

SACRED HEART SCHOOL



ANNUAL EDUCATION RESULTS REPORT

2022-2023



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

Grace and Peace,

Tara McBride



MEET YOUR LOCAL TRUSTEE



Mr. Henry Effen

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

SCHOOL PROFILE

Sacred Heart Catholic School

Webpage:	https://sh.starcatholic.ab.ca/	Grades Served:	ECS-9
Principal:	Tara McBride	Student Population:	554
Phone:	780-352-5533	Number of Teachers:	26
Fax:	780-352-7042	Number of Support Staff:	24



Principal:

Tara McBride

tara.mcbride@starcatholic.ab.ca



Vice Principal:

Melanie Toohey

melanie.toohey@starcatholic.ab.ca



Demographics:

Sacred Heart School's enrollment has remained stable in the last 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 2, 4, and 7. English as an Additional 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.

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, and hockey program. 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 offer these programs once again!

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Staff are able to live, 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	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	98 / 95	90 / 94	94 / 96	97 89	96 89	97 89
The adults in my school treat me with respect	87 / 89	90 / 96	92 / 94	90 75	91 75	91 76

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

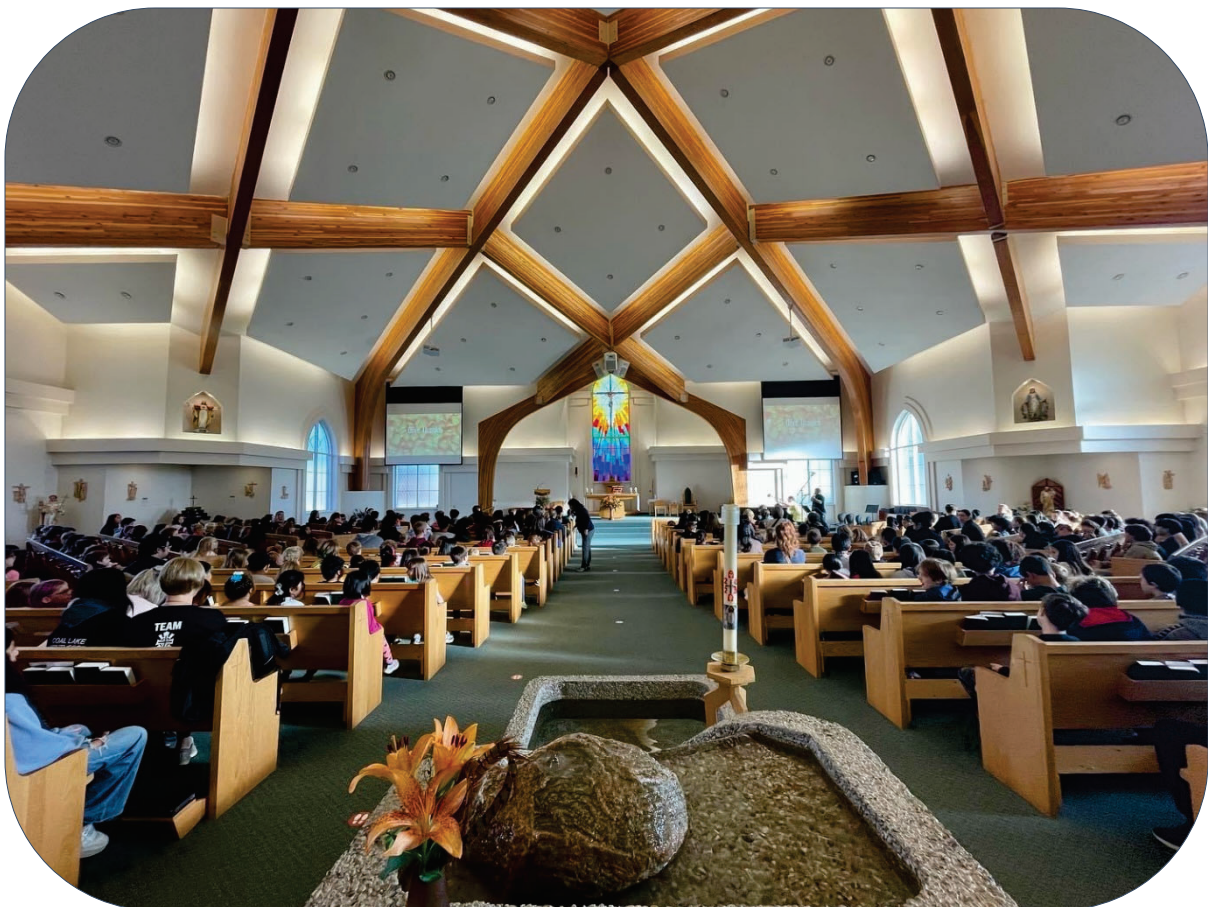
- What does it mean to be a teacher in a Catholic school?
- Mass set-up Protocol / Planning for Liturgy: What, Why, & How
- Reflection Day
- Catholicism 101
- Prayer Walks – Organization & Set-up
- Visio Divina Prayer
- Charity & Social Justice: Why Care? Why Act?
- Embracing and Sharing Your Faith

2022-2023 SCHOOL YEAR STRATEGIES

- Reflection Day: focus on experiencing and recognizing God's goodness in daily life, as well as within the Holy Mass.
- School Based Staff Retreat (focus on virtues, recognizing God's goodness in self and others).
- Support attendance at SPICE (Sharing Purpose in Catholic Education)
- Faith leadership learning sessions at monthly staff meetings
- Religious Education: The Call to Service (Social Justice & Charity)
- Provide monthly or bi-monthly after school faith sessions (i.e., The Chosen, The Search)

PROFESSIONAL LEARNING

- What does it mean to be a teacher in a Catholic school?
- Mass set-up Protocol / Planning for Liturgy: What, Why, & How
- Reflection Day – introduction and exploration of the subtheme
- Catholicism 101
- Prayer Walks – Organization & Set-up
- Visio Divina Prayer
- Charity & Social Justice: Why Care? Why Act?
- Embracing and Sharing Your Faith



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students understand what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
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	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	Current Result *	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12



2022-2023 SCHOOL YEAR STRATEGIES

- Ensure students have access to effective and engaging Religious Education using the Growing in Faith, Growing in Christ resource
- Provide opportunities for students to be involved in the liturgical life of the school (e.g., altar servers, lectors, decoration committee, hosts for priest visits, music ministry etc.)
- Provide opportunities for the whole school to learn about the various parts of the Mass and how to participate fully, actively, and consciously (i.e., while officiating grade-level masses in the chapel, the priest teaches each section of the mass)
- Continue to develop student faith-leadership teams (i.e., youth ministry, lunch hour faith discussions, student book studies)
- Support grade-level student retreats
- Monthly celebrations and masses
- Rotating weekly classroom visits with Father Roger
- Reconciliation offered twice a year to all staff and students
- Youth Ministry team
- School-wide daily prayer and extension of prayer in classrooms

PROFESSIONAL LEARNING

- Professional Learning Communities develop permeation ideas, resources, and lesson plans
- Mass set-up Protocol / Planning for Liturgy: What, Why, & How
- Embracing and Sharing Your Faith
- Prayer Walks – Organization & Set-up
- Visio Divina Prayer



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	School Name			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.	81	84	85	86	85	86
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	97	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	93 / 87	94 / 94	95 / 92	97 94	96 95	96 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

- Grade 9 trip Blessing Bags
- Share Lent
- Share the Warmth
- Christmas Connection
- Christmas Cards for Seniors
- Grade 9 Trip Blessing Bags
- Div 1 Book Drive
- Terry Fox Run & donations
- Sacred Heart Angel Elves
- Food Bank Drive
- Pumpkin Ball
-



2022-2023 SCHOOL YEAR STRATEGIES

- Opportunities for involvement in social justice and/or charity projects throughout the year as a classroom group, grade level, division level, and school
- Through the iMAD (I Make a Difference) elective, students have the opportunity to see how their faith can influence other as they explore ways to love and serve God: Pink Shirt Day, Pay it Forward, collaboration with NOW (Neighbours Outreach Wetaskiwin)
- Blessing Bags—items collected and distributed to teens in need in collaboration with a parish in Kamloops, BC while grade 9 student are on their annual trip to British Columbia

PROFESSIONAL LEARNING

- What does it mean to be a teacher in a Catholic school?
- Catholicism 101
- Charity & Social Justice: Why Care? Why Act?
- Embracing and Sharing Your Faith



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	95	93	96	95	95	95
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12

2022-2023 SCHOOL YEAR STRATEGIES

- Invite parents and parish community to school masses and celebrations
- Share social media posts with information about faith, religion classes, liturgical celebrations, and masses
- Collaborate with Father Roger to ensure we celebrate school masses monthly

PROFESSIONAL LEARNING

- Regular meetings with Father Roger
- Access to parish programs and retreats
- Staff new to the school and/or division participate in the division Mentorship program

School Masses/Celebrations and Connections to Catholic Organizations (e.g., Catholic Social Services, Development and Peace, etc.)

