



Sacred Heart School

ANNUAL EDUCATION
RESULTS REPORT

2020-2021



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 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 began 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". In this year we will focus on 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 we may live with You in the next.
Amen



MEET YOUR LOCAL TRUSTEE



Henry Effen

Board Chair and Wetaskiwin Trustee

Henry Effen is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.

SCHOOL PROFILE



Sacred Heart Catholic School

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

Principal: Verna Sand

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Principal: Verna Sand

Vice Principals: Tara McBride

Melanie Toohey

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Grades Served: ECS-9

Student Population: 516

Number of Teachers: 27

Number of Support Staff: 29

Demographics:

Sacred Heart School's enrollment has consistently remained similar in the last several years. Typically, our population has ranged from 560-565. However, there have been some significant changes due to COVID these last two years. We do anticipate our enrollment to go up when the pandemic has ended. We again have 2 full-day ECS classes, a Monday/Tuesday class and a Thursday/Friday class, that run from 8:45 am - 3:13 pm. These classes alternate on Wednesdays. This structure allows for continued COVID sanitization protocols. The remainder of the school population is made up of 2 classes of each grade from 1-9, with 3 classes of grade 5. 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 continued COVID safety protocols, many of our programs continue to be 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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	89	94	91.5	88	89	88.5
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	98	99	98.5
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	99	100	99.5	97	97	96
Teachers help me understand how faith can guide the way I live my life.	93	96	94.5	92	90	91
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	98	99	98.5	89	92	87.6
Teachers help me understand how faith can guide the way I live my life.	91	87	89	77	78	77.5

Faith PD offerings:

- Division Reflection Day: Disciples Through Worship
- Faith Retreat - The importance of liturgy and prayer to our personal faith growth
- Celebrating the Liturgical Year
- Faith Leadership learning sessions at staff meetings: Understanding the Mass - Introductory Rites, Liturgy of the Word, The Presentation and Preparation of the Gifts, Eucharistic Prayer and Communion, Concluding Rites, Understanding Mental Health from a Catholic Perspective, Catholic Teaching on Social Injustices



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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	92	94	93	88	89	88.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	78	80	79	70	67	68.5
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	97	97.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	96	90	93
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help me understand how faith can guide the way I live my life.	93	96	94.5	92	90	91
Teachers speak to me about their own faith and the role of God in their life.	82	93	88	84	82	83
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers speak to me about their own faith and the role of God in their life.	85	84	84.5	72	78	75

2020-2021 SCHOOL YEAR STRATEGIES

- Monthly celebrations and masses, in classroom cohorts or grade-level cohorts.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Weekly classroom cohort visits with Father Roger.
- Opportunities for Adoration in our Chapel, in classroom cohorts or grade-level cohorts.
- Penitential service and reconciliation twice a year offered to all staff and students.
- Faith Retreats for students - we were able to have multiple virtual 'mini' retreats for our students due to COVID.
- Praise and Worship team and Youth Ministry program.
- Staff sharing personal faith journeys.
- Staff Faith Professional Development with a focus on sharing personal faith journeys.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	89	91	90	87	88	86.6
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	99	98.5
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	98	99	98.5	96	98	94
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	96	93	94.5	93	95	91.3

2020-2021 SCHOOL YEAR STRATEGIES

- Create positive community and parish connections to help us understand the well-being of our students.
- Students are encouraged to adopt a global Catholic point of view using local and current events in order to understand challenges met by others. Students are able to see our school as a source of giving and support for those in need.
- Students advocate for causes based on personal awareness and experience. Their advocacy leads to the development of social justice projects - i.e. art auction, supporting Neighbors Outreach Wetaskiwin, MMIW (Missing and Murdered Indigenous Women) project and the creation of positive recess play.
- Sacred Heart Angel Elves Project (SHAE) - collecting gifts for families in need at Christmas
- Supporting Senior Care facilities with outdoor decorations (bird feeders) & bookmarks, cards, poems.
- Food donations to Neighbors Outreach Wetaskiwin and the local food bank.
- iMAD Elective (I Make A Difference): completing projects both in the school and community (Pink shirt day, Pay it Forward, NOW society) and becoming part of a team exploring ways to love and serve God.
- Terry Fox bracelets of hope
- Pen-pals: Jr. High students built a pen-pal relationship with long-term care residents
- students created cards and prayers for the staff of Christ The King in the wake of the tragedy
- St. Zita projects: collections of sock, toiletries, school supplies, toques & mitts; monetary donations from Loonies 4 Lids

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child participates in religious celebrations at the school or church	95	96	95.5	91	93	92
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	100	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	95	95.5
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	96	99	97.5	91	93	89.6
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	98	96	97	86	91	83.3

2020-2021 SCHOOL YEAR STRATEGIES

- Monthly masses and celebrations at school as well as school visits to the Parish.
- School blessing by Father Roger & class visits.
- Regular collaboration with the school and parish team.
- Collaboration between school and parish for Sacred Heart Feast Day & Catholic Ed Sunday
- Catholic Women's League and Knights of Columbus support for the purchase of gr. 4 bles
- Regular communication to our school families about happenings at the Parish



Bi-

SOCIAL JUSTICE PROJECTS

- Collection of toques, mittens, socks, toiletries, and school supplies for St. Zita Ministry - the Catholic Social Services ministry our school has adopted.
- Food Bank collection
- Teddy bear donations for Victim Services
- SHAE - Sacred Heart Angel Elves - supply food, Christmas stockings, and gifts for our school families in need
- "Cupcakes 4 Kindness" - an iMAD (I Make A Difference) initiative to support the Good Shepherd Nursing Home
- Division 1 students made Christmas decorations, bookmarks, holiday poems and bird feeders for Long Term Care and Peace Hills Lodge residence and Sunrise Retirement home.
- Division 1 students prayed and coloured the Rosary for the patients and workers at the hospital



SCHOOL & PARISH COLLABORATION

- Monthly meetings with the parish team
- Weekly classroom visits from Father Roger to build relationships
- Monthly masses and celebrations with Father Roger
- Catholic Women's League and Knights of Columbus donations to help pay for gr. 4 Bibles
- Parish involvement in school retreats - space, attendance by Father Roger and Deacon Leo.
- Staff members assisting in sacramental prep, specifically First Communion and Confirmation.
- Reconciliation at the school with Father Roger.
- Staff involvement in three phases of Christ Life Ministry - evangelization program.



