



Sacred Heart School

ANNUAL EDUCATION
RESULTS REPORT

2019-2020



PRINCIPAL'S MESSAGE

MRS. VERNA SAND

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 (St. Thomas Aquinas Catholic School Division) 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 have begun a new 3 year faith journey, "Disciples of the Word". In this theme we are reminded that the life of a Christian is the life of one who follows Christ. A disciple is a dedicated follower and "The Word" refers both to the person of Christ and to the Word of God. This year we are focusing on being, "Disciples Through Worship", learning about the Mass and other forms of praise. We will also look at how we are called to put Christ at the center of our lives through liturgy and prayer.

*"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 first concern is our families. 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 that we may live with You in the
next.
Amen*



MEET YOUR LOCAL TRUSTEE



Henry Effon

Board Vice Chair and Wetaskiwin Trustee

Henry Effon is originally from Ghana in West Africa. Henry attended Catholic primary and secondary schools in Accra prior to moving to Canada. Henry and his young family reside in Wetaskiwin and are members of Sacred Heart Parish. Henry volunteers in many church and community programs and serves in executive roles. Henry's children all attend Sacred Heart School. Henry represents the city of Wetaskiwin, including formed areas in Pigeon Lake and Ma-Me-O Beach.

When Henry is not governing as a school trustee, he is at his regular job as a registered social worker in child protection or spending time with his family and friends. One of Henry's many priorities as a trustee is advocating for children and families, respecting that parents are the primary educators, and supporting Catholic Education in formation of the whole person — in body, mind, and spirit.

SCHOOL PROFILE



Sacred Heart Catholic School

Webpage: <http://sh.star catholic.ab.ca/>

Principal: Verna Sand

Phone: 780-352-5533

Fax: 780-352-7042

Grades Served: ECS—9

Student Population: 436 in school, 85 online

Number of Teachers: 27 (3 teaching online)

Number of Support Staff: 24



Principal: Verna Sand

Vice Principals: Karen Ballhorn

Tara McBride

Email: verna.sand@starcatholic.ab.ca

karen.ballhorn@starcatholic.ab.ca

tara.mcbride@starcatholic.ab.ca

Demographics: Sacred Heart School's enrollment has remained similar the past few years. It has ranged from 560—566. This year however there have been some significant changes. We currently have 436 students learning in school, and 85 students learning online. We have had approximately 40 students switch to home schooling due to the COVID-19 Pandemic. We do anticipate these families returning when the pandemic has ended. We have 2 ECS classes this year, both are full day programs that run from 8:45 am—3:13 pm. Slightly different this year, our ECS classes are Mon/Tues and Thurs/Friday. These classes will also attend alternately on Wednesdays. This change was made due to COVID-19 and the sanitization process between cohort classes. The remainder of the school population is made up of 2 classes of each grade from 1-9. English as a Second Language enrollment has remained at approximately 7% and our First Nation, Metis and Inuit enrollment has remained at about 22% of our total enrollment. Of the 22% of our First Nation, Metis and Inuit enrollment, 16 % of these students live in Wetaskiwin while 6% come to Sacred Heart from Maskwacis.

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, helps foster all students' talents beyond the basic academic (i.e. in-house music lessons, lunch time dance, choir programs, hockey academy and art lessons). Due to COVID-19 safety protocols that have been put in place this year, many of our programs have been put on hold to ensure that we do not mix student cohorts. We look forward to being able to reinstate these programs as soon as possible.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	94	89
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	99
I witness the faith and permeate curriculum and activities with gospel values	100	99
Student Survey (Elementary)	Current Result	Current Result
We pray as a class or a school every day.	100	97
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	96	90
Student Survey (Secondary)	Current Result	Current Result
We pray as a class or a school every day.	99	92
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	87	78

List staff PD offerings here:

- STAR Catholic's reflection day at Father Leduc
- Sacred Heart Administration presented 3 Faith Leadership Professional Learning sessions at staff meetings
- Bible Timeline sessions once a month
- Staff Faith Retreats
- Student Faith Retreats
- Sacred Heart's annual Faith Fair
- Sisterhood of Mary Prayer Walk



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what 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.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	94	89
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	80	67
Staff Survey (Teacher)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	97
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	100	90
Student Survey (Elementary)	Current Result	Current Result
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	96	90
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	93	82
Student Survey (Secondary)	Current Result	Current Result
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	84	78



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: 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.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	91	88
Staff Survey (Teachers)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	99
Student Survey (Elementary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	98
Student Survey (Secondary)	Current Result	Current Result
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	93	95



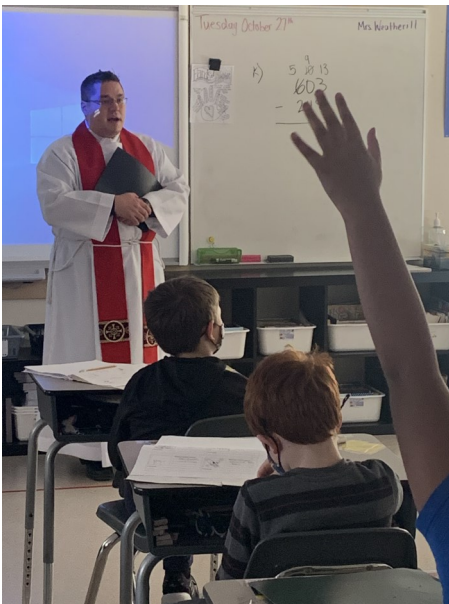
DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

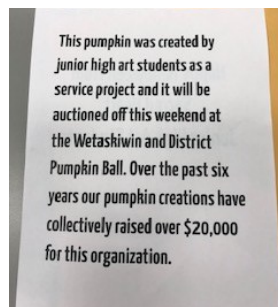
MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
My child participates in religious celebrations at the school or church	96	93
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100
Staff Survey (Support Staff)	Current Result	Current Result
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	95
Student Survey (Elementary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	99	93
Student Survey (Secondary)	Current Result	Current Result
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	96	91



SOCIAL JUSTICE PROJECTS

- St. Zita is the Catholic Social Services ministry that our school has adopted. Our students across the different grades have collected the following for St. Zita: toques, mitts, socks, toiletries and school supplies. We also donate a portion of the funds raised by our Art Auction to St. Zita. Our Jr. High students hosted a readathon and cupcake and popcorn sales with all proceeds going to St. Zita. Staff host 2 charity lunches each year and these funds also go to St. Zita ministry.
- We have also collected clothing items for NOW (Neighborhood Outreach Wetaskiwin).
- Support the pumpkin ball for Wetaskiwin & District Association for Community Service.
- Supported the City of Wetaskiwin "Shoes for Souls" drive.
- S.H.A.E (Sacred Heart Angel Elves) is where we collect from staff and students to supply food, Christmas stockings and presents for families in need within our school community.
- Jr. High No Stone Left Alone, students lay poppies for veterans laid to rest in Wetaskiwin.
- iMad elective sold "Cupcakes for Kindness" on pink shirt day with proceeds going towards purchases for the Good Shepherd Nursing Home in Wetaskiwin.
- Jr. High project "Blooming Relationships with Community": classes made seed bombs and then delivered them to the seniors that live across from our school.
- Sacred Heart school community donates food to the local food bank and to NOW (Neighborhood Outreach Wetaskiwin).