School Masses/Celebrations

- Opening school mass at the church, Thanksgiving mass, Remembrance Day service, Catholic Education Sunday mass at the church, Advent Wreath Blessing mass, Ash Wednesday mass, Lenten mass, Stations of the Cross, Friendship Celebration, Easter mass, Living Rosary, Farewell mass at the church, Sacred Heart Feast Day mass at the church, Year End mass at the church

Connections to Outside Organizations

- Catholic Social Services: yearly collection of toques, mittens, socks, toiletries, and school supplies for St. Zita Ministry
- Development and Peace: annual Share Lent project
- Collection for local food bank before Thanksgiving, Christmas, and Easter

Involvement Between Home, School, Parish, and Parish Priests

- Regular meetings with Father Roger to plan and review masses
- Regular invitations to Father Roger and Deacon Leo to join in various school activities (sports games, Christmas concert, pep rallies, open house, staff meals, Catholic Education Week, Faith Fair, etc.).
- Rotating weekly classroom visits with Father Roger
- Intentionally share faith events through social media platforms.
- Share parish information and events with families through the weekly newsletter
- Provide a space for Father Roger to write a message to our families in our weekly newsletter
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.
- Create a staff choir to participate in music ministry at the church
- Invite parishioners to share areas of expertise and faith witness with students and/or staff



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 8-point increase in student response to “We pray as a class or a school every day.”
- 3-point decrease in student response to “The adults in my school treat me with respect.”
- We continue to see a decrease in the parent response to “The school helps those less fortunate...”; however, the teacher response remained at 100%
- The support staff response to “I have the opportunity to participate in religious celebrations, activities or functions at the school or parish” increased by 2-points from last year, while the teacher response remained at 100%

CONCLUSIONS

- Students are recognizing the increased emphasis on prayer in the classroom and within the school community.
- Communication to parents and celebration is necessary to highlight the charitable work we do as a school.

IMPLICATIONS

- Survey our students to determine why they do not feel respected by the adults in the building and their ideas for how this can be rectified.
- Continue to pray as a classroom and school community throughout the day.
- Continue to share messaging on social media platforms, through our school’s messaging system, and on our weekly newsletter celebrating our charitable, good works, and social justice projects to increase parent awareness.



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. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	80	New Question	New Question	85	New Question	New Question
I have a friend at school.	92	New Question	New Question	95	New Question	New Question
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	84	New Question	New Question	81	New Question	New Question
I have a friend at school.	99	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Continued focus on The Third Path framework, modeling and practicing the essential conditions
- Active Living during lunchtime recess for elementary students
- Youth Ministry activities during lunchtime recess for junior high students
- PWB (Personal Well Being) class for junior high students
- Support groups for elementary students provided by Family School Liaison Worker
- Tier 1 elementary programming provided by Family School Liaison Worker, i.e., Worry Woos, Mind Up, Zones of Regulation; Kimochis (Social Emotional Learning tool kit)
- Music in the hallways in the mornings before announcements
- “Chill block” offered to junior high students during SALT (Student Academic Learning Time) by Family School Liaison Worker to allow for regulation
- Collaborate with the Division Wellness Worker on a consultative basis to support students
- Provide teachers with Evidence based test taking strategies and self-regulation professional development to support students in their learning

PROFESSIONAL LEARNING

- Self-harm / Self-injury
- The Third Path conditions #6-8
- Staff Wellness & Self Care
- Choose Your Own Adventure sessions – physical, spiritual, emotional wellness
- SEL (Social Emotional Learning / Executive Functioning)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There is a 7-point decline from the previous year in the teacher response to “I am able to support the social and emotional well-being of the student(s) I work with”.
- On the stem, “I feel safe at school”, elementary students scored 5-points lower than the division while the junior high students scored 4-points higher than the elementary students and 3-points higher than the division.
- Our junior high students scored high, 99%, on the stem, “I have a friend at school”. The elementary students also scored high at 92% but were still lower than the division’s response.

CONCLUSIONS

- Teachers and support staff are working to find ways to address student social and emotional well-being.
- As a staff, we need to work harder to make our students feel safe while at school.

IMPLICATIONS

- The School Leadership Team will survey the staff to determine professional development sessions they want to specifically target social and emotional well-being.
- Survey students to pinpoint the reasons why they are not feeling safe at school, and based on results, adjust programming to target these areas.

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 & DIPLOMA EXAMS

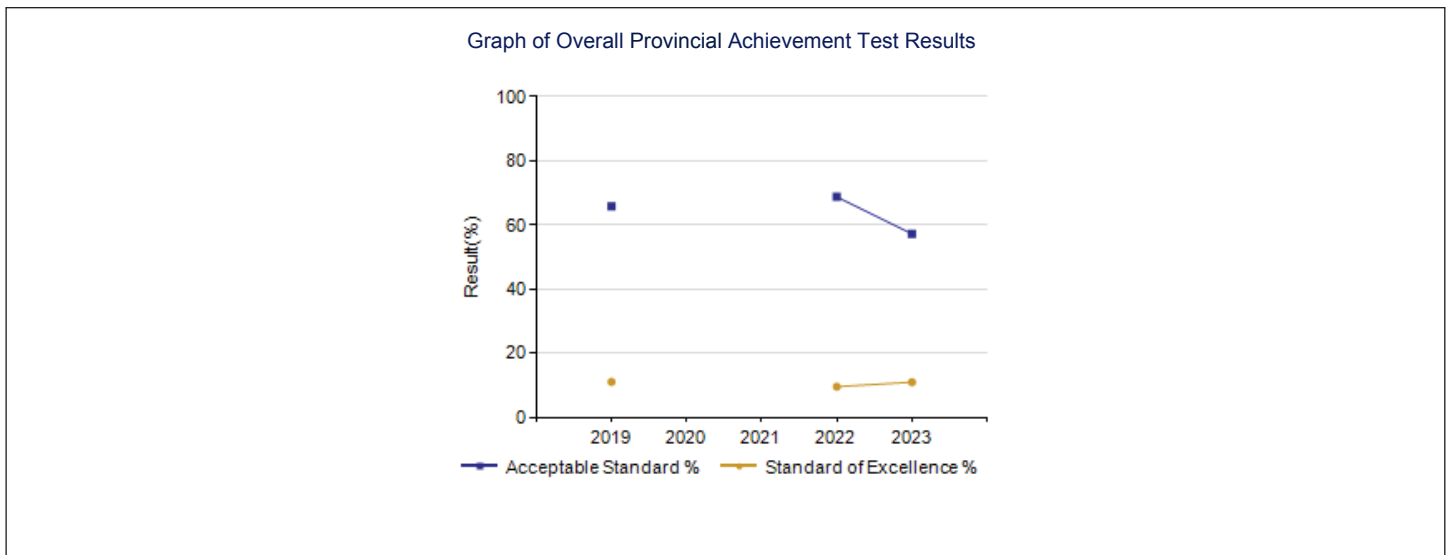
Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage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

Provincial Achievement Test Results – Measure Details

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
PAT Course by Course Results by Number Enrolled.													
English Language Arts 6	School	78.7	11.5	n/a	n/a	n/a	n/a	87.5	23.2	76.5	5.9		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
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	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
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	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	73.8	13.1	n/a	n/a	n/a	n/a	66.1	7.1	51.5	2.9		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	75.4	18.0	n/a	n/a	n/a	n/a	69.6	21.4	58.8	11.8		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	77.0	8.2	n/a	n/a	n/a	n/a	66.1	10.7	60.3	4.4		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	School	67.2	9.4	n/a	n/a	n/a	n/a	85.2	0.0	76.9	13.5		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	*	*	n/a	n/a	n/a	n/a	40.0	0.0	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		

