



Sacred Heart School

ANNUAL EDUCATION
RESULTS REPORT

2021-2022



PRINCIPAL'S MESSAGE

MRS. TARA MCBRIDE

We are blessed at Sacred Heart School to provide a Christ-centered and high-quality education focused on the spiritual, academic, emotional, and physical well-being of our students from Wetaskiwin and surrounding areas. By providing diverse programming in academics, athletics, and the arts Sacred Heart staff make it their mission to ensure students with varied interests can achieve success on their journey of faith and learning.

Faith permeates every aspect of our day. We are all children of God, made in His likeness and it is our hope that our students explore their God-given potential within a safe and caring environment, and use their gifts and talents to glorify Him.

It is important that our families know that this is their school. We value our families and are committed to supporting them in raising their children in the Catholic faith. Thank you for entrusting us with your children. We are truly fortunate to work together to build a faith-filled community where students are encouraged to let their lights shine brightly for all to see.

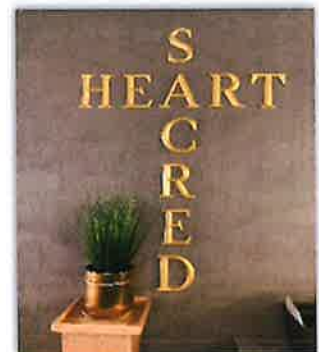
'In the same way, let your light shine before others,

so that they may see your good works and give glory to your Father in heaven.'

Matthew 5:16

Blessings,

Tara McBride



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



Principal: Tara McBride
tara.mcbride@starcatholic.ab.ca

Vice Principal: Melanie Toohey
melanie.toohey@starcatholic.ab.ca

Sacred Heart Catholic School

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

Principal: Tara McBride

Phone: 780-352-5533

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Grades Served: ECS-9

Student Population: 561

Number of Teachers: 26

Number of Support Staff: 29

Demographics:

Sacred Heart School's enrollment has increased in the last year in response to COVID restrictions being lifted. We have seen growth from 516 in 2021-2022 to 561 for the 2022-2023 school year. We again have 2 full-day ECS classes, a Monday/Wednesday class and a Tuesday/Thursday class, with alternating Fridays, that run from 8:45 am - 3:15 pm. The remainder of the school population is made up of 2 classes of each grade from 1-9, with 3 classes each of grade 3 and 6. English as a Second Language enrollment has remained at approximately 7% and our First Nation, Metis and Inuit enrollment has increased slightly to about 25% of our total enrollment. Of the 25% of our First Nation, Metis and Inuit enrollment, 19% 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, i.e. in-house music lessons, lunch time dance, choir programs, hockey program and art club. This, in concert with a strong athletic program provided in core, elective and extracurricular time, helps foster all students' talents beyond the basic academic. We are excited to once again offer these programs!



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	90	89	91	86	88	87.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	93	100	97.7	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
Student Survey (Elementary)						
We pray as a class or a school every day.	96	99	98.3	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	90	93	93	91	92	91
Student Survey (Secondary)						
We pray as a class or a school every day.	96	98	97.7	89	89	90
Teachers help me understand how faith can guide the way I live my life.	88	91	88.7	75	77	76.7

Faith PD offerings:

- Division Reflection Day: Disciples Through Worship
- Faith Retreat - Disciples of the Word: Disciples Through Works.
- What does it mean to be a teacher in a Catholic school?
- Faith Leadership learning sessions at staff meetings throughout the year.
- Mass set-up protocol
- Catholicism 101



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	90	92	92	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	70	78	76	69	70	68.7
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	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	95	96	93.7
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.	90	93	93	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	67	82	80.7	82	84	82.7
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.	83	85	84	72	72	74

2021-2022 SCHOOL YEAR STRATEGIES

- Monthly celebrations and masses.
- Consistent faith curriculum across grade levels and permeation in all subject areas.
- Rotating weekly classroom visits with Father Roger.
- Opportunities for Adoration in our Chapel.
- Penitential service and reconciliation twice a year offered to all staff and students.
- Faith Retreats for students.
- Youth Ministry program.
- Staff Faith PD with a focus on sharing personal faith journeys; teachers also find opportunities to share their faith journey with students in all curricular areas.
- Daily prayer during announcements; teachers continue prayer in their classrooms following announcements.
- Increased social media presence showcasing students and staff living a life guided by faith.



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	84	89	88	85	87	86.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	99	98.3
Student Survey (Elementary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	94	98	97	96	96	96.7
Student Survey (Secondary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	94	96	94.3	95	93	94.3

2021-2022 SCHOOL YEAR STRATEGIES

- Opportunities for school-wide involvement in social justice projects: food drives, Sacred Heart Angel Elves (SHAE) project - collecting items of need for struggling Sacred Heart families, fund raising for various charities.
- Classroom, grade, or division focused social justice projects planned collaboratively: Supporting Senior Care facilities with outdoor decorations (bird feeders) & bookmarks, cards, poems, Pen-pals: Jr. High students built a pen-pal relationship with long-term care residents, students created cards and prayers for the Ukrainian Village in the wake of the Russian invasion into Ukraine.
- Through the junior high iMAD (I Make A Difference) elective students have the opportunity to see how their faith can influence others as they explore ways to love and serve God: Pink Shirt Day, Pay it Forward, collaboration with Neighbours Outreach Wetaskiwin (NOW).
- Invite parents to become involved in social justice projects and charitable works, i.e., Blessing Bags collection.
- Continue to update social media with pictures and information throughout the year with a focus on the 5 Marks of an Excellent Catholic School.

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child participates in religious celebrations at the school or church	87	95	92.7	88	91	90.7
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	96	98.3
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	93	100	97.7	95	96	95.3
Student Survey (Elementary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	93	96	96	90	91	91.3
Student Survey (Secondary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	97	98	97	88	86	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- Daily prayer offered in the staff room each morning. School-wide prayer as part of morning announcements.
- Monthly masses and celebrations at school as well as school visits to the Parish. Staff are encouraged to commit to weekly masses.
- Staff encouraged to access courses through Newman Theological College to grow in their faith.
- School blessing by Father Roger & regular class visits.
- Regular collaboration with the school and parish team regarding school masses.
- Students receive congratulations cards upon receiving sacraments and are acknowledged at an assembly or school mass.
- Catholic Women's League and Knights of Columbus support for the purchase of gr. 4 Bibles; Bible blessing ceremony with Father Roger.
- Regular communication to our school families about happenings at the Parish.



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.



2021-2022 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 and student faith retreats with Clare Ganton.
- Faith Leadership learning sessions at staff meetings through the year.
- One Professional Development day each year dedicated to Faith Professional Development.
- Praise and Worship team and Youth Ministry activities.
- Youth Ministry program and Religious Education Committee Full Time Equivalency allotment.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Several measures are showing a significant decline, 5 or more points, including: Teachers— “I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)”, Parents— “Teachers share their own faith experience with students and the role of God in the teacher’s life.”, Elementary Students— “Teachers speak to me about their own faith and the role of God in their life.” and “My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes.”, Parent— “My child participates in religious celebrations at the school or church.”, Support Staff— “I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.”

CONCLUSIONS

- The data shows that teachers do not feel the current faith Professional Development is strengthening their faith.
- Elementary students are not recognizing when teachers are speaking about their own faith and the role of God in their lives and do not recognize our works of charity and/or social justice.

IMPLICATIONS

- More consultation with teachers is required to specifically target faith Professional Development to their needs.
- Targeted strategies and explicit opportunities are needed to support the staff in sharing their faith journeys and speaking about God’s role in their own lives; teachers should be encouraged to share personal faith stories with parents using their class communication strategy - i.e. class newsletter, email.
- Increased messaging to parents on social media platforms, through our school’s messaging system, on our weekly newsletter, and through PowerSchool’s Daily Bulletin are needed to increase parent awareness of religious celebrations & masses as well as our charity, good works, and social justice projects.
- Consult with support staff to determine why they feel they do not have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

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.

Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	89.5	19.3	78.7	11.5	n/a	n/a	n/a	n/a	87.5	23.2		
	Authority	92.9	16.3	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
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	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
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	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	75.4	17.5	73.8	13.1	n/a	n/a	n/a	n/a	66.1	7.1		
	Authority	76.8	10.8	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	84.2	33.3	75.4	18.0	n/a	n/a	n/a	n/a	69.6	21.4		
	Authority	86.6	27.6	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	78.9	15.8	77.0	8.2	n/a	n/a	n/a	n/a	66.1	10.7		
	Authority	82.1	21.1	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language	School	76.1	15.2	67.2	9.4	n/a	n/a	n/a	n/a	85.2	0.0		

Provincial Achievement Test Results – Measure Details Continued

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
K&E English Language Arts 9	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	40.0	0.0		
	Authority	*	*	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
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	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	67.4	8.7	68.3	20.0	n/a	n/a	n/a	n/a	64.3	21.4		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	n/a	n/a	44.4	0.0	n/a	n/a	n/a	n/a	75.0	0.0		
	Authority	50.0	0.0	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	65.2	8.7	65.1	11.1	n/a	n/a	n/a	n/a	75.9	13.8		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	71.4	14.3		
	Authority	*	*	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	56.5	15.2	60.3	11.1	n/a	n/a	n/a	n/a	69.0	6.9		
	Authority	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	42.9	0.0		
	Authority	*	*	*	*	n/a	n/a	n/a	n/a	37.5	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:

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

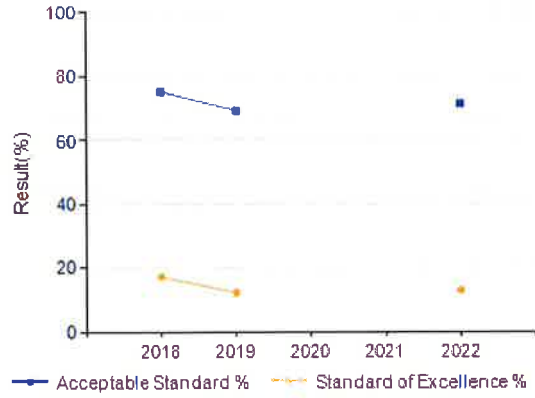
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Overall Provincial Achievement Test Results

