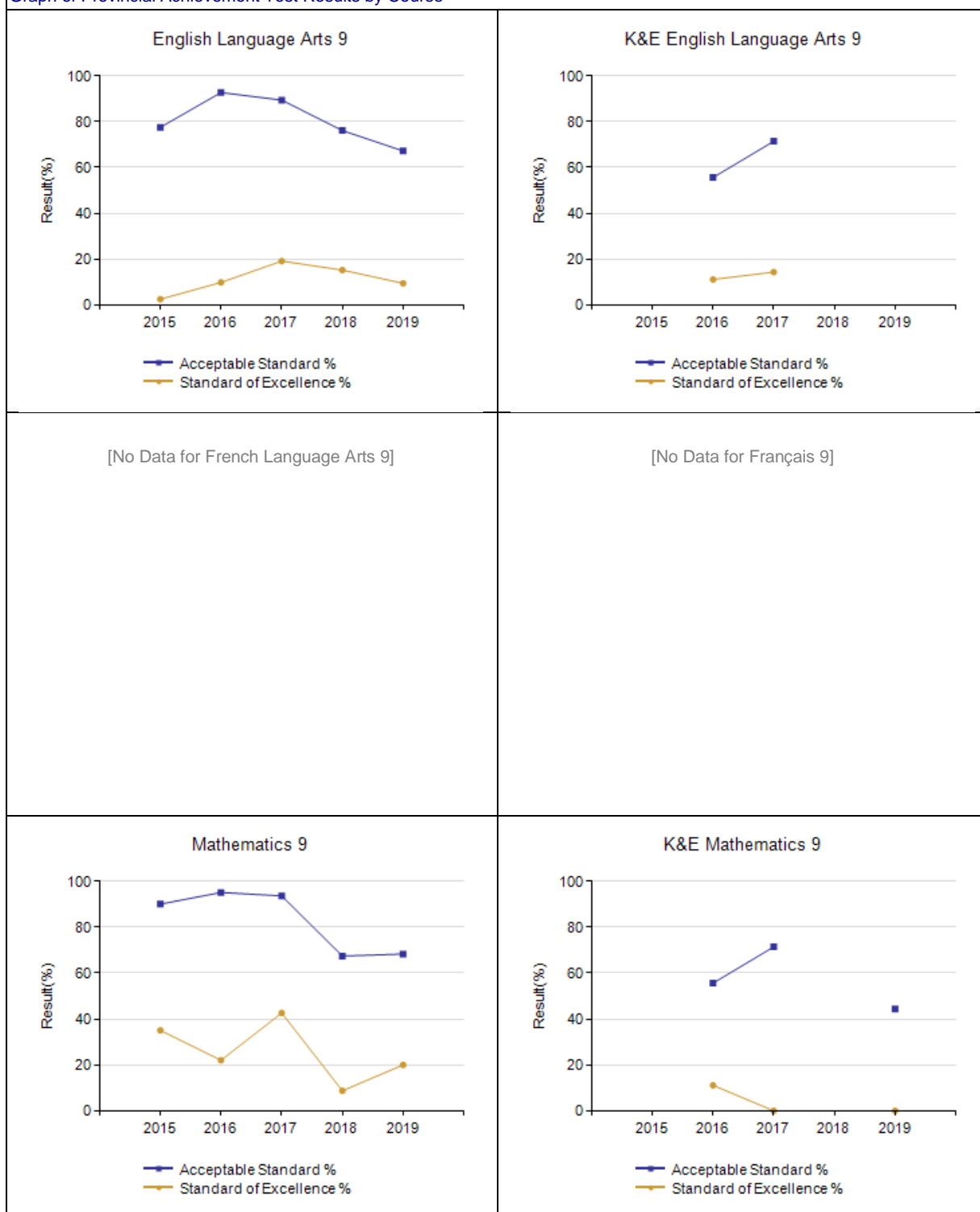
Graph of Provincial Achievement Test Results by Course