SCHOOL & PARISH COLLABORATION

- We meet monthly with the parish team: Father Roger, Deacon Leo and Maria Chrunik.
- Father Roger comes to our school weekly to go into the Div. II and Div. III classes building relationships with our students.
- Father Roger and Deacon Leo come monthly for our masses and celebrations.
- Deacon Leo comes once a month into our Jr. High, gr. 3 and gr. 4 classrooms for some faith enrichment.
- CWL and K of C donate money to help pay for the gr. 4 Bibles.
- K of C faithfully cook pancakes for our entire school community on Shrove Tuesday.
- GOSH (Grandparents of Sacred Heart): Parishioners from Sacred Heart Parish come into the school to read, teach and spend time with some of our students.



2019-2020 SCHOOL YEAR STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Weekly visits with Father Roger.
- Monthly visits with Deacon Leo for Jr. High, gr. 3 and gr. 4 students.
- Opportunities for Adoration in our Chapel.
- Penitential service and Reconciliation twice a year offered to all staff and students.
- Faith PD opportunity for staff learning about the Bible Timeline.
- Staff Faith retreat with Clare.
- PD with the Sisterhood of Mary.
- Faith Leadership learning sessions at staff meetings.
- One PD day each year dedicated to Faith PD.
- Annual Faith Fair as Sacred Heart's Evangelization Project.
- Faith Retreats for students each year.
- Praise and Worship team and Youth Ministry program.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We generally have high results in the area of "Grow & Affirm Catholic Identity.
- Our results vary from 80 to 100, with the majority of our results in the 90's.
- Parent results are mostly in the 90's with the exception of an 80 for the question "Teachers share their own faith experience with students and the role of God in the teacher's life". This question seems difficult for parents to answer as 16% of the elementary parents selected unsure and 25% of the secondary parents selected unsure.
- Teaching staff results were very high at 100.
- Elementary students results ranged from 93 to 100, while secondary student results ranged from 84 to 99.
- Majority of Sacred Heart results are above STAR district or similar.
- The area that we need to communicate better is with the Jr. High students around Social Justice projects. Sacred Heart's result was 93 while STAR's was 95.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.3	25.9	96.8	14.5	89.5	19.3	78.7	11.5	n/a	n/a		
	Authority	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
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	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	70.4	11.1	80.6	14.5	75.4	17.5	73.8	13.1	n/a	n/a		
	Authority	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	70.4	20.4	95.2	38.7	84.2	33.3	75.4	18.0	n/a	n/a		
	Authority	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	51.9	9.3	83.9	12.9	78.9	15.8	77.0	8.2	n/a	n/a		
	Authority	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	92.7	9.8	89.4	19.1	76.1	15.2	67.2	9.4	n/a	n/a		
	Authority	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		

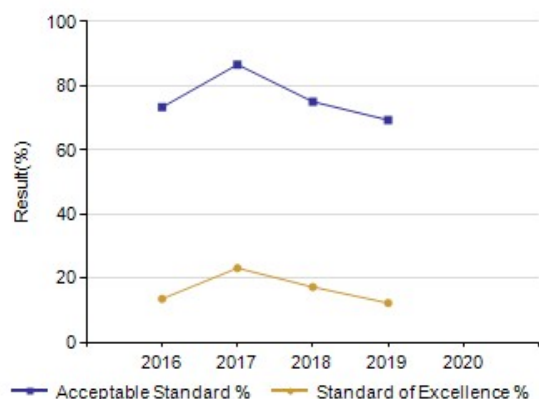
Provincial Achievement Test Results – Measure Details continued

