Assurance Plan
St. Thomas Aquinas Catholic Schools 2024/2025
Sacred Heart School

STAR CATHOLIC Division Assurance Plan 2023-2027 - OVERVIEW
(INCLUDES BOTH THE ED PLAN & AERR)

School Assurance Plan DIVISION OVERVIEW

Domains	Domain 1: Grow & Affirm Catholic Identity	Domain 2: Student Growth & Achievement	Domain 3: Teaching & Leading	Domain 4: Learning Supports	Domain 5: Governance
Board Priority/ Local Goal	1. Staff are provided with faith formation opportunities. 2 .Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel.. 3. Staff and students witness the gospel. **COMBINED:** **Staff and students witness the gospel and Catholic social teachings through acts of social justice and charity.**	1. A focus on student mental health and well-being Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence 2. Early Years Literacy & Numeracy Assessments High School Completion* Citizenship* 3. Student learning engagement.	1. Continue to build and develop staff capacity. 2. Foster a culture of collaboration and leadership development. 3, Staff are supported in their wellness. Education Quality *	1. First Nation, Métis, and Inuit students are successful. 2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model. Welcoming, Caring, Respectful, and Safe Learning Environment* Access to supports and services*	Research shows that parents who understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.
Outcomes:	1. 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. 2. Students will hear, learn, and model their lives guided by faith and the Church. 3.Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity. 4. 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.	1. 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. 2. 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). 3. Learning improves when students find course content interesting and useful in their everyday lives.	1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities. 2.Staff are provided with structured opportunities to collaborate and to be involved in leadership. 3.When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students. 4. Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.	1. More First Nation, Métis, and Inuit students meet or exceed identified measures. 2. 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. 3. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe. 4. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected, and safe.	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

School Assurance Plan (Ed Plan & AERR)   School Year: 2024-2025

Domain 1:	Grow & Affirm Catholic Identity	
Board Priority	**Staff are provided with faith formation opportunities.**	**Students understand what it means to live in relationship with Jesus Christ.** **Staff and students witness the gospel (ADDED)** Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity. **COMBINED: STAFF & STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE & CHARITY.**
Outcomes:	**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.**	**Students will hear, learn, and model their lives guided by faith and the Church**
Results Report Components		
Measures & Data	Survey Graphs	Survey Graphs Survey Graphs
Insights to Data:	INSIGHTS • 100% of teaching staff agree that they have opportunities to strengthen their faith through professional development (PD) • 100% of teachers report that they are building their capacity in understanding how to permeate faith into all school activities CONCLUSIONS • Having faith PD incorporated into monthly staff meeting agendas and into morning routines of school-based PD days increases opportunities for teachers to strengthen their faith. IMPLICATIONS • Continue to offer faith PD at all staff gatherings - PD days, staff meetings. Collaborate with School Leadership Team to develop a faith PD plan that incorporates Catholic responses to current issues in society. • Increase engagement and satisfaction of all staff by asking what faith PD staff would be interested in learning	INSIGHTS • 95% of elementary students and 89% of junior high students report that "teachers and students speak about faith, and I learn how to live the way God wants me to" • 87% of parents agree that "the school helps those less fortunate" compared to 81% in the previous year • 93% of elementary students compared to 85% of junior high students recognize that the school organizes activities to help people who are in need (i.e. food bank donations or clothing collections) CONCLUSIONS • Students are recognizing the increased emphasis on sharing faith stories within the classroom and school community • The staff and the school have done a better job celebrating and sharing acts of charity, good works, and social justice with our students and school community IMPLICATIONS • Continue to share messaging on social media platforms, through our school's messaging system, and in our weekly newsletter celebrating our charitable, good works, and social justice projects
Responding to the Data: *Implementation Plan & Strategies:*	• Reflection Day • School Based Staff Retreat (Faith & Fun) • Faith leadership learning sessions at monthly staff meetings • Support attendance at SPICE (Sharing Purpose in Catholic Education) • Monthly after school faith sessions using Formed • PLC collaboration on grade level faith outcomes	• 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.) • Continue to develop student faith-leadership teams (i.e., youth ministry) • Support grade-level student retreats and monthly whole-school celebrations and masses • Rotating weekly classroom visits with Father Roger and Reconciliation offered twice a year to all staff and students • Youth Ministry team • School-wide daily prayer and extension of prayer in classrooms • Opportunities for involvement in social justice and/or charity projects throughout the year as a classroom group, grade level, division level, and school • Through Youth Ministry activities, students have the opportunity to see how their faith can influence others as they explore ways to love and serve God • Blessing Bags—items collected and distributed to teens in need in collaboration with a parish in Kamloops, BC while grade 9 students are on their annual trip to British Columbia

