

# EDUCATION PLAN 2024

École Hillgrove School



St. Albert  
PUBLIC SCHOOLS

# École Hillgrove School Education Plan 2022-2026

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## **École Hillgrove School Rationale, Vision, Mission, Values**

One campus, two buildings, decades of history, strong cultures, and embedded traditions have come together to make a single school. Hillgrove as a single campus has strong core values that promote learning and student growth. These core values that make up our vision will continue to be refined as we move forward to create a culture that honors the needs of all our 5 - 9 students. The whole is greater than the sum of its parts. Our buildings continue to prioritize ways to merge as one singular school, creating both new opportunities and new challenges. The philosophies, strategies and traditions that each school has effectively fostered in supporting and enhancing community, climate, culture and curriculum are now being interwoven to further promote growth, achievement and development in students. The moving forward goal of Hillgrove will be to continue to enhance growth and development in both staff and community while creating a shared sense of connection.

# A school for all learners



As a school community, teachers and students, we recognize that we are all on a lifelong journey of continuous learning, deepening our understanding of what it means to be active participants in our communities and families.

Our grade 5-9 school is home to several programs: English, French Immersion, Late French Immersion, Academic Challenge and Enrichment, Learning Strategies, GOALS, Behaviour and Academic Strategies, as well as Junior High Bridging/Knowledge and Employability Programming. In order to create and maintain a safe and caring environment with a very diverse student population we must remember the importance of why we work in this profession; our students. Fostering inclusive practices through classroom learning and instruction, school based activities, and community initiatives we see the great value of having a student-centered approach to learning and development, where students learn from and with each other, while building lifelong connections with their peers.

École Hillgrove (ÉHS) has a tremendous amount to offer when it comes to fostering and nurturing learning and growth. The school as a whole has a strong focus on connections and wellness. Through a significant number of activities and events, such as cross-grade and cross-school partnerships, extracurricular activities, assemblies and community events, we work very hard to ensure that stakeholders feel safe, and support their readiness to learn. There is a sense of belonging at ÉHS, and we will continue to support student and staff wellness as we move forward.

Evolving as École Hillgrove continues to have significant value on character education and lifelong learning. Our Grade 5 and 6 students follow the Responsive Classroom model, creating a

supportive environment while they build a foundation to grow academically, socially and emotionally. Using proven practices including morning and closing meetings, classroom agreements, and student goal setting, students develop a growth mindset and increase their responsibility for their own development. Ownership for learning and responsibility for growth is in the hands of the student but facilitated by the learning community. This leads to autonomy in learning in grades 7-9 where students become leaders of their learning through activities and opportunities including class connections, whole school activities, sports leadership and service learning.

In Grades 7-9, we are also very fortunate to open our doors to many students from across the division into our inclusive education classes and our French Immersion program. These students add to our school culture immensely, bringing their own strengths, skills and knowledge to an amazing place. Hillgrove as a result becomes even richer as students share their way of learning and development with one another.

As our campus continues to grow, and as we examine our values, culture and day to day systems, we acknowledge our need to work toward increased equity for all students through the decolonization of our learning spaces and minds, as well as responding to the Truth and Reconciliation Commission's Calls to Action and understanding the need for equity in all our spaces.

The 2024 school year has started with the construction of the pedway that will be a key factor in bridging our campus together. Upon completion of this structure we will be able to enhance our work as a single campus, grades 5-9 school.