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

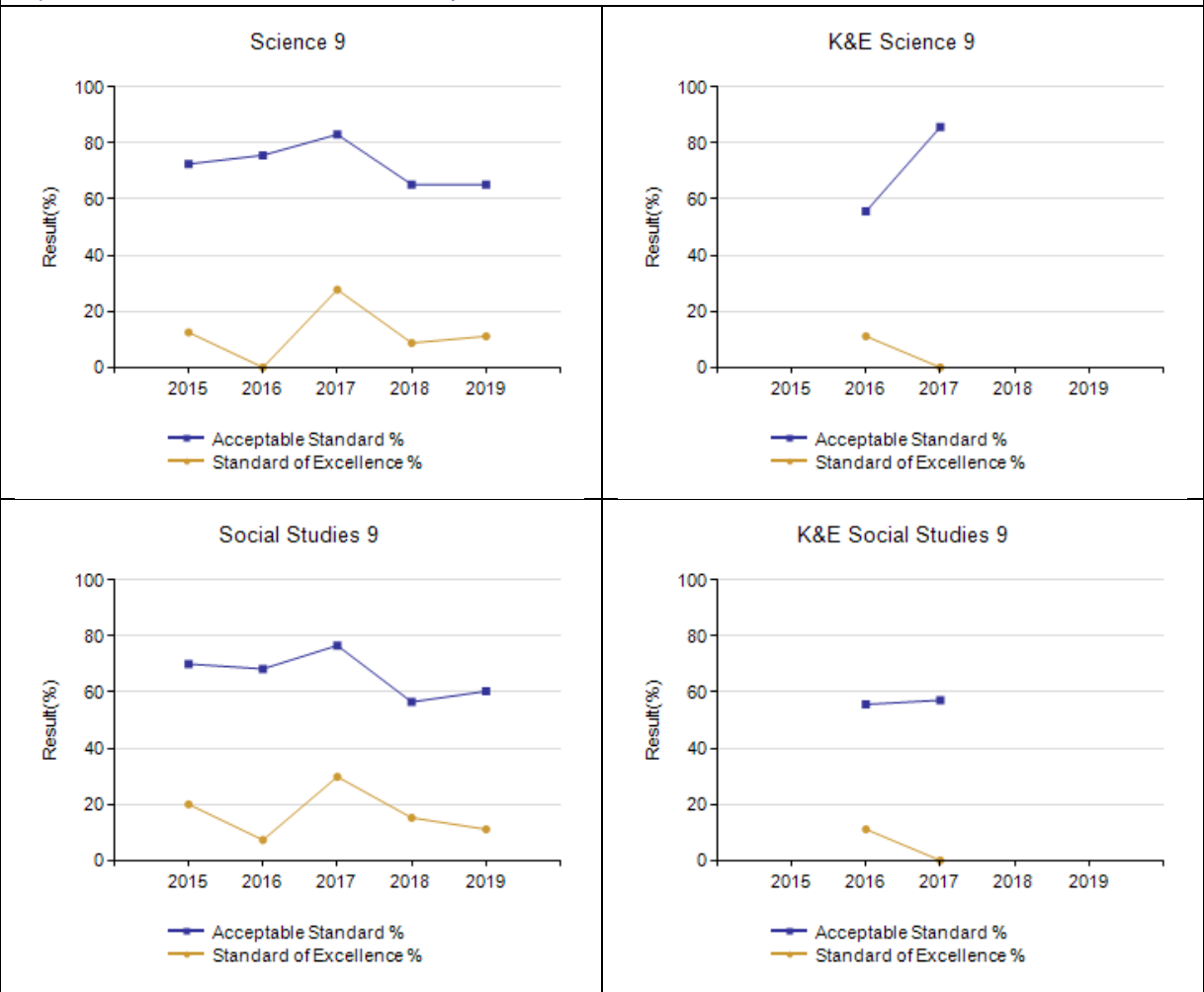
Graph of Provincial Achievement Test Results by Course