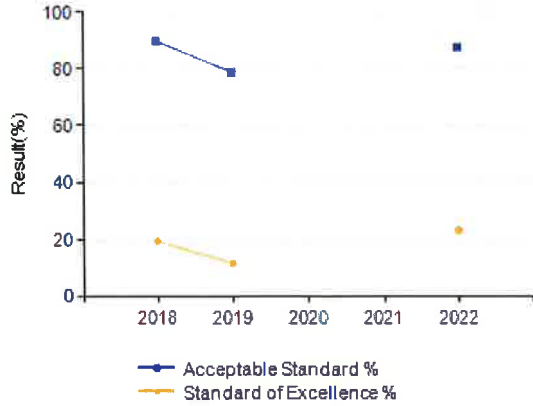


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Graph of Provincial Achievement Test Results by Course

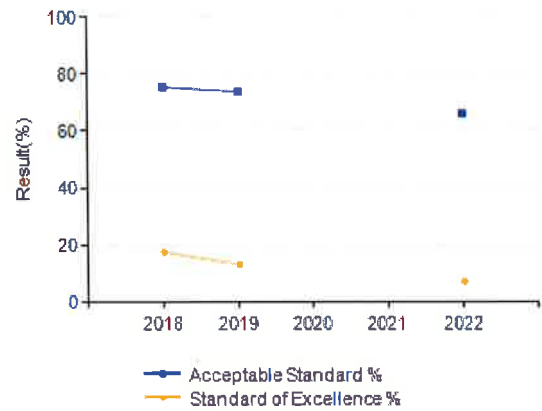
English Language Arts 6



[No Data for French Language Arts 6]

[No Data for Français 6]

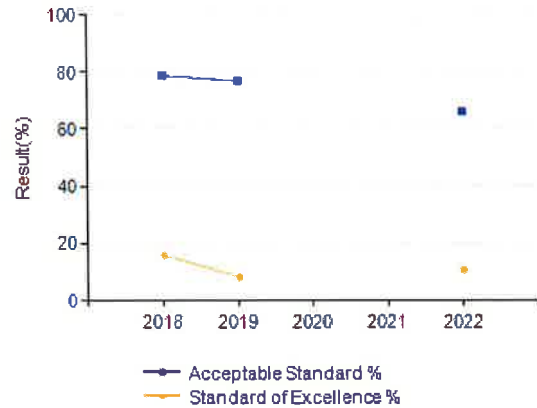
Mathematics 6



Science 6



Social Studies 6



Notes:

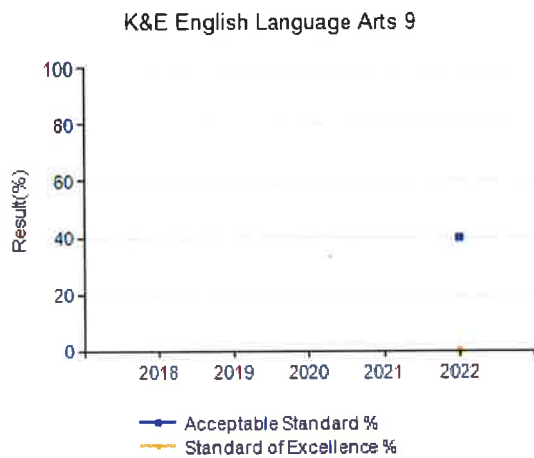
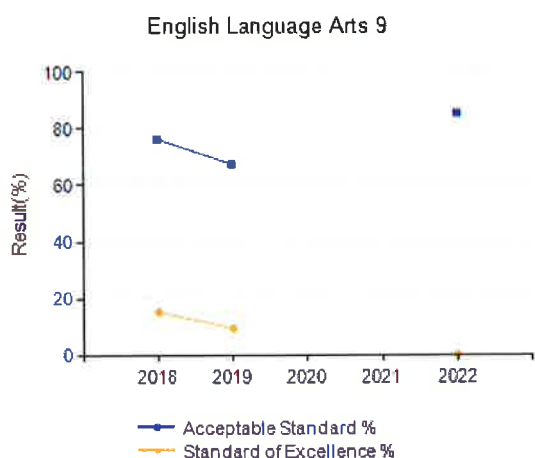
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Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

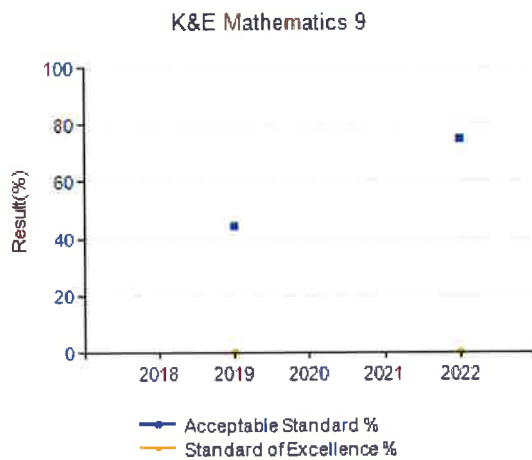
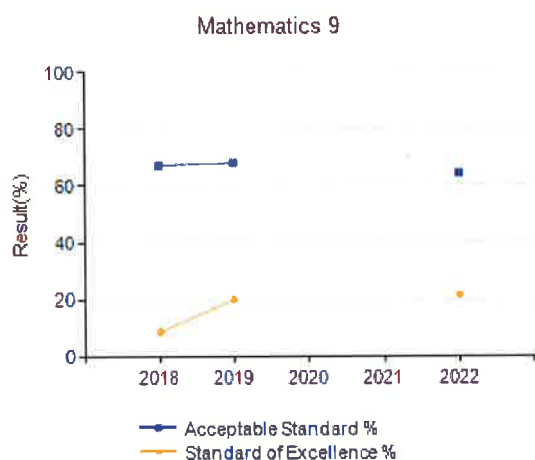
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Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 9]

[No Data for Français 9]



Notes:

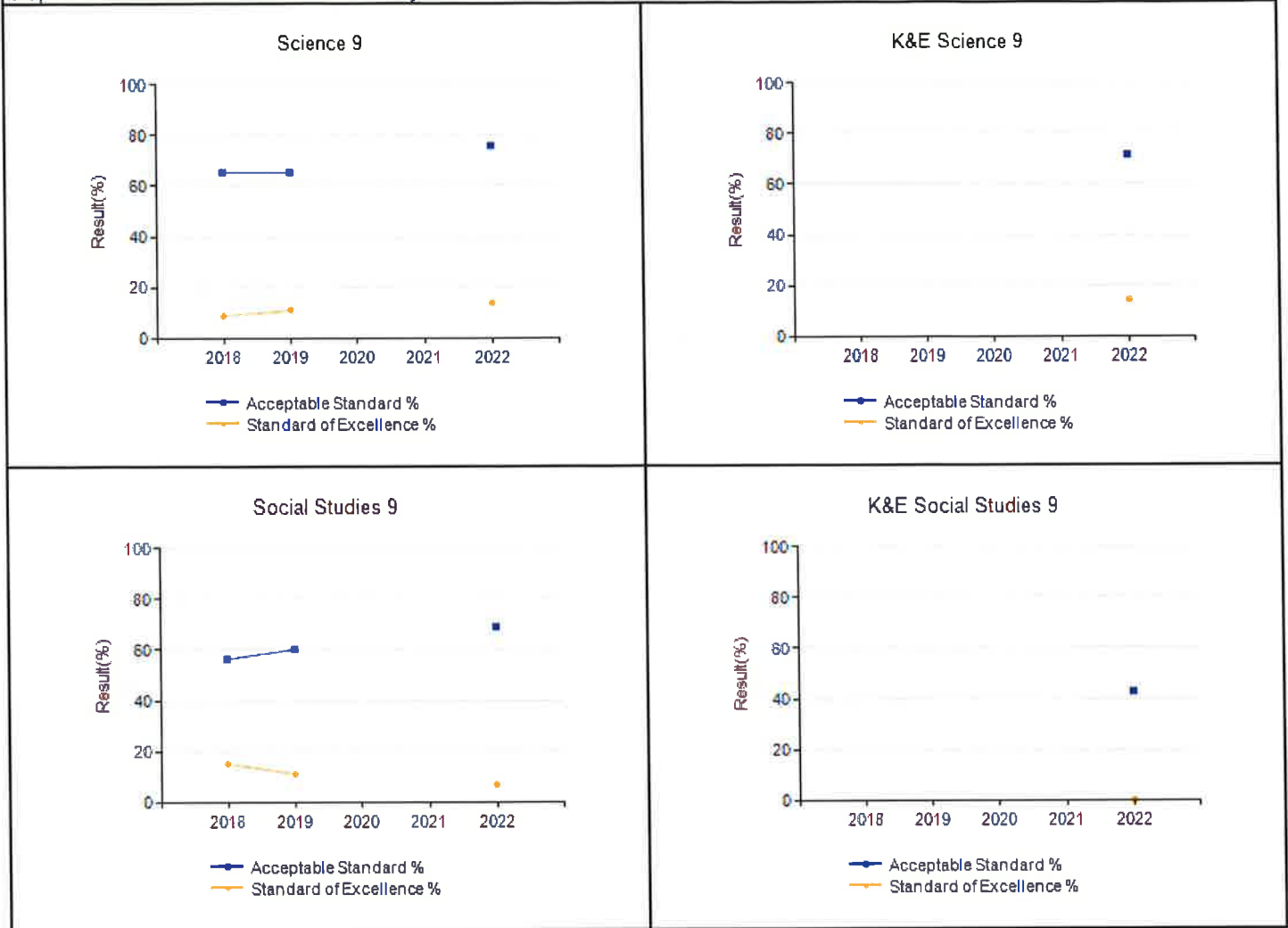
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Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Sacred Heart School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	56	87.5	61	78.7	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	56	23.2	61	11.5	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	56	66.1	61	73.8	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	56	7.1	61	13.1	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	56	69.6	61	75.4	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	56	21.4	61	18.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	56	66.1	61	77.0	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	56	10.7	61	8.2	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	27	85.2	64	67.2	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	27	0.0	64	9.4	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	10	40.0	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	10	0.0	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	28	64.3	60	68.3	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	28	21.4	60	20.0	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	8	75.0	9	44.4	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	8	0.0	9	0.0	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	29	75.9	63	65.1	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	29	13.8	63	11.1	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	29	69.0	63	60.3	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	29	6.9	63	11.1	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	7	42.9	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	1,167	14.1	1,466	15.0