Domain 2:	Student Growth and Achievement	Student Growth and Achievement
Board Priority	A focus on mental health and well-being	**PROVINCIAL PRIORITY** **Provincial Achievement Tests**
Outcomes:	When we support 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.	PAT Acceptable/Excellence
		Background: The ministry develops and implements curriculum that enables all students to achieve provincial stu-dent 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. Provincial Achievement Tests (PATs): PAT exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the accepta-ble standard and the percentage of students who achieved the standard of excellence on the exams.
Results Report Components		**Results Report Components**
Measures & Data	Survey Graphs Survey Graphs	AB ED DATA
Insights to Data:	**INSIGHTS** ● 96% of teachers report they are able to support the social and emotional well-being of the students they work with, compared to 79% in the previous year ● 74% of teachers and 69% of support staff agree that the Third Path provides a framework to assist them in supporting students ● 79% of elementary students and 60% of junior high students report their school is a place where they feel they belong ● 78% of elementary students and 67% of junior high students agree they know how to get help if they are struggling with mental health ● 88% of elementary students report they feel safe at school, compared to 80% in the previous year; 79% of junior high students report feeling safe at school compared to 84% in the previous year **CONCLUSIONS** ● The Third Path framework is an accessible resource that is helping our teachers to support the social and emotional well-being of their students. Awareness of the framework with support staff needs to increase. ● More explicit teaching needs to be done to bring awareness of the mental health and wellness supports and resources available to students **IMPLICATIONS** ● Seek input through targeted group discussions and/or surveys with students about what opportunities they would like to see offered to help them feel a sense of belonging and improve their mental health ● Survey staff to determine what professional development opportunities they want to specifically address social and emotional well-being	**INSIGHTS** ● 63% of Social Studies 6 students achieved the Acceptable Standard on the PAT, compared to 74% of students in STAR Catholic ● English Language Arts 9 results show 83% achieved the Acceptable Standard, compared to 76.9% in the previous year ● 68.9% of Math 9 students achieved the Acceptable Standard, compared to 52.4% the previous year; 66.7% of KE 9 students achieved Acceptable Standard, compared to 40% in the previous year; 33.3% of KE 9 students achieved the Standard of Excellence, compared to 10% the previous year ● 72.3% of Science 9 students achieved the Acceptable Standard, compared to 51.9% the previous year ● 63.8% of Social 9 students achieved Acceptable Standard, compared to 46.2% the previous year **CONCLUSIONS** ● Student achievement on the PATs has improved overall from the previous year ● We need to increase the number of students who achieve the Standard of Excellence **IMPLICATIONS** ● Teachers will complete an analysis of the Provincial Achievement Tests in their curriculum area and collaborate with colleagues and administration to plan for continued improvement in pedagogical practices and strategies to increase student engagement ● Increase emphasis on consulting, collaborating, and sharing best practices within the school to support high levels of learning and to encourage students to strive for Standards of Excellence
Responding to the Data: *Implementation Plan & Strategies:*	● Continued focus on The Third Path framework, modeling and practicing the essential conditions ● Active Living during elementary intervention period and 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 ● Collaborate with the Division Wellness Coordinator on a consultative basis to support students	● School Leadership Team uses data from the provincial assessments to drive instructional practices. ● Learning Support Facilitator assists teachers in identifying students who need accommodations and intervention, including enrichment ● Dedicated collaboration time with grade partners, subject area partners, and division partners to support programming, and interventions, as well as formative and summative assessments ● 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), Heggerty, 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 ● Dedicated Homework Room with teacher support during junior high electives time to assist students who are struggling in core curriculum ● Consistent school wide intervention periods (Div 1, 2, & 3) to support collaborative, flexible, and multi-level groupings

Domain 2:	Student Growth and Achievement	
Provincial Goal	PROVINCIAL PRIORITY Citizenship	PROVINCIAL PRIORITY Student Learning Engagement
Background	Background: 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.	Background: learning improves when students find course content interesting and useful in their everyday lives.
Results Report Components		Results Report Components
Measures & Data	AB EDUCATION DATA	Survey Graphs
Insights to Data:	INSIGHTS • There has been a decline in the number of students who agree that they model the characteristics of active citizenship, from 70.4% the previous year to 66.5% the current year; however, 97% of teachers report that students are modeling the characteristics of active citizenship, an increase from 89.3% the previous year CONCLUSIONS • More recognition is needed when students are modelling the characteristics of active citizenship • Perhaps not all stakeholders understand the term 'citizenship' as it is applied to students. IMPLICATIONS • Teachers will define 'active citizenship' for their students and increase reference to these characteristics. • 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 School Council, determine the most effective methods for communication to the school community regarding citizenship efforts	INSIGHTS • Since 2022, there has been a decline in the number of parents who agree that students are engaged in their learning at school, from 95.6% to 83.3% (no results were reported for 2023 due to a low number of respondents) CONCLUSIONS • There is room for improvement in this measure. 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 to improve in 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
Responding to the Data: *Implementation Plan & Strategies:*	• Grade 4 students continue to be our school's leaders in bottle/can recycling • iLead elective in junior high promotes 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 the Fruits of the Spirit • Focus on the foundational conditions of The Third Path, which include Safety and Belonging • 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	• Implement friendly competitions (i.e. debates, poster contests, tabletop activities) • Increased use of hands-on activities within the classroom, as well as collaborative learning tasks and conversations • Continue to use formative assessment strategies including peer and self-assessment • Differentiation—teachers will strive to provide opportunities for student "voice & choice" in their learning when planning units • Flexible and diverse programming to allow students to experience maximum success • Teachers incorporate regular movement breaks within their lessons, i.e. Go Noodle • Stand-up desks and flexible seating options available for students as needed • 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 • 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)