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

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

OVERALL PROVINCIAL ACHIEVEMENT TEST RESULTS

Graph of Overall Provincial Achievement Test Results

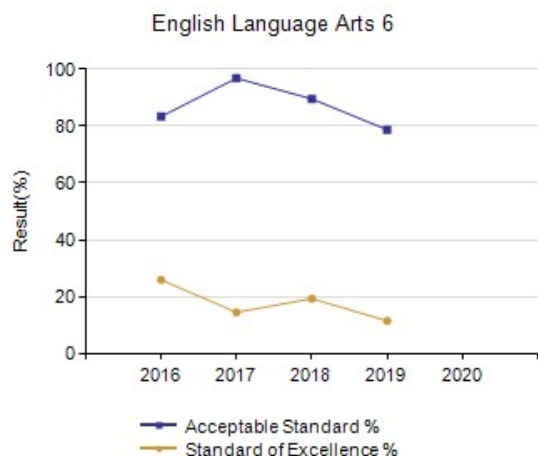


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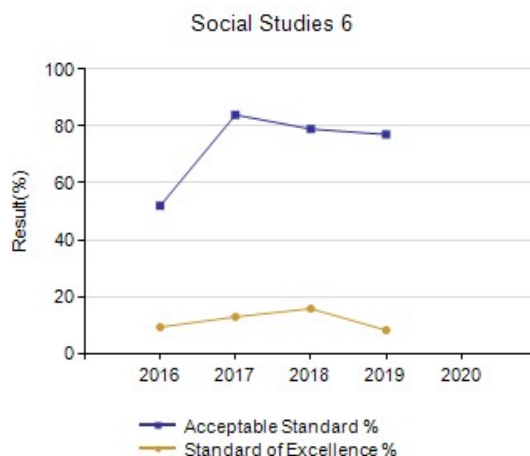
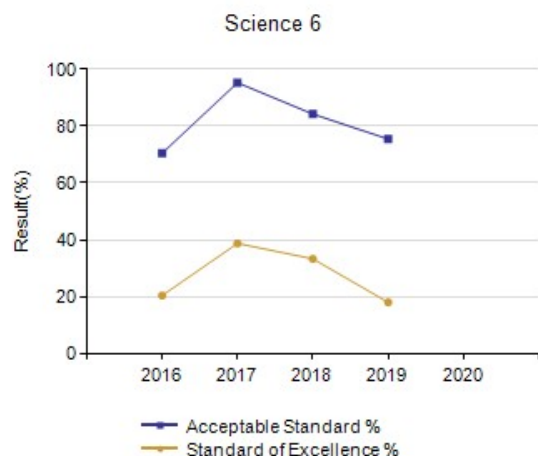
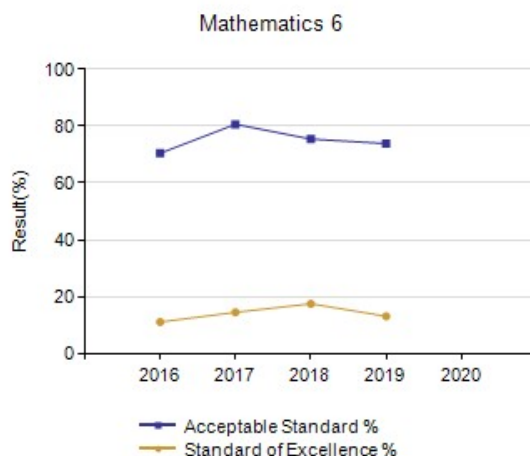


PROVINCIAL ACHIEVEMENT TEST RESULTS BY COURSE



[No Data for French Language Arts 6]

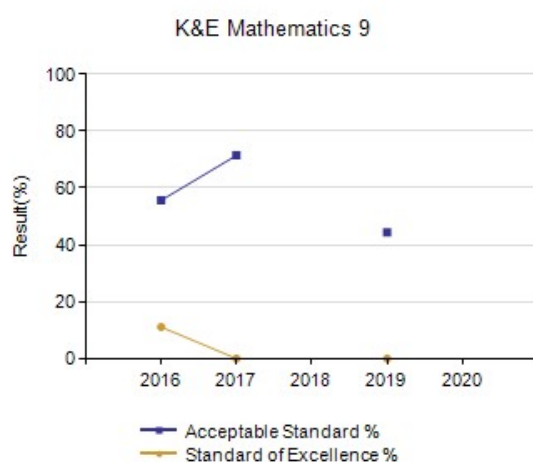
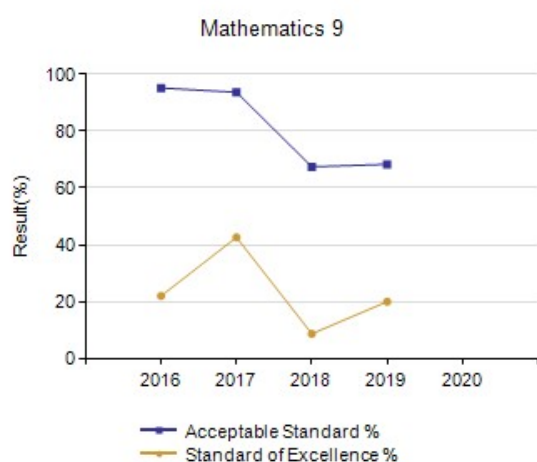
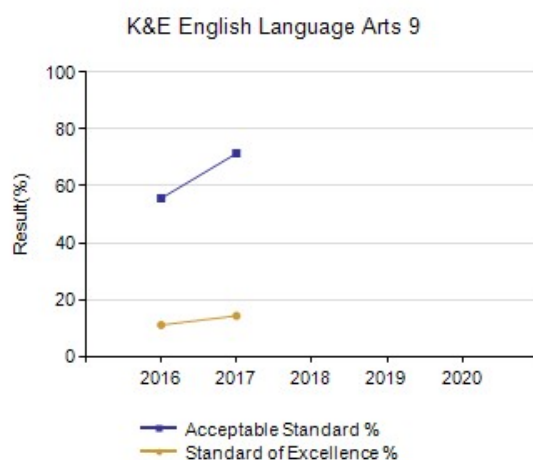
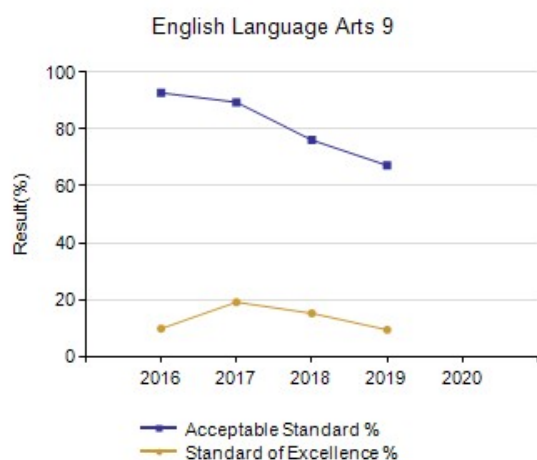
[No Data for Français 6]



Notes:

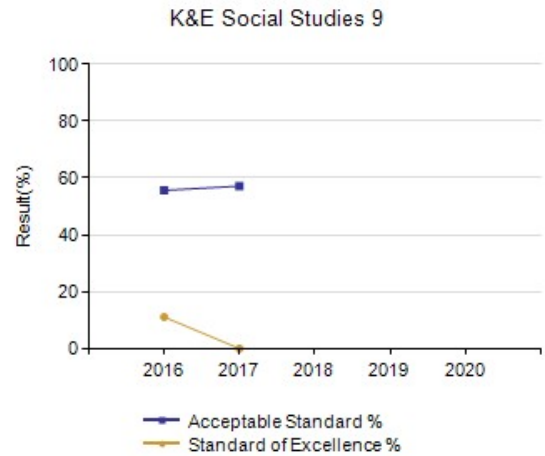
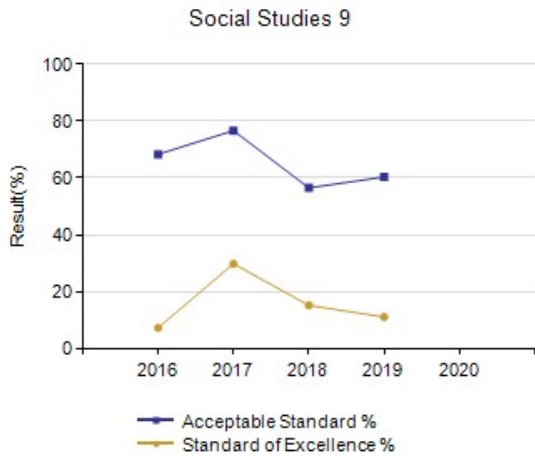
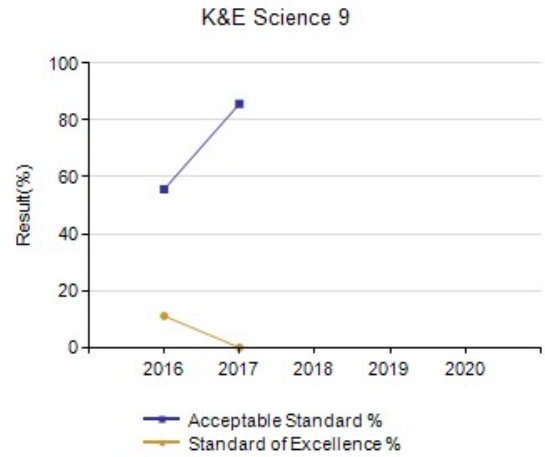
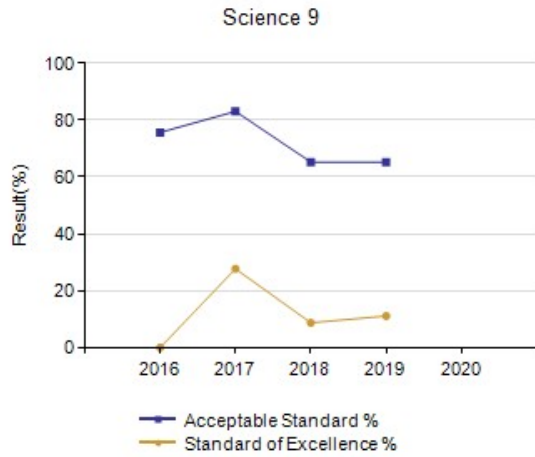
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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 (*).
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 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.

PAT RESULTS COURSE-BY-COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		Sacred Heart School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	60	88.3	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60	15.1	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	60	76.6	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60	15.1	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	60	84.9	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60	30.0	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	60	80.0	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	60	12.3	n/a	n/a	51,937	23.1
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	52	77.5	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	52	14.6	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	71.4	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	14.3	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	51	76.4	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	51	23.7	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	57.9	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	52	71.1	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	52	15.8	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	52	64.5	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	52	18.7	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	57.1	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	1,453	14.0

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.

2019-2020 SCHOOL YEAR STRATEGIES

- Staff PLC with grade and division partners to support diagnostic assessments, programming and interventions.
- SALT (Sacred Heart Academic Learning Time) period to support research-based interventions and progress monitoring for all students.
- Common formative and summative assessments.
- Consistent focus school wide on reading comprehension and writing.
- Reading Recovery and Precision Reading programs to boost student success.
- Consistent programming school wide with Daily 5, Empowering Writers and Balanced Literacy resources.
- Jr. High Social teachers using vocabulary Quizlets to increase vocabulary knowledge and also using a collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills.
- In math an increased focus on increasing automaticity with basic skills.
- Teachers are using dedicated PLC (Professional Learning Communities) time to create assignments and assessments which utilize higher level thinking skills.
- Teachers continue to create lessons focused on re-teaching concepts as well as lessons to extend and enhance learning.
- In Div. I and II teachers use Acadience Reading and RST (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings.
- In Div. III, SALT has become more focused on “Directed Learning” as opposed to student choice, hoping to target specific student needs to improve PAT (Provincial Achievement Test) results.
- Learning Commons
- Increased focus on project based learning.
- Peer tutoring



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 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 and unknown variables in both whole number and decimal form.
- 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.

PROVINCIAL GOAL: CITIZENSHIP

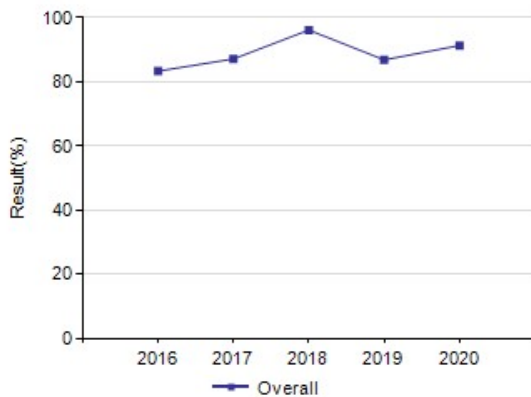
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

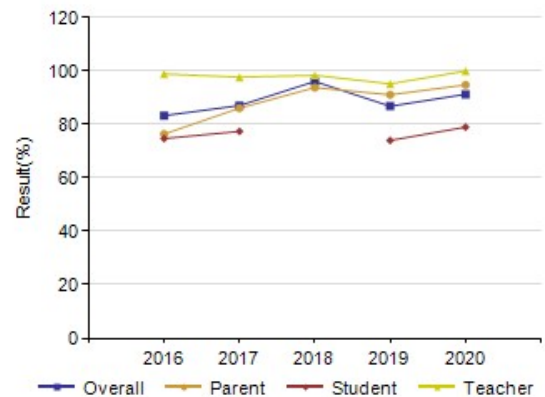
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.3	87.1	96.1	86.8	91.3	85.3	86.7	85.0	87.0	88.0	83.9	83.7	83.0	82.9	83.3
Teach-	98.9	97.7	98.4	95.2	100.0	96.8	97.2	94.7	97.0	98.5	94.5	94.0	93.4	93.2	93.6
Parent	76.4	86.1	93.8	91.1	94.8	84.1	87.5	88.1	85.7	86.2	82.9	82.7	81.7	81.9	82.4
Student	74.7	77.4	n/a	74.0	79.0	75.1	75.2	72.1	78.3	79.3	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results



Graph of Detailed Authority 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. 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.



2019-2020 SCHOOL YEAR STRATEGIES

- Safe and Caring assemblies for K-6/Jr. High monthly “Be Kind” assemblies, awarding students Titan awards for citizenship
- iLead elective in Jr. High promotes citizenship and service throughout the school.
- Students assisting with the Sacred Heart Angel Elves project buy purchasing gifts.
- Students donating time, treasures and talents through social justice projects.
- Classroom partnerships: older classes partner up with the younger classes to help walk to the parish, learn to use computer skills and complete more complex projects.
- We Day: Jr. High students attend and then plan and promote citizenship at school.
- We Scare Hunger: Jr. High partner with Denham Ford to collect food for the local food bank.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- In the area of active citizenship overall we score above STAR and the province. We have very high results from our teachers and parents.
- Our elementary student results range from 80 to 93 while our secondary results are a bit lower, ranging from 62 to 84.
- We score high in encouraging students to do their best.
- The lowest result is with our secondary students commenting on “At school, students follow the rules”.
- We will continue to be very explicit with explaining the school rules and encouraging students to follow them while being consistent with students who choose not to. Student expectations will be posted visually throughout the school.



PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

The Division is currently awaiting the provincial development of this goal.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Student Survey (Elementary)	Current Result	Current Result
At my school, there is at least one adult who listens and cares about me	96	90
My school is a place where I feel I belong	86	76
I have a friend at school	98	97
I find healthy ways (i.e. talking to an adult) to deal with problems in my life	89	81
On most days, I have headaches or stomach aches	34	30
I have trouble sleeping at night, or staying asleep	40	47
Student Survey (Secondary)	Current Result	Current Result
I have a positive and healthy relationship with at least one adult in	91	86
My school is a place where I feel I belong	70	68
I have a friend at school	96	93
On most days, I have headaches or stomach aches	33	39
I have trouble sleeping at night, or staying asleep	44	52
I feel overwhelmed when I don't know how to solve a problem at	57	58



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES *continued*

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	98
I am able to support the social and emotional well-being of my students	100	94
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Staff Survey (Support)	Current Result	Current Result
I am aware of the social and emotional well-being of the students I	89	93
I am able to support the social and emotional well-being of the students I work with	89	90
I am aware of the behaviour supports the students I work with require	89	86
I utilize strategies to support the behaviour with the students I work with	95	92
Parents	Current Result	Current Result
My child has a friend at school.	97	97
I am satisfied with the access to social/emotional supports at school.	84	79
My child has one or more adult(s) that care about them at school.	95	92



2019-2020 SCHOOL YEAR STRATEGIES

- Peer mediation
- Chess club, buddy-up, Lego club, tech group, active living meeting at lunchtime.
- Life Framework club
- Youth Ministry lunchtime program
- Mental Health Literacy PD for staff
- 3rd Path PD for trainers to train the rest of staff
- Personal Wellbeing class introduced for Jr. High
- Rainbows pullout groups
- Awesome Blossoms group for girls
- Beauty in the Eye of the Beholder elective for Jr. High girls.
- Beaded Journey group for our Indigenous students
- Gr. 4 and 5 Mind Up program and stress lessons
- Worry Woos for primary classes
- FSLW (Family School Liaison Worker) meeting with groups and individuals
- FSLW connecting with our families



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- This year we have survey results back from 41 staff, 161 parents across all grades and 323 students from grades 4 to 9. These would be the most parent results that we have had.
- Our results are either slightly above STAR or approximately on par.
- At Sacred Heart School we do offer an abundance of opportunities for students to participate in to promote a healthy mind and body and build relationships. It is important for our students to have a place where they belong and adults that care about them.
- We need to continue to find a way to dig deep into our students' anxiety and depression measures. We do not feel that the questions in this survey give us the data that we are looking for to be able to support our students who are struggling with mental health.
- We will strive to continue to build those most important relationships with these students and ensure that they feel that they have a sense of belonging at Sacred Heart. Our new "Light Them Up" initiative is geared to reaching out to students to build these relationships.
- We have adjusted our timetables in Jr. High to have only 2 teachers teaching in a grade. This reduces the amount of students that each teacher teaches from 120 to 50. The teachers have a much greater opportunity to build relationships with their students and make Sacred Heart a place where they feel that they belong.

DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

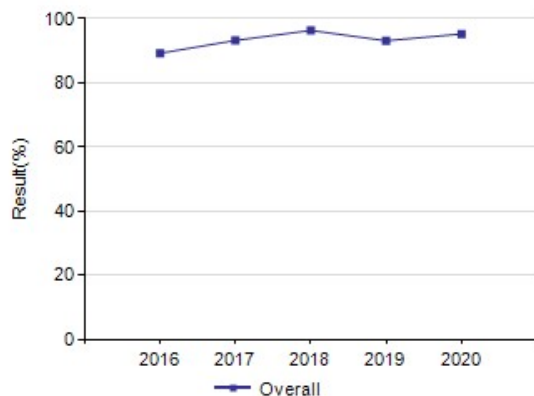
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

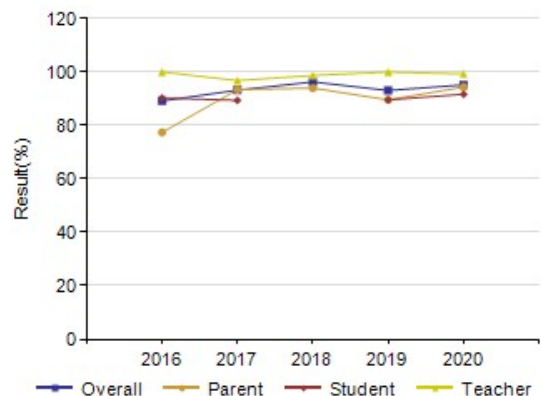
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.2	93.2	96.3	93.1	95.2	90.5	92.8	92.5	92.2	93.3	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	96.8	98.7	100.0	99.3	96.3	97.9	96.9	98.2	98.7	96.0	95.9	95.8	96.1	96.4
Parent	77.4	93.4	94.0	89.6	94.4	87.4	91.5	92.3	88.1	90.8	86.1	86.4	86.0	86.4	86.7
Student	90.3	89.4	n/a	89.6	91.7	87.8	88.9	88.3	90.1	90.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results



Graph of Detailed Authority 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. 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.

2019-2020 SCHOOL YEAR STRATEGIES

- Well rounded academic, athletic and performing arts programming.
- Wide assortment of elective courses such as band class, dramatic arts, culinary arts, French language, woodshop, beading, variety of art classes, media, STEM, tourism, film studies and outdoor education.
- Staff offer athletic opportunities for Div. II and Div. III students in the areas of running club, volleyball, basketball, track and field and badminton.
- Consistent programming across Div. I, Div. II and Div. III in literacy and numeracy.
- Response to Intervention opportunities for students in all grade levels during SALT (Sacred Heart Academic Learning Time).
- Differentiation opportunities for students in all subject areas.
- Learning commons for Div. II and Div. III students at lunch and in P6 to access interventions and extra time to complete assignments.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teacher, student and parent results in this area are high. We measure slightly higher than STAR as well as the province.
- These high results indicate that students, parents and staff are happy with the quality of education at Sacred Heart School.
- Staff strive to create engaging lessons that are differentiated to ensure student success.
- We have embedded time to allow for staff to PLC (Professional Learning Communities) as well as for student interventions and work completion.
- We are very fortunate at Sacred Heart to have excellent support staff who are dedicated to student success and are always looking for professional development opportunities to grow their craft.
- We will continue to strive to support our staff to create engaging and challenging lessons while making sure that students clearly understand what they are learning and why.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