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Student Growth and Achievement (Grades K-9)

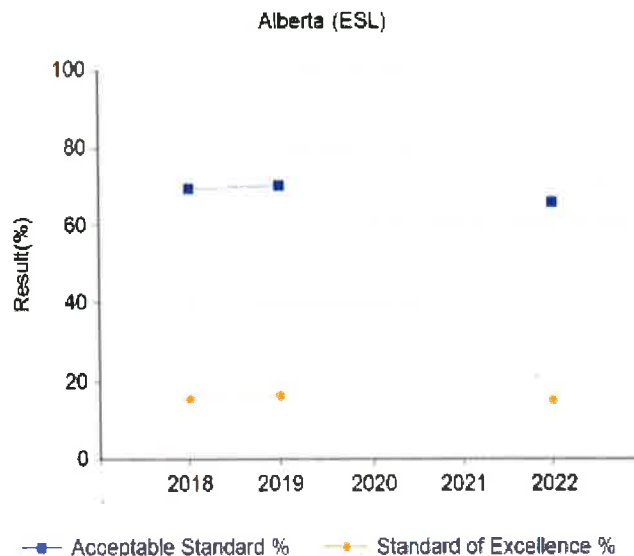
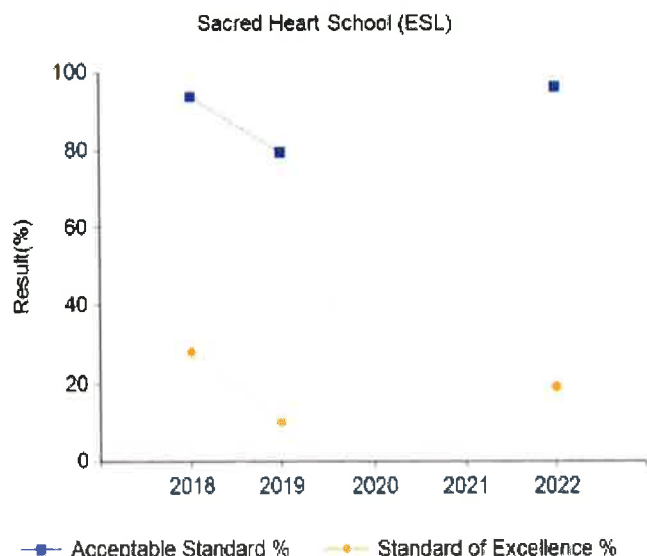


PAT Results By Number Enrolled Measure History

School: 3170 Sacred Heart School (ESL)

Province: Alberta (ESL)

	Sacred Heart School (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	16	17	n/a	n/a	13	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	93.8	79.4	n/a	n/a	96.2	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	28.1	10.3	n/a	n/a	19.2	15.5	16.4	n/a	n/a	15.2



Notes:

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2. 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).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
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Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3170 Sacred Heart School (ESL)

Course	Measure	Sacred Heart School (ESL)							Alberta (ESL)			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	8	100.0	6	100.0	9,396	76.8	9,804	81.3
	Standard of Excellence	n/a	n/a	n/a	8	25.0	6	0.0	9,396	16.0	9,804	13.8
French Language Arts 6 6 ^{année}	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	74.0	229	89.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	11.6	229	21.5
Français 6 ^{année}	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	8	87.5	6	100.0	9,289	65.3	9,792	72.7
	Standard of Excellence	n/a	n/a	n/a	8	12.5	6	16.7	9,289	13.1	9,792	14.6
Science 6	Acceptable Standard	n/a	n/a	n/a	8	87.5	6	100.0	9,369	72.0	9,819	76.4
	Standard of Excellence	n/a	n/a	n/a	8	25.0	6	33.3	9,369	21.0	9,819	23.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	8	100.0	6	83.3	9,379	66.4	9,817	74.8
	Standard of Excellence	n/a	n/a	n/a	8	0.0	6	33.3	9,379	17.5	9,817	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	6	*	11	72.7	4,153	61.9	6,143	59.4
	Standard of Excellence	n/a	n/a	n/a	6	*	11	0.0	4,153	7.0	6,143	6.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1
French Language Arts 9 9 ^{année}	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	199	79.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	199	13.9
Français 9 ^{année}	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.9	42	91.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.6	42	3.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	6	*	11	72.7	4,157	47.0	6,102	59.3
	Standard of Excellence	n/a	n/a	n/a	6	*	11	9.1	4,157	12.9	6,102	16.3
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.6	213	54.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0
Science 9	Acceptable Standard	n/a	n/a	n/a	6	*	11	72.7	3,141	55.8	6,163	66.0
	Standard of Excellence	n/a	n/a	n/a	6	*	11	9.1	3,141	13.7	6,163	19.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	6	*	11	63.5	4,434	54.9	6,151	59.6
	Standard of Excellence	n/a	n/a	n/a	6	*	11	0.0	4,434	12.6	6,151	14.1
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3

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Report Generated: Nov 05, 2022
 Locked with Suppression for Fall 2022

Report Version 1.0
 Data Current as of Aug 24, 2022

Student Growth and Achievement (Grades K-9)



PAT Results By Number Enrolled Measure History

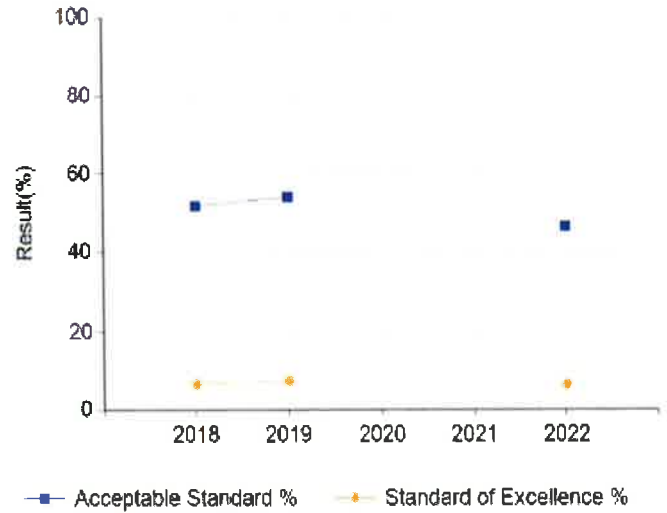
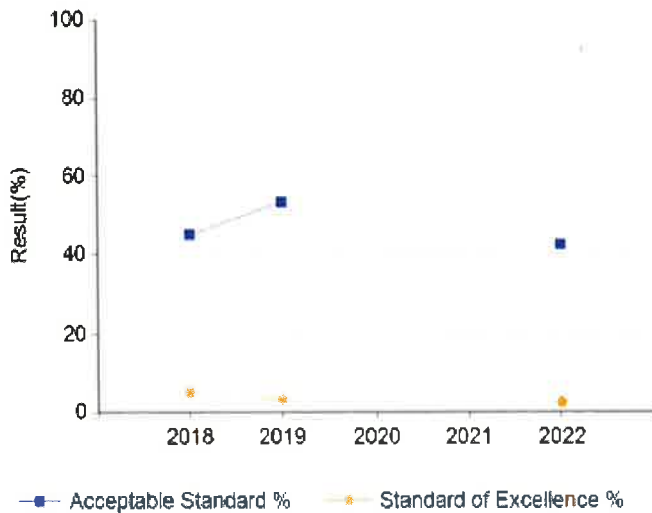
School: 3170 Sacred Heart School (FNMI)

Province: Alberta (FNMI)

	Sacred Heart School (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	25	31	n/a	n/a	32	7,671	7,845	n/a	n/a	8,610
Acceptable Standard %	45.0	53.3	n/a	n/a	42.4	51.7	54.0	n/a	n/a	46.4
Standard of Excellence %	5.0	3.3	n/a	n/a	2.4	6.6	7.4	n/a	n/a	6.4

Sacred Heart School (FNMI)

Alberta (FNMI)



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3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3170 Sacred Heart School (FNMI)