Domain 3:	Teaching and Leading	
Board Priority	Continue to build and develop staff capacity.	Staff are supported in their wellness
Outcomes:	Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.	When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.
Measures & Data	Survey Graphs	Survey Graphs
Insights to Data:	**INSIGHTS** ● 100% of teachers and 46% of support staff reported they have opportunities for meaningful professional development, compared to 93% and 60% the previous year ● 89% of teachers and 85% of support staff recognize they have access to Division and school supports, compared to 83% and 75% the previous year **CONCLUSIONS** ● Opportunity for teachers to receive meaningful professional development exceeds that of support staff ● Teachers have more input than support staff into the professional development they receive **IMPLICATIONS** ● Provide support staff with a monthly/quarterly newsletter of PD offerings/opportunities ● Continue to offer meaningful and targeted professional development, allowing for some autonomy in choice for both teachers and support staff ● Through discussions with all 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 these supports	**INSIGHTS** ● 93% of teachers and 77% of support staff are aware of resources available to support their wellness; however, only 74% of teachers and 69% of support staff actually use the resources to support their wellness ● 93% of teachers and 77% of support staff believe they learn about and incorporate wellness in the workplace **CONCLUSIONS** ● We need to increase awareness of the wellness resources available to all staff and encourage their use during the school day **IMPLICATIONS** ● Perhaps we need to revisit school wellness champions on staff who promote wellness opportunities and resources ● Implement weekly wellness themes with supporting activities ● Offer a lunchtime walking club for staff ● Collaborate with the Division Wellness Coordinator to brainstorm more opportunities for staff wellness activities
Responding to the Data: *Implementation Plan & Strategies:*	**Elementary/Junior High Teachers** ● Reflection Day: Encounter God ● School Culture - Restorative Justice; Discipline with Dignity ● PowerSchool set-up refresher ● Charity & Social Justice refresher ● Third Path review ● Indigenous Learning: RtI & The Medicine Wheel; Moving your Land Acknowledgement Forward ● RtI refresher; Multi-Tiered System of Supports ● Teaching Restorative Practices with Classroom Circle ● Faith & Fun staff retreat ● Engaging Strategies ● Evidence based test taking strategies & self regulation ● Choose Your Own Adventure: Wellness focus **Educational Assistants** ● Reflection Day: Encounter God ● Third Path review ● EA conference sessions provided by Central Office ● Faith & Fun staff retreat	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. ● Sharing best practices in Week at a Glance emails and staff meetings. ● Provide opportunities for wellness activities with staff, i.e. Activate evenings

Domain 3:	Teaching and Leading
Provincial Goal	Education Quality – **PROVINCIAL PRIORITY**
Outcome:	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
Results Report Components	
Measures & Data	Survey Graphs
Insights to Data:	INSIGHTS • Parent, student, and teacher results were maintained and are excellent overall CONCLUSIONS • Students, parents, and teachers are satisfied with the quality of education being offered at Sacred Heart IMPLICATIONS • Continue to add, adjust, and update teaching practices to maintain the quality of education at Sacred Heart • 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
Responding to the Data: *Implementation Plan & Strategies:*	• Use interactive and hands-on lessons to engage students in their learning • Ensure student understanding of concepts with more practice time and preparation for tests • 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

Domain 4:	Learning Supports	
Board Priority	First Nation, Inuits students are successful. - DIVISION GOAL	Recognize and support the diverse learning needs of ALL students through the Response to Intervention model. DIVISION GOAL
Outcome:	More First Nation, Metis and Inuit students meet or exceed identified measures.	1) Quality core instruction foundational to success for all and is grounded in solid assessment practice. 2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students 3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.
Results Report Components		
Measures & Data	[Survey Graphs](#)	[Survey Graphs](#)
Insights to Data:	INSIGHTS ● Compared to the previous year's result of 100%, the current year results show that only 89% of teachers agree that First Nations, Metis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into the school ● 96% of teachers and 92% of support staff agree that our school enhances understanding of First Nations, Metis, and Inuit worldviews, cultural beliefs, languages, and values, compared to 100% the previous year ● Only 89% of elementary students agree that they learn about First Nations, Metis, and Inuit history, culture, and traditions, compared to 97% the previous year ● 92% of elementary students agree there is at least one adult who listens and cares about them, compared to 81% the previous year CONCLUSIONS ● Sacred Heart has cultivated a strong base for First Nations, Metis, and Inuit consultation and relationship building, and staff are working hard to infuse Indigenous knowledge, culture, and traditions into their classrooms ● Our First Nations, Metis, and Inuit students have strong peer connections and are building strong relationships with our Indigenous Success team IMPLICATIONS ● Continue to work with our Indigenous Lead teacher and Indigenous Success team to continue finding ways to support our First Nations, Metis, and Inuit students both academically and culturally	INSIGHTS ● 95% of elementary students agree that they are encouraged to learn in different ways ● 96% of elementary students report that the adults help them when asked, compared to 89% the previous year ● Compared to 84% the previous year, only 60% of parents believe their child receives the support he/she needs to be successful in school CONCLUSIONS ● Overall, students are feeling supported in their learning ● Parents are less satisfied than the previous year in the supports available for their child IMPLICATIONS ● Use school resources to ensure parents are aware of what supports are available at the school level, what they look like, and how they can access supports outside of school - school newsletters, blogs on school website, social media platforms. ● Collaborate with the Learning Support Facilitator to coordinate access to support within the classroom
Responding to the Data: *Implementation Plan & Strategies:*	**Consulting First Nations, Metis and Inuit stakeholders to create a strong foundation and relationships to build the school's future planning.** ● nehiyawatsiwin Cree Language & Culture elective offered to junior high students; Pow Wow dancing/Cultural Movement during FLEX period; Rainbow Skirt/Shirt sewing classes during FLEX period ● 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 Principle funding to support our First Nation, Metis, and Inuit students (i.e. Educational Assistants, Indigenous Success Coach) ● 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	● Analyze and utilize assessment data to identify student needs and guide instruction ● Use interactive lessons with hands on activities to engage students ● Provide study guides for students, more practice time, and additional prep time for tests ● Provide access to alternate learning spaces ● 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 assist with tiered supports ● Differentiated instruction and assisted technology to support students ● Learning Commons access for junior high students at lunch ● Consistent FLEX (intervention) time embedded into timetable to support interventions and enrichment ● Additional literacy and numeracy support programs (Levelled Literacy Intervention, Mathology, Reading Recovery, Precision Reading) ● Homework Room during period 6 electives to support students who are struggling and/or need to catch-up on classwork