2020-2021 SCHOOL YEAR STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas .
- Weekly visits with Father Roger.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all.
- Faith Professional Development opportunity for staff learning about the Bible Timeline.
- Staff Faith retreat with Clare Ganton.
- Faith Leadership learning sessions at every staff meeting.
- One Professional Development day each year dedicated to Faith Professional Development.
- Virtual Faith Retreats for students.
- Praise and Worship team.
- Youth Ministry program and Religious Education Committee Full Time Equivalency allotment.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- On the measure of “Teachers help students understand how faith can guide the way they live their lives”, our staff and our junior high students have scored consistently high, however, our parents and our elementary students scored lower this year than in previous years.
- On the measure of “Teachers speak to me about their own faith and the role of God in their life”, the elementary students scored 11 points lower this year than last. Results for parents, staff, and junior high students remain consistent but could be higher.
- Our parent data on the measure of “The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice” is 2 points lower than the previous year, and 11 points lower than our staff results.

CONCLUSIONS

- The data shows that school staff and junior high students recognize that teachers are sharing their own faith experiences and how faith can guide the way we live our lives.
- Our school collaborated with the parish to ensure that masses and celebrations continued virtually throughout the year. Our high results in this measure for parents, staff, and students reflects this as a strength.

IMPLICATIONS

- Targeted strategies are needed to support the comfort level of our staff to share their faith journeys; the 2021-2022 faith theme “Disciples through Witness” will explore this topic and provide staff with the strategies needed.
- Our school should continue to provide a variety of opportunities for students, staff, and parents to participate in our masses and celebrations throughout the year.
- We will review our current communication strategies with our parent community and through our weekly newsletter and social media platforms, ask for input on how best to communicate so that all stakeholders are aware of our charity, good works, and social justice projects.

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

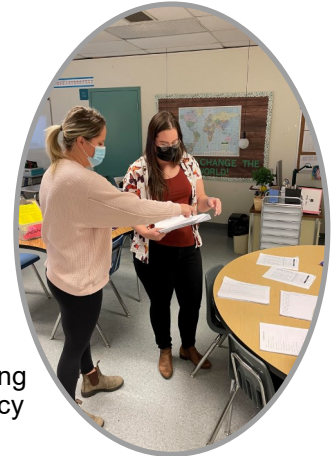
Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams. **There were no Provincial Achievement Tests (PATs) in the 2020-2021 school year due to the COVID-19 pandemic.**



2020-2021 SCHOOL YEAR STRATEGIES

Although there were no Provincial Achievement Tests last year, our staff continue to work hard to ensure that our students are prepared for assessments:

- Professional Learning Communities with grade and division partners to support diagnostic assessments, programming and interventions, as well as create assignments and assessments which utilize higher level thinking skills.
- SALT (Student Academic Learning Time) period to support research based interventions and progress monitoring for all students as well as reteaching concepts to extend and enhance learning.
- Creation of 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 Daily5, Empowering Writers and Balanced Literacy resources.
- Junior high teachers continue to focus on increasing vocabulary knowledge and have implemented a collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills.
- In math, an increased focus on improving automaticity with basic skills.
- In Div. I and II, teachers use Acadience Reading, Fountas & Pinnell and RRTS (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings.
- In Div. III, SALT (Student Academic Learning Time) is focused on "Directed Learning" to target specific student needs to improve Provincial Achievement Test results.
- Accessibility to Learning Commons for classroom cohorts on a scheduled basis
- Increased focus on project based learning in all grade levels.
- Peer tutoring within classroom cohorts.
- Grade level cohorts continued in Jr. High to allow for flexibility in time when completing projects. Also creates greater ability for relationship building between staff and students.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Provincial Achievement Tests were not mandated this school year however our junior high students still wrote teacher-prepared exams modelled after the structure of the government tests so they are familiar with the types and formats of questions used.

CONCLUSIONS

- Due to Provincial Achievement Tests being cancelled and the resulting lack of data, there are no conclusions to be made at this time.

IMPLICATIONS

- When the next round of data is released we are prepared to ensure that our grades 6 & 9 teachers and our School Leadership Team collaboratively analyze the data and plan for improved instruction to support our students.



PROVINCIAL GOAL: CITIZENSHIP

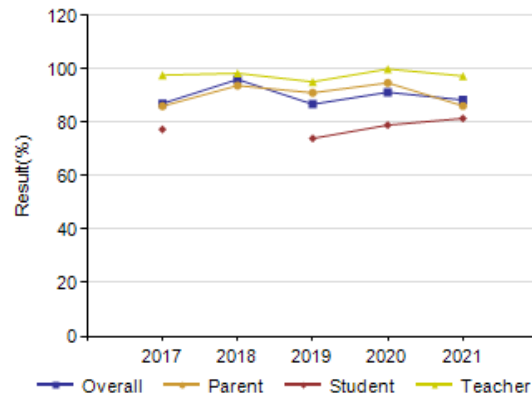
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	383	87.1	61	96.1	389	86.8	377	91.3	597	88.4	n/a	n/a	n/a	2,541	86.7	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	23	86.1	36	93.8	16	91.1	27	94.8	29	86.2	n/a	n/a	n/a	204	87.5	224	88.1	241	85.7	180	86.2	144	81.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	334	77.4	n/a	n/a	348	74.0	325	79.0	529	81.5	n/a	n/a	n/a	2,165	75.2	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	26	97.7	25	98.4	25	95.2	25	100.0	39	97.4	n/a	n/a	n/a	172	97.2	215	94.7	229	97.0	185	98.5	205	97.7	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results



Notes:

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

The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

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.

Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

2020-2021 SCHOOL YEAR STRATEGIES

- ilead & iMAD (I Make A Difference) electives in Jr. High promote citizenship and service throughout the school and into the community.
- Students assisting with the (SHAE) Sacred Heart Angel Elves project.
- Students donating time, treasures and talents through social justice projects.
- We Scare Hunger: Jr. High classes partner with Denham Ford to collect food for the local food bank.
- Blessing bags were created by division 2 students to address the needs in our community.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- All stakeholder's responses are on par with both the division and the province. Our student results are higher than they have been in the last 5 years but are still lower than our parent and teacher results.

CONCLUSIONS

- Students do not see themselves as modeling the characteristics of active citizenship as much as parents and teacher perceive that they do.

IMPLICATIONS

- Continue to consult with students (via a student focus group, focused conversations with targeted grades, or consultation with the student leadership group) as to how we can encourage and support all students to be active citizens.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

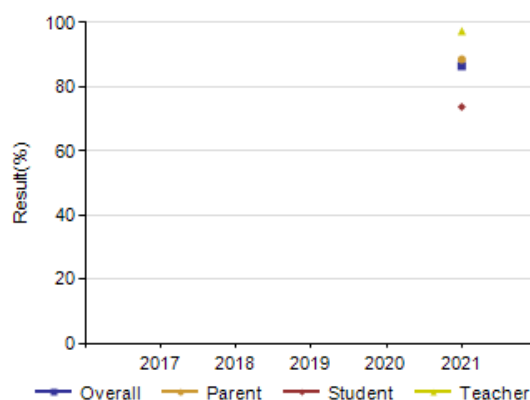
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im- pro ve ment	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	598	86.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	88.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	530	73.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	97.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results



Notes:

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

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.

2020-2021 SCHOOL YEAR STRATEGIES

- Differentiated instruction within the classrooms.
- Teachers use a variety of teaching methods to reach all learners.
- A continued emphasis on connecting learning to the real world, as well as focusing on background knowledge.
- Teachers provide a choice of activities and allow students to have choice in assessment products.
- Teachers incorporate regular movement breaks within their lessons, i.e. Go Noodle.
- Teachers scaffold larger tasks to ensure students are well-supported and have a good understanding of what needs to be done next.
- Teachers are becoming more familiar with and comfortable with using Inquiry based learning and project based learning.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

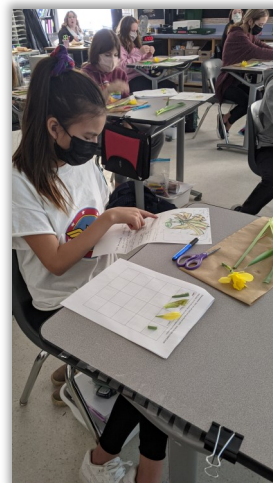
- Student perception of their own engagement in learning at school was the lowest result of all stakeholders and this was consistent across the division and province.

CONCLUSIONS

- There is room for growth and improvement for this measure for all stakeholders. Student engagement has a critical impact on learning. High levels of engagement are consistent with students who excel academically, connect more strongly with their peers/teachers, and have a more positive social-emotional well-being.

IMPLICATIONS

- Because student engagement is so critical to student success, it is important that we consult with all stakeholders to create effective strategies for this measure.
- Consultation can occur in targeted focus groups with stakeholders, through exit slips at the end of meetings, through social media posts, Google Forms, and surveys to targeted focus groups.



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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	74	n/a	n/a	73	n/a	n/a
I can solve problems at school (i.e. with friends, school work, etc.)	83	n/a	n/a	89	n/a	n/a
I know how to lower my stress when doing school work (i.e. as-	65	n/a	n/a	75	n/a	n/a
I am free of headaches or stomach aches	74	n/a	n/a	75	n/a	n/a
I am able to fall asleep at night and stay asleep	66	n/a	n/a	72	n/a	n/a
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	80	n/a	n/a	75	n/a	n/a
I feel confident in my ability to solve issues at school	79	n/a	n/a	85	n/a	n/a
I have strategies to lower my stress before writing an exam or a big assignment	59	n/a	n/a	55	n/a	n/a
I am free of headaches or stomach aches	72	n/a	n/a	67	n/a	n/a
I am able to fall asleep at night and stay asleep	68	n/a	n/a	66	n/a	n/a



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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	100	100	100	97	98	97.5
I am able to support the social and emotional well-being of my students	96	100	98	93	94	93.5
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of the students I work with	100	89	94.5	96	93	94.5
I am able to support the social and emotional well-being of the students I work with	96	89	92.5	97	90	93.5
I am aware of the behaviour supports the students I work with require	96	89	92.5	95	86	90.5
I utilize strategies to support the behaviour with the students I work with	96	95	95.5	98	92	95
Parents	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has a friend at school.	96	97	96.5	96	97	96.5
I am satisfied with the access to social/emotional supports at school.	83	84	83.5	82	79	80.5
My child has one or more adult(s) that care about them at school.	93	95	94	92	92	92



2020-2021 SCHOOL YEAR STRATEGIES

- Positive relationships with students and high accessibility to staff.
- Active Living at lunchtime with classroom cohorts
- Life Framework club
- Youth Ministry lunchtime program by classroom cohort
- Mental Health Literacy PD for staff
- The Third Path PD
- Personal Well Being (PWB) class introduced for Jr. High classes
- Kids in transition support group for classroom cohorts
- Mind Up program and stress lessons for Div. II and Worry Woos for Div. I
- FSLW (Family School Liaison Worker) meeting with classroom cohort groups and individuals and connecting with families and community agencies.
- Mental Health Literacy for gr. 6-9.
- RAK: Random Acts of Kindness recognition.
- Social Emotional Literacy lessons in gr. 1-3.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Although there is no previous year comparison data for student measures, our student results in most measures of this outcome are concerning low. Results for staff and parents remain consistently higher.