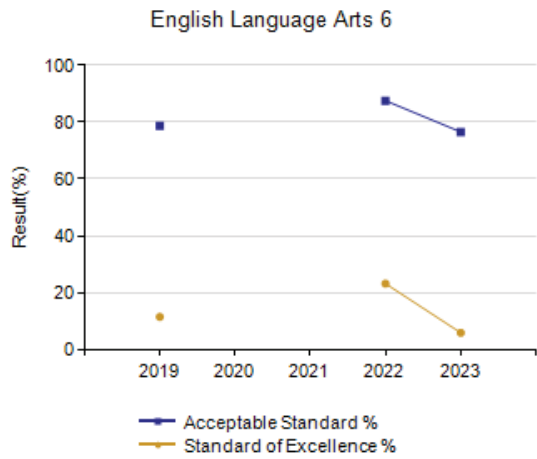
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	68.3	20.0	n/a	n/a	n/a	n/a	64.3	21.4	52.4	11.9		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	44.4	0.0	n/a	n/a	n/a	n/a	75.0	0.0	40.0	10.0		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	65.1	11.1	n/a	n/a	n/a	n/a	75.9	13.8	51.9	13.5		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	*	*	n/a	n/a	n/a	n/a	71.4	14.3	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	60.3	11.1	n/a	n/a	n/a	n/a	69.0	6.9	46.2	13.5		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	*	*	n/a	n/a	n/a	n/a	42.9	0.0	n/a	n/a		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
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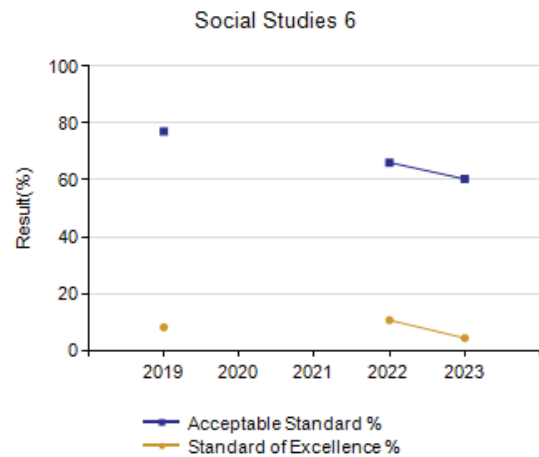
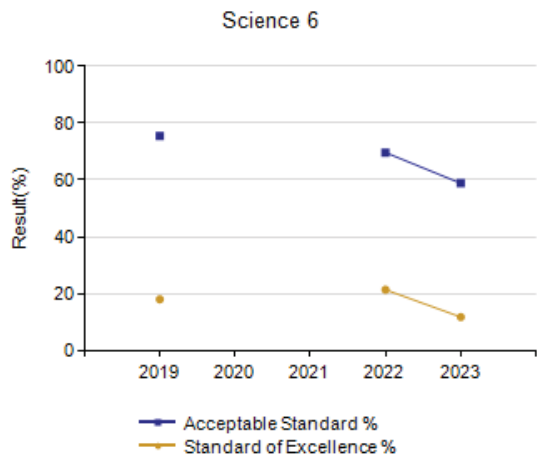
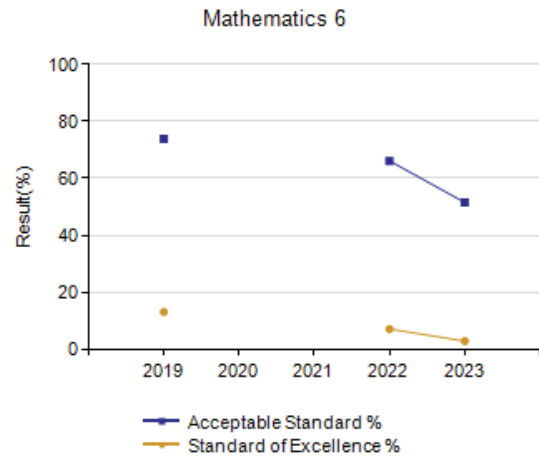
- Notes:
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 2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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Graph of Provincial Achievement Test Results by Course

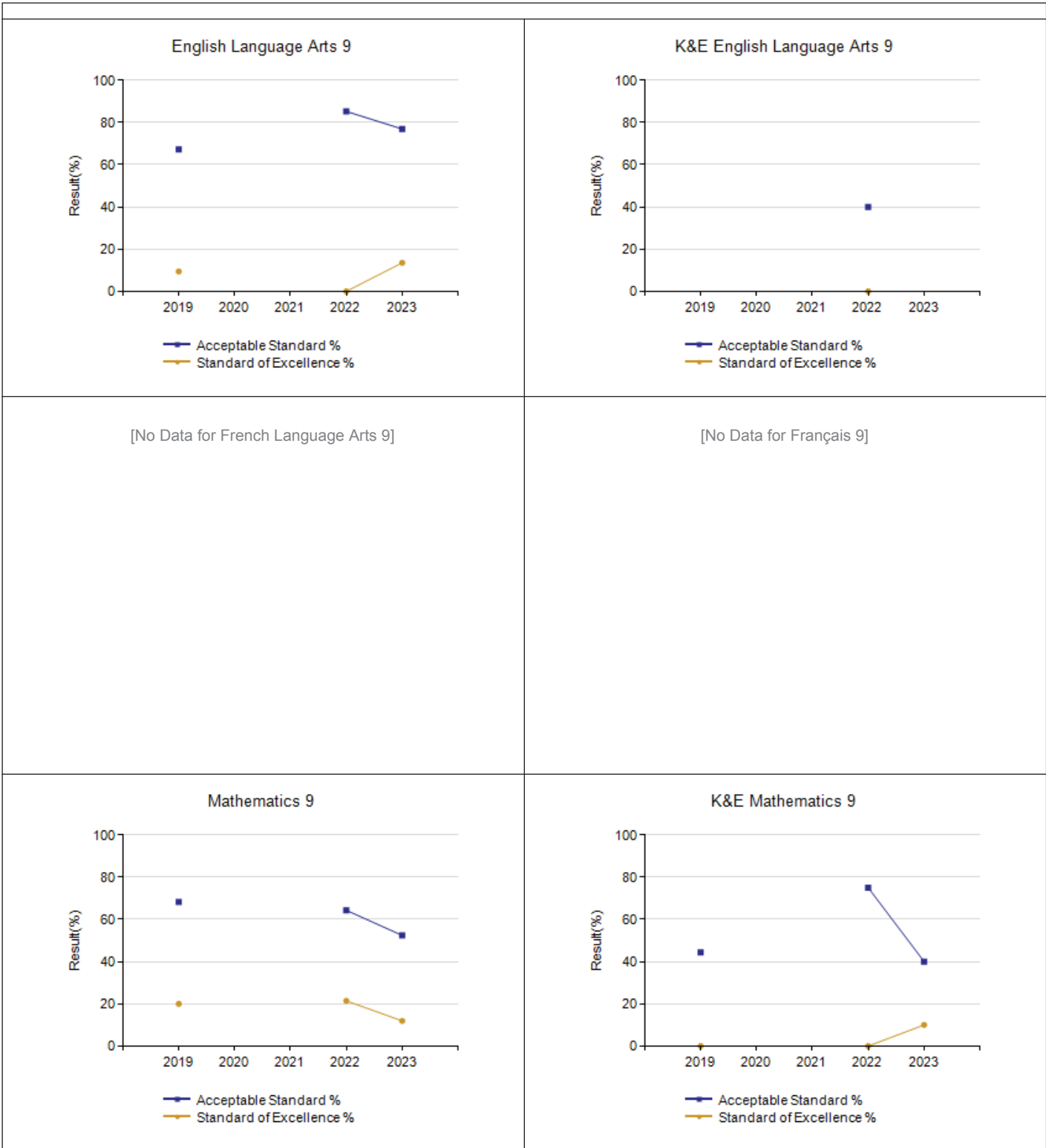


[No Data for French Language Arts 6]

[No Data for Français 6]