Domain 4:	Learning Supports
Provincial Goal	Welcoming, Caring, Respectful, and Safe Learning Environment – **PROVINCIAL PRIORITY**
Outcome:	Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.
Results Report Components	
Measures & Data	**Survey Graphs**
Insights to Data:	**INSIGHTS** ● Overall, the percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe were maintained; however, only 72% of students agreed with this measure as compared to 76.5% the previous year ● Student results show a significant decline, 84.2% to 76.1%, in believing they have access to the appropriate supports and services at school **CONCLUSIONS** ● Students and teachers are generally feeling safe and welcome at school; however, results for students are 4.5% lower than the previous year ● Our students are not as aware of the supports and services that can be accessed while at school **IMPLICATIONS** ● Through surveys and discussions with students and teachers, determine what procedures and supports we can implement to increase our school's welcoming, caring, respectful, and safe atmosphere ● Create awareness of the resources, supports, and services that are available to our students during the school day through explicit teaching in Health class and Personal Well Being class, and social media posts
Responding to the Data: *Implementation Plan & Strategies:*	● Collaborate with Social Studies teachers to provide age appropriate anti-racism lessons for students ● Continue to use Restorative Practices with students and staff ● Continue to use The Third Path as a resource to facilitate safety, relationships, and belonging in the classrooms ● Acknowledge and praise students for good work and living the Gospel values ● Display student work throughout the hallways ● Be proactive in teaching expectations for kindness, safety, and belonging; deal with inappropriate student behaviour in a timely manner with consequences and restorative practices ● Communicate openly, concisely, clearly, and in a timely manner ● Collaborate with the Family School Liaison Worker to increase access to safe and caring programming within classrooms

Domain 5:	Governance
Provincial Goal	Parental Involvement - **PROVINCIAL PRIORITY**
Outcome:	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

Results Report Components	
Measures & Data	Survey Graphs
Insights to Data:	**INSIGHTS** ● Results for the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education were maintained; 86.8% of teachers agree with this measure as compared to 79.5% of parents **CONCLUSIONS** ● Teacher satisfaction with parental involvement has increased 6.8% over the previous year **IMPLICATIONS** ● Through surveys and targeted discussions with School Council and selected parents, determine how we can increase their involvement in their child's education
Responding to the Data: *Implementation Plan & 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 ● Monthly school council meetings ● Use of agendas in ECS—grade 4 ● 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

Domain 5:	Governance
Provincial Goal	Stakeholder Engagement - **PROVINCIAL PRIORITY**
Outcome:	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans

Summary of Engagement

Stakeholder Consultation & Engagement

Students:

- classroom teachers in grades 4-9 were given questions to pose to their students designed to elicit feedback regarding targeted areas for improvement
- Mode of delivery was decided upon by teachers, i.e. rotate through tabletop chart paper in groups, facilitation of whole class discussion, Google Form, small group discussions.

Staff:

- teachers and support staff were invited to complete a Google Form survey with questions targeted to areas needing improvement

Parents:

- targeted questions were given to classroom teachers in grades 4-9 who were asked to select a minimum of 5 parents from their homeroom class to respond to the questions via a Google Form survey

How Stakeholder Input Informed Our School Strategies

- Our School Leadership Team (SLT) received the feedback from each of the stakeholders and compiled the suggestions and ideas
- In small groups, the SLT created strategies to target areas for improvement

School Council Involvement
- the prepared questions for each of the stakeholder groups were presented to School Council for thoughts and feedback
- School Council was encouraged to complete the survey from their child's teacher

APPENDIX: SURVEY DATA:

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Measure Category	Sacred Heart			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.	92	New Question	82	90	New Question	90
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	95	New Question	83	90	New Question	90
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.	100	New Question	100	99	New Question	99
I pray regularly with staff and/or students.	100	New Question	New Question	99	New Question	99
I speak about and demonstrate my faith to my students.	100	New Question	New Question	98	New Question	98
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	New Question	New Question	97	New Question	97
I am building capacity in my understanding of how to permeate faith into all school activities.	100	New Question	New Question	98	New Question	98
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.	95|98	98|95	97|97	97|89	97|89	97|89
The adults in my school treat me with respect	96|87	87|89	92|88	92|75	90|75	91|76

* Elementary/Secondary (e.g. 91|93)

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.

Measure Category	Sacred Heart			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.	97	New Question	97	95	New Question	95
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.	96	100	98	97	98	98
The school provides students an opportunity to pray and grow in their faith.	100	New Question	100	99	New Question	99
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	100	New Question	100	99	New Question	99
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.	100|99	New Question	100|99	97|96	New Question	97|96
Teachers and students speak about faith, and I learn how to live the way God wants me to.	95|89	New Question	95|89	94|82	New Question	94|82
I have the opportunity to participate in religious celebrations and activities.	93| 95	New Question	93|95	92|92	New Question	92|92

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.