October 2024



October 2024



Projected Completion Early 2025

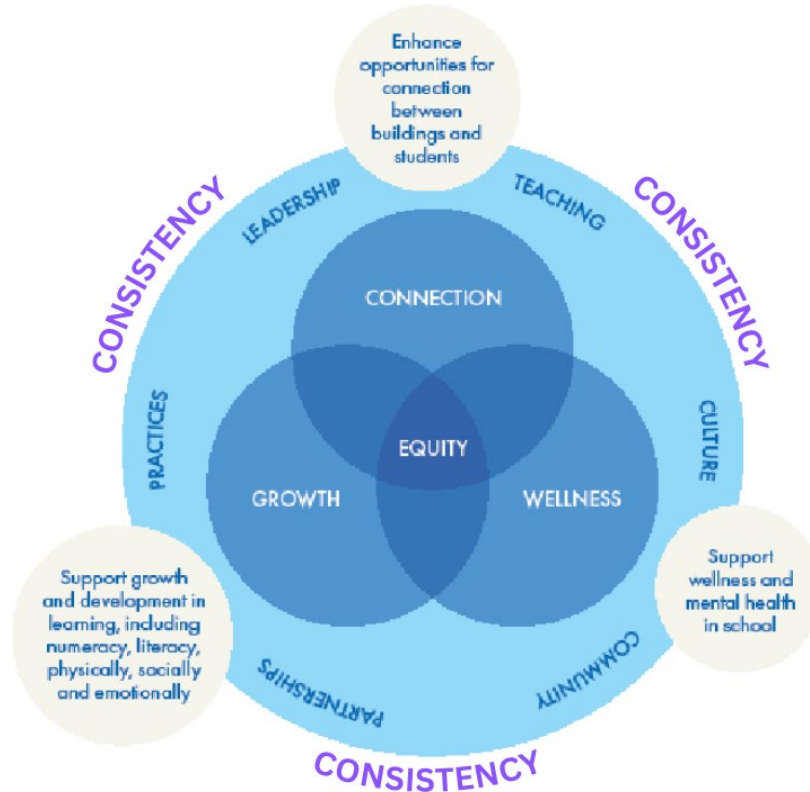
**École Hillgrove School Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	36.53	FTE	Teaching	36.34	FTE
Administration	3.0	FTE	Administration	3.0	FTE
Counselling/Learning Support Facilitator	1.0	FTE	Counselling/Learning Support Facilitator	1.0	FTE
<b>Total</b>	<b>40.53</b>	<b>FTE</b>	<b>Total</b>	<b>40.34</b>	<b>FTE</b>
<b>Support Staff</b>					
Clerical	4.0	FTE	Clerical	4.0	FTE
Educational Assistants	21.5	FTE	Educational Assistants	23.0	FTE
Library Technicians	0.5	FTE	Library Technicians	0.5	FTE
<b>Total</b>	<b>26.0</b>	<b>FTE</b>	<b>Total</b>	<b>27.5</b>	<b>FTE</b>
<b>Students</b>					
English	424		English	417	
French Immersion	330		French Immersion	310	
Learning Strategies Program	48		Learning Strategies Program	55	
Students with Special Needs	148		GOALS	44	
Academic Challenge	35		Academic Challenge	25	
English as an Additional Language (EAL)	41		English as an Additional Language (EAL)	32	
Self-Identified First Nations, Métis and Inuit	95		Self-Identified First Nations, Métis and Inuit	97	
Students identified with Severe Disabilities	42		Students identified with Severe Disabilities	50	
Students identified with Mild/Moderate Disabilities	70		Students identified with Mild/Moderate Disabilities	88	
<b>Total</b>	<b>754</b>		<b>Total</b>	<b>727</b>	
Classroom Configuration	2023-2024		Classroom Configuration	2024-2025	
Grade	English (includes students with special needs)	French Immersion	Grade	English (includes students with special needs)	French Immersion
Grade 5	56	0	Grade 5	58	0
Grade 6	56	0	Grade 6	60	0
Opp. 5/6	12	0	GOALS 5/6	14	0
LAC 5/6	11	0	LSP 5/6	11	0
Grade 7	82	108	Grade 7	83	116
Grade 8	104	99	Grade 8	82	105
Grade 9	103	123	Grade 9	109	89
<b>Total</b>	<b>424</b>	<b>330</b>	<b>Total</b>	<b>417</b>	<b>310</b>