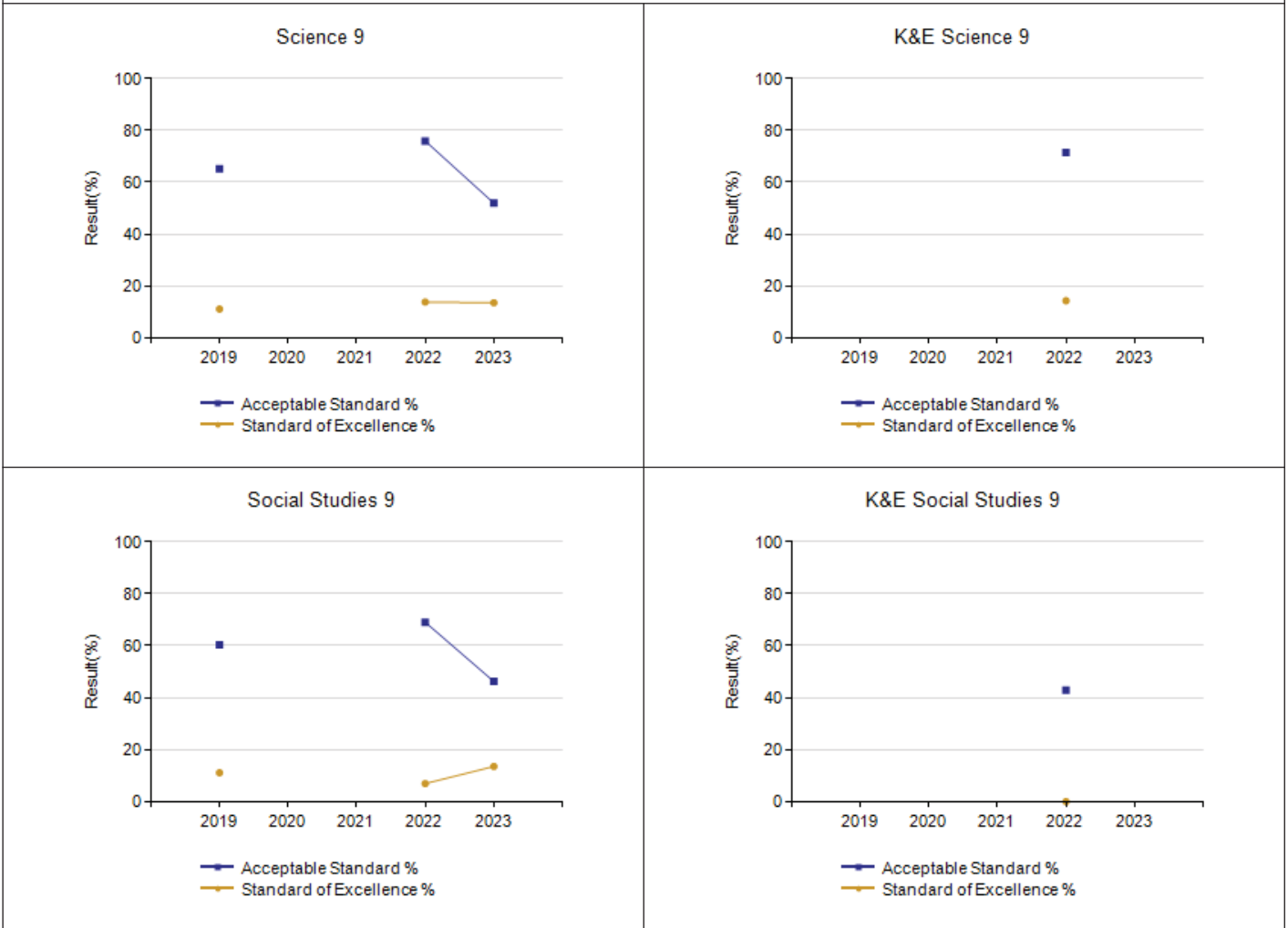


Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Sacred Heart School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	68	76.5	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	68	5.9	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a		
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	68	51.5	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	68	2.9	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	Very Low	n/a	n/a	68	58.8	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	68	11.8	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	Low	n/a	n/a	68	60.3	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	68	4.4	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	52	76.9	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	52	13.5	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a		
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	42	52.4	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	42	11.9	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	Low	n/a	n/a	10	40.0	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	10	10.0	n/a	n/a	1,815	11.3	n/a	n/a		
Science 9	Acceptable Standard	Low	n/a	n/a	52	51.9	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	High	n/a	n/a	52	13.5	n/a	n/a	56,311	20.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a		
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	52	46.2	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	52	13.5	n/a	n/a	56,309	15.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a		

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Student Growth and Achievement (Grades K-9)



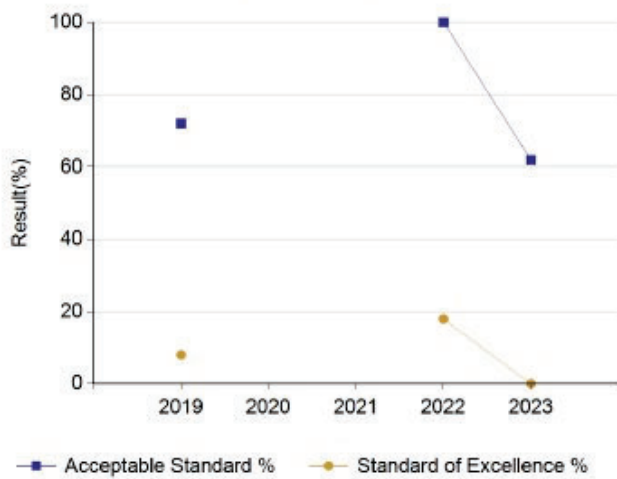
PAT Results By Number Enrolled Measure History

School: 3170 Sacred Heart School (EAL)

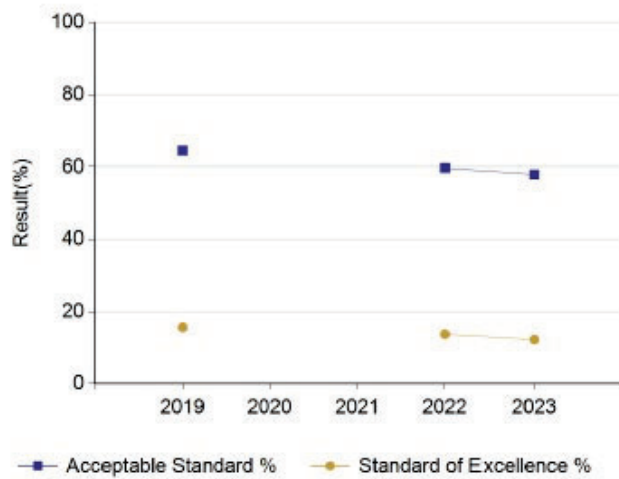
Province: Alberta (EAL)

	Sacred Heart School (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	17	n/a	n/a	13	9	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	72.0	n/a	n/a	100.0	61.9	Very Low	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	8.0	n/a	n/a	17.9	0.0	Very Low	n/a	n/a	15.6	n/a	n/a	13.7	12.2

Sacred Heart School (EAL)



Alberta (EAL)



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. 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 (EAL)

Course		Measure		Sacred Heart School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,044	13.9	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	5	*	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	*	*	*	5	*	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
Mathematics 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a		
Science 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
Social Studies 9	Acceptable Standard	*	*	*	4	*	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	6,983	11.0	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a		

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Student Growth and Achievement (Grades K-9)



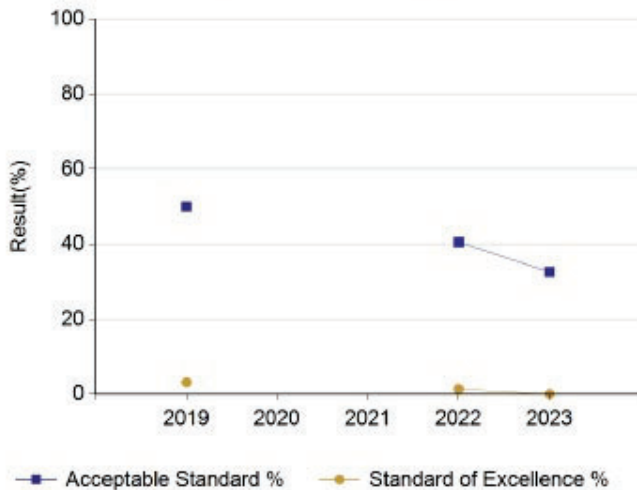
PAT Results By Number Enrolled Measure History

School: 3170 Sacred Heart School (FNMI)

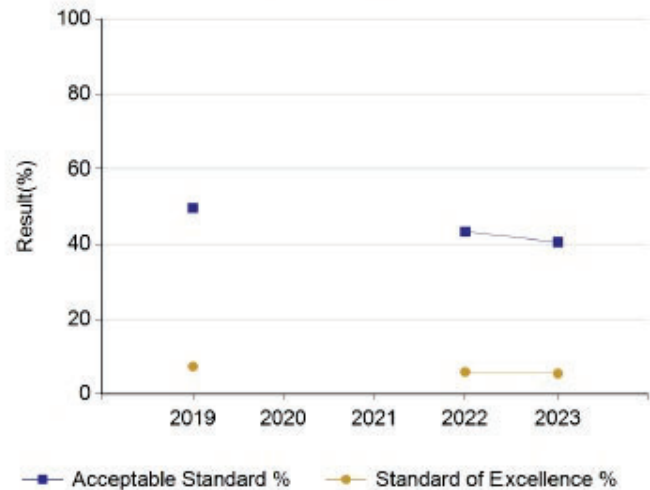
Province: Alberta (FNMI)

	Sacred Heart School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	31	n/a	n/a	32	38	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	50.0	n/a	n/a	40.5	32.6	Very Low	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	3.2	n/a	n/a	1.4	0.0	Very Low	n/a	n/a	7.4	n/a	n/a	5.9	5.5

Sacred Heart School (FNMI)



Alberta (FNMI)



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 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. 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 (FNMI)

Course		Measure		Sacred Heart School (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	19	78.9	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	5.3	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	19	36.8	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	5.3	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	Very Low	n/a	n/a	19	42.1	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	5.3	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	19	52.6	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	0.0	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	19	52.6	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	0.0	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	12	16.7	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	*	*	*	7	*	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	Very Low	n/a	n/a	19	21.1	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	0.0	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	19	15.8	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	19	0.0	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a		

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Team uses data from the provincial assessments to drive instructional practices.
- Identify required accommodations for students needing extra support such as English as an Additional Language Learners.
- Assist teachers in identifying students who need intervention, including enrichment
- Dedicated collaboration time with grade partners, subject area partners, and division partners to support diagnostic assessments, programming, and interventions, as well as create formative and summative assessments which utilize higher level thinking skills
- School wide focus on literacy and numeracy using Acadience, Levelled Literacy Intervention, and Mathology; renewed emphasis in elementary grades on Daily 5, Empowering Writers, Fountas & Pinnell (Benchmark Assessment System), RRST (Reading Readiness Screening Tool), and DRT (Diagnostic Reading Tool) to inform targeted literacy skills groupings
- Reading Recovery and Precision Reading programs to boost student success
- Junior high teachers continue to focus on collaborative analysis of test questions to allow for peer teaching of test taking and test reading skills
- Dedicated Homework Room with teacher support during junior high electives time to assist students who are struggling in core curriculum
- Consistent intervention periods in division levels to support collaborative, flexible, and multi-level groupings

PROFESSIONAL LEARNING

- K-6 New Curriculum sessions
- Assessment
- Choose Your Own Adventure sessions – PowerSchool, Smarter Marks, Daily 5 & CAFE

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, the PAT results for grades 6 & 9 are on average 10% lower than the province in the Acceptable Standard and the Standard of Excellence. The exceptions are English Language Arts 6 and Mathematics 9 where our results are similar.
- Sacred Heart's results in English Language Arts 9 are 5% higher than the province in the Acceptable Standard and similar in the Standard of Excellence.