Measure Category	Sacred Heart			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	87	81	84	86	83	85
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	99	98
Student Survey	Current Result*	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	93|85	93|87	93|86	96 |92	97	94	96	92

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.

Measure Category	Sacred Heart			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.	97	New Question	New Question	96	New Question	New Question
Faith is incorporated into school communications.	98	New Question	New Question	92	New Question	New Question
I am invited to school faith events.	89	New Question	New Question	84	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	99	100	99
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	87	94	98	95	97
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.	93|95	New Question	New Question	92|92	New Question	New Question

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.

Measure Category	Sacred Heart			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	99	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	96	79	88	95	91	93
I am able to effectively support student regulation	89	New Question	New Question	91	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	96	New Question	New Question	98	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	74	New Question	New Question	80	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	100	New Question	New Question	100	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	85	93	97	92	95
I am able to effectively support student regulation	100	New Question	New Question	89	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	92	New Question	New Question	85	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	69	New Question	New Question	68	New Question	New Question

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.

Measure Category	Sacred Heart			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.	90	New Question	New Question	92	New Question	New Question
My school is a place where I feel I belong.	79	New Question	New Question	83	New Question	New Question
I know how to get help if I am struggling with my mental health.	78	New Question	New Question	84	New Question	New Question
I have a trusted adult in my school who I can ask for help.	93	New Question	New Question	93	New Question	New Question
I learn how to manage my emotions in stressful situations.	82	New Question	New Question	83	New Question	New Question
I have opportunities to be involved in and connected to my school.	92	New Question	New Question	93	New Question	New Question
I feel safe at school.	88	80	84	90	85	New Question
I have a friend at school.	98	92	95	98	95	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.	88	New Question	New Question	90	New Question	New Question
My school is a place where I feel I belong.	60	New Question	New Question	70	New Question	New Question
I know how to get help if I am struggling with my mental health.	67	New Question	New Question	74	New Question	New Question
I have a trusted adult in my school who I can ask for help.	79	New Question	New Question	82	New Question	New Question
I learn how to manage my emotions in stressful situations.	68	New Question	New Question	71	New Question	New Question
I have opportunities to be involved in and connected to my school.	98	New Question	New Question	94	New Question	New Question
I feel safe at school.	79	84	82	81	81	New Question
I have a friend at school.	97	99	98	97	96	New Question

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 Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2020		2021		2022		2023		2024		2024	
		A	E	A	E	A	E	A	E	A	E	A	E
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	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4	68.1	14.9		
	Province	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5	69.9	9.3		
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	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4	80.4	18.5		
Science 6	School	n/a	n/a	n/a	n/a	69.6	21.4	58.8	11.8	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7	77.8	28.6		
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8		
Social Studies 6	School	n/a	n/a	n/a	n/a	66.1	10.7	60.3	4.4	63.0	5.6		
	Authority	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4	74.3	13.9		
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8		
English Language Arts 9	School	n/a	n/a	n/a	n/a	85.2	0.0	76.9	13.5	83.0	12.8		
	Authority	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9	78.5	11.0		
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	40.0	0.0	n/a	n/a	*	*		
	Authority	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0	71.4	19.0		
	Province	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6		
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	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3	83.1	19.7		
Mathematics 9	School	n/a	n/a	n/a	n/a	64.3	21.4	52.4	11.9	68.9	11.1		
	Authority	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9	52.7	8.0		
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	75.0	0.0	40.0	10.0	66.7	33.3		
	Authority	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3	60.0	30.0		
	Province	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		

PAT Course by Course Results by Number Enrolled.													
Science 9	School	n/a	n/a	n/a	n/a	75.9	13.8	51.9	13.5	72.3	6.4		
	Authority	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7	72.1	13.4		
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8		
K&E Science 9	School	n/a	n/a	n/a	n/a	71.4	14.3	n/a	n/a	57.1	0.0		
	Authority	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a	57.1	0.0		
	Province	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	School	n/a	n/a	n/a	n/a	69.0	6.9	46.2	13.5	63.8	10.6		
	Authority	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2	64.7	11.5		
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	42.9	0.0	n/a	n/a	42.9	28.6		
	Authority	n/a	n/a	n/a	n/a	37.5	0.0	*	*	42.9	28.6		
	Province	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "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 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	Sacred Heart School 2024 N	Sacred Heart School 2024 %	Sacred Heart School Prev 3 Year Average N	Sacred Heart School Prev 3 Year Average %	Alberta 2024 N	Alberta 2024 %	Alberta Prev 3 Year Average N	Alberta Prev 3 Year Average %
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	68	58.8	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	68	11.8	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	54	63.0	68	60.3	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	Maintained	Concern	54	5.6	68	4.4	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	47	83.0	52	76.9	59,096	69.5	56,255	71.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	47	12.8	52	13.5	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	*	*	*	7	*	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	45	68.9	42	52.4	58,577	52.7	55,447	54.4
	Standard of Excellence	Low	Maintained	Issue	45	11.1	42	11.9	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	Intermediate	Improved	Good	9	66.7	10	40.0	1,967	52.2	1,815	52.7
	Standard of Excellence	Very High	Improved	Excellent	9	33.3	10	10.0	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	Improved Significantly	Good	47	72.3	52	51.9	59,072	67.6	56,311	66.3
	Standard of Excellence	Low	Declined	Issue	47	6.4	52	13.5	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Low	n/a	n/a	7	57.1	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	Low	n/a	n/a	7	0.0	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	47	63.8	52	46.2	59,125	60.5	56,309	58.4
	Standard of Excellence	Low	Maintained	Issue	47	10.6	52	13.5	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	Low	n/a	n/a	7	42.9	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	High	n/a	n/a	7	28.6	n/a	n/a	1,351	11.3	1,140	10.6
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	61	63.9	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	61	8.2	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