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Sacred Heart School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	61	78.7	58	89.9	54,820	83.2	49,573	82.9
	Standard of Excellence	Low	Declined	Issue	61	11.5	58	19.9	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	61	73.8	58	75.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	13.1	58	14.4	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	Declined	Issue	61	75.4	58	83.2	54,879	77.6	49,520	77.9
	Standard of Excellence	Intermediate	Declined	Issue	61	18.0	58	30.8	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Maintained	Good	61	77.0	58	71.6	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Maintained	Issue	61	8.2	58	12.7	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Low	Declined Significantly	Concern	64	67.2	45	86.0	47,465	75.1	45,363	76.6
	Standard of Excellence	Low	Maintained	Issue	64	9.4	45	14.7	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	*	*	*	5	*	8	63.5	1,569	57.4	1,551	58.1
	Standard of Excellence	*	*	*	5	*	8	12.7	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	60	68.3	45	85.4	46,764	60.0	44,959	64.7
	Standard of Excellence	High	Maintained	Good	60	20.0	45	24.4	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	Low	Maintained	Issue	9	44.4	8	63.5	2,190	59.6	2,007	58.7
	Standard of Excellence	Low	Maintained	Issue	9	0.0	8	5.6	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Intermediate	Declined	Issue	63	65.1	45	74.6	47,489	75.2	45,363	74.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	63	11.1	45	12.1	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	*	*	*	5	*	8	70.6	1,536	61.7	1,520	64.1
	Standard of Excellence	*	*	*	5	*	8	5.6	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Low	Maintained	Issue	63	60.3	45	67.1	47,496	68.7	45,366	66.1
	Standard of Excellence	Low	Maintained	Issue	63	11.1	45	17.4	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	*	*	*	5	*	8	56.3	1,466	55.9	1,501	56.5
	Standard of Excellence	*	*	*	5	*	8	5.6	1,466	15.0	1,501	12.8

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
K&E English Language Arts 9	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 année	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
K&E Mathematics 9	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
K&E Science 9	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
K&E Social Studies 9	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:

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 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

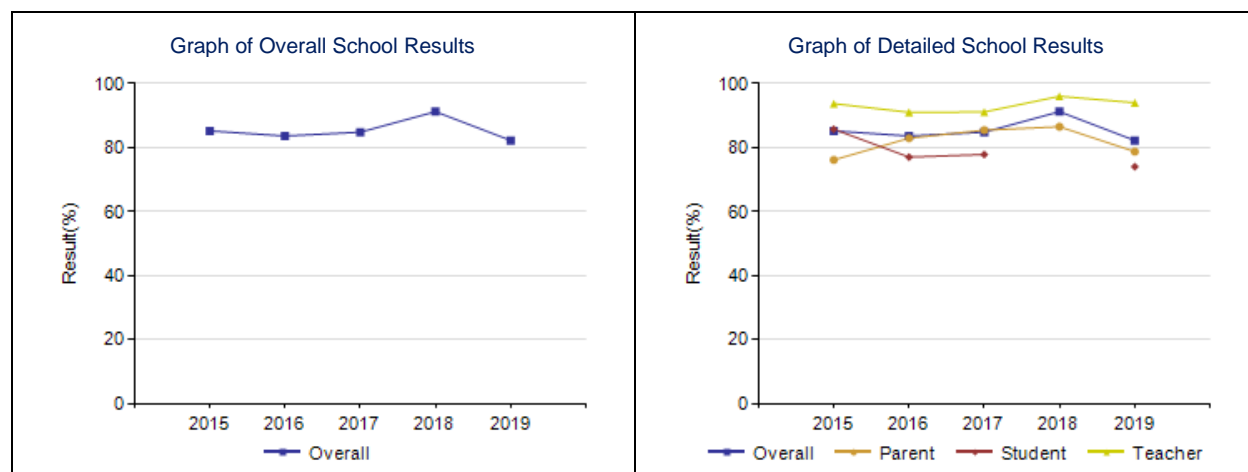
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.2	83.6	84.8	91.2	82.2	76.3	77.8	78.6	80.6	83.6	81.3	81.9	81.9	81.8	82.2
Teacher	93.7	91.0	91.1	96.0	94.0	86.3	87.6	88.1	88.3	91.7	87.2	88.1	88.0	88.4	89.1
Parent	76.1	82.9	85.4	86.5	78.7	72.5	77.1	74.5	80.4	79.1	79.9	80.1	80.1	79.9	80.1
Student	85.7	77.0	77.8	n/a	74.0	70.0	68.6	73.2	73.2	80.0	76.9	77.5	77.7	77.2	77.4