**Division Priorities and Outcomes 2022-2026**



**École Hillgrove Education Plan**

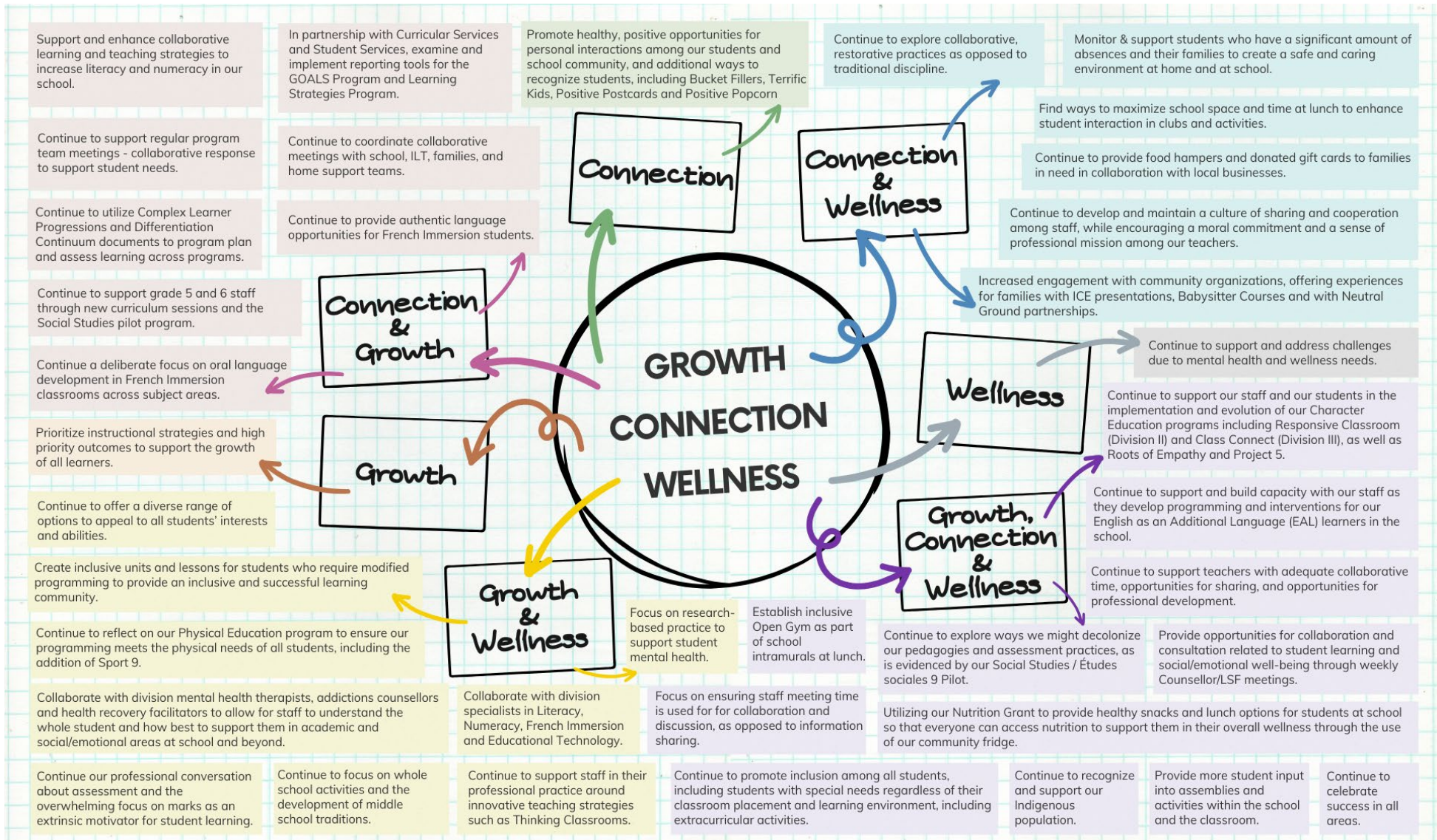


**École Hillgrove School Objectives 2022 - 2026**

As a grades 5-9 school, our three main objectives are listed below. Permeating each objective is a school wide theme of consistency to help ensure our attitudes and actions are aligned in our daily work across all dimensions.

- Objective 1: Support wellness and mental health in school while promoting an inclusive environment.
- Objective 2: Enhance opportunities for connection between buildings and students, embracing the school spirit of Hillgrove.
- Objective 3: Support growth and development in learning, including but not limited to; numeracy, literacy, physical health & social-emotional well-being

A deepening understanding of these three objectives in action have led to an appreciation of how our priorities overlap and merge in their support of our overarching goals, and therefore the means by which we might work toward equity. The following visual represents this interplay between objectives and priorities.



Please see the following visual for more detailed information:



**School Reflection 2023-2024****École Hillgrove 2023-2024**

As we enter the official 3rd year of École Hillgrove and the 2nd year of our admin team, we continue to be engrossed in learning and understanding the successes and challenges that Hillgrove experiences and our current role in supporting staff, students and school community. As we reflect on the 2023-2024 school year, we are proud of the growth and accomplishments of our collective body. While prioritizing staff cohesion rooted in trust, we strove to be responsive to the needs of our students, families, staff, and community.

**Fostering Effective Relationships through Communication**

An early desire identified in the 2023-2024 school year by multiple stakeholders was quality consistent communication. At the admin level we also saw a need for this and felt that it would be a key pillar in our school success as we moved forward as a new team together. Fundamentally we believe that communication should be clear, transparent, timely, and rooted in mutual respect. To help support this philosophy we began the weekly “Griffins at Glance”. This communication goes to all staff and families each Friday, highlighting the important activities and events occurring in the school during the upcoming week. The format of our digital monthly newsletter was also revamped to be more user friendly so that there was improved ease of access on digital devices. In addition to the whole school-to-home communications we also worked with our teachers on growing their classroom-to-home communications. Strategies in this area included more regular phone calls home to families outside of scheduled times (ie. Parent-Teacher Interviews), scheduled time on staff meeting or PD days to make connections with home, positive postcards sent home to students from staff, and mentorship & resources for staff who struggle with classroom-to-home communication. Within the school we also worked to improve staff-staff communication around students and school needs. One area in which we saw our greatest improvement was in effectively using log-entries as a tool to document and communicate factors impacting a student’s learning and/or behaviours. In addition to log-entries we also saw increased engagement in teachers coming together to support and understand struggling students that they all shared.

**Engaging in Career-Long Learning**

As part of our on-going goals related to assessment and instruction, Hillgrove staff has continued to engage in conversations related to assessment and evaluation, using documents such as the Teaching Quality Standard and the Student Assessment policy. This multi-year project has seen teachers engage with concepts related to triangulation, professional judgment, transparency and equity, and clarity. Teachers also engaged in discussion and activities related to developing an assessment philosophy, and how this might fit with our school’s assessment philosophy and overarching priorities related to professional growth and consistency.