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in 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 2022/23 and 2023/24. 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.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

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

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	377	91.3	597	88.4	336	87.1	122	79.8	164	80.8	High	Maintained	Good	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	1,878	83.0	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	27	94.8	29	86.2	15	85.1	5	*	16	78.8	High	Maintained	Good	180	86.2	144	81.2	201	87.6	175	88.5	154	80.1	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	325	79.0	529	81.5	294	80.0	97	70.4	121	66.5	Intermediate	Declined	Issue	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	1,515	74.0	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	25	100.0	39	97.4	27	96.2	25	89.3	27	97.0	Very High	Maintained	Excellent	185	98.5	205	97.7	192	97.2	195	94.2	209	94.8	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

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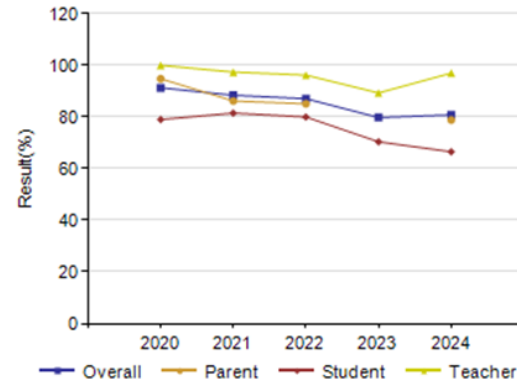
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

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

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

	School										Measure Evaluation			Authority										Province										
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	598	86.5	336	87.9	122	80.5	164	81.1	n/a	Maintained	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	1,878	84.2	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	29	88.5	15	95.6	5	*	16	83.3	n/a	Declined	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	153	84.4	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	530	73.7	294	71.8	97	65.0	121	64.9	n/a	Maintained	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	1,516	70.9	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	39	97.4	27	96.3	25	95.9	27	95.1	n/a	Maintained	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	209	97.4	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
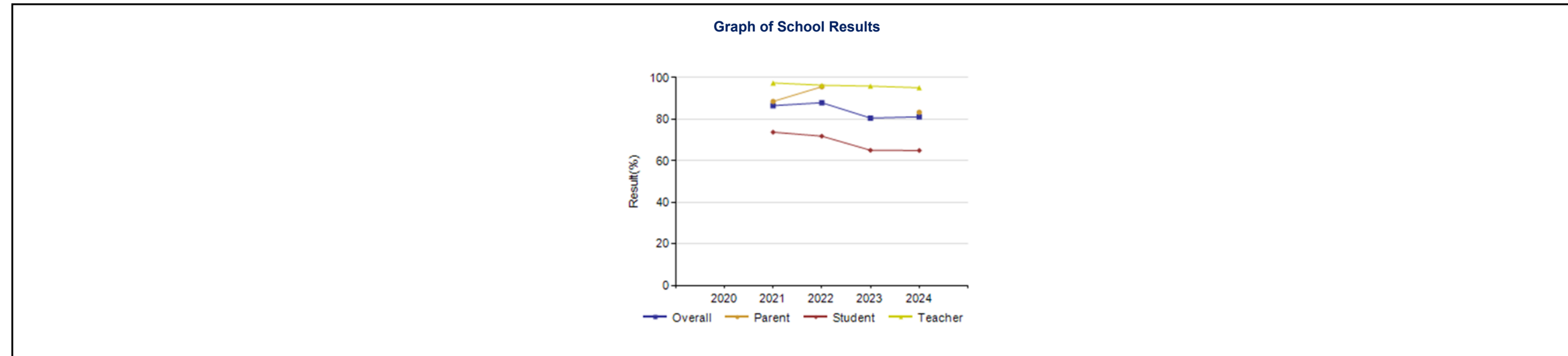
Graph of School Results

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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.

Measure Category	Sacred Heart			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	100	93	97	95	93	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	89	83	86	92	92	91
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	46	60	53	58	63	65
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)	85	75	80	82	78	81

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.

Measure Category	Sacred Heart			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	90	95	96	93	95
I have the opportunity to collaborate in a professional learning community (PLC)	96	90	93	97	97	96
Teachers in our school value professional learning communities (PLC)	85	83	84	94	94	94

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness.

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

Measure Category	Sacred Heart			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 am aware of available resources to support my wellness.	93	New Question	New Question	92	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	74	New Question	New Question	80	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	96	New Question	New Question	98	New Question	New Question
We learn about and incorporate wellness in my workplace.	93	New Question	New Question	88	New Question	New Question

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness.