CONCLUSIONS

- Students are experiencing higher and higher levels of stress and anxiety.
- Staff and parents are increasingly aware of the importance of recognizing and addressing student social and emotional well-being.

IMPLICATIONS

- Targeted lessons addressing problem-solving, stress reduction, and sleep strategies are needed at all grade levels. In addition, lessons at the junior high level should address specific strategies to reduce stress before exams.
- A continuation of our Personal Well-Being (PWB) class is important in addressing these measures.
- The Third Path resource assists staff in addressing the social and emotional well-being of students. Teachers will also survey their students to pinpoint specific needs that students are wanting to address.

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.

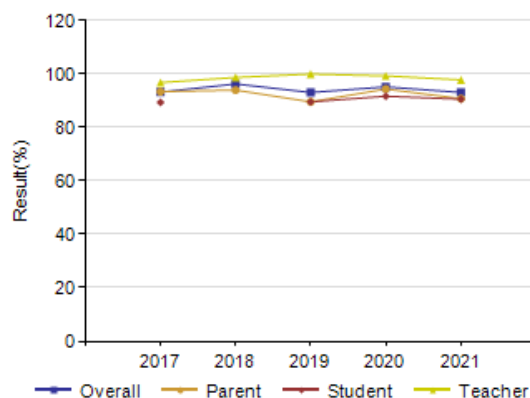
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	381	93.2	61	96.3	389	93.1	378	95.2	598	93.1	n/a	n/a	n/a	2,545	92.8	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	23	93.4	36	94.0	16	89.6	27	94.4	29	90.8	n/a	n/a	n/a	204	91.5	224	92.3	241	88.1	180	90.8	144	88.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	332	89.4	n/a	n/a	348	89.6	326	91.7	530	90.6	n/a	n/a	n/a	2,169	88.9	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	26	96.8	25	98.7	25	100.0	25	99.3	39	97.8	n/a	n/a	n/a	172	97.9	215	96.9	229	98.2	185	98.7	205	97.6	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results



Notes:

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

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

Student 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.

2020-2021 SCHOOL YEAR STRATEGIES

- Well rounded Catholic education focused on academic, athletic and performing arts programming celebrating the dignity of all students.
- Wide assortment of elective courses delivered to classroom cohorts, such as band class, dramatic arts, culinary arts, French language, woodshop, beading, art, media, STEM (Science/Tech/Engineering/Math), film studies and outdoor education to support diversity in learners
- Consistent programming across Div. I, Div. II and Div. III in literacy and numeracy.
- Response to Intervention opportunities for classroom cohorts of students in all grade levels during SALT (Student Academic Learning Time).
- Differentiation opportunities for students in all subject areas.
- Learning commons opportunities for Div. II and Div. III students at lunch and in period 6 to access interventions and extra time to complete assignments - classroom cohorts
- Provisions for ongoing teacher development to support student needs.
- Safe spaces for teaching and learning to occur.
- Learning support services to facilitate relationships between students and school community.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Sacred Heart's teachers scored high on the measure of "Percentage of teachers, parents, and students satisfied with the overall quality of basic education". Parents and students scored very similarly at 90.8% and 90.6% respectively, but are lower than teachers by 7%. Overall, these scores are lower than the previous year's scores.

CONCLUSIONS

- The lower score overall, and specifically with parents and students, is likely due to the pandemic as our students' learning has been impacted.
- The shift from in-person to learning at home throughout the year caused stress on teachers, parents, and students as they worked to support students in both environments.

IMPLICATIONS

- There was a significant impact from the pandemic on teachers, parents, and students. It will be important as we move forward to ensure that we incorporate the strategies and best practices we've learned to ensure our students' success.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	96	95	95.5	95	94	94.5
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)	100	95	97.5	90	98	94
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	74	68	71	74	76	75
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)	91	74	82.5	89	81	85

PROFESSIONAL DEVELOPMENT

Professional Development from last year:

- First aid
- The Third Path
- Trauma Awareness from a First Nations, Metis & Inuit perspective
- Competencies & Curriculum
- Social Emotional Learning
- Tier 1 Strategies Refresher
- Classroom Management
- Faith Retreat - The importance of liturgy and prayer to our personal faith growth.

2020-2021 SCHOOL YEAR STRATEGIES

- Response to Intervention (RtI) Professional Development: review RtI Tier I best practices to support student success.
- Literacy, Numeracy, Speech & Occupational Therapy Professional Development to support Teachers and Educational Assistants
- Reflection Day, Faith Professional Development & Staff Retreat: to promote and support staff personal faith journey as well as support faith permeation in all subject areas and school events.
- Differentiation Professional Development: to support the success of all students.
- Mental Health Professional Development: Third Path conditions 3 to 6 to support the social and emotional wellness for all staff and students.
- Student Motivation & Engagement Professional Development: to support student success.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Our results in all measures of this goal, “Continuing to build and develop staff capacity”, have increased. Specifically, in the support staff measure of “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)”, our support staff are reporting 91% agreement, up from 74%.