Course	Measure	Sacred Heart School (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	17	84.7	20	60.0	4,275	56.2	4,109	71.8
	Standard of Excellence	n/a	n/a	n/a	17	5.9	20	5.0	4,275	7.4	4,109	6.3
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	63.7	166	91.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	6.4	166	6.6
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	71.4	15	80.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	7.1	15	0.0
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	17	35.3	20	55.0	4,294	40.3	4,101	50.5
	Standard of Excellence	n/a	n/a	n/a	17	0.0	20	0.0	4,294	3.7	4,101	4.2
Science 6	Acceptable Standard	n/a	n/a	n/a	17	35.3	20	55.0	4,391	51.2	4,096	59.2
	Standard of Excellence	n/a	n/a	n/a	17	5.9	20	5.0	4,391	9.7	4,096	11.9
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	17	35.3	20	65.0	4,396	46.8	4,050	57.7
	Standard of Excellence	n/a	n/a	n/a	17	0.0	20	5.0	4,396	7.3	4,050	8.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	7	57.1	n/a	n/a	2,822	49.4	3,259	55.0
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	2,822	3.6	3,259	4.2
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	8	*	n/a	n/a	362	45.7	416	56.3
	Standard of Excellence	n/a	n/a	n/a	8	*	n/a	n/a	362	5.0	416	5.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	53.3	93	67.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	5.2	93	5.4
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	50.0	9	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	0.0	9	11.1
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	8	*	n/a	n/a	2,169	26.3	3,129	31.5
	Standard of Excellence	n/a	n/a	n/a	8	*	n/a	n/a	2,169	4.1	3,129	5.4
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	8	83.3	n/a	n/a	451	48.1	525	55.0
	Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	451	6.0	525	11.4
Science 9	Acceptable Standard	n/a	n/a	n/a	8	37.5	n/a	n/a	2,476	42.3	3,245	52.8
	Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	2,476	8.5	3,245	10.2
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	8	68.7	n/a	n/a	321	53.3	425	56.2
	Standard of Excellence	n/a	n/a	n/a	8	18.7	n/a	n/a	321	9.7	425	6.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	8	25.0	n/a	n/a	2,073	34.7	3,261	44.7
	Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	2,073	4.1	3,261	6.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	8	50.0	n/a	n/a	320	41.3	385	53.9
	Standard of Excellence	n/a	n/a	n/a	8	0.0	n/a	n/a	320	9.1	385	12.9

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2021-2022 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:

- Dedicated collaboration time 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.
- Common formative and summative assessments encouraged.
- Consistent focus school wide on literacy and numeracy.
- 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 RRST (Reading Readiness Screening Tool) or DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings.
- In Div. III, SALT is focused on "Directed Learning" to target specific student needs to improve Provincial Achievement Test results.
- Accessibility to Learning Commons for junior high students at lunchtime and during SALT.
- Increased focus on project based learning in all grade levels.
- Peer tutoring and mentorship



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Grade 6 Provincial Achievement Test results are showing a decline of about 10% in Math, Science, and Social but an 18% increase in Language Arts.
- Grade 9 Provincial Achievement Test results are showing an increase in Language Arts, Science, and Social but a slight decrease in Math. With the exception Knowledge & Employability (KE) Math, we have no previous scores for comparison. However, our KE Math students scored 31% higher than in 2019.
- English as a Second Language (ESL) grade 6 students scored high across all areas; we had no grade 9 ESL students write Provincial Achievement Tests.
- First Nations, Metis and Inuit student results in grade 6 and 9 have lower scores than our non-Indigenous students but are very similar to provincial results.

CONCLUSIONS

- Daily 5 framework being used in elementary Language Arts classes and the Daily 3 structure implemented in junior high Language Arts classes has been effective in increasing reading comprehension and writing competency.
- Teachers are reporting that it is easier to fill in Language Arts gaps as compared to Math because students are lacking fundamental math skills.
- Acadience (test of basic early literacy skills) results in elementary classes guide teachers in creating intervention groups to address gaps in learning.
- Common formative and summative assessments in Social Studies and Science classes help to guide instruction.
- Access to Jordan's Principle funding to support six grade 9 students over the last two years with 1:1 Educational Assistants resulted in more access to adults during class time for increased support and intervention.
- Small grade 9 class sizes meant all students were well supported and had greater access to the teachers.

IMPLICATIONS

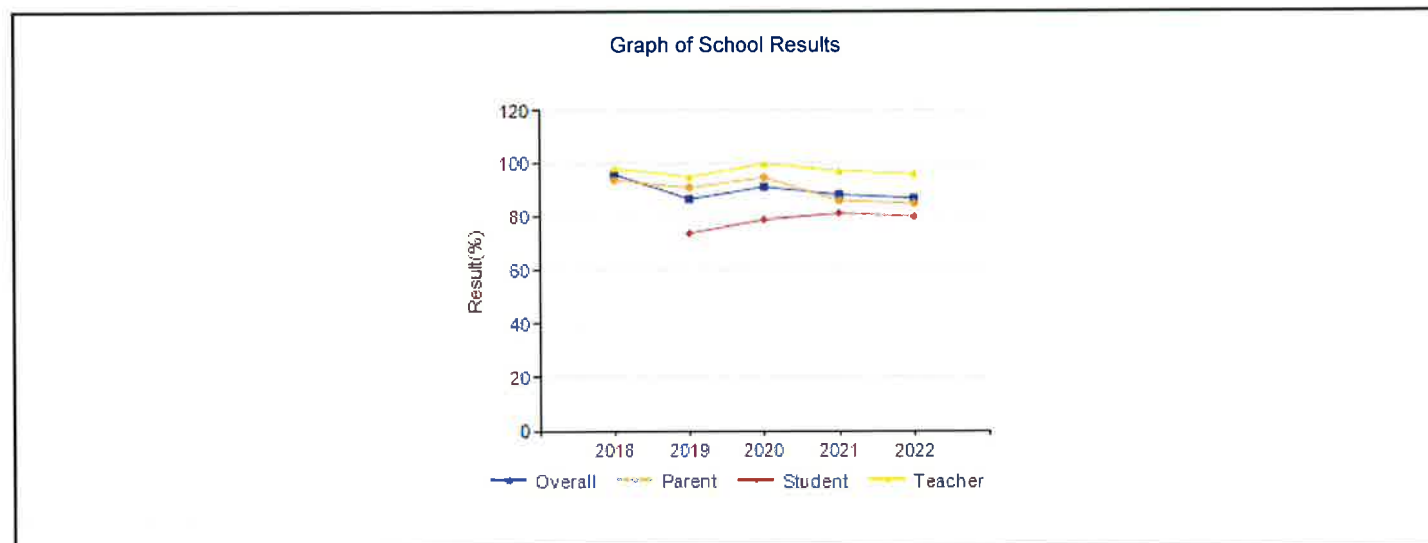
- Consult with teachers to determine what structure needs to be in place so they are better able to deliver literacy and numeracy interventions using Levelled Literacy Interventions and Mathology; i.e. consistent intervention blocks in primary.
- Consult with Language Arts and Math teachers about the effectiveness of implementing the Daily 3/5 framework to address achievement gaps.

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										Measure			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	96.1	389	86.8	377	91.3	597	88.4	336	87.1	Very High	Maintained	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	36	93.8	16	91.1	27	94.8	29	86.2	15	85.1	Very High	Maintained	Excellent	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	n/a	n/a	348	74.0	325	79.0	529	81.5	294	80.0	Very High	Improved	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	25	98.4	25	95.2	25	100.0	39	97.4	27	96.2	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



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. 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.

2021-2022 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

- The number of parents and students who responded to the survey decreased from previous years but results on this measure are very similar to previous years. Student results continue to be lower than our parent and teacher results.
- Divisionally, parent results noticeably increased over last year's results. Student and teacher results remained similar.

CONCLUSIONS

- Students continue to need recognition when they are modelling the characteristics of active citizenship.

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.
- We anticipate increased results in this data in the coming years due to more opportunities for students to work together and socialize as a whole school.



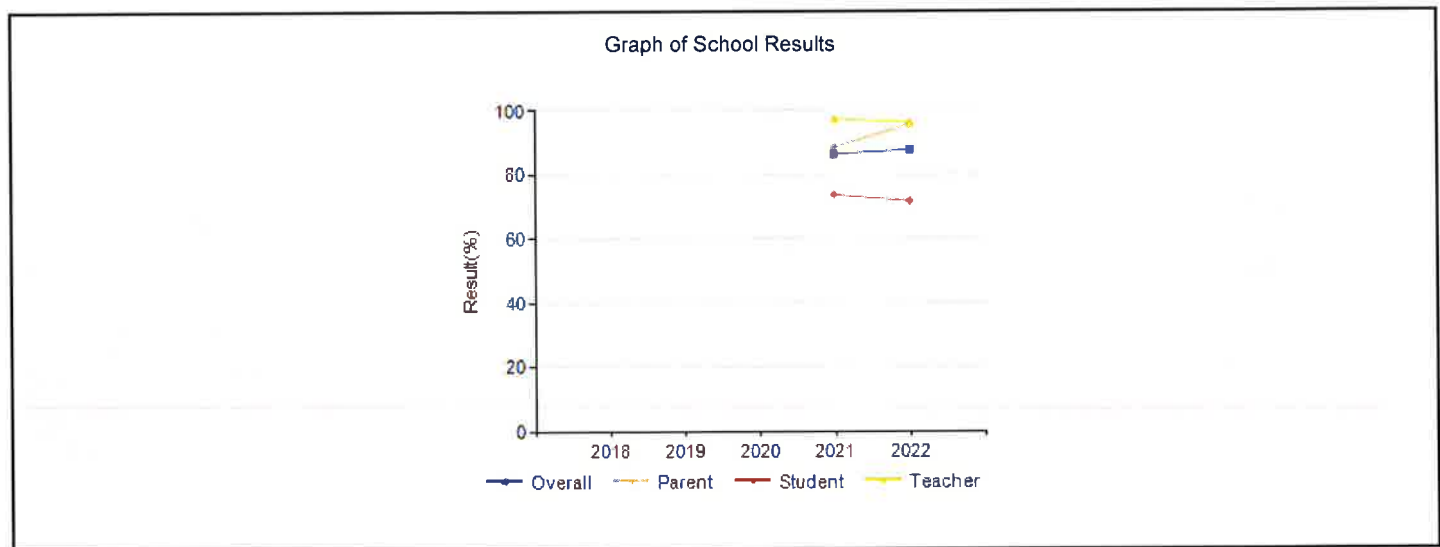
PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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										Authority						Province															
	2018		2019		2020		2021		2022		Measure		2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im- pro ve me nt	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Over all	n/a	n/a	n/a	n/a	n/a	n/a	598	86.5	336	87.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Pa ren t	n/a	n/a	n/a	n/a	n/a	n/a	29	88.5	15	95.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Stu de nt	n/a	n/a	n/a	n/a	n/a	n/a	530	73.7	294	71.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Te ac h	n/a	n/a	n/a	n/a	n/a	n/a	39	97.4	27	96.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	



Notes:
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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.