**Establishing Inclusive Learning Environments Through Programming**

Inclusive programming within the division was revised in the spring of 2023 and the 2023-2024 school year marked the first full year of implementation within our school. Cascading factors for school based program planning included impacts to instructional design, curricular connection, assessment, and reporting.

With the goal of providing clarity and consistency of instruction within our GOALS programming, the École Hillgrove GOALS team worked alongside division Curricular Services and Student Services teams throughout the year to collaborate on curricular progressions and framework for complex learners. This process, which brought GOALS teams from across the division together was incredibly fruitful as we, a division program, were able to spend quality time determining what matters, counts, and what is most important within the academic's pillar of the GOALS program. In an effort to prioritize communication and program clarity, our GOALS team met regularly throughout the year to discuss priorities within the program. As the school team looked to implement the new framework, this was a catalyst for school based program conversations around our next steps as a team to bring the progressions to life through active learning opportunities and seeking out next steps in professional development. Similarly, our school based Learning Strategies team identified early that they would like to reestablish high priority curricular outcomes for the program as part of the recent shift in division program visioning. As a school team we worked alongside Curricular Services and Student Services staff to create, with intentionality and clarity, continuums of learning progressions with the goal of meeting all of our learners where they are, and working toward the next steps in their learning. Through regular school program team meetings, the Learning Strategies teaching staff prioritized triangulating data throughout the year to assess and report learning achievement which allowed students to show what they know through multiple and varied opportunities. This culminated in shifting our June assessments in the Learning Strategies Program that were authentic, hands on, and mirrored the learning that occurred in the classroom that had multiple entry points to support all learners.

**Applying Foundational Knowledge about First Nations and Métis**

Hillgrove's continued belief in creating dynamic, relevant, and responsive experiences related to our staff's commitment to Truth and Reconciliation has led to a deep understanding that in order to effect change, we must first examine the ways in which we perpetuate school as a colonizing space. When considering where best to begin to explore shifting pedagogy and assessment to reflect this commitment, it was clear that the Grade 9 Social Studies / Études sociales curriculum is particularly well-positioned in this work, with a focus on individual and collective identity and rights, governance, and economics. As a result, a pilot was developed to disrupt the textbook driven program in place, replacing it with an emphasis on the front matter of curriculum and on a series of throughlines that would become the lenses through which decisions about instruction and pedagogy, as well as assessment would be assessed against. These throughlines are:

- Disrupt dominant narratives by challenging the single view or story
- Seek out and honour marginalized voices and experiences
- Analyze varied representations of peoples and cultures
- Engage with “other” ways of knowing, being and experiencing
- Assess how colonization continues to impact notions of identity and feelings of belonging
- Evaluate understandings of equitable citizenship

These throughlines are not only related to the content of the course but also focus on how the students engage with the content, which impacts the instructional moves teachers make to support student learning experiences. Ultimately, the goal of the pilot course is for each student to engage with the throughlines in a meaningful way, and to reflect on this engagement while still attending to curricular outcomes. Our grade 9 teaching cohort was fortunate to learn from respected scholars and members of our extended communities, most notably when learning about the practice of witnessing, and planning and participating in our first ever Gathering. This event treated students and staff to a variety of different speakers, each presenting about their own experiences with equity, race, gender, and culture in and around the community of St. Albert.

**Demonstrating a Professional Body of Knowledge**

French Immersion continues to thrive at École Hillgrove. This school year marked the conclusion of a three-year school-wide French Immersion goal related to aligning opportunities for students to continue to develop oral language proficiency in French across all subject areas, specifically related to giving clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. As this goal concludes the program is shifting to seek to know more about student engagement in French Immersion programming, and how we might increase this engagement while also increasing the level of rigour offered by our current model, including a reinvigoration of cultural opportunities such as student travel, Carnaval, music and film productions, and other events.

**École Hillgrove 2023-2024 Year End**

At the end of the 2024 school year we spent a significant amount of time reflecting on our year as whole. We celebrated our successes, we highlighted our continued areas of growth and we thought deeply about our challenges and how we can continue to improve. Throughout these reflections the theme of consistency continued to resonate. We began to understand that in order to successfully stay on the path to achieve our goals, individually and as a whole staff, we would need to be consistent in our work and efforts. As we enter the 2025 school year we will be incorporating the theme of consistency across all dimensions of our work knowing that;

- When rules and expectations are consistent, our student behavior will consistently improve.
- When students feel consistently supported, growth in learning occurs.
- When our communication with families is consistent we will build and gain support and trust in the work that we do.
- When we consistently support our colleagues we will build momentum and maintain progress.
- When we consistently communicate with each other positively, we improve our wellness and staff morale.

In closing, we are proud of our commitment to our school, the growth that we are seeing across multiple areas and a visible passion to make École Hillgrove an incredible building for all learners.