CONCLUSIONS

- Despite COVID and cohorting restrictions, support staff had increased virtual access to our coaches for Professional Development. In addition, support staff had access to monthly professional development provided by the Family School Liaison Worker and Learning Support Facilitator on topics chosen by support staff through surveys.

IMPLICATIONS

- Support staff require specialized training to grow in their understanding of student learning needs, engagement, and wellness.
- Continue to survey staff through the use of Google Forms and targeted discussions with PLCs regarding desired professional development relating to specific assignments, school goals, and division goals.

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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
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	100	100	94	97	95.5
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	93	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	94	94

COLLABORATION & LEADERSHIP

Collaborative structures:

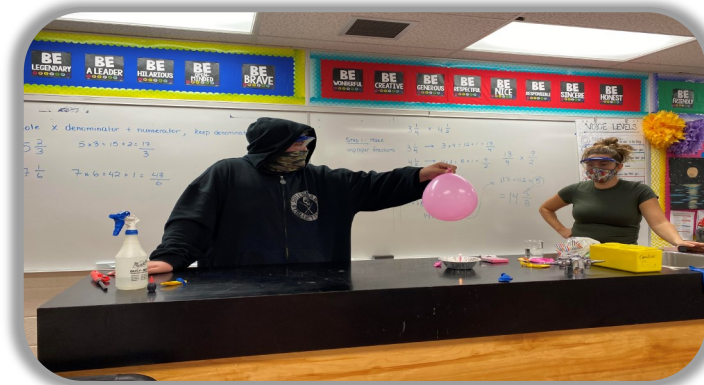
- School Leadership Team (SLT) opportunity for all interested teachers. Currently we have representation from each division: several members who have been a part of this team from the beginning as well as a few new teachers.
- Embedded Professional Learning Community time (once every 6-day cycle) for all teachers to meet with their grade partner as well as opportunities for Educational Assistants to join these meetings.
- Opportunities for teachers to be Designate Principal when the administration are away from school.
- SIT (School Intervention Team)
- Speech Language Pathologist, Occupational Therapist, and Alberta Health Services team meetings.

Professional Development sessions related to leadership development:

- Faith Professional Development from Clare to support teachers being the faith leaders within the classroom.
- The Third Path - programming supports teachers to be leaders in wellness.
- Hosting a student teacher.
- Mentorship Professional Development through Clare.
- Literacy Lead / Numeracy Lead

2020-2021 SCHOOL YEAR STRATEGIES

- Teachers have common assessments and objectives for the curriculum they are teaching.
- Divisional consistency for procedures and strategies to support student success and behaviour.
- Regular review of Response to Intervention strategies used by staff to better support student needs: academically, socially, emotionally and spiritually.
- Div. II Group Problem Solving Process used to support one another.
- Staff set SMART goals for their Professional Learning Communities which are reviewed in fall by the School Leadership Team.
- Consistent programming among subject areas. Opportunities will be provided for subject area specialists to pair and share best practices and curricular strategies especially in literacy and numeracy throughout the year.
- Restructuring of Jr. High classes to promote increased ability to build relationships with students.
- School Leadership Team opportunity offered to all staff.
- Monthly staff and div. meetings.
- Outcome tracking curricular spreadsheet to support student transition



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Sacred Heart's results in the area of collaboration and leadership development are exceptional at 100%.

CONCLUSIONS

- Our teachers value their collaborative time and their leadership opportunities.

IMPLICATIONS

- To maintain these exceptional results, we will continue to use focused conversations with PLCs and Google Form surveys to consult with our teachers on strategies to maintain collaborative practices and leadership opportunities.

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.

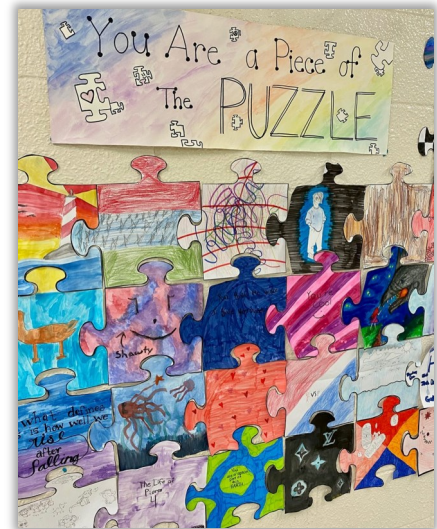
MEASURES

Measure Category	Sacred Heart School			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	95	93	94
Our school has the physical facilities to meet the programming needs of students	100	86	93	88	87	87.5
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	96	100	98	92	92	92
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	91	84	87.5	93	91	92
Our school has the physical facilities to meet the programming needs of students	83	95	89	80	81	80.5
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	92	95	93.5	92	88	90
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	94	87	90.5	83	82	82.5



2020-2021 SCHOOL YEAR STRATEGIES

- Staff fill out the Occupational Health & Safety classroom checklist each year.
- Staff collaborate with Admin to create the Infrastructure, Maintenance, & Renewal list each year.
- Staff and students create beautiful and inspirational bulletin boards.
- Welcoming signs throughout the school. School prayer in front office.
- Inspirational messages posted throughout the school.
- Stained glass cross & faith based names of areas of the school. (Faith Permeation)
- Staff greet and sanitize all students entering the school every morning.
- Indigenous entryway, clubhouse, Treaty 6 flag, Project of the Heart and government apology.
- Faith message on sign outside of school.
- Students volunteer at breaktimes to clean the playground.
- Students help to recycle paper, bottles/cans and cardboard.
- Golden Garbage award for clean and cared for classrooms.
- Plants, greenery, and faith displays throughout the school to share its beauty.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Of note, on the measure of “Our school has the physical facilities to meet the programming needs of students”, teachers agreed at 100% which is up from 86% the previous year. Conversely, on this same measure, only 83% of support staff agree, down from 95% the previous year.
- On the measure of “Our school is clean and well maintained”, our support staff results are up 7% from the previous year.
- Our junior high students, on the measure of “I am proud of my school and the way it looks” scored 7% higher than the previous year.