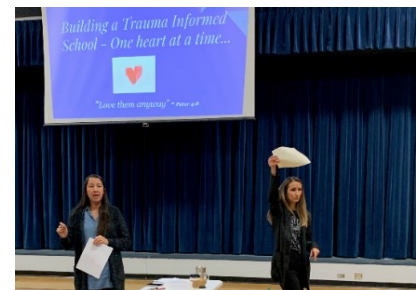
MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have opportunities for meaningful Professional Development	95	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	95	98
Staff Survey (Support Staff)	Current Result	Current Result
I have opportunities for meaningful Professional Development related to my role	68	76
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	74	81

PROFESSIONAL DEVELOPMENT

List Professional Development opportunities here:

- Reflection Day—Faith PD
- Differentiation - Tech with Chad /Progress Report
- First Aid
- Learning Day—RTI (Response to Intervention) focus
- Mental Health Literacy
- Institute Day/Librarian PD/EA PD
- Staff Faith Retreat
- Teacher Convention
- Formative Assessment - Tech with Chad
- Indigenous Learning/Trauma Informed Practice
- RTI/PLC and collaborative coaching
- Mentorship for new teachers and teachers new to STAR.



2019-2020 SCHOOL YEAR STRATEGIES

- Response to Intervention PD: review RTI best practices to support student success.
- First Aid PD: to support student safety
- Faith PD & Staff Retreat: to promote and support staff personal faith journey as well as support faith permeation in all subject areas and school events.
- Differentiation PD: to support the success of all students.
- Mental Health PD: to support the social and emotional wellness for all staff and students.
- Assessment PD: to support student success.
- First Nation, Inuit and Metis PD: to support our Indigenous students as well as support teachers and the TQS.
- Trauma PD: to support the SEL of all students and staff.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The survey results for continuing to build and develop staff capacity are high for teaching staff and much lower for support staff.
- Teaching staff attend all PD days throughout the school year. Support staff attend approximately 9 out of the 19 PD days on the calendar.
- Teachers also attend monthly staff/Div. meetings where there is often some PD presented, mainly Faith and Learning Support PD. These meetings are not on support staff templates and therefore not a requirement for support staff to attend.
- In the past 2 years the introduction of the Institute day PD for support staff has been very well received.
- We also ask for Educational Assistant input for PD ideas and offer specific support staff PD on some of our PD day afternoons.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	97
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	100	94

COLLABORATION & LEADERSHIP

School Collaboration Structures and Leadership Development Opportunities here:

- School Leadership team (SLT): all staff are given the opportunity to participate in Sacred Heart's SLT. We currently have 10 teachers from all 3 divisions volunteering on the SLT.
- Staff have embedded time built into their timetables to meet with their grade partners and subject area partners once in a 6 day rotation.
- Staff are given the opportunity to PLC as a division approximately once a month.
- Teachers are given the opportunity to be designate principal when the admin team are away.
- Teachers are empowered to develop their leadership skills.



2019-2020 SCHOOL YEAR STRATEGIES

- Teachers will have common assessments and objectives for the curriculum they are teaching.
- Divisional consistency for procedures and strategies to support student success and behavior.
- Staff will be better able to support student needs: academically, socially, emotionally and spiritually.
- Div. II Group Problem Solving Process used to support one another.
- Staff will set SMART goals for their PLC (Professional Learning Communities) for the year.
- Consistent programming among subject areas.
- Increased ability to build relationships with students.
- SLT (Staff Leadership Team) opportunity
- Monthly staff and Div. meetings
-



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Sacred Heart School's results in the area of collaboration and leadership development are exceptional at 100.
- It is clear that our staff value the opportunities embedded in their school day for PLC. Many staff continue their collaboration even after the school day is done.
- All staff are welcomed to develop their leadership skills by becoming involved in the School Leadership Team, volunteering for lead roles on committees to organize school events and initiatives and by showing interest in covering for Admin when they are out of the school.
- Professional development plans for Sacred Heart are created in consultation with staff and the SLT.
- Our results do show that staff feel that they have opportunities for leadership and that they value having input in the PD plan for the school.

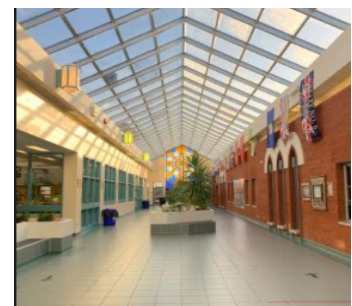
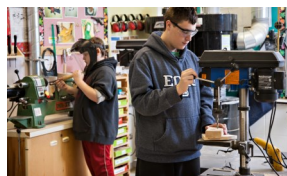
DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
Our School is clean and well maintained	100	93
Our school has the physical facilities to meet the programming needs of students	86	87
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	92
Staff Survey (Support Staff)	Current Result	Current Result
Our School is clean and well maintained	84	91
Our school has the physical facilities to meet the programming needs of students	95	81
Student Survey (Elementary)	Current Result	Current Result
I am proud of my school and the way it looks	95	88
Student Survey (Secondary)	Current Result	Current Result
I am proud of my school and the way it looks	87	82



2019-2020 SCHOOL YEAR STRATEGIES

- Staff fill out the OH&S (Occupational Health and Safety) classroom checklist each year.
- Staff collaborate with Admin to create the IMR (Infrastructure and Maintenance Renewal) list each year.
- Staff and students create beautiful and inspirational bulletin boards.
- Welcoming signs throughout the school.
- Inspirational messages throughout the school.
- Indigenous entryway, clubhouse, Treaty 6 flag, Project of the Heart and government apology displayed in our school.
- Faith message on sign outside of school.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The survey results for a safe, welcoming and optimal learning environment for staff and students are high.
- Elementary students are very proud of their school while the majority of Jr. High students are as well.
- Staff feel that Sacred Heart's physical facility meets the staff and student needs and is well maintained.
- Staff are very invested in our school and they help to create an optimal learning environment.
- Staff volunteer to decorate, create displays & inspirational messages, care for the plants as well as work along side our custodians to maintain our beautiful school.
- It is very clear that staff and students are proud of the way our school looks and is maintained by the way that they continue to care for the facility.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students 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.