2021-2022 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

- Parent perception of student learning engagement increased in both the school and across the division.
- Student perception of their own engagement in learning at school shows a slight decrease, from 73.7% to 71.8%, however results for students across the division were consistent with last year's results.

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.
- Teachers will continue to share more strategies and resources to support parents as they help their own children become engaged in and learning curriculum.
- 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.



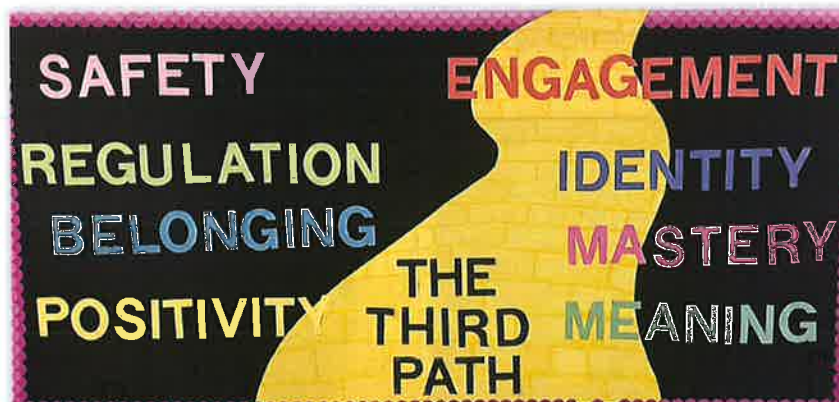
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Elementary)						
I have no worries about going to school	77	74	75.5	75	73	74
I can solve problems at school (i.e. with friends, school work, etc.)	87	83	85	92	89	90.5
I know how to lower my stress when doing school work (i.e. as-	65	65	65	73	75	74
I am free of headaches or stomach aches	74	74	74	75	75	75
I am able to fall asleep at night and stay asleep	74	66	70	76	72	74
Student Survey (Secondary)						
I have no worries about going to school	76	80	78	73	75	74
I feel confident in my ability to solve issues at school	83	79	81	82	85	83.5
I have strategies to lower my stress before writing an exam or a big assignment	56	59	87.5	54	55	54.5
I am free of headaches or stomach aches	75	72	73.5	68	67	67.5
I am able to fall asleep at night and stay asleep	72	68	70	69	66	67.5



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am aware of the social and emotional well-being of my stu-	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	86	96	94	91	93	92.7
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)						
I am aware of the social and emotional well-being of the stu-	93	100	94	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	93	96	92.7	93	97	93.3
I am aware of the behaviour supports the students I work with require	67	96	84	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	93	96	94.7	97	98	95.7
Parents						
My child has a friend at school.	95	96	96	96	96	96.3
I am satisfied with the access to social/emotional supports at	69	83	78.7	77	82	79.3
My child has one or more adult(s) that care about them at	87	93	91.7	90	92	91.3



2021-2022 SCHOOL YEAR STRATEGIES

- Positive relationships with students and high accessibility to staff.
- Active Living at lunchtime for elementary students.
- Life Framework club
- Youth Ministry lunchtime program
- Ongoing Mental Health Literacy Professional Development for staff
- The Third Path Professional Development
- Personal Well Being (PWB) class for Jr. High classes and grades 4, 5, & 6.
- Kids in transition support group
- Mind Up program and stress lessons for Div. II and Worry Woos for Div. I
- Family School Liaison (FSLW) 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

- On the measure of “I am able to fall asleep at night and stay asleep”, our student data is showing an increase of between 4% and 8% and a higher number of elementary students are experiencing less worries about going to school. Elementary and junior high students are feeling more confident in their ability to solve problems/issues at school as compared to the previous year.
- Teacher data is showing a significant decrease in the measure of “I am able to support the social and emotional well-being of my students”, from 96% to 86%. There are also declines in the support staff measures of “I am aware of the social and emotional well-being of the students” and “I am aware of the behaviour supports the students I work with require”, from 100% to 93% and 96% to 67% respectively.
- On the measure of “I am satisfied with the access to social/emotional supports at school”, parent data is showing a significant decrease from 83% to 69%.

CONCLUSIONS

- Addressing mental health issues with whole classes are making an impact, as is the lunchtime programming offered by our Family School Liaison Worker.
- School staff is feeling underprepared, overwhelmed, and under supported to address student emotional and behavioral difficulties.
- Parents are aware of the importance of recognizing and addressing student social and emotional well-being. However, they may be feeling overwhelmed with the need to access additional support outside of the school as much of the struggles children are experiencing require more in-depth support than our Family School Liaison is able to provide.

IMPLICATIONS

- Students and teachers will be surveyed to determine how best we can address problem-solving, stress reduction, sleep strategies, and exam stress.
- Through conversation and survey, teachers will be consulted regarding the continued scheduling of our Personal Well-Being (PWB) class in grades 4-9 to determine its effectiveness in addressing mental health needs.
- Teachers, in consultation with the Family School Liaison Worker, will continue to survey their students to pinpoint specific mental health needs that students are wanting to address.

DOMAIN 3: TEACHING & LEADING

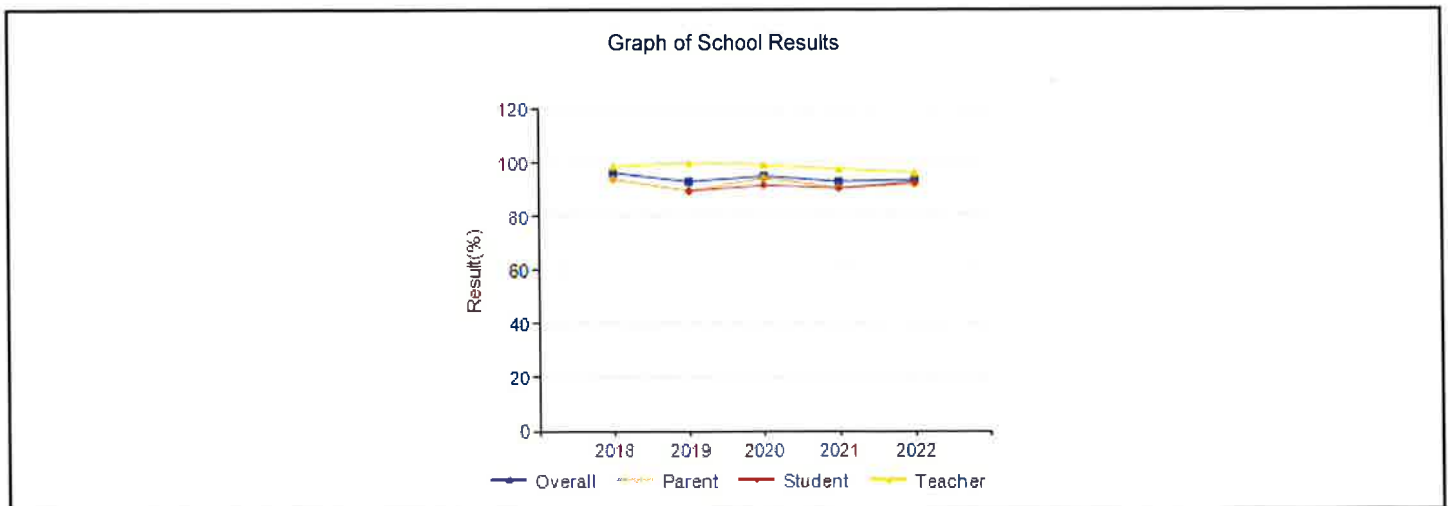
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	96.3	389	93.1	378	95.2	598	93.1	335	93.7	Very High	Maintained	Excellent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	36	94.0	16	89.6	27	94.4	29	90.8	15	92.1	Very High	Maintained	Excellent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	348	89.6	326	91.7	530	90.6	293	92.8	Very High	Maintained	Excellent	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	25	98.7	25	100.0	25	99.3	39	97.8	27	96.3	High	Maintained	Good	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



Notes:
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 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.

2021-2022 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, film studies and outdoor education to support diversity in learners
- Consistent programming across Div. I, Div. II and Div. III in literacy and numeracy. Daily intervention period focused on literacy and numeracy specific to each student; groups of students with similar challenges that can be addressed strategically by staff.
- Response to Intervention opportunities for junior high students in all grade levels during intervention period.
- Differentiation opportunities for students in all subject areas.
- Learning commons opportunities for Div. II and Div. III students at lunch and in P6 to access interventions and extra time to complete assignments.
- Comprehensive and collaborative process for the identification of students requiring Individual Program Plans, involving parent and student input where appropriate.
- Safe spaces for teaching and learning to occur.
- Learning support services to facilitate relationships between students and school community.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- On the measure of “Percentage of teachers, parents, and students satisfied with the overall quality of basic education”, teachers, parents and students scored similarly to last year, with slight increases in parent and student results—92.1 from 90.8 and 92.8 from 90.6 respectively. Teachers scored slightly lower at 96.3% from 97.8%.

CONCLUSIONS

- Post-pandemic, Sacred Heart’s curricular programming and extracurricular activities have started to return to pre-pandemic status quo and we are seeing more involvement and engagement from teachers, parents, and students in these activities.

IMPLICATIONS

- We need to ensure that we are continuing to incorporate the strategies and best practices we’ve learned to ensure our students’ engagement and success and hence student and parent satisfaction.