**How is the school using/reflecting on evidence to inform school outcomes and/or strategies?**

At the school level we are continually striving to be reflective and responsive to the needs of our school community across all dimensions of school. We recognize that survey data and standardized assessments, while valuable, are also a snapshot of a given moment in time. Alongside these data tools we take into consideration the ongoing conversations with staff, students and families. The feedback that we receive and at times, the honest vulnerability builds a foundation of trust and helps guide our moving forward practices.

Within our demographic and school community we also recognize the close connection of what happens within the community and the impact that it has on the school. For example, if a student is not feeling safe in their neighborhood do they feel safe within their neighborhood school? To help bridge the support between home and school we have invested significant time and energy into building positive partnerships with our local RCMP and community resources.

Some examples of data that we've collected, analyzed, and applied to our current and future practice include, but are not limited to, a) site-based and subject specific PAT analysis, b) student feedback related to our Social Studies 9 / Études sociales 9 Pilot Project, c) parent voice through School Council and individual communications, and d) student voice through on-going check-ins, classroom visits, and feedback meetings.

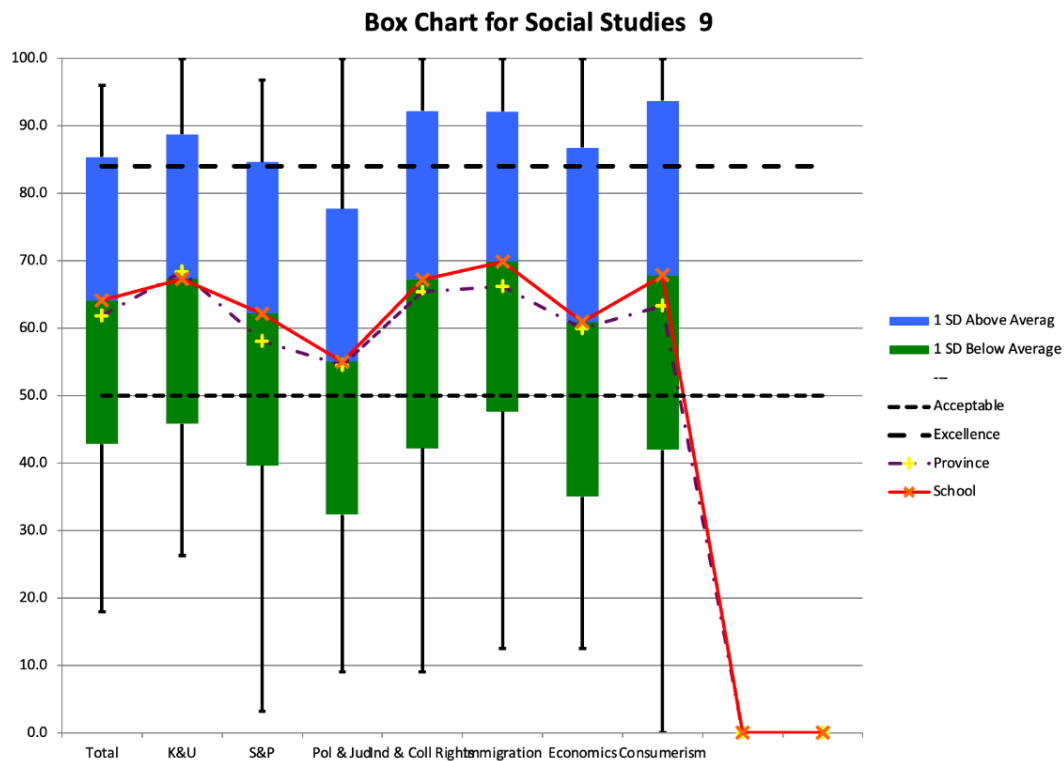
A) Provincial Achievement Tests are one measure of how students perform against Alberta Curriculum through standardized questions and, in the cases of English Language Arts and French Language Arts, some functional and expressive writing. While we do analyze student performance on the tests as a whole, we also find it useful for classroom teachers to engage in an item, unit and curricular outcome analysis to better understand how they can make changes to classroom instruction and assessment to better serve students.

In spring 2024, our subject-specific results are as follows:

École Hillgrove School  
 Longitudinal Data  
 Provincial Achievement Tests

	2023				2024			
	School		Province		School		Province	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
Math 9 (EN)	51.4%	10.8%	64%	15.6%	54.7%	20.9%	61.0%	16.5%
Social Studies 9 (EN)	60.3%	10.3%	69.0%	19.0%	77.5%	23.9%	71.1%	18.2%
Science 9 (EN)	84.5%	15.5%	78.5%	24.1%	85.9%	36.6%	79.4%	25.6%
English Language Arts (EN & FI)	88.9%	20.1%	85.1%	15.9%	90.8%	16.9%	84.2%	14.5%
Mathématiques 9 (FI)	81.7%	36.6%	74.6%	21.6%	82.8%	18.9%	74.7%	19.2%
Études sociales 9 (FI)	72.9%	14.3%	73.0%	16.5%	74.8%	16.0%	69.2%	15.2%
Sciences 9 (FI)	91.5%	26.8%	82.5%	21.3%	93.3%	21.7%	83.2%	19.7%
French Language Arts 9 (FI)	88.9%	13.9%	80.8%	11.5%	91.0%	7.4%	81.5%	11.3%