Grade 6

- In almost every subject area, there was a decrease in both the Acceptable Standard and the Standard of Excellence.

Grade 9

- In English Language Arts 9, although there was a decrease in the number of students achieving the Acceptable Standard, there was a 13.9% increase in students achieving the Standard of Excellence which is higher than both the division and province.
- The number of students who achieved the Standard of Excellence in Science 9 remained stable at 13.5%.
- Social Studies 9 shows an increase in the number of students achieving the Standard of Excellence, 13.5% compared to 6.9% the previous year.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

English as a Second Language (ESL)

- Data has been suppressed because the number of students is fewer than 6.

First Nation, Métis, and Inuit Students

- Overall, the data shows the results in Mathematics 6 and Science 6 are lower than the province, as are the results in Mathematics 9, Science 9 and Social Studies 9.
- The results in English Language Arts 6, Social Studies 6, and English Language Arts 9 are higher than the province.

CONCLUSIONS

- Literacy support provided through Jordan's Principle funding for our First Nation, Metis, and Inuit students has been effective.
- Knowledge and Employability Mathematics 9 results are an area of concern, with only 40% achieving the Acceptable Standard.

IMPLICATIONS

- Teachers will complete an analysis of the Provincial Achievement Tests in their curriculum area and collaborate with colleagues and administration to plan for improved pedagogical practices and strategies to improve student engagement.
- To improve the decreases in achievement, administration will collaborate with the School Leadership Team as well as those teachers instructing a Provincial Achievement Test courses to plan for interventions to ensure foundational skills and knowledge for all students.
- Increased emphasis will be placed on consulting, collaborating, and sharing best practices within the school as well as divisionally to support high levels of learning and to encourage students to strive for Standards of Excellence.




DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

MEASURE DETAILS

 Early Years Literacy & Numeracy Assessments (Gr. 1-3) 2022-2023 Sacred Heart School						
List of Alberta Education Screening Assessments						
Literacy - Acadience						
Numeracy - Provincial Numeracy Screening						
Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of school year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	50	15 (30%)	41 (82%)	37 (74%)	15 (29%)	7 (14%)
2	43	14 (33%)	29 (59%)	13 (29%)	5 (12%)	4 (11%)
3	61	27 (44%)	20 (33%)	18 (30%)	7 (12%)	9 (15%)
Average months:						
	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	12 months	6 months	1 year	6 months		
2	18 months	6 months	1 year	6 months		
3	24 months	6 months	1 year	6 months		
Summary of Support Strategies - Literacy						
Reading Recovery, Precision reading, and LLI; consistent intervention blocks EA support in each primary classroom; small grade 3 classes (20 children per class)						
Summary of Support Strategies - Numeracy						
Games and hands on instruction using manipulatives; Mathology Intervention in grade 3 for select concepts Targeted Intervention groups in grade 3 amongst the three classrooms						

2022-2023 SCHOOL YEAR STRATEGIES

- Analyze diagnostic assessment data to identify and address trends at the school and division levels
- Assessment data will identify students in need of targeted and intensive supports, including gifted students
- Increase proficiency and understanding of intervention tools
- Utilize the Specialized Learning Support Team (i.e., Speech Language Pathologist, Occupational Therapist) to provide tiered supports
- Levelled Literacy intervention for sprint intervals
- Precision Reading and Reading Recovery intervention to increase reading fluency and comprehension
- Guided Reading groups following Daily 5 framework
- Mathology intervention in class
- Math centers to target deficiencies and enrichment

PROFESSIONAL LEARNING

- New Curriculum grade-level planning
- K-6 New Curriculum sessions
- PowerSchool gradebook set-up
- Assessment
- Choose Your Own Adventure – Mathology & Levelled Literacy Intervention sessions, Daily 5 & CAFÉ sessions

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 82% of our grade 1 students were identified as at risk in literacy skills with the initial assessment. At the final assessment, 74% continued to be identified as at risk. Numeracy data shows 29% at the initial assessment and 14% at the final assessment.
- 59% of our grade 2 students were identified as at risk in literacy skills with the initial assessment. At the final assessment, 29% continued to be identified as at risk. Numeracy data shows 12% at the initial assessment and 11% at the final assessment.
- 33% of our grade 3 students were identified as at risk in literacy skills with the initial assessment. At the final assessment, 30% continued to be identified as at risk. Numeracy data shows 12% at the initial assessment and 15% at the final assessment.

CONCLUSIONS

- The end-of-year data shows improvement in both literacy and numeracy skills for our grade 1 and 2 students, and improvement in literacy skills for grade 3 students.
- Teachers dedicated a significant amount of time to providing literacy and numeracy interventions.

IMPLICATIONS

- Going forward, we recognize that we need to increase our focus on numeracy intervention as our focus has primarily been on literacy.

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.

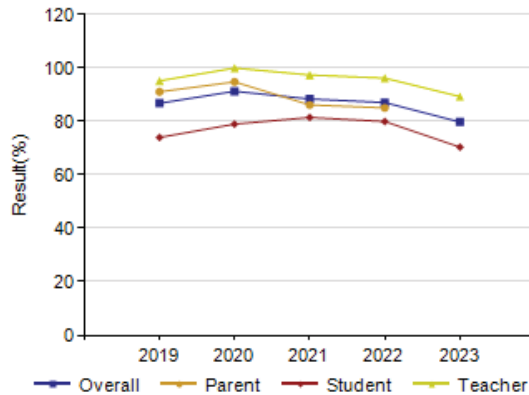
CITIZENSHIP - MEASURE DETAILS

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	389	86.8	377	91.3	597	88.4	336	87.1	122	79.8	High	Declined Significantly	Issue	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	16	91.1	27	94.8	29	86.2	15	85.1	5	*	*	*	*	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	348	74.0	325	79.0	529	81.5	294	80.0	97	70.4	High	Declined	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	25	95.2	25	100.0	39	97.4	27	96.2	25	89.3	Intermediate	Declined	Issue	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Graph of School Results



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools
- Positive communication and connections are created and maintained between the school staff, the student, and their family
- Focus on building strong and meaningful connections between students and at least one adult in their school
- Ensure student access to mentorship programs and family-school liaison workers in order for students to find the support they need to succeed
- Monitor attendance
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness
- iLead and iMAD (I Make a Difference) electives in junior high to promote citizenship and service throughout the school and into the community
- Mentorship component in the iLead elective in junior high to promote cross-grade buddies for literacy and numeracy support
- Monthly elementary and junior high assemblies with a focus on traits of a good citizen

PROFESSIONAL LEARNING

- The Third Path conditions #6-8
- SEL (Social Emotional Learning) / Executive Functioning
- The Blanket Exercise

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Parent, student, and teacher results declined significantly but results are comparable to the province's results.

CONCLUSIONS

- More recognition is needed when students are modelling the characteristics of active citizenship.