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	71	96	87.3	91	95	93.3
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)	79	100	91.3	85	90	91
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	53	74	65	66	74	72
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)	73	91	79.3	76	89	82

PROFESSIONAL DEVELOPMENT

Faith-based Professional Development

What does it mean to be a teacher in a Catholic school?

Mass set-up protocol

Division Reflection Day

Catholicism 101

Prayer Walks

Mental Health & Well-being Professional Development

Self-harm/self-injury

SEL (Social Emotional Learning)/Executive Functioning

Professional Development related to RtI (Response to Intervention)

Classroom Management

RtI & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners

Diagnosis-specific PD (Autism, ADHD, etc.)

Professional Development related to First Nations, Metis, and Inuit

Indigenous activities: beading, ribbon skirt tutorial, Bannock making, Talking Circles, traditional Indigenous games



Sacred Heart Professional Development Plan 2022-2023

(PD for EAs in GREEN, if different from teachers; Faith PD in BLUE, COLT offerings in YELLOW)

STAR Priorities 2022-2023 - Essential PD

- Faith is permeated and infused into all professional development
- RTI is the philosophy and structure under which STAR Catholic operates

Month	Date	EAs Attend	What goal(s) does this professional learning target? • School Education Plan goals	AM	PM
August	22		Organizational Teaching & Leading: Safe, welcoming, and optimal learning environments for staff and students	Prayer Classroom set-up & collaboration	
	23		Organizational Teaching and Leading: Foster a culture of collaboration	Prayer teacher prep time	New Curriculum grade-level planning
	24		Teaching & Leading: Continue to build and develop staff capacity Grow and Affirm Catholic Identity: Staff are provided with faith formation opportunities	Faith Session #1 - What does it mean to be a teacher in a Catholic school? (1 hr) Teacher Meeting	Classroom Management sessions (by division) 1:00 -1:45, 1:45-2:30, 2:30-3:15
	25	✓	Student Growth & Achievement: A focus on mental health and well-being TQS 1 & 4; Mark #1 & 5	Prayer Mass set-up protocol - with Father Roger (30 mins) Self-harm/self-injury info session (1 hr) Whole Staff Meeting	Third Path #6 - Identity
	26	✓	Division Theme: <u>Disciples of the Word</u> Grow and Affirm Catholic Identity: Staff are provided with faith formation opportunities.	Division Reflection Day	
October	7		Teaching & Leading: Continue to build and develop staff capacity	Teachers' Institute	
November	1	✓	Teaching & Leading: Continue to build and develop staff capacity	Learning Day EA PD sessions (CO)	
December	9	✓	Student Growth & Achievement: A focus on mental health and well-being TQS 1 & 4; Mark #1 & 5	Faith Session #2 - Catholicism 101 Third Path #7 - Mastery	Third Path #8 - Meaning
	23		Student Growth & Achievement: Academic Engagement Learning Supports: First Nation, Métis and Inuit students are successful. Learning Supports: Student Inclusion - students feel like they belong and are being supported to be successful in their learning; a focus on students with learning challenges.	Prayer RTI & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners	PLC, TPGP, teacher prep
January	30	✓	Teaching & Leading: Continue to build and develop staff capacity	Staff Wellness & Self-Care	
February	9/10		Teaching & Leading: Continue to build and develop staff capacity	Teachers' Convention	
	17		Teaching & Leading: Continue to build and develop staff capacity	Prayer "Choose Your Own Adventure" - prayer walks, low organizational games, PowerSchool refresher, Smarter Marks, Diagnosis-specific PD (Autism, ADHD, etc.), Daily 5/CAFE	Literacy & Numeracy (engagement, programming & support) - elementary/jr high specific
March	17		Student Growth & Achievement: A focus on mental health and well-being TQS #3 a) c), #4	SEL (Social Emotional Learning)/Executive Functioning	PLC, TPGP, teacher prep
April	28	✓	Teaching & Leading: Continue to build and develop staff capacity	Faith Session #3 Teacher choice - TPGP goals EA PD sessions (CO)	Class list development
May	18	✓	Grow & Affirm Catholic Identity: staff are provided with faith formation opportunities; staff and students witness the gospel. The 5 Marks of Catholic School Identity	Staff Retreat	
June	21		Learning Supports: First Nation, Métis and Inuit students are successful. Teaching & Leading: Continue to build and develop staff capacity - building foundational knowledge & empathy	Prayer Indigenous activities: beading, ribbon skirt tutorial, bannock making, Talking Circles, traditional Indigenous games	The Blanket Exercise
	28	✓	Organizational	Prayer Year-end tasks: Transition Meetings	
	29		Organizational	Prayer Year-end tasks	

2021-2022 SCHOOL YEAR STRATEGIES

- Professional development (PD) days that align with divisional priorities and goals.
- Reflection Day, 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.
- Mental Health PD: Third Path conditions 6, 7, & 8 to support the social and emotional wellness for all staff and students.
- Continuation of New Curriculum professional development
- Classroom Management professional development sessions by division.
- First Nation, Metis and Inuit professional development: to support our Indigenous students as well as support teachers and the Teacher Quality Standards (TQS).
- Response to Intervention professional development: RTI & the Medicine Wheel - Good for one good for all: Indigenous practices to support all learners
- Teacher choice in PD: "Choose Your Own Adventure" with sessions provided by staff members and COLT



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Our results in all measures of this goal, "Continuing to build and develop staff capacity", have decreased greatly.
- For teachers, on the measure of "I have opportunities for meaningful Professional Development", scores have dropped from 96% to 71%; on the measure of "I have opportunities to access Division and school supports (i.e. Coaches, Directors, Family School Liaison Worker, and Learning Support Facilitators) for Professional Development, scores have dropped from 100% to 79%.
- Support staff scores on these measures have also dropped from 74% to 53% and 91% to 73%, respectively.

CONCLUSIONS

- These results indicate that our staff is not satisfied with the Professional Development opportunities being offered.

IMPLICATIONS

- Support staff continue to require specialized Professional Development training to grow in their understanding of student learning needs, engagement, and wellness.
- Continue to survey staff through targeted discussions during Continuous School Improvement meetings (twice yearly) and Professional Learning Communities 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
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	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	94	94.3

COLLABORATION & LEADERSHIP

Collaborative structures:

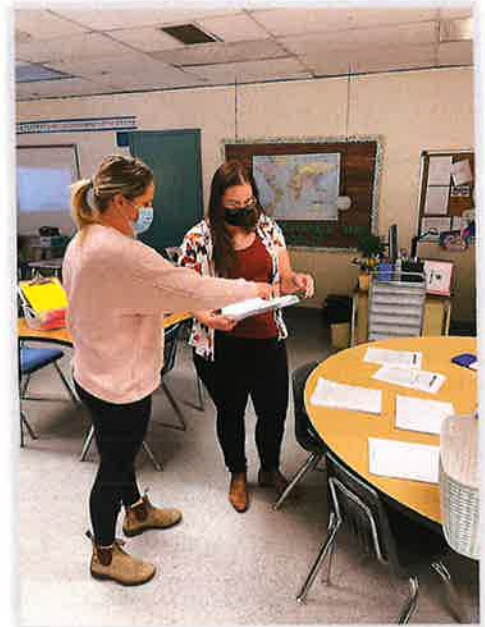
- School Leadership Team (SLT) opportunity for all interested teachers. Currently we have representation from each division: several members who have been a part of this team from the beginning as well as a few new teachers.
- Embedded Professional Learning Community (PLC) time (once every 6-day cycle) for all teachers to meet with their grade partner as well as opportunities for EAs to join these meetings.
- Opportunities for teachers to be Designate Principal when the administration are away from school.
- SIT (School Intervention Team)
- Speech Language Pathology (SLP), Occupational Therapy (OT), Learning Support Facilitator (LSF) collaboration meetings.

Professional Development sessions related to leadership development:

- Faith Professional Development from the Director of Faith Life & Religious Education 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 PD through the Director of Faith Life & Religious Education.
- Literacy Lead / Numeracy Lead teachers.

2021-2022 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 (RtI) 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 PLC which are reviewed in the fall by the School Leadership Team (SLT).
- Consistent programming among subject areas. Opportunities will be provided for subject area special-ists to pair and share best practices and curricular strategies especially in literacy and numeracy throughout the year.
- Opportunities for teachers to be involved in the School Leadership Team (SLT), Professional Learning Communities (PLCs), School Intervention Team (SIT).
- Monthly staff and div. meetings.
- Outcome tracking curricular spreadsheet to support student transition meetings.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Sacred Heart's results in the area of collaboration and leadership development continue to be 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 teachers during Continuous School Improvement meetings, and Professional Learning Community meetings to consult 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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
Our School is clean and well maintained	93	100	97.7	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	93	100	93	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	86	96	94	87	92	90.3
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	93	91	89.3	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	87	83	88.3	77	80	79.3
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	90	92	92.3	90	92	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	92	94	91	79	82	81



2021-2022 SCHOOL YEAR STRATEGIES

- Staff fill out the Occupational Health & Safety (OH&S) classroom checklist each year.
- Staff collaborate with Admin to create the Infrastructure, Maintenance & Renewal (IMR) 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 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", support staff scores have increased from 83% to 87%. Conversely, on this same measure, only 93% of teachers agree, down from 100% the previous year.
- On the measure of "Our school is clean and well maintained", our support staff results are up 2% from the previous year but our teacher results have decreased from 100% to 93%.
- Our students, on the measure of "I am proud of my school and the way it looks", scored similarly to the previous year.
- 86% of teachers reported that "Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students", compared to 96% the previous year.

CONCLUSIONS

- Compared to teachers, support staff are more satisfied that they have the physical facilities to meet student programming needs and are happier with the cleanliness and maintenance of the school.
- There is a discrepancy between teacher results versus support staff results.