As we delve deeper into each subject area, we are able to understand student achievement better as we break down student performance in specific curricular areas. As an example, the box and whiskers graph below helps teachers to understand student performance on questions related to Knowledge and Understanding, and Skills and Process, as well as the Political and Judicial Systems, Individualism and Collectivism, Immigration, Economics, and Consumerism.



This is one example of many “data crunching” tools Hillgrove has been able to leverage in order to better understand student and teacher performance. Our goal is for teachers to engage with their students’ results, and adjust their practice for improvement.

Due to new curriculum implementation, and a Science 6 Pilot, our grade 6 Provincial Achievement Test results are limited to one subject only, Social Studies, with a total of 52 students writing.

B) At the inception of the Social Studies 9 / Études sociales 9 Pilot Project, in an effort to be intentional and transparent in our practice, and establish the means to measure students’ growth as it relates to both the throughlines and curriculum, we surveyed all grade 9 students at the beginning of the year in September, in November following our Social Studies / Études sociales Gathering, and at the end of the year in June. Overall, students demonstrated growth in their understanding of concepts related to diversity, identity, intersectionality, equity, privilege, racism, marginalization, colonization, oppression, and belonging. As one student stated in their end of year reflection, “[I will take away from my learning this year] That there is more that can be taught beyond notes and a textbook, which Social Studies this year has proven. Social studies is everywhere if we are willing to delve deep enough, and there are many more ways to learn it and find these complexities.”

C) As a school whose demographic brings together families from all neighborhoods within St. Albert, our parents play an important role in informing and advising on our school planning and initiatives. We regularly invite parent feedback through our weekly messages, monthly newsletter,

school council meetings and both scheduled & unscheduled visits. The feedback parents provide is valuable to us as we continue to build a whole school, 5-9 community and culture.

D) Student voice is deeply valued and is utilized across many areas of school planning. Student voice is best heard when solid relationships are built and a partnership in education is modeled. We gather the data from student voice both formally and informally. Formal examples include scheduled feedback meetings to address students needs that are action oriented. Informal examples are reflected in our unscheduled visits to classrooms, hallway conversations and supervision observations that help us to determine areas that are working well for a positive student experience and areas for improvement.

**Financial Performance 2023-2024**

School principals are responsible for developing their education plans and their site based expenditure budgets. Financial Services monitors surplus and deficit positions.

Year End Balance: \$ 213,103

Key elements contributing to this surplus include:

- First year in school, conservative spending to understand the fiscal ebbs and flows of the schools.



**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>HILLGROVE SCHOOL</b>			
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 5,430,151	\$ 5,380,460	\$ 5,743,995
2. Other Revenues			
2.1 Fees	\$ 221,264	\$ 221,264	\$ 522,419
2.2 Donations	\$ 150	\$ 150	\$ 150
2.3 Fundraising	\$ 1,500	\$ 1,500	\$ 1,500
2.4 Other Revenues	\$ 29,800	\$ 29,800	\$ 29,800
3. Surplus / Deficit Allocation (S/D)	\$ 213,103	\$ 213,103	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 5,895,968</b>	<b>\$ 5,846,277</b>	<b>\$ 6,297,864</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 4,682,042	\$ 4,608,969	\$ 4,843,854
2. Support Staff	\$ 669,747	\$ 709,439	\$ 673,862
3. Services	\$ 281,535	\$ 281,535	\$ 523,028
4. Supplies	\$ 197,550	\$ 208,050	\$ 233,090
5. Furniture, Equipment & Capital	\$ 10,000	\$ 10,000	\$ 1,030
6. Technology	\$ 55,094	\$ 28,284	\$ 23,000
7. Future Emergent Initiatives			\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 5,895,968</b>	<b>\$ 5,846,277</b>	<b>\$ 6,297,864</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
FTE Enrolment (ECS @ .5)	727.00	744.00	762.00
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	40.34	39.42	41.91
Support Staff FTE	11.07	11.71	11.96
Certificated Staff Percentage	83.0%	82.4%	84.3%
Support Staff Percentage	11.9%	12.7%	11.7%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>94.8%</b>	<b>95.1%</b>	<b>96.1%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>98.6%</b>	<b>98.8%</b>	<b>96.1%</b>
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
Hillgrove School includes the activities that were previously included with Sir George Simpson School and Robert Rundle School.			

**Appendix I –Performance Indicators**

**Student Performance and Achievement**

The following tables provide the school’s results on provincial achievement tests.