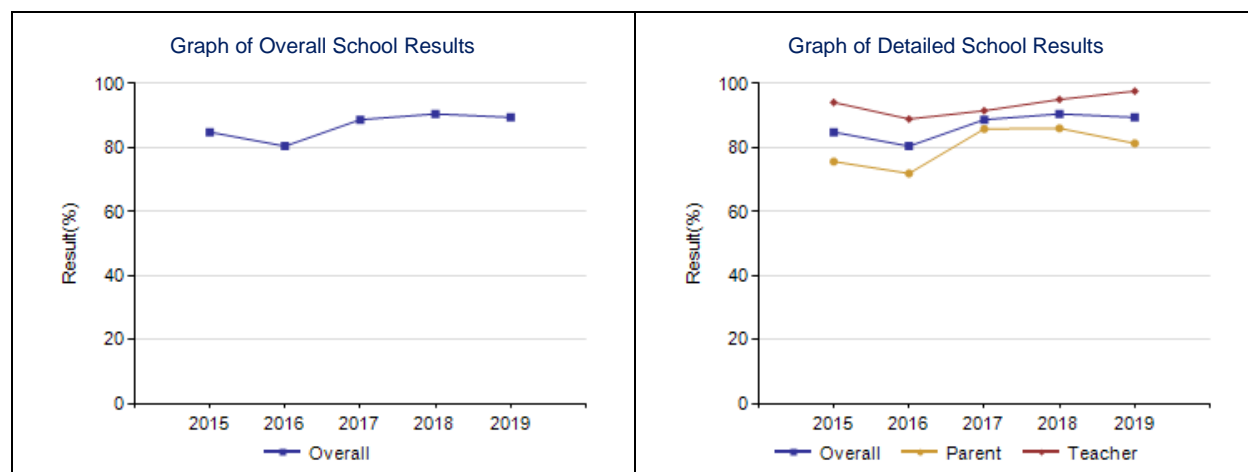
Notes:

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.8	80.4	88.7	90.5	89.4	80.0	82.4	84.4	84.9	84.9	80.7	80.9	81.2	81.2	81.3
Teacher	94.1	88.9	91.5	95.0	97.6	90.9	90.2	92.3	90.7	95.2	88.1	88.4	88.5	88.9	89.0
Parent	75.6	71.9	85.8	86.0	81.3	69.1	74.7	76.5	79.0	74.6	73.4	73.5	73.9	73.4	73.6

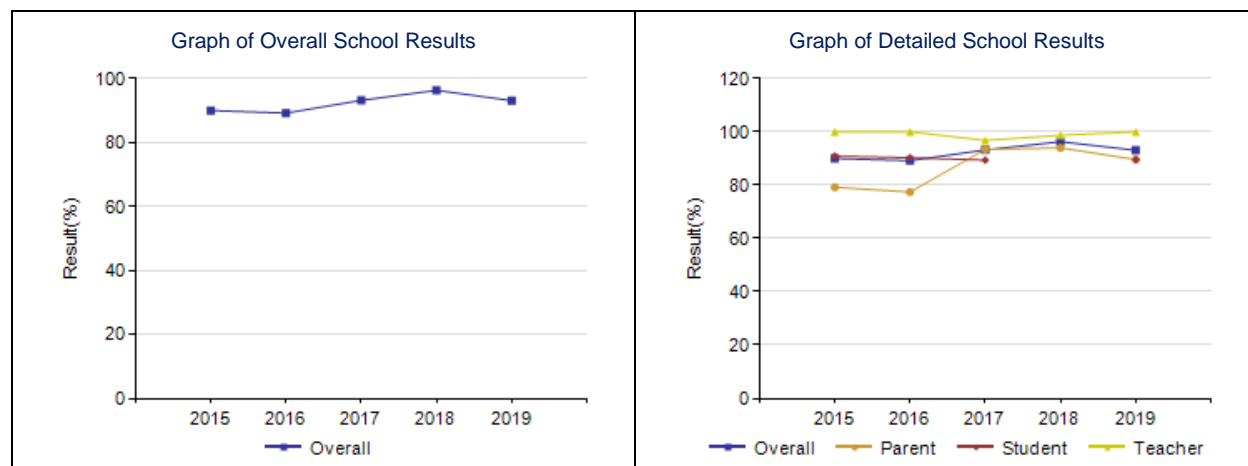


Notes:

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.0	89.2	93.2	96.3	93.1	91.2	90.5	92.8	92.5	92.2	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	96.8	98.7	100.0	97.6	96.3	97.9	96.9	98.2	95.9	96.0	95.9	95.8	96.1
Parent	79.2	77.4	93.4	94.0	89.6	86.3	87.4	91.5	92.3	88.1	85.4	86.1	86.4	86.0	86.4
Student	90.9	90.3	89.4	n/a	89.6	89.8	87.8	88.9	88.3	90.1	87.4	88.0	88.1	88.2	88.1

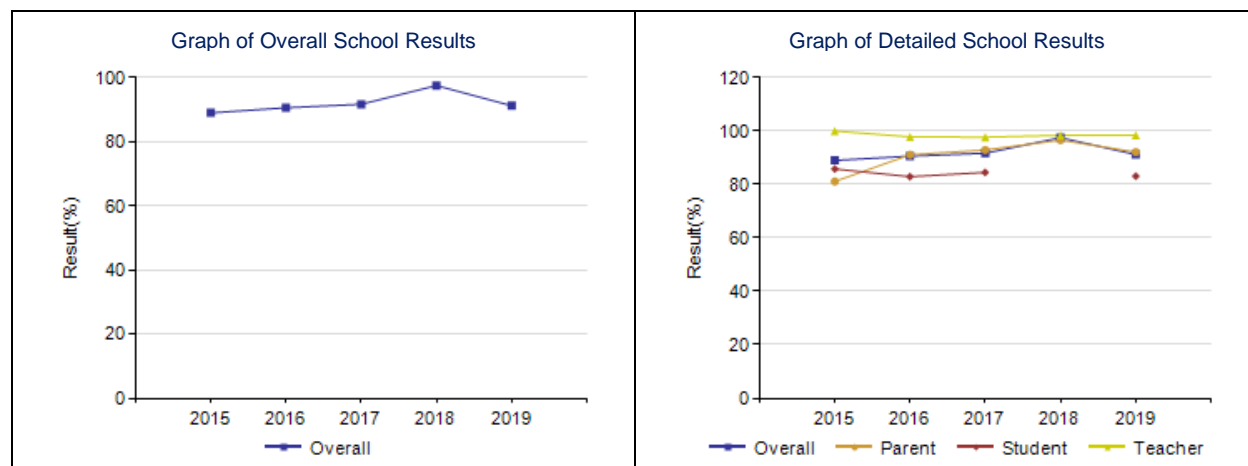


Notes:

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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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.0	90.6	91.7	97.5	91.2	91.0	89.7	91.5	90.7	91.8	89.2	89.5	89.5	89.0	89.0
Teacher	100.0	97.8	97.7	98.4	98.4	97.4	96.4	96.7	95.7	98.1	95.4	95.4	95.3	95.0	95.1
Parent	81.1	91.1	92.9	96.6	92.1	89.0	88.8	92.6	94.0	91.9	89.3	89.8	89.9	89.4	89.7
Student	85.8	82.9	84.5	n/a	83.1	86.5	84.0	85.3	82.5	85.5	83.0	83.4	83.3	82.5	82.3