IMPLICATIONS

- To address teacher concerns, we will use one on one conversations during Continuous School Improvement meetings, exit slips at staff meetings, and Google Form surveys 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.

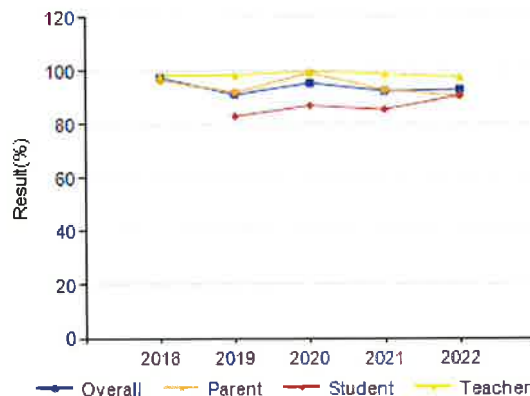
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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

	School										Measure			Authority										Province									
	2018		2019		2020		2021		2022		Ac hie ve me nt	Im- pro ve me nt	Ov era ll	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	97.5	387	91.2	377	95.5	597	92.5	336	93.1	Very High	Maintained	Excellent	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	2,003	93.0	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	36	96.6	16	92.1	27	99.3	29	93.0	15	90.7	Very High	Maintained	Excellent	224	94.0	241	91.9	180	93.2	144	89.7	201	93.0	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	346	83.1	325	87.1	529	85.6	294	90.8	Very High	Improved Significant	Excellent	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	1,610	88.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	25	98.4	25	98.4	25	100.0	39	98.9	27	97.7	Very High	Maintained	Excellent	215	95.7	229	98.1	185	98.8	205	98.1	192	97.8	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of School Results



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.

2021-2022 SCHOOL YEAR STRATEGIES

- Social/Emotional programming in the classrooms.
- Student mentorship elective in junior high.
- Lunch programs; Chess Club, Buddy Up, Awesome Blossoms, Beaded Journeys groups.
- Inclusive classrooms.
- Service Projects through junior high electives.
- Mental Health/Trauma PD for staff and students.
- Assistance from outside agencies for students and families as necessary.
- Response to Intervention programming.
- School Intervention team to ensure students' needs are addressed.
- Safety patrol
- Faith permeation throughout subjects and school activities.
- School-wide Kindness Challenges and recognition.
- Youth Ministry: Fostering a sense of belonging for our students.
- Peer Helpers: student leadership and support for peers.
- Increase positive phone calls home celebrating students.
- Students greeted at the doors each morning and at their classroom doors in between periods.
- Restorative Justice and/or Talking Circles for discipline and student support.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Student data for this measure has increased from 85.6% to 90.8%. Parent and teacher data decreased slightly.

CONCLUSIONS

- Our staff works hard to create safe classrooms and spaces for the students. It appears as though The Third Path framework and training is supporting our students' needs.
- Parents and teachers are employing higher levels of scrutiny post-COVID and parent engagement in school has increased from previous years.

IMPLICATIONS

- Increase consultation opportunities for all stakeholders through focused discussions with targeted groups and/or surveys to ensure that we are addressing concerns.
- Continue to support our students by providing safe, caring, welcoming and respectful environments.



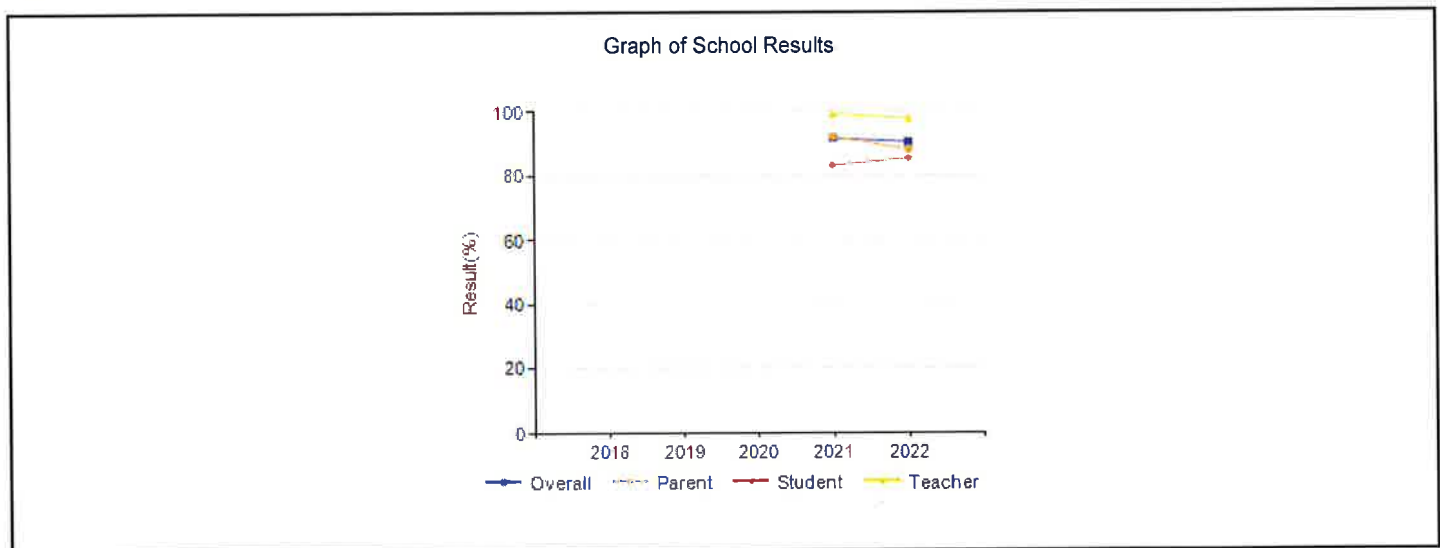
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

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											
	2018		2019		2020		2021		2022		Measure		2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im pro ve me nt	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Over all	n/a	n/a	n/a	n/a	n/a	n/a	n/a	597	91.6	336	90.5	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Pa ren t	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29	92.1	15	88.2	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Stu de nt	n/a	n/a	n/a	n/a	n/a	n/a	n/a	529	83.4	294	85.5	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Te ac h	n/a	n/a	n/a	n/a	n/a	n/a	n/a	39	99.2	27	97.8	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		



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.

2021-2022 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.
- Individual support plans for those students who need them.
- Restorative Justice and Talking Circles for discipline and support.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- In this measure, our results for parents and teachers decreased by 3.9% and 1.4% respectively. Results increased for students by 2.1%. Compared to the division, our results for parents and teachers are lower but student results are higher than the division. We are higher on this measure than the province.

CONCLUSIONS

- Overall, our results are very similar to last year's results.
- Students recognize that the school is a welcoming, caring, respectful, and safe environment.
- Our current structures and processes for ensuring a safe and welcoming environment need to be reviewed and updated.

IMPLICATIONS

- Consult with teachers, parents, and students through focused conversations with targeted groups (i.e. student leadership) and feedback surveys to explore strategies for maintaining a welcoming, caring, respectful, and safe environment.
- More data must be collected, specifically from students, to design and enact change for improvement.



PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

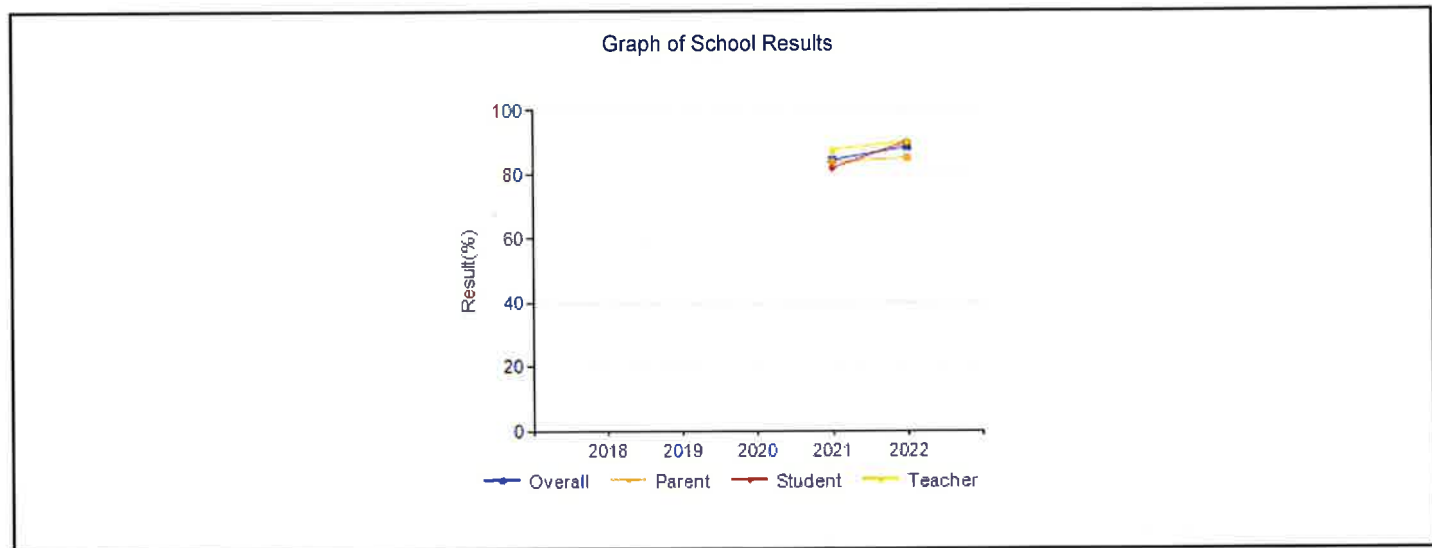
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

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										Measure			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	596	84.4	336	88.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	29	83.8	15	85.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	528	81.8	294	90.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	39	87.7	27	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3



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.