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

| Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	77	New Question	New Question	90	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	69	New Question	New Question	67	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	100	New Question	New Question	96	New Question	New Question
We learn about and incorporate wellness in my workplace.	77	New Question	New Question	74	New Question	New Question

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

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

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	378	95.2	598	93.1	335	93.7	122	91.9	164	90.0	Very High	Maintained	Excellent	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	1,879	88.4	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	27	94.4	29	90.8	15	92.1	5	*	16	85.3	Very High	Maintained	Excellent	180	90.8	144	88.1	201	92.4	175	90.1	153	81.6	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	326	91.7	530	90.6	293	92.8	97	87.8	121	87.8	High	Maintained	Good	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	1,517	86.8	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	25	99.3	39	97.8	27	96.3	25	96.0	27	96.9	High	Maintained	Good	185	98.7	205	97.6	192	96.3	195	95.6	209	96.6	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9
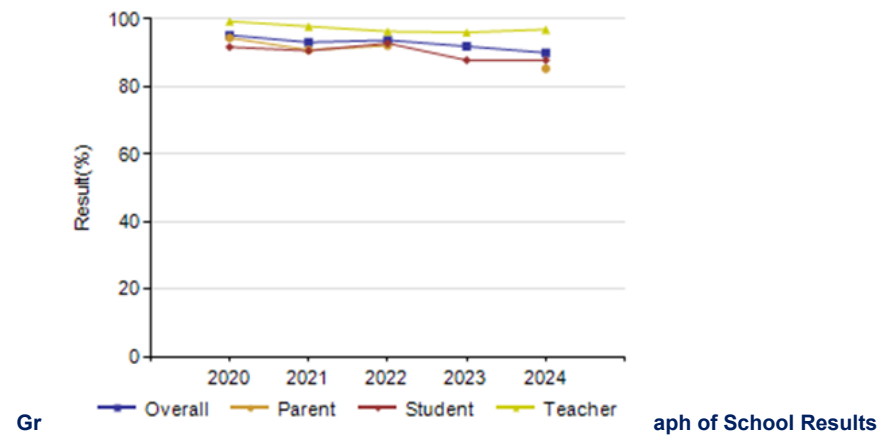
Graph of School Results

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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.

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.

Measure Category	Sacred Heart			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	89	100	95	89	93	85
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	96	100	98	95	96	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	95	98	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	100	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	92	100	96	98	92	94
Student Survey (Elementary)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
I learn about First Nations, Métis, and Inuit history, culture, and traditions	87	97	92	94	96	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	92	95	94	87	91	88

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.

Measure Category	Sacred Heart	Sacred Heart	St. Thomas Aquinas RCSSD	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	**Current Result**	**Previous**	**Current Result***	**Previous**
My school is a place where I feel I belong.	74|61	72|66	73|64	77 | 63
I feel safe at school.	82|79	87|78	85|79	81 | 79
I have a friend at school.	100|97	97|97	99|97	92 | 94
(Elementary) At my school there is at least one adult who listens and cares about me	92	81	87	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	86	88	87	85

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.

Measure Category	Sacred Heart			STAR Catholic Schools		
Staff Survey (Teachers)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
I use data to establish intervention targets for students who have not mastered core concepts.	93	New Question	New Question	97	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	92	New Question	New Question	94	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	89	New Question	New Question	95	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	100	New Question	New Question	100	New Question	New Question
Student Survey (Elementary)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).	95	New Question	New Question	95	New Question	New Question
At school, adults help me when I ask.	96	89	93	94	93	94
I get feedback from my teacher on assignments.	89	New Question	New Question	93	New Question	New Question
I know what is expected on assignments (i.e. outlines, rubrics).	86	New Question	New Question	91	New Question	New Question
I have opportunities to practice and improve my learning before a test.	93	New Question	New Question	94	New Question	New Question

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

| Measure Category	Sacred Heart			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.	73	79	76	78	77	78
Adults help me when I ask.	93	94	94	89	92	91
I get feedback from my teacher on assignments.	85	New Question	New Question	85	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	88	New Question	New Question	88	New Question	New Question
Teachers provide exam outlines, so I know what to study.	84	New Question	New Question	85	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	87	New Question	New Question	88	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.	60	84	72	81	85	86