CONCLUSIONS

- Teachers are confident that they have the physical facilities to meet student programming needs.
- There is a discrepancy between teacher results versus support staff results.

IMPLICATIONS

- To address the concerns with the physical facilities not meeting the programming needs of students, we will use one on one conversations, exit slips at staff meetings, and Google Form surveys to consult with support staff to delve into specific concerns and requests.

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.

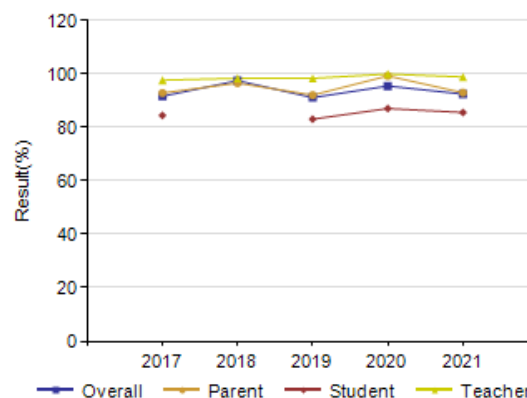
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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 respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	383	91.7	61	97.5	387	91.2	377	95.5	597	92.5	n/a	n/a	n/a	2,536	91.5	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	23	92.9	36	96.6	16	92.1	27	99.3	29	93.0	n/a	n/a	n/a	204	92.6	224	94.0	241	91.9	180	93.2	144	89.7	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	334	84.5	n/a	n/a	346	83.1	325	87.1	529	85.6	n/a	n/a	n/a	2,160	85.3	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	26	97.7	25	98.4	25	98.4	25	100.0	39	98.9	n/a	n/a	n/a	172	96.7	215	95.7	229	98.1	185	98.8	205	98.1	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results



Notes:

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

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

Student 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.

2020-2021 SCHOOL YEAR STRATEGIES

- Social/Emotional programming in the classrooms.
- Student mentorship programming.
- Lunch programs; Chess Club, Buddy Up, Awesome Blossoms, Beaded Journeys groups - by cohort.
- Inclusive classrooms.
- Service Projects.
- Mental Health/Trauma Professional Development for staff and students.
- Assistance from outside agencies for students and families as necessary.
- Response to Intervention programming.
- School Intervention team
- safety patrol
- Faith permeation throughout subjects and school activities.
- Gr. 7 Kindness Challenges
- Youth Ministry: Fostering a sense of belonging for our students.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

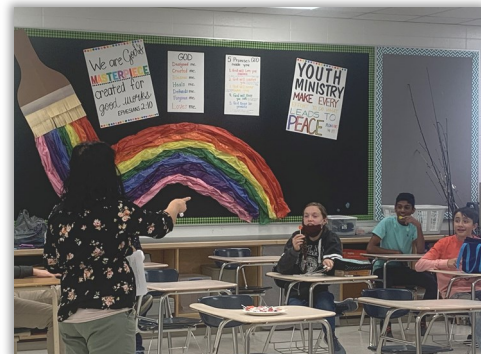
- Our results for this measure have been fairly consistent through the years, though there has been a slight drop in parent, teacher, and student results from the previous year. Overall, our results continue to be higher than the division's results and provincial results.

CONCLUSIONS

- Our staff works hard to create safe classrooms and spaces for the students.

IMPLICATIONS

- Continue to consult with teachers, parents, and students through focused discussions with targeted groups to ensure that we are addressing concerns affecting a sense of diversity, belonging, and safety for all stakeholders.
- It will be interesting to review the impact that The Third Path framework has on future results in this measure.



PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

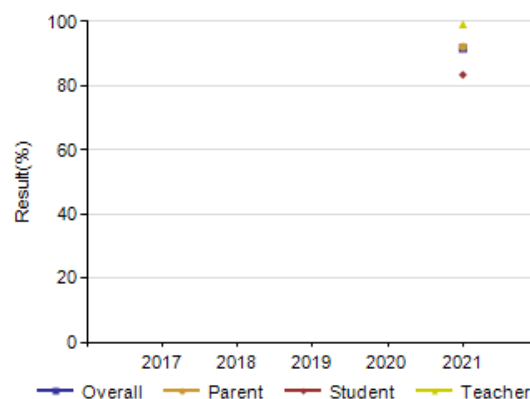
Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS (WCRSLE) MEASURE DETAILS:

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

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	597	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	92.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	529	83.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	99.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Graph of School Results



Notes:

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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.

2020-2021 SCHOOL YEAR STRATEGIES

Learning environments are welcoming, caring, respectful and safe.

- Beautiful and inspirational bulletin boards and displays.
- Welcoming and inspirational messages posted throughout the school.
- Stained glass cross at the end of the center hallway - “The Way”, to proclaim our faith.
- Plants and greenery in The Way, nurtured with sunlight through the glass roof.
- Door greeters for students entering in the morning.
- Guests are welcomed at the office.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- In this measure, our teacher and parent results are higher than both the division and provincial results; the student results are slightly lower than the division's but are higher than the province. The student results are 9% lower than the parent results and 16% lower than the teacher results.
- This is a new measure so there is no comparison data from previous years.

CONCLUSIONS

- Teachers are satisfied that current structures and processes for ensuring a safe and welcoming environment are successful.