- For all 2024 PAT data please see above breakdown of individual subject and grade level results.

Grade 6	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	n/a	n/a	n/a	n/a	64.3	52.9
Standard of Excellence %	n/a	n/a	n/a	n/a	7.1	8.6
Grade 9	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	77	n/a	n/a	68.8	69.1	74.7
Standard of Excellence %	24.4	n/a	n/a	18.9	16.3	16.9

**Division Performance and Achievement**

Grade 6	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.8	n/a	n/a	71	72.2	73.6
Standard of Excellence %	28.4	n/a	n/a	16.9	13.7	15.7
Grade 9	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	80.7	n/a	n/a	72.0	73.1	75.2
Standard of Excellence %	25.5	n/a	n/a	20.6	17.2	17.1

**Student Survey Results**

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 4, 5 and 6)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	97	95	94	NA	NA

The school is	<b>93</b>	<b>83</b>	<b>91</b>	<b>NA</b>	<b>NA</b>
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>
They feel safe at school.	<b>85</b>	<b>78</b>	<b>86</b>	<b>89</b>	<b>81</b>
That their teachers care about them.	<b>88</b>	<b>80</b>	<b>96</b>	<b>98</b>	<b>87</b>
That their school is a place where they feel like they belong.	<b>78</b>	<b>82</b>	<b>86</b>	<b>77</b>	<b>53</b>
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	<b>95</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>89</b>
I am learning about Indigenous cultures, identities and ways of knowing at school	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>94</b>	<b>92</b>
My school provides opportunities to learn about people from different races and cultures	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>95</b>	<b>93</b>

### Division Student Survey Results

(Based on an annual online survey available for all students)

	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
The teachers at my school are.	<b>95</b>	<b>97</b>	<b>94</b>	<b>95</b>	<b>95</b>
The school is	<b>95</b>	<b>92</b>	<b>93</b>	<b>92</b>	<b>92</b>
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>
They feel safe at school.	<b>84</b>	<b>84</b>	<b>84</b>	<b>95</b>	<b>81</b>
That their teachers care about them.	<b>87</b>	<b>86</b>	<b>86</b>	<b>88</b>	<b>85</b>
That their school is a place where they feel like they belong.	<b>79.8</b>	<b>82.7</b>	<b>82</b>	<b>77.2</b>	<b>77.6</b>
That their school is a place where differences are respected (e.g.	<b>95</b>	<b>96</b>	<b>96.6</b>	<b>96</b>	<b>98.4</b>

beliefs, cultures, identities, religions).					
I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

### Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7, 8 and 9)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	83	88	85	96	86
That the overall education received at school.	90	88	90	95	88
That the variety of courses available at school	84	82	91	93	92
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	
They feel safe at school.	72	76	72	83	73
That their teachers care about them.	71	78	75	81	75
That their school is a place where they feel like they belong.	63	71	68	74	68
My school is a safe place for all students.	NA	NA	NA	Almost Always 22% Frequently 39% Sometimes 28% Once in a While 7% Almost Never 4%	Almost Always 17% Frequently 35% Sometimes 28% Once in a While 14% Almost Never 6%
In the last year, I have witnessed or experienced racism at school	NA	NA	Always 8% Usually 16% Sometimes 26% Rarely 22 %	Almost Always 19% Frequently 16% Sometimes 20%	Almost Always 23% Frequently 15% Sometimes 19%

			<b>Never 28%</b>	<b>Once in a While 19%</b> <b>Almost Never 26%</b>	<b>Once in a While 18%</b> <b>Almost Never 25%</b>
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	<b>85</b>	<b>82</b>	<b>79</b>	<b>Almost Always 35%</b> <b>Frequently 33%</b> <b>Sometimes 17%</b> <b>Once in a While 9%</b> <b>Almost Never 6%</b>	<b>Almost Always 30%</b> <b>Frequently 31%</b> <b>Sometimes 21%</b> <b>Once in a While 10%</b> <b>Almost Never 8%</b>
At school, I am learning about gender diversity and sexual orientation.	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Almost Always 19%</b> <b>Frequently 27%</b> <b>Sometimes 23%</b> <b>Once in a While 19%</b> <b>Almost Never 12%</b>	<b>Almost Always 18%</b> <b>Frequently 25%</b> <b>Sometimes 26%</b> <b>Once in a While 19%</b> <b>Almost Never 12%</b>
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Almost Always 22%</b> <b>Frequently 16%</b> <b>Sometimes 22%</b> <b>Once in a While 16%</b> <b>Almost Never 24%</b>	<b>Almost Always 21%</b> <b>Frequently 13%</b> <b>Sometimes 19%</b> <b>Once in a While 20%</b> <b>Almost Never 26%</b>
At school, I am learning about Indigenous cultures, identities and ways of knowing.	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Almost Always 36%</b> <b>Frequently 33%</b> <b>Sometimes 18%</b> <b>Once in a While 10%</b> <b>Almost Never 3%</b>	<b>Almost Always 29%</b> <b>Frequently 34%</b> <b>Sometimes 22%</b> <b>Once in a While 11%</b> <b>Almost Never 4%</b>