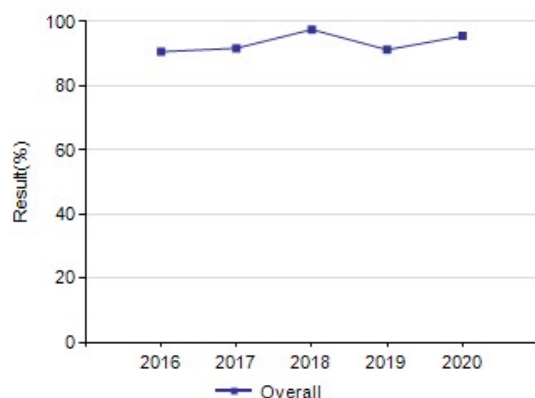
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

SAFE & CARING - MEASURE DETAILS

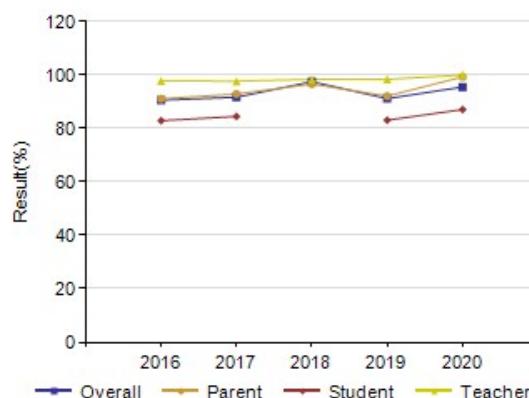
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.6	91.7	97.5	91.2	95.5	89.7	91.5	90.7	91.8	92.9	89.5	89.5	89.0	89.0	89.4
Teacher	97.8	97.7	98.4	98.4	100.0	96.4	96.7	95.7	98.1	98.8	95.4	95.3	95.0	95.1	95.3
Parent	91.1	92.9	96.6	92.1	99.3	88.8	92.6	94.0	91.9	93.2	89.8	89.9	89.4	89.7	90.2
Student	82.9	84.5	n/a	83.1	87.1	84.0	85.3	82.5	85.5	86.7	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results



Graph of Detailed Authority Results

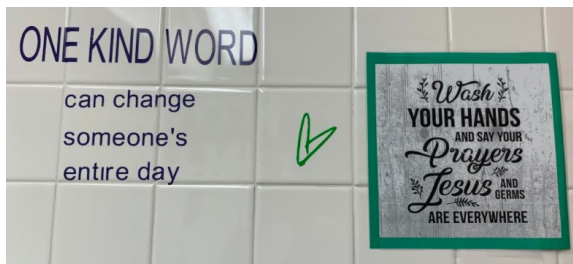


Notes:

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

2019-2020 SCHOOL YEAR STRATEGIES

- Safe and Caring assemblies for elementary students.
- Jr. High “Be Kind” assemblies.
- Social/Emotional programming in the classrooms.
- Student mentorship programming.
- Lunch programs: Chess Club, Buddy Up, Awesome Blossoms, Beaded Journeys, Tech club, Lego club and Active Living group.
- Inclusive classrooms.
- Service Projects.
- Mental Health/Trauma PD for staff and students.
- Assistance from outside agencies for students and families when necessary.
- Response to Intervention programming.
- SIT (Student Intervention Team) team



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Sacred Heart School's Safe & Caring survey results are very good.
- These Safe & Caring results have been steadily increasing over the past few years for teachers, parents and students.
- Sacred Heart's results continue to be higher than STAR and the province.
- This is a measure to be very proud of!
- Staff work very hard to create a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging.
- We strongly believe that if students have a sense of belonging and safety then they will be able to learn and succeed.
- Staff are very committed and dedicated to all the programming opportunities that are available for our students.



PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

The Division is currently awaiting the provincial development of this goal.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

The Division is currently awaiting the provincial development of this goal.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	95	82
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	92
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	95	94
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	97
Staff Survey (Support Staff)	Current Result	Current Result
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	95	92
Student Survey (Elementary)	Current Result	Current Result
I learn about First Nations, Métis, and Inuit history, culture, and traditions	97	94
Student Survey (Secondary)	Current Result	Current Result
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	96	82

Accountability Pillar Overall Summary
3-Year Plan - May 2020 (2018-2019 School Year Data)
School: 3170 Sacred Heart School (FNMI)

Measure Category	Measure	Sacred Heart School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	0.0	0.0	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.8	56.6	54.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	53.3	45.0	59.0	54.0	51.7	51.9	Very Low	Maintained	Concern
	PAT: Excellence	3.3	5.0	5.8	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	35.0	34.2	33.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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, Social Studies 30-2.
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.
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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

2019-2020 SCHOOL YEAR STRATEGIES

- Jordan's Principal application for additional staff to support academic success.
- Allocated teacher FTE to work on building relationships and offer interventions.
- Indigenous clubhouse created as a safe and welcoming space.
- Indigenous studies Jr. High elective course.
- Indigenous Leadership group (Ribbon skirts, blanket exercises, drumming)
- Cree club for Div. I and Div. II students.
- Beaded Journeys group.
- First Nation parent engagement evenings.
- Students attend the Resiliency Summit in Calgary.
- Partner with MESCC (Maskwacis Educational Schools Commission) and Maskwacis Cultural College for supports and resources.
- Orange Shirt Day
- National Indigenous Peoples week



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our survey results for staff and students are high. In all areas we are higher than the results for STAR.
- It is clear that our staff and students agree that First Nation, Metis and Inuit culture, history and traditions are taught and valued at Sacred Heart School.
- We are very fortunate to be able to access Indigenous resources within our school, district and in our neighboring community of Maskwacis.
- An area where we strive to improve is in our First Nation, Metis and Inuit PAT results.
- Our gr. 6 latest results show us higher than the province in acceptable standard for Math and Social and lower in LA and Science. We have consistently lower results in the standard of excellence.
- Our gr. 9 results in 2019 did not have enough students to register. When we look at our 3 year average results we are higher than the province in LA and Math and lower in Science and Social. For the standard of excellence we scored higher than the province in Social and lower in LA, Math and Science.
- We will utilize the strategies listed above to work at improving our First Nation, Inuit and Metis PAT results.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Measure Category	Sacred Heart School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I use a variety of Tier 1 strategies in my classroom	100	99
I use a variety of Tier 2, target strategies	100	99
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	100	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	95	91
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Student Survey (Elementary)	Current Result	Current Result
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	94	92
At school, adults help me when I ask	98	94
Student Survey (Secondary)	Current Result	Current Result
I understand how I learn best and am able to communicate this with my teacher	83	79
Adults help me when I ask	88	89
Parent Survey	Current Result	Current Result
My child has the opportunity to reach his or her academic potential	97	90
My child receives the support he/she needs to be successful in school	93	89