2021-2022 SCHOOL YEAR STRATEGIES

- 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 or contracted through community programs.
- Our students also have access to Blind Low Vision supports and Deaf and Hard of Hearing supports through LSF referrals.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, our results for parents, students, and teachers on this measure have increased; most significantly the student data shows an 8.3% increase. Our results are very similar to the district's results, but are much higher than the province's results.

CONCLUSIONS

- Our school is doing well on this measure and should continue with programming in place.
- 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 targeted conversations with teachers and support staff to ensure they are providing students with the required services through the school, division, and community agencies.
- The School Leadership Team (SLT) will survey students to continue to look for ways to create access for students to programming supports and services.



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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	93	88	92	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	93	93	92.7
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	100	98.3	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	97	97.3
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	87	91	91	93	92	92.3
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	96	87	93.3	97	92	94.3
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	95	95.3	89	87	86

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 3170 Sacred Heart School (FNMI)

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	n/a	n/a	n/a	59.5	82.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.0	88.1	85.8	n/a	n/a	n/a
	PAT: Acceptable	42.4	n/a	53.3	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	2.4	n/a	3.3	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	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 (*).
 - Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
 - Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
 - 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).
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
 - Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



2021-2022 SCHOOL YEAR STRATEGIES

- Jordan's Principle application for additional staff to support academic success.
- Dedicated teacher and support staff to work on building relationships with community as well as supporting our students with relationships 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.
- Indigenous Student Leadership team and Beaded Journeys group.
- Opportunity for our Indigenous Student Leadership Team to attend the yearly Resiliency Summit. Partner with MESC and Maskwacis Cultural College for supports and resources.
- Orange Shirt Day: September 29th; Red Shirt Day (MMIW): May 5th
- Dedicated professional development for staff focused on First Nation, Metis and Inuit awareness.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teacher results are 5% higher 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", and are 19% higher than the division on this same measure.
- On the measure of "Our school enhances understanding of First Nations, Metis, and Inuit worldviews, cultural beliefs, languages, and values", the support staff results are 4% lower than the previous year's result, and are 6% lower than the division.

CONCLUSIONS

- Compared to support staff, teachers are more personally engaged in making First Nations, Metis, and Inuit curricular connections.
- Sacred Heart was fortunate to have an Indigenous staff member supporting with delivering Indigenous content in many classrooms.
- Support staff are present for less First Nations, Metis, and Inuit content Professional Development than teachers.

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 through focused conversations with our staff and students is needed to devise increased opportunities for enhancing awareness and understanding of Indigenous history, cultures, and traditions.
- We need to collect more feedback, specific to Indigenous education at Sacred Heart via surveys, from our parents at our Indigenous Education Open Houses throughout the year.

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	97	97.7
I use a variety of Tier 2, target strategies	100	100	100	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	71	96	87.3	74	89	84.7
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)						
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	89	96	93	93	92	92.3
At school, adults help me when I ask	96	95	96.3	95	95	94.7
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher	91	86	86.7	77	79	78.3
Adults help me when I ask	98	97	94.3	90	92	90.3
Parent Survey						
My child has the opportunity to reach his or her academic potential	87	93	92.3	88	92	90
My child receives the support he/she needs to be successful in school	83	88	88	86	90	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- Response to Intervention: tier 1 best practices and tiers 2 & 3 targeted support in the areas of literacy and numeracy (small group and/or one-to-one).
- Inclusive classrooms with differentiated curriculum. Use of assisted technology for targeted students.
- Learning Support Facilitator (LSF), Family School Liaison Worker (FSLW), and the Sacred Heart Intervention Team (SIT)
- Learning Commons access for Jr. High students.
- Breakout rooms for students who require them: Seuss room, Indigenous clubhouse, sensory room, regulation/"Chill Out" room.
- Student Academic Learning Time (SALT) in period 5 to support literacy and numeracy in all grades.
- Additional literacy and numeracy support programs: Levelled Literacy Intervention, Mathology, Reading Recovery, Precision Reading, Eagle Eyes, etc.
- Professional Learning Community (PLC) 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. However, on the measure of "Our school has access to the resources necessary to support students and their families social and emotional well-being", the teacher score significantly decreased from 96% to 71%. Elementary students scored 7% lower than last year on the measure of "In my classroom, I am allowed to learn in different ways". Parents scored 5-6% 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". The majority of our results are higher than the district's.

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.
- Elementary students feel they are not given choice in the way they are learning, i.e. group work, individually, with technology.

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

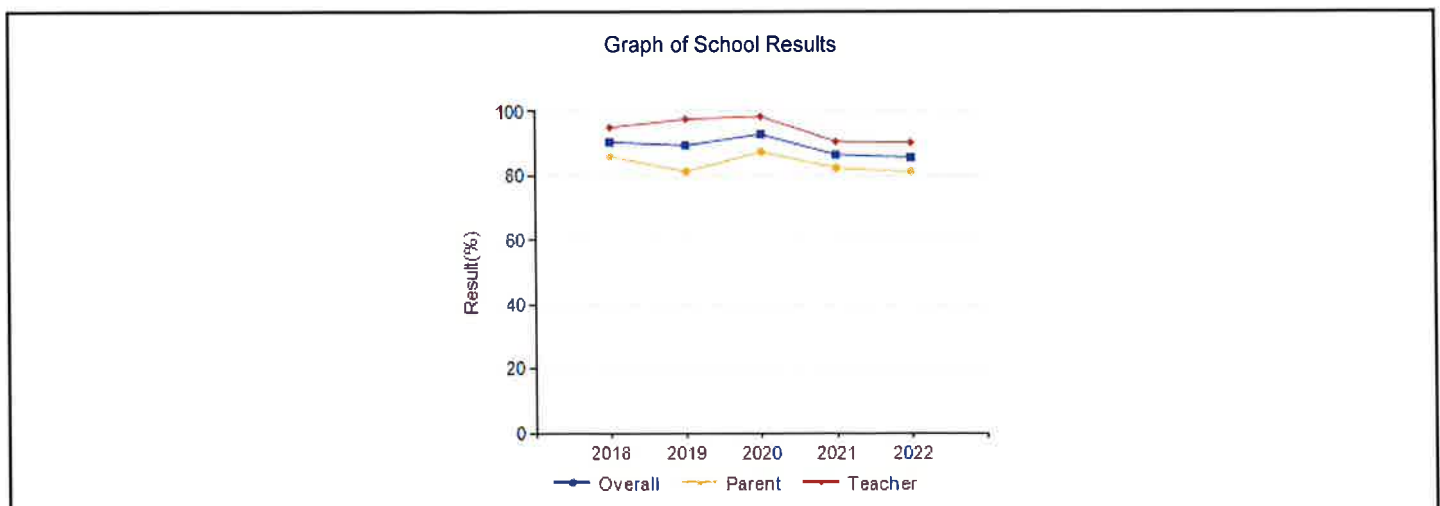
Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

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																	
	2018		2019		2020		2021		2022		Measure		2018		2019		2020		2021		2022												
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me nt	Im pro ve me nt	Ov era ll	N	%	N	%	N	%	N	%	N	%										
Overall	61	90.5	41	89.4	52	92.9	68	86.5	42	85.7	Very High	Maintained	Excellent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	36	86.0	16	81.3	27	87.4	29	82.4	15	81.1	Very High	Maintained	Excellent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	25	95.0	25	97.6	25	98.4	39	90.6	27	90.3	High	Declined	Acceptable	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



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.

2021-2022 SCHOOL YEAR STRATEGIES

- Weekly “Monday Message” with important dates and information for parents.
- Teachers contact parents with good news and concerns.
- Parent Teacher Interview evenings.
- Monthly school council meetings; parents have the opportunity to collaborate, consult and advise on school direction.
- 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 and open house evening.
- Increase social media presence.
- Coaching staff will trial TeamSnap for their sports teams to ensure parents and athletes have up-to-date information regarding practices and games.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This year’s results regarding parental involvement are similar to last year’s for both parents and teachers and are showing both groups are satisfied with parental involvement in decisions about their child’s education.

CONCLUSIONS

- Post pandemic, parents are becoming more involved in school activities (i.e. attending School Council meetings, volunteering in a variety of capacities) but there is still much work to do to return to pre-pandemic standards.

IMPLICATIONS

- Looking forward, we will continue to consult with our parents and teachers through conversations, social media posts, and surveys with focus groups (i.e. School Council), 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
2022-2023 Play Budget (October)

Sacred Heart

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$2,752,158	77.8%	\$2,896,225	79.1%
Specialized Learning Support (SLS) Allocations	\$274,475	7.8%	\$269,478	7.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$25,470	0.7%	\$25,985	0.7%
ELL Allocations	\$33,600	0.9%	\$37,200	1.0%
FNMI Allocations	\$109,800	3.1%	\$90,000	2.5%
Federal Government	\$0	0.0%	\$210,000	5.7%
Other Program Allocations	\$24,563	0.7%	\$24,739	0.7%
One-Time Allocations	\$93,932	2.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$188,150	5.3%	\$60,000	1.6%
Local Revenues & Fees	\$37,131	1.0%	\$47,627	1.3%
Total Revenue and Allocations to Budget Center:	\$3,539,279	100%	\$3,661,254	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,608,815	73.7%	\$2,629,264	71.8%
Uncertificated Staff	\$685,436	19.4%	\$790,666	21.6%
Services Contracts and Supplies	\$236,015	6.7%	\$232,311	6.3%
Amortization (Depreciation)	\$9,013	0.3%	\$9,013	0.2%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$3,539,279	100%	\$3,661,254	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$3,539,279	\$3,661,254
Total Expenditures	\$3,539,279	\$3,661,254
Variance	\$0	\$0

Fall 2022 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	87.9	86.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.1	88.4	89.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	71.3	n/a	69.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.0	n/a	12.2	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.7	93.1	94.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.5	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.5	84.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.7	86.5	91.2	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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).

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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.