IMPLICATIONS

- Consult with teachers, parents, and staff through focused conversations and feedback surveys to explore strategies for communicating awareness of Sacred Heart School's safe and welcoming environment that is continuously cultivated and maintained.



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.

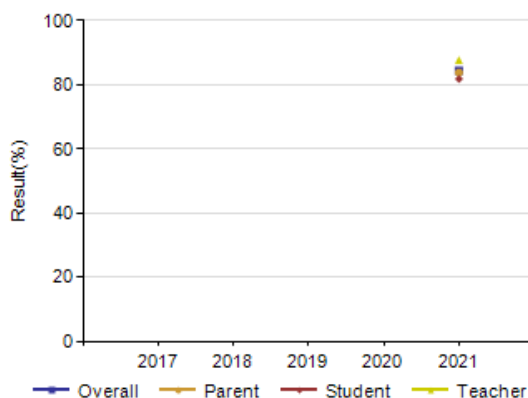
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

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

	School													Authority										Province										
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	596	84.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	83.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	528	81.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Graph of School Results



Notes:

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

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

Student 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.

2020-2021 SCHOOL YEAR STRATEGIES

- Teachers and support staff can refer students to the School Intervention Team (SIT) for further supports through the division and community agencies.
- Access to Family School Liaison Worker (FSLW) through appointments and/or referrals. The FSLW will also direct students and parents to appropriate supports in the community as needed.
- Access to academic testing through referral to the Learning Support Facilitator (LSF).
- Students have access to Speech and Language services and Occupational Therapy services within our division on a referral basis. Students can also be referred for Psychoeducational Assessments through the division's Student Learning Services.
- When needed, further Speech and Occupational Therapy supports are accessible through Alberta Health Services.
- Our students also have access to Blind Low Vision supports and Deaf and Hard of Hearing supports through Learning Support Facilitator referrals.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This is a new measure so there is no data to compare from previous years.
- Our parent results, at 83.8%, are marginally higher than the division's and province's on this measure.
- Our teacher results are higher than both the parent and student results, but lower than the division's and province's results.

CONCLUSIONS

- Student support is accessed through the Learning Support Facilitator and the Family School Liaison Worker, who are able to provide wrap-around services through the district Specialized Learning Support team as required.
- The Family School Liaison Worker is able to provide direction to students and their families for community resources and services.

IMPLICATIONS

- Sacred Heart School's Intervention Team will continue to use exit slips, Google Form surveys, and Jamboard to consult with teachers and support staff to ensure they are providing students with the required services through the school, division, and community agencies.



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	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	88	95	91.5	70	82	76
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	93	92	92.5
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	100	95	97.5	95	94	94.5
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	97	97	97
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	91	95	93	92	92	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	87	97	92	92	94	93
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	96	95.5	87	82	84.5

2020-2021 SCHOOL YEAR STRATEGIES

- Jordan's Principle application for additional staff to support academic success.
- Allocated teacher FTE (Full Time Equivalency) to work on building relationships with community as well as supporting our students with relationship and interventions.
- Indigenous clubhouse created as a safe and welcoming space.
- Infusion of First Nation, Metis and Inuit cultural knowledge and understandings in all curricular areas.
- Beaded Journeys group - by cohort.
- Students attend the Resiliency Summit virtually.

Partner with MESC (Maskwacis Education Schools Commission) and Maskwacis Cultural College for supports and resources.

- Orange Shirt Day: September 29th; Red Shirt Day (Missing and Murdered Indigenous Women): May 5th
- Dedicated professional development for staff focused on First Nation, Metis and Inuit awareness.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teacher results are 7% lower than the previous year's results on the measure of "First Nations, Metis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school", but are 18% higher than the division on this same measure.
- Our support staff have a 4% lower result than the previous year's result on the measure of "Our school enhances understanding of First Nations, Metis, and Inuit worldviews, cultural beliefs, languages, and values".

CONCLUSIONS

- Due to the pandemic, Sacred Heart was unable to invite Indigenous experts and community members into the school. Where possible, virtual connections were made.

IMPLICATIONS

- Specific strategies are needed to support our Indigenous students and to enhance learning and build capacity for all students in the area of understanding Indigenous history, cultures, and traditions.
- Continued consultation using social media platforms and through focused conversations with our parents, staff, and students is needed to devise increased opportunities for enhancing awareness and understanding of Indigenous history, cultures, and traditions.

DOMAIN 4: LEARNING SUPPORTS

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

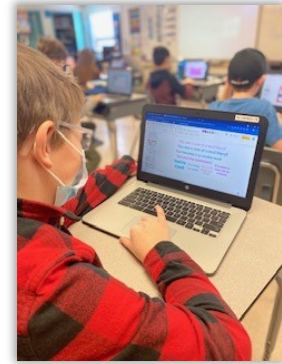
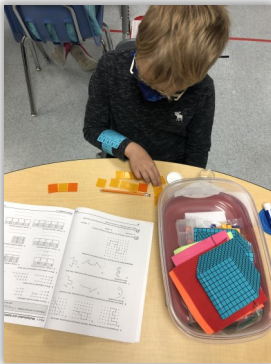
Outcome: A high functioning Response to Intervention model will help identify and support all students.