### Division Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 7's)

	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>	<b>% of students who responded good/very good</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
That the quality of teaching at their school.	<b>86</b>	<b>91</b>	<b>90</b>	<b>94</b>	<b>89</b>
That the overall education received at school.	<b>92</b>	<b>92</b>	<b>92</b>	<b>96</b>	<b>93</b>
That the variety of courses available at school	<b>88</b>	<b>79</b>	<b>90</b>	<b>93</b>	<b>91</b>
	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>	<b>% of students who agreed</b>

				(Frequency Scale)	(Frequency Scale)
They feel safe at school.	<b>73</b>	<b>82</b>	<b>77</b>	<b>86.3</b>	<b>83.4</b>
That their teachers care about them.	<b>73</b>	<b>79</b>	<b>76</b>	<b>85.8</b>	<b>82.5</b>
That their school is a place where they feel like they belong.	<b>65.6</b>	<b>71.8</b>	<b>73.1</b>	<b>70.5</b>	<b>73.8</b>
My school is a safe place for all students.	<b>New Indicator</b>			<b>90.8</b>	<b>81.5</b>
In the last year, I have witnessed or experienced racism at school			<b>44.5</b>	<b>52.7</b>	<b>57</b>
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	<b>85.5</b>	<b>84.1</b>	<b>86.31</b>	<b>85.3</b>	<b>82.7</b>
At school, I am learning about gender diversity and sexual orientation.	<b>New Indicator</b>			<b>69.1</b>	<b>68.2</b>
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	<b>New Indicator</b>			<b>58</b>	<b>56</b>
At school, I am learning about Indigenous cultures, identities and ways of knowing.	<b>New Indicator</b>			<b>85</b>	<b>83.4</b>

### Parent Survey Results

(Based on an annual online survey available to all parents in a school)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	<b>86</b>	<b>87</b>	<b>100</b>	<b>91</b>	<b>84</b>
With the choice of courses and programs available in their school.	<b>94</b>	<b>94</b>	<b>80</b>	<b>93</b>	<b>84</b>
With the support and resources available to meet the diverse needs of students.	<b>77</b>	<b>82</b>	<b>80</b>	<b>66</b>	<b>68</b>
That the school helps their child become a good, caring citizen.	<b>81</b>	<b>86</b>	<b>60</b>	<b>83</b>	<b>76</b>
That the school is safe.	<b>93</b>	<b>92</b>	<b>80</b>	<b>81</b>	<b>78</b>
That their child's school is a positive, caring, and welcoming place.	<b>84</b>	<b>91</b>	<b>60</b>	<b>80</b>	<b>79</b>

That their input is considered, respected, and valued by their school.	65	77	40	70	70
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	71	63
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	67	65
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	66	55
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	67	76

### Division Parent Survey Results

(Based on an annual online survey available for all parents)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	93.1	92.7	92.0	90.8	88
With the choice of courses and programs available in their school.	92.9	92.9	92.7	92.5	89.2
With the support and resources available to meet the diverse needs of students.	80.5	82.0	78.8	74.8	73.2
That the school helps their child become a good, caring citizen.	89.6	87.6	86.4	87.4	84.9
That the school is safe.	93.3	92.3	91	91.1	89
That their child's school is a positive, caring, and welcoming place.	91.6	92.1	90.5	90.2	88.3
That their input is considered, respected, and valued by their school.	79.5	80.4	84.2	76.4	73.2
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	80.1	79
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	78.3	78.2
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	64.1	65.5
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	79.9	79.2

### Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	94	89	98	98	100

With the choice of courses and programs available in their school.	91	96	98	96	96
With the provision of the support and resources needed to meet the diverse needs of students.	88	81	71	77	74
That the school helps students become good, caring citizens.	85	85	74	90	86
That their input is considered, respected, and valued by my school.	85	59	69	77	88
That they feel safe in the school.	97	89	95	96	94
That the school is a positive, caring, and welcoming place.	97	81	77	94	92
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	96	88
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90	86
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	88	86
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	92	92

### Division Staff Survey Results

(Based on an annual online survey available for all staff)

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	95.3	94.8	98.0	97.5	92.4
With the provision of the support and resources needed to meet the diverse needs of students.	95.4	93.0	98.5	93.8	91.4
That the school helps students become good, caring citizens.	94.1	93.9	82	71.8	66.8
That their input is considered, respected, and valued by my school.	88.1	85.1	85.4	81.6	75.2
That they feel safe in the school.	96.4	93.5	96.4	96.3	91.8
That the school is a positive, caring, and welcoming place.	95.6	94.4	94.2	95.6	89.1
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	86.2	82.9	86.9	93.1	90.5
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	90.7	88.2
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	84.3	83.6
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91.8	90.3