IMPLICATIONS

- Consult with students and teachers through focused conversations and surveys to identify how students can be encouraged and supported to be active citizens, and how they can be better recognized.
- Through conversations with Sacred Heart School Council, determine the most effective methods for communication to the school community regarding citizenship efforts.
- Sacred Heart will continue to collaborate with our community partners to build strong connections within the community.
- Continue to explore ways to involve students in creating a positive school climate.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

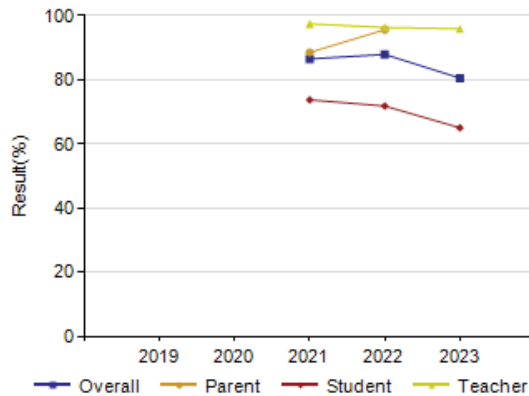
STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	59	86	33	87	12	80	n/a	Declined Significantly	n/a	n/a	n/a	n/a	1,75	87	2,00	89	1,73	86	n/a	n/a	n/a	n/a	230,9	85	249,7	85	257,2	84	
Parent	n/a	n/a	n/a	n/a	29	88	15	95	5	*	*	*	*	n/a	n/a	n/a	n/a	144	90	201	96	175	92	n/a	n/a	n/a	n/a	30,99	89	31,69	88	31,86	87
Student	n/a	n/a	n/a	n/a	53	73	29	71	97	65	n/a	Declined	n/a	n/a	n/a	n/a	1,40	75	1,60	75	1,36	71	n/a	n/a	n/a	n/a	169,7	71	187,1	71	193,0	70	
Teacher	n/a	n/a	n/a	n/a	39	97	27	96	25	95	n/a	Maintained	n/a	n/a	n/a	n/a	205	97	192	96	195	95	n/a	n/a	n/a	n/a	30,17	96	30,94	95	32,32	95	

Graph of School Results



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment
- Continued use of screeners and interventions in elementary grades, to target specific areas of growth
- Differentiation—as curriculum is implemented, teachers will strive to provide opportunities for student “voice & choice” in their learning when planning units
- Teachers use a variety of teaching methods to reach all learners
- Teachers incorporate regular movement breaks within their lessons, i.e. Go Noodle
- Stand-up desks and flexible seating options available for some students
- Scaffolding of larger tasks to ensure students are well-supported and have a good understanding of what needs to be done next
- Teachers are encouraged to connect learning to the real world, i.e., use anecdotes, case studies, and real-life examples from outside the classroom to root teaching in “the real world”
- Teachers are encouraged to engage with their students’ interests and build it into the learning process
- Use in-class games, quizzes, or gamified learning programs to engage students with friendly competition.
- Provide opportunities for cross-grade pairings for leadership, mentoring, connection, role-modeling
- Provide opportunities for monthly school-wide community building activities (i.e., faith-based project/inquiry-based activities)

PROFESSIONAL LEARNING

- Assessment
- The Third Path conditions #6-8
- Choose Your Own Adventure – low organizational games, classroom management
- SEL (Social Emotional Learning) & Executive Functioning
- K-6 New Curriculum sessions with a focus on pedagogy and engagement

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Due to low parent response, there is no data reported.
- Student responses show a decrease from last year’s results, 65% compared to 71.8%. However, the teacher result has remained very similar.
- Overall, our results are lower than the division and the province.

CONCLUSIONS

- There is room for improvement 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. We will use surveys, social media posts, and focused conversations to collect feedback.
- Teachers will continue to share strategies and resources to support parents as they help their own children become engaged in and learning curriculum.

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	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	93	71	87	93	91	93
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)	83	79	81	92	85	89
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	60	53	69	63	66	68
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)	75	91	86	78	76	81



PROFESSIONAL DEVELOPMENT

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		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	New Curriculum grade-level planning
	24		Organizational Teaching and Leading: Foster a culture of collaboration	Teacher Prep time	PS gradebook set-up/assessment (Kristy S booked)
	25	✓	Student Growth & Achievement: A focus on mental health and well-being TQS 1 & 4; Mark #1 & 5	Prayer Self-harm/self-injury info session (1 hr) (Michelle H booked) Whole Staff Meeting	Mass set-up protocol - Father Roger (1:15 pm, 30 mins)
	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 (Clare G booked) Third Path #6, 7, 8 - jigsaw method	Consult with staff re: board priorities (90 mins)

	23	✓	Teaching & Leading: Continue to build and develop staff capacity	Prayer Continuation of The Third Path #6, 7, 8	
January	30	✓		Prayer 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, Daily 5/CAFE	
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 (Clare G booked)	
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 (Ramona W booked)	The Blanket Exercise
	28	✓	Organizational	Prayer Year-end tasks: Transition Meetings	
	29		Organizational	Prayer Year-end tasks	

2022-2023 SCHOOL YEAR STRATEGIES

- Provide teacher choice in professional development (i.e., Choose Your Own Adventure)
- Encourage peer observation
- Increase staff awareness of evidence-based practices that enhance the quality of supports, teaching, learning and leading
- Deepen understanding of universal screeners and intervention supports for literacy and numeracy.
- Support scaffolded introduction and/or implementation of new curriculum; support collaboration time to create unit plans.
- Mentorship for new teachers
- Continue to encourage use of universal tools, such as: Read and Write Google
- Include Educational Assistants in school-based professional development opportunities
- Support attendance of Administrative Assistants at virtual meetings focused on job-contextual needs
- Align professional development days with divisional priorities and goals

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Both teacher and support staff results for, “I have opportunities for meaningful Professional Development” have increased significantly, 93% from 71% and 83% from 79% respectively. As well, teacher results for “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)” increased by 4%, while support staff results on this response declined by 16%.

CONCLUSIONS

- Teachers and support staff are more satisfied with the Professional Development being offered and with their access to Division and school supports.
- Support staff are not satisfied with their access to Division and school supports.

IMPLICATIONS

- Continue to offer meaningful and targeted Professional Development, allowing for some autonomy in choice for both teachers and support staff.
- Through discussions with support staff at their monthly meetings, administration will identify the roles and responsibilities of the Division and school supports and will model the process for access to the supports.

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	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	90	100	97	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	90	100	97	97	99	96
Teachers in our school value professional learning communities (PLC)	83	100	94	94	95	94

2022-2023 SCHOOL YEAR STRATEGIES: COLLABORATIVE & LEADERSHIP STRUCTURES

Collaborative Structures:

- Embedded collaborative time for elementary teachers: once every 6-day cycle
- Scheduled collaborative time for junior high teachers on a rotational basis during SALT (Student Academic Learning Time), once every 6-day cycle
- Support Educational Assistant participation in collaborative time
- Scheduled School Leadership Team (SLT) meetings monthly with representation from each division
- Scheduled School Intervention Team (SIT) meetings weekly
- Speech Pathologist, Occupational Therapist, and Learning Support Facilitator collaborative meetings

Leadership Development:

- Opportunity for all teachers to be part of the School Leadership Team
- Support for teachers to be Mentor teachers for student teachers
- Opportunities for teachers to be Designate Principal when administration is away from the school
- Literacy Lead and Numeracy Lead teachers within the school
- Experienced teachers are paired with new or new to the school teachers for mentorship

2022-2023 SCHOOL YEAR STRATEGIES

- Invitation to all teachers to join the School Leadership Team (SLT)
- Embedded Professional Learning Community (PLC) time for grade level partners, as well as by division and/or subject area
- Regularly scheduled School Intervention Team (SIT) meetings
- Continue to support the Religious Education Committee (REC) rep, Indigenous Lead, Youth Minister, Learning Support Facilitators, PowerSchool leads, and Family School Liaison Worker

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There was a decline in teachers' results for, "I have the opportunity to participate in school leadership at my school" and "I have the opportunity to collaborate in a professional learning community (PLC)", from 100% to 90%.
- There was also a significant decline in teachers' results for, "Teachers in our school value professional learning communities (PLC)", from 100% to 83%.

CONCLUSIONS

- Our teachers value their collaborative time and their leadership opportunities and were not satisfied with the opportunities that were provided. Collaboration amongst junior high teachers was inconsistent.
- Clarification of the purpose of PLC time and the expectation of PLC meeting notes caused some discontent amongst teachers.
- Division 1, 2, & 3 PLC groups need a lead teacher to create an agenda and maintain focus.

IMPLICATIONS

- Use focused conversations with teachers during Continuous School Improvement meetings, and Professional Learning Community meetings to consult on strategies to increase opportunities for collaboration and leadership.
- Junior high teachers require regularly scheduled PLC time.
- Continue to educate teachers on the purpose and process of PLCs.
- Use surveys and focused conversation in Continuous School Improvement meetings to follow up with teachers with regards to potential leadership roles and opportunities available to them.
- Communicate school leadership opportunities (i.e., coaching, Christmas Concert committee, grade 9 Farewell, etc) more explicitly through Google Form and/or during staff meetings.

2022-2023 SCHOOL YEAR STRATEGIES

Build an awareness amongst staff of the Dimensions of Wellness, specifically focusing on:

Social: Develop a sense of connection, belonging, and a well-developed support system.

- Create structures that facilitate open and respectful communication, i.e., Week at a Glance
- Communication following School Leadership Team and School Intervention Team meetings to ensure continuity between staff and administration
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e., Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems)

Emotional: Coping effectively with life and creating satisfying relationships.