MEASURES

Measure Category	Sacred Heart School			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	99	98
I use a variety of Tier 2, target strategies	100	100	100	96	99	97.5
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	93	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	94	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	96	95	95.5	89	91	90
I am aware of the behaviour supports my students require	100	100	100	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	96	94	95	92	92	92
At school, adults help me when I ask	95	98	96.5	95	94	94.5
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	86	83	84.5	79	79	79
Adults help me when I ask	97	88	92.5	92	89	90.5
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	93	97	95	92	90	91
My child receives the support he/she needs to be successful in school	88	93	90.5	90	89	89.5

2020-2021 SCHOOL YEAR STRATEGIES

- Response to Intervention, tier I, II and III best practices.
- Inclusive classrooms with differentiated curriculum.
- Learning Support Facilitator (LSF), Family School Liaison Worker (FSLW), and the Sacred Heart Intervention Team (SIT)
- Learning Commons access for Jr. High students - by cohort.
- Breakout rooms for students who require them: Seuss room, Indigenous clubhouse, sensory room, regulation/"Chill Out" room
- Student Academic Learning Time (SALT) in period 3
- Additional literacy support programs: Reading Recovery, Precision Reading, Eagle Eyes, etc.
- Professional Learning Community time for staff to collaborate about interventions, progress monitoring and assessment.
- Learning Support/Mental Health google classroom with Professional Development and resources for staff to access.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Results from staff and elementary teachers on this outcome have remained consistently high over the last several years. However, junior high students scored 9% higher than the previous year on the measure of "Adults help me when I ask" and parents scored 4-5% lower than previous years on the measures of "My child has the opportunity to reach his or her academic potential" and "My child receives the support he/she needs to be successful in school".
- Teachers continue to use a variety of Tier 1 and Tier 2 strategies and supports with students.

CONCLUSIONS

- Collaboration through Professional Learning Communities is valuable to teachers for ensuring all students have appropriate programming.
- Students receive assistance and support when asked for or required.

IMPLICATIONS

- Our School Intervention Team alongside the teachers provides the framework for building comprehensive service delivery.
- The Response to Intervention model will be refined as we continue to seek feedback through surveys, focused conversations, the weekly school newsletter, and social media platforms from teachers, students, and parents regarding supports and services within our school.

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.

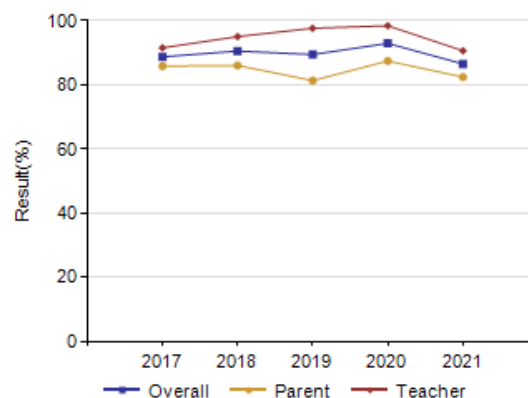
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	49	88.7	61	90.5	41	89.4	52	92.9	68	86.5	n/a	n/a	n/a	375	84.4	434	84.9	469	84.9	364	87.8	349	83.2	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	23	85.8	36	86.0	16	81.3	27	87.4	29	82.4	n/a	n/a	n/a	203	76.5	220	79.0	240	74.6	179	80.2	144	75.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	26	91.5	25	95.0	25	97.6	25	98.4	39	90.6	n/a	n/a	n/a	172	92.3	214	90.7	229	95.2	185	95.3	205	91.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results



Notes:

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

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

2020-2021 SCHOOL YEAR STRATEGIES

- “Monday Message” sent out weekly with important dates and information for parents.
- Teachers contact parents with good news and concerns.
- Parent Teacher Interview evenings - phone call or Google Meet.
- School Council Meetings once a month - virtual.
- Standing invitation for parents and community to join our masses and celebrations, virtually.
- Agenda used in elementary to communicate with families.
- Email, PowerSchool, and Google Classroom used to communicate with Jr. High parents.
- Night of the Titans Awards evening - virtual.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This year's results regarding parental involvement are slightly lower than in previous years for both parents and teachers.

CONCLUSIONS

- The impact of the pandemic on this measure has resulted in reduced parental involvement at school.

IMPLICATIONS

- Looking forward, we will consult with our parents and teachers through social media, conversations with focus groups, and Google Form surveys to determine manageable, collaborative, and creative ways of increasing parental involvement in the school.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2021-2022 Play Budget (Fall Update)

Sacred Heart

Revenue and Allocations to Budget Center

	2021-2022 Play Budget (Fall Update)		2021-2022 Spring Budget	
Base Allocations	\$2,896,859	74.3%	\$2,896,225	79.1%
Specialized Learning Support (SLS) Allocations	\$353,321	9.1%	\$269,478	7.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$25,985	0.7%	\$25,985	0.7%
ELL Allocations	\$37,200	1.0%	\$37,200	1.0%
FNMI Allocations	\$90,000	2.3%	\$90,000	2.5%
Federal Government	\$210,000	5.4%	\$210,000	5.7%
Other Program Allocations	\$68,315	1.8%	\$24,739	0.7%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$60,000	1.6%
Local Revenues & Fees	\$218,430	5.6%	\$47,627	1.3%
Total Revenue and Allocations to Budget Center:	\$3,900,110	100%	\$3,661,254	100%

Expenditures

	2021-2022 Play Budget (Fall Update)		2021-2022 Spring Budget	
Certificated Staff	\$2,667,035	68.4%	\$2,629,264	71.8%
Uncertificated Staff	\$886,611	22.7%	\$790,666	21.6%
Services Contracts and Supplies	\$248,058	6.4%	\$232,311	6.3%
Amortization (Depreciation)	\$9,013	0.2%	\$9,013	0.2%
Held in Reserve	\$89,393	2.3%	\$0	0.0%
Total Expenditures:	\$3,900,110	100%	\$3,661,254	100%

Summary

	2021-2022 Play Budget (Fall Update)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$3,900,110	\$3,661,254
Total Expenditures	\$3,900,110	\$3,661,254
Variance	\$0	\$0

Spring 2021 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	86.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.4	91.3	91.4	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	72.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.1	95.2	94.8	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	84.4	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.5	92.9	90.9	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

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

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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).

Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

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.