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 2020		School 2021		School 2022		School 2023		School 2024		Measure Evaluation			Authority 2020		Authority 2021		Authority 2022		Authority 2023		Authority 2024		Province 2020		Province 2021		Province 2022		Province 2023		Province 2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	597	91.6	336	90.5	122	83.4	164	87.4	n/a	Maintained	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	1,879	87.8	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	29	92.1	15	88.2	5	*	16	91.4	n/a	Maintained	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	154	88.5	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	529	83.4	294	85.5	97	76.5	121	72.0	n/a	Declined	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	1,516	79.5	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	39	99.2	27	97.8	25	90.2	27	98.9	n/a	Maintained	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	209	95.5	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Graph of School Results
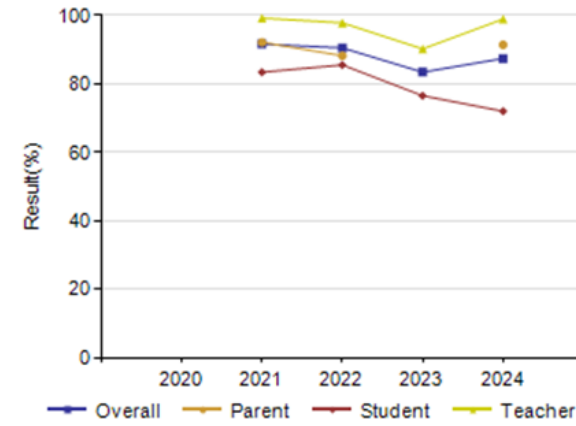
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PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	596	84.4	336	88.5	122	84.1	164	82.7	n/a	Maintained	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	1,876	83.5	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	29	83.8	15	85.1	5	*	16	78.7	n/a	Maintained	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	154	77.9	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	528	81.8	294	90.1	97	84.2	121	76.1	n/a	Declined Significantly	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	1,514	84.5	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	39	87.7	27	90.2	25	84.0	27	93.3	n/a	Maintained	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	208	88.2	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6
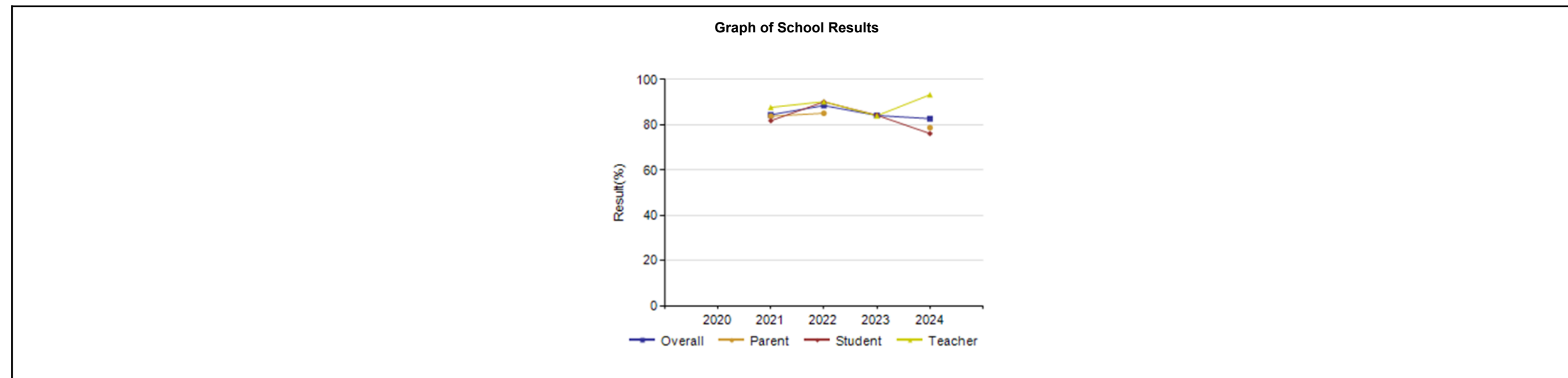
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PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

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

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	92.9	68	86.5	42	85.7	25	80.0	41	83.1	Very High	Maintained	Excellent	364	87.8	349	83.2	393	85.2	370	82.7	360	80.7	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	27	87.4	29	82.4	15	81.1	5	*	15	79.5	Very High	Maintained	Excellent	179	80.2	144	75.1	201	81.6	175	77.5	152	74.3	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	25	98.4	39	90.6	27	90.3	25	80.0	26	86.8	Intermediate	Maintained	Acceptable	185	95.3	205	91.2	192	88.8	195	87.9	208	87.1	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6
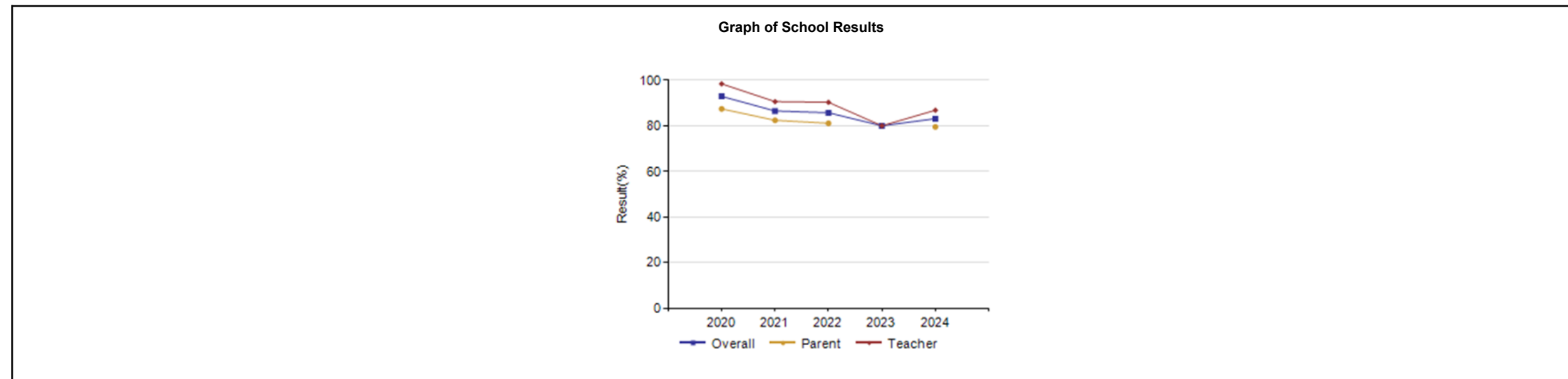
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Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Sacred Heart School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.1	80.5	84.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.8	79.8	83.5	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	63.0	60.3	60.3	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	5.6	4.4	4.4	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	70.4	56.3	56.3	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	11.1	13.0	13.0	15.4	15.5	15.5	Low	Maintained	Issue
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	91.9	92.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	83.4	86.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.7	84.1	86.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.1	80.0	82.8	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.