- Facilitate connection opportunities to build relationships: model and provide opportunities for wellness activities with staff, i.e., Wellness Wednesdays
- Make staff aware of confidential supports through the Alberta School Employee Benefit Plan (Ink Blot etc.) by resharing information from bulletins
- Broadcast music in the hallways every morning before announcements

Physical: Recognizing the need for physical activity, diet, sleep, and nutrition.

- Increase awareness of Health and Wellness account
- Sharing best practices in Week at a Glance emails and staff meetings.
- Provide opportunities for wellness activities with staff, i.e., Activate evenings

INSIGHTS, CONCLUSIONS & IMPLICATIONS

***As this is a new question, there are no results to report on.**



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.

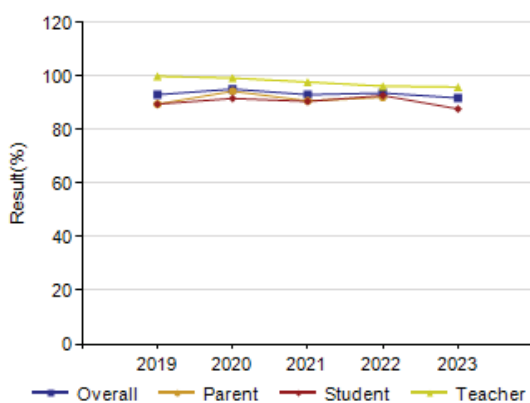
EDUCATION QUALITY: MEASURE DETAILS

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	389	93.1	378	95.2	598	93.1	335	93.7	129	91.2	Very High	Declined	Good	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	16	89.6	27	94.4	29	90.8	15	92.1	5	*	*	*	*	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	348	89.6	326	91.7	530	90.6	293	92.8	97	87.8	High	Declined	Acceptable	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	25	100.0	25	99.3	39	97.8	27	96.3	25	96.0	High	Maintained	Good	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Graph of School Results



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement
- Continued use of screeners and interventions in elementary grades, to target specific areas of growth
- Differentiation—as curriculum is implemented, teachers will strive to include voice and choice when planning units
- Wide assortment of electives offered to junior high students to support diversity in learners
- Consistent literacy and numeracy programming across the divisions; structured intervention periods in each division to facilitate collaboration and multi grade intervention
- Encourage the use of Daily 5 and/or Daily 3 framework in elementary for literacy and numeracy instruction

PROFESSIONAL LEARNING

- Assessment
- The Third Path conditions #6-8
- SEL (Social Emotional Learning) & Executive Functioning
- K-6 New Curriculum sessions with a focus on pedagogy and engagement
- PowerSchool gradebook set-up
- Choose Your Own Adventure – Mathology & Levelled Literacy Intervention sessions, Daily 5 & CAFÉ sessions

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There was a slight decline in student satisfaction with the overall quality of basic education, from 92.8% to 87.8%.
- Very few parents responded to this question and so the results are suppressed.
- Teachers continue to be satisfied with the overall quality of basic education.

CONCLUSIONS

- Continue to offer Professional Development to teachers that targets student engagement and best teaching practices.

IMPLICATIONS

- Through surveys and focused conversations with students in Homeroom period, identify methods and strategies that will increase student engagement and thus satisfaction with their education.



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 identified measures.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	93	94	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	96	93	94
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	100	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	91	94	92	93	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	97	96	93	96	97	95
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	95	95	91	89	89

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 identified measures.

MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	72 / 66	77 63
I feel safe at school.	87 / 78	81 79
I have a friend at school.	94 / 97	92 94
(Elementary) At my school there is at least one adult who listens and cares about me	81	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	88	85

*Grades 4-6 | 7-12



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	32.6	40.5	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	1.4	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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 (WCRSLE)	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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.



2022-2023 SCHOOL YEAR STRATEGIES

Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the school's future planning.

- Support Professional Development for Indigenous Education Lead who will share their learning with staff at staff meetings and Professional Development Days throughout the year
- Create and/or support opportunities for First Nation, Metis, and Inuit focused professional development
- Enhance understanding of how to be culturally aware and sensitive
- Access the contact list of Elder(s) and Knowledge Keepers for our community
- Collaboration with stakeholders, elders, caregivers, students, and families to build trust
- Continue to facilitate, design, and create Indigenous spaces and prominent visuals within the school (i.e., Oskayak room, Indigenous Artist in Residence painted murals)
- Continue to access Jordan's Principal funding to support our First Nation, Metis, and Inuit students (i.e., Educational Assistants, First Nations, Metis, and Inuit Support Worker)
- Infusion of First Nations, Metis, and Inuit cultural knowledge and understanding in all curricular areas.
- Indigenous Student Leadership Team to support cultural activities within the school

PROFESSIONAL LEARNING

- Indigenous activities: beading, ribbon skirt tutorial, bannock making, Talking Circles, traditional Indigenous games
- The Blanket Exercise

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teacher responses to "First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school" and support staff responses to "Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values" showed a 7% and 9% increase respectively, to 100%.
- 72% of our First Nations, Métis, and Inuit elementary students and 66% of our First Nations, Métis, and Inuit junior high students feel Sacred Heart is a place where they belong, compared to 94% and 97% respectively who report they have a friend at school.
- The number of First Nations, Métis, and Inuit students who achieved the Acceptable Standard on the Provincial Achievement Tests decreased 8% and none of these students achieved the Standard of Excellence.

CONCLUSIONS

- Sacred Heart has cultivated a strong base for First Nations, Métis, and Inuit consultation and relationship building, and staff are working hard to infuse Indigenous knowledge, culture, and traditions into their classrooms and our students are recognizing this.
- Our First Nations, Métis, and Inuit students have strong peer connections.

IMPLICATIONS

- Continue to work with our Indigenous lead teachers and the division's Indigenous Education Coach to continue to find ways to support our First Nations, Métis, and Inuit students both academically and culturally.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES *(Continued)*

Measure Category	School Name					
	STAR Catholic Schools					
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher.	79	91	85	77	77	78
Adults help me when I ask.	94	99	97	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	85	83	85	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- Analyze and utilize assessment data to identify student needs and guide instruction
- Continue to increase teacher proficiency and understanding of Levelled Literacy Intervention and Mathology
- Access the Specialized Learning Support Team (i.e., Speech Language Pathologist, Occupational Therapist) to provide tiered supports
- Differentiated instruction and assisted technology to support students
- Learning Commons access for junior high students at lunch and during electives
- Access to breakout rooms for students and Educational Assistants (Seuss room, Clubhouse, Oskayak room, sensory room)
- SALT (Student Academic Learning Time) embedded into timetable to support interventions and enrichment
- Additional literacy and numeracy support programs (Levelled Literacy Intervention, Mathology, Reading Recovery, Precision Reading)
- Response to Intervention (RtI) tier 1 refresher to support access for all students
- Homework Room during period 6 electives to support students who are struggling and/or need to catch-up on classwork
- Consistent intervention time embedded into elementary schedules to facilitate division wide interventions

PROFESSIONAL LEARNING

- Assessment
- The Third Path conditions #6-8
- SEL (Social Emotional Learning) & Executive Functioning
- K-6 New Curriculum sessions with a focus on pedagogy and engagement
- Choose Your Own Adventure – Mathology & Levelled Literacy Intervention sessions, Daily 5 & CAFÉ sessions
- RtI and best teaching practice refreshers

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 89% of elementary students and 94% of junior high students reported that adults help them when asked, compared to 96% and 99% respectively, the previous year. Our results on this measure are 4% lower than the division's results for elementary students, but 2% higher for junior high students.
- 79% of junior high students know how they learn best and can communicate that to their teachers compared to 91% the previous year. Our results on this measure are 2% higher than the division's results.
- 85% of parents reported that their child receives the help they need to be successful, which is a 2% increase from the previous year and comparable to the division's results.

CONCLUSIONS

- Classrooms are becoming more diverse and complex which limits the consistency of teacher directed small group or one-to-one support.
- Junior high students struggle to identify and communicate how they learn best.

IMPLICATIONS

- Collaborate with the Learning Support Teacher to coordinate access to support within the classroom, ensuring that primary classrooms have additional adult support.
- Encourage teachers to continue to use My Blueprints to support junior high students as they explore preferred methods of learning.

DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

Welcoming, Caring, Respectful & Safe Learning Environments: 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.