2019-2020 SCHOOL YEAR STRATEGIES

- Response to Intervention (RTI): tier 1, 2 and 3 best practices.
- Inclusive classrooms
- Differentiation of curriculum
- Learning Support Facilitator (LSF), Family School Liaison Worker (FSLW), and the Sacred Heart Intervention Team (SIT)
- Learning Commons for Jr. High students
- Sacred Heart Academic Learning Time (SALT) in P3
- PLC time for staff to collaborate about interventions, progress monitoring and assessment.
- Learning Support Google Classroom with PD and resources for staff to access.
- Access to support staff assistance.
- Staff PD on RTI and Differentiation.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Sacred Heart's survey results in regards to focus on students with learning challenges again are very high.
- Staff, students and parents seem to be very satisfied that when students need help they will receive it. This is both in the area of academics as well as social and emotional well-being.
- It has become very clear in that past few years that our staff really value their PLC time. Having it embedded into the school day has been very instrumental in student success in this area.
- Also embedded into the timetable is the SALT block for all grade levels. This has been used as a time for interventions and enrichment. The staff collaborate and use assessments to determine what students should work on in this block.
- Learning Commons is utilized for Div. II and Div. III students who require extra assistance or time to complete assignments. This has assisted students who find it difficult to complete their work in the classroom or at home.
- At Sacred Heart we will continue to engage in professional development in the areas of RTI best practices as well as student engagement and differentiation.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

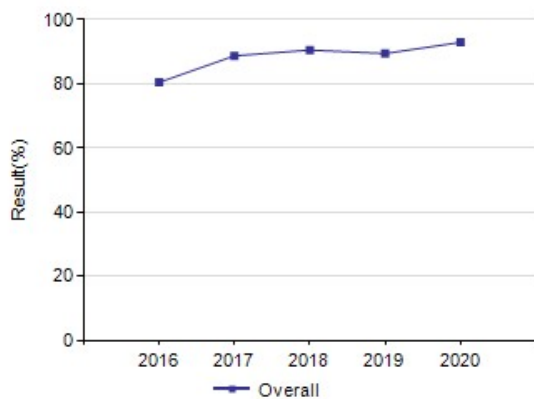
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

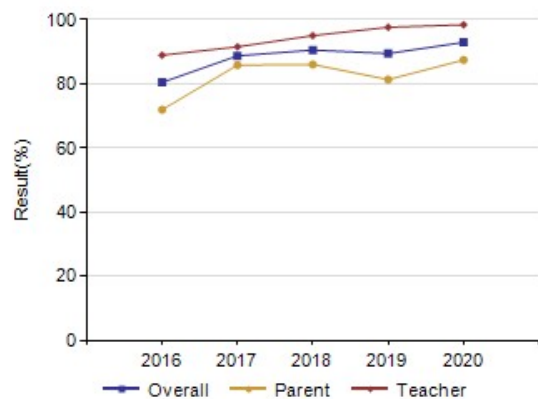
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.4	88.7	90.5	89.4	92.9	82.4	84.4	84.9	84.9	87.8	80.9	81.2	81.2	81.3	81.8
Teacher	88.9	91.5	95.0	97.6	98.4	90.2	92.3	90.7	95.2	95.3	88.4	88.5	88.9	89.0	89.6
Parent	71.9	85.8	86.0	81.3	87.4	74.7	76.5	79.0	74.6	80.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results



Graph of Detailed Authority Results



Notes:

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

2019-2020 SCHOOL YEAR STRATEGIES

- Weekly communication sent out every Monday.
- Teachers calling home with good news and when they need to discuss concerns.
- Parent Teacher Interview evenings.
- Parent Engagement evenings
- School Council Meetings once a month.
- Standing invitation for parents and community to join our masses and celebrations
- Agenda used in elementary to communicate with families.
- Remind and emails used to communicate with Jr. High families
- Night of the Titans Awards evening.
- Christmas Concert, Art Auction, Music Festival and Spring Concert.
- Parent volunteer opportunities with numerous activities throughout the school.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parental involvement and engagement survey results for Sacred Heart School are very high.
- Staff and parents seem to be very satisfied working together for the success of our students.
- Survey results in this area have been steadily increasing over the past 5 years.
- We strive to have informative and concise weekly communication with our families to ensure that they know what is happening at Sacred Heart.
- We have begun to post our School Council meetings on Facebook Live so that parents who are unable to attend can still remain informed.
- We continually discuss the importance of communication home with staff. It is so important in building the relationships with our families that will in turn ensure student success.
- We have built in a number of opportunities for parents to come and celebrate their children at the school throughout the year.

DOMAIN 5:

GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2020-2021 Play Budget (Fall Update)

Sacred Heart

Revenue And Allocations To Budget Center

	2020-2021 Play Budget (Fall Update)			
Base Allocations	\$3,072,018	77.7%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$129,283	3.3%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$28,580	0.7%	\$0	0.0%
ELL Allocations	\$45,000	1.1%	\$0	0.0%
FNMI Allocations	\$103,400	2.6%	\$0	0.0%
Federal Government	\$210,000	5.3%	\$0	0.0%
Other Program Allocations	\$142,426	3.6%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$212,416	5.4%	\$0	0.0%
Local Revenues & Fees	\$11,127	0.3%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,954,250	100%	\$0	100%

Expenditures

	2020-2021 Play Budget (Fall Update)			
Certificated Staff	\$2,755,849	69.7%	\$0	0.0%
Uncertificated Staff	\$870,906	22.0%	\$0	0.0%
Services Contracts and Supplies	\$207,148	5.2%	\$0	0.0%
Amortization (Depreciation)	\$9,013	0.2%	\$0	0.0%
Held in Reserve	\$111,335	2.8%	\$0	0.0%
Total Expenditures:	\$3,954,250	100%	\$0	100%

Summary

	2020-2021 Play Budget (Fall Update)			
Total Revenue and Allocations to Budget	\$3,954,250		\$0	
Total Expenditures	\$3,954,250		\$0	
Variance	\$0		\$0	

Combined May 2020 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	95.5	91.2	93.5	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	91.0	82.2	86.1	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	95.2	93.1	94.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.2	0.0	0.0	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	69.3	77.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	12.2	17.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	96.2	84.4	86.9	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	91.3	86.8	90.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.9	89.4	89.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.1	90.2	89.1	81.5	81.0	80.9	Very High	Maintained	Excellent

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