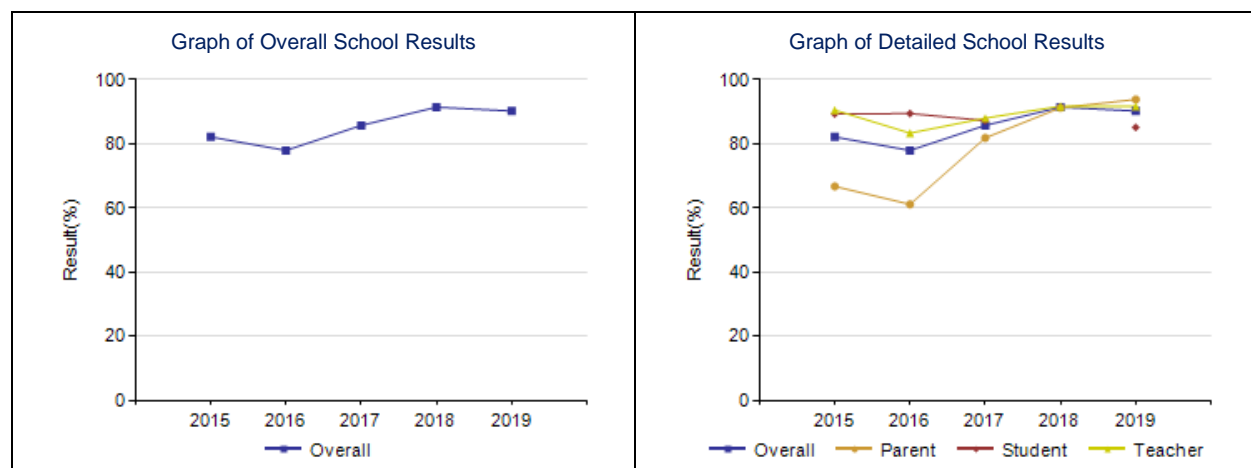
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.1	77.9	85.7	91.4	90.2	82.9	82.4	84.1	81.4	87.2	79.6	81.2	81.4	80.3	81.0
Teacher	90.5	83.3	88.0	91.7	91.7	86.5	87.6	87.6	81.3	95.0	79.8	82.3	82.2	81.5	83.4
Parent	66.7	61.1	81.8	91.2	93.8	79.9	78.8	82.8	84.1	81.5	78.5	79.7	80.8	79.3	80.3
Student	89.3	89.4	87.2	n/a	85.1	82.4	80.7	81.7	78.9	84.9	80.7	81.5	81.1	80.2	79.4



Notes:

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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 2019-2020

August 27 -	Organizational Day
August 28 -	Teacher Meeting/Transition Meetings
August 29(ss) -	Reflection Day
August 30(ss) -	Staff Meeting/Div Meetings/RTI Review
September 13-	Differentiation Tech with Chad /Progress Report
October 4 -	First Aid
October 25(ss) -	Learning Day
November(ss) 22 -	Mental Health
December 6(ss) -	Institute Day/Librarian PD/EA PD
January 10 -	First Aid
February 6 & 7 -	Teachers Convention
February 28-	Formative Assessment Tech with Chad
March 30(ss) -	Indigenous Learning/Trauma Informed Practice
April 24 -	RTI/PLC and collaborative coaching
May 15(ss) -	Faith Retreat/PD with Clare
June 29(ss) -	PLC/Transition Meetings/Collaboration

(ss) – indicates that support staff are attending that PD day

Liturgies and Masses for 2019-2020

SEPTEMBER 2019

Sept 12 th , Thurs	9:30am	SH Church	Opening School Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley
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OCTOBER 2019

Oct 3 rd , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Oct 8 th , Thurs	1:30pm	SH School	Grade 4 Bible Presentation	Grade 4	Rev. Roger Rouleau
Oct 10 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Oct 11 th , Fri	9:30am	SH Church	Thanksgiving Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Oct 24 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Oct 31 st , Thurs	8:45am	SH School	Class Visit	Grade	Rev. Roger Rouleau
Oct. 9, Wed		SH School	Jr. High Enrichment	Grade 7	Deacon Leo Farley

NOVEMBER 2019

Nov 3 rd , Sun	9:30am	SH Church	Catholic Education Sun	Teachers	
Nov 8 th , Fri	10:50am	SH School	Remembrance Day	Assembly	Deacon Leo Farley
Nov 14 th Thurs	8:45am	SH School	Class Visit	Grade	Rev. Roger Rouleau
Nov 21 st , Thurs	9:30am	SH Church	School Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Nov 21 st , Thurs	8:45am	SH School	Class Visit	Grade	Rev. Roger Rouleau
Nov 29 th , Fri	9:00am	SH School	Wreath Blessing	Assembly	Deacon Leo Farley
Nov. 6 Wed		SH School	Jr. High Enrichment	Grade 8	Deacon Leo Farley

DECEMBER 2019

Dec. 11, Wed	10:45	SH School	Jr. High Enrichment	Grade 9	Deacon Leo Farley
Dec 5 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Dec 12 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Dec 19 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Dec 20 th , Fri	9:30am	SH School	Advent Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley

JANUARY 2020

Jan9 th , Thurs	9:30am	SH School	School Mass Div2	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Jan9, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Jan16, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Jan23, Thurs	8:45am	SH School	Class Visit	Grade7-9	Rev. Roger Rouleau
Jann 22, Wed	10:45	SH School	Jr. High Enrichment	Grade 7	Deacon Leo Farley

FEBRUARY 2020

Feb 13, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Feb 20, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Feb 27, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Feb 26 th , Wed	10:45am	SH School	Ash Wednesday	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Feb 22 nd , Sat	5:30pm	SH Church	CONFIRMATION	Candidate	Rev. Roger Rouleau Archbishop Richard Smith
Feb. 19, Wed	10:45	SH School	Jr. High Enrichment	Grade 8	Deacon Leo Farley

MARCH 2020

Mar 5 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Mar 11 th , Wed	1:30pm	SH School	Reconciliation	School	Rev. Roger Rouleau Deacon Leo Farley
Mar 12 th , Thur	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Mar 17 th , Tues	9:30am	SH Church	School Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Mar 19 th , Tues	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Mar 4, Wed	10:45	SH School	Jr. High Enrichment	Grade 9	Deacon Leo Farley

APRIL 2020

Apr 2 nd , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Apr 3 rd , Fri	10:30am	SH School	Stations of the Cross	Assembly	Deacon Leo Farley
Apr 9 th , Thurs	1:30pm	SH School	Friendship celebration	Assembly	Clergy not required
Apr 22 nd Wed	9:30am	SH School	Easter School Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley
Apr 23 rd , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Apr 30 th , Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
Apr 8, Thurs Apr 30, Wed	10:45	SH School	Jr. High Enrichment	Grade 7 Grade 8	Deacon Leo Farley

MAY 2020

May 1 st , Fri	2:15pm	SH School	Living Rosary	Assembly	Deacon Leo Farley
May 3 rd , Sun	9:30am	SH Church	1 st Holy Com	Candidates	Rev. Roger Rouleau Deacon Leo Farley
May 13 th , Wed	9:30am	SH Church	School Mass Div 1	Assembly	Rev. Roger Rouleau Deacon Leo Farley
May 28 th Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
May 29 th Fri	5:30pm	SH Church	Farewell Mass	Grade 9	Rev. Roger Rouleau
May 27, Wed	10:45	SH School	Jr. High Enrichment	Grade 9	Deacon Leo Farley

JUNE 2020

June 4th, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
June 11th, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
June 18th, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
June 19th, Fri	1:30pm	SH School	Feast Day Mass Church Celebration TBA	Assembly	Rev. Roger Rouleau Deacon Leo Farley
June 25th, Thurs	8:45am	SH School	Class Visit	Grade 7-9	Rev. Roger Rouleau
June 26 th , Fri	9:30am	SH Church	Year End Mass	Assembly	Rev. Roger Rouleau Deacon Leo Farley

Deacon Leo's Visits with Grade 3 & 4 Students

Nov. 5, Dec. 4, Jan. 15, Feb. 12, Mar. 11, Apr. 7, May 6 and June 3.



Budget Report

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2019-2020 Play Budget (June)

Sacred Heart

Revenue And Allocations To Budget Center

	2019-2020 Play Budget (June)			
Instruction Program Allocations	\$3,520,634	92.8%	\$0	0.0%
Faith Development Allocations	\$33,390	0.9%	\$0	0.0%
Other Program Allocations	\$6,452	0.2%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$17,400	0.5%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$165,515	4.4%	\$0	0.0%
Local Revenues & Fees	\$49,946	1.3%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,793,337	100%	\$0	100%

Expenditures

	2019-2020 Play Budget (June)			
Certificated Staff	\$2,785,521	73.4%	\$0	0.0%
Uncertificated Staff	\$708,284	18.7%	\$0	0.0%
Services Contracts and Supplies	\$242,494	6.4%	\$0	0.0%
Amortization (Depreciation)	\$10,639	0.3%	\$0	0.0%
Held in Reserve	\$46,400	1.2%	\$0	0.0%
Total Expenditures:	\$3,793,337	100%	\$0	100%

Summary

	2019-2020 Play Budget (June)			
Total Revenue and Allocations to Budget	\$3,793,337		\$0	
Total Expenditures	\$3,793,337		\$0	
Variance	\$0		\$0	