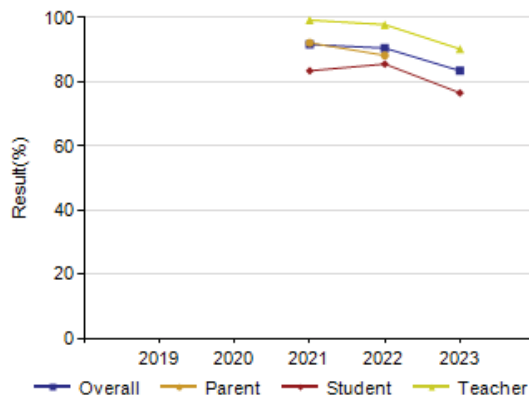
WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS ((WCRSLE) MEASURE DETAILS:

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	59	91.7	33	90.6	12	83.2	83.4	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	29	92.1	15	88.2	5	*	*	*	*	*	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	52	83.9	29	85.4	97	76.5	76.5	n/a	Declined Significantly	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	39	99.2	27	97.8	25	90.2	90.2	n/a	Declined	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	

Graph of School Results



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

2022-2023 SCHOOL YEAR STRATEGIES

- Social Emotional Learning programs in the classrooms facilitated through Family School Liaison Worker
- Continued emphasis on The Third Path conditions
- Continue to use social media accounts to share safe & caring events in the school
- Continue to support the training and recertification of staff in SIVA (Supporting Individuals through Valued Attachments)
- First Nation, Metis, and Inuit culture is celebrated and promoted through visuals and practice (i.e., tipi in the Way, Cree syllabics on office glass, Oskayak room, Restorative Justice and Talking Circles for discipline and support)
- “Door greeter teams” at each of the outer doors in the morning to welcome students
- Beautiful and inspirational bulletin boards and displays throughout the hallways
- Stained glass cross at the end of the center hallway, The Way, to proclaim our faith
- Plants and other greenery in The Way
- Continue to raise awareness and educate students about bullying and its harmful effects; reinforce anti bullying expectations with swift action including reconciliation strategies, restorative practices and mediation
- Continue to educate students about their responsibilities in the classrooms, hallways, and alternative learning areas
- Flipped lunchtime recess for division 2 to facilitate supervision

PROFESSIONAL LEARNING

- The Third Path conditions #6-8
- SEL (Social Emotional Learning) & Executive Functioning
- The Blanket Exercise
- Supporting Individuals through Valued Attachments (SIVA) training for staff working with complex students
- Violent Threat Risk Assessment (VTRA) training for School Intervention Team

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 76.5% of students and 90.2% of teachers agree their learning environment is welcoming, caring, respectful, and safe compared to 85.5% and 97.8% the previous year. Our results are about 4% lower than the division’s results.
- Parent data was suppressed as fewer than 6 parents responded.

CONCLUSIONS

- Students and teachers are generally feeling safe and welcome at school; however results are 9% and 7% lower than the previous year.
- We need to increase the number of parent respondents.

IMPLICATIONS

- Through surveys and discussion with students and teachers, determine what procedures and supports we can implement to increase our school’s welcoming, caring, respectful, and safe atmosphere.
- Collaborate with School Council to determine a plan for increasing parent respondents.

DOMAIN 4: LEARNING SUPPORTS

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.

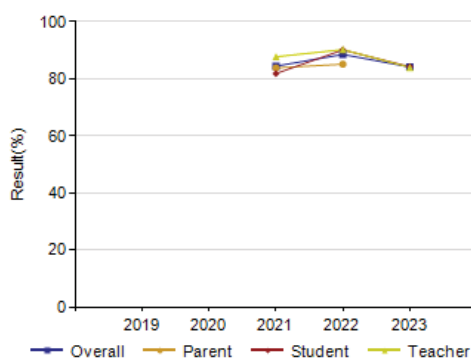
ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

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 Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievem ent	Improvem ent	Over all	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	59.6	84.4	33.6	88.5	12.2	84.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	29	83.8	15	85.1	5	*	*	*	*	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	52.8	81.8	29.4	90.1	97	84.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	39	87.7	27	90.2	25	84.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Graph of School Results



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

School and Division supports:

- Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator)
- Learning Support Facilitators
- Family School Liaison Worker
- Division Crisis Response Teams
- External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Early Intervention Programming
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.); Success in Schools Program for children and youth in provincial government care

PROFESSIONAL LEARNING

- Family School Liaison Worker shares resources and community connections through Google Classroom
- Learning Support Facilitators share resources and best practices through Google Classroom

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, results on this measure have declined but are comparable to both the division's and province's results.
- Parent data was suppressed as fewer than 6 parents responded.

CONCLUSIONS

- Less teachers and students agree that students have access to the appropriate supports and services at school than the previous year.
- Overall, Sacred Heart exceeds the provincial average on this measure.

IMPLICATIONS

- Continue to access the Learning Support Facilitator, Family School Liaison Worker, and the division's Specialized Learning Support team to bridge school and community support to ensure our students and their families have access to what they need.
- Continue to provide wrap-around support for all our students.
- Continue to collaborate with community partners to ensure we have access to services to support our students.



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.

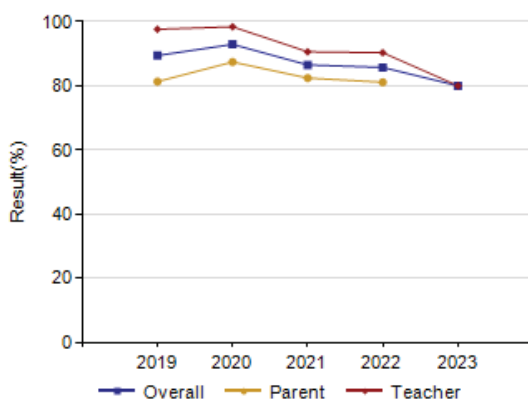
PARENTAL INVOLVEMENT - MEASURE DETAILS

Parental Involvement – Measure Details

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

	School										Measure Evaluation										Authority										Province									
	2019		2020		2021		2022		2023		Achievement			Improvement			Overall			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	41	89.4	52	92.9	68	86.5	42	85.7	25	80.0	High	Declined	Acceptable	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1							
Parent	16	81.3	27	87.4	29	82.4	15	81.1	5	*	*	*	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5								
Teacher	25	97.6	25	98.4	39	90.6	27	90.3	5	80.0	Low	Declined	Issue	229	95.2	185	95.3	205	91.2	192	88.8	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7							

Graph of School Results



- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- Weekly newsletter with important dates and information for parents; “blog” entries on school website as well as an updated calendar with events of note
- Parent/Teacher Interview evenings in the fall and spring
- Live reporting on PowerSchool
- Parent Engagement evenings focused on Indigenous culture and language
- Monthly school council meetings
- Use of agendas in ECS—grade 5
- Open invitations for parents to join masses, celebrations, and other school events
- Night of the Titans Awards Night in the fall
- Use of social media to advertise and promote school events and happenings
- Open house Meet the Teacher & BBQ in August
- PowerSchool and SchoolCash parent tutorials offered in August, and at each interview evening

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 80% of teachers are satisfied with parental involvement in decisions about their child’s education. This is 2.7% lower than the division’s results, and 5% lower than the province’s results.
- Teacher results are 10% lower than the previous year.
- Parent data was suppressed as fewer than 6 parents responded.

CONCLUSIONS

- Teacher satisfaction with parental involvement has decreased by 10-points.

IMPLICATIONS

- Through surveys and targeted discussions with teachers, determine why their satisfaction with parental involvement has decreased and what can be done to increase satisfaction.
- Consult with parents to determine how best to increase their involvement in their child’s education.



DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2023-2024 Play Budget (Nov)

Sacred Heart

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$3,019,551	72.0%	\$3,019,551	73.4%
Specialized Learning Support (SLS) Allocations	\$465,724	11.1%	\$467,974	11.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$29,486	0.7%	\$26,686	0.6%
ELL Allocations	\$26,400	0.6%	\$26,400	0.6%
FNMI Allocations	\$152,776	3.6%	\$152,776	3.7%
Federal Government	\$42,000	1.0%	\$0	0.0%
Other Program Allocations	\$55,486	1.3%	\$28,320	0.7%
One-Time Allocations	\$9,930	0.2%	\$0	0.0%
Facility Services Allocations	\$224,713	5.4%	\$224,713	5.5%
Local Revenues & Fees	\$40,765	1.0%	\$39,365	1.0%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$129,860	3.1%	\$129,860	3.2%
Total Revenue and Allocations to Budget Center:	\$4,196,691	100%	\$4,115,645	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,975,190	70.9%	\$2,961,713	72.0%
Uncertificated Staff	\$975,550	23.2%	\$938,053	22.8%
Services Contracts and Supplies	\$236,939	5.6%	\$206,867	5.0%
Amortization (Depreciation)	\$9,013	0.2%	\$9,013	0.2%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$4,196,691	100%	\$4,115,645	100%

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$4,196,691	\$4,115,645
Total Expenditures	\$4,196,691	\$4,115,645
Variance	\$0	\$0

Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

Fall 2023 Supplemental 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	80.5	87.9	87.9	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	79.8	87.1	89.2	80.3	81.4	82.3	High	Declined Significantly	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	57.2	68.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.9	9.5	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a	
Teaching & Leading	Education Quality	91.9	93.7	94.5	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.4	90.5	90.5	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.1	88.5	88.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	80.0	85.7	89.3	79.1	78.8	80.3	High	Declined	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
 5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 7. 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.
 8. 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.

