

EDUCATION PLAN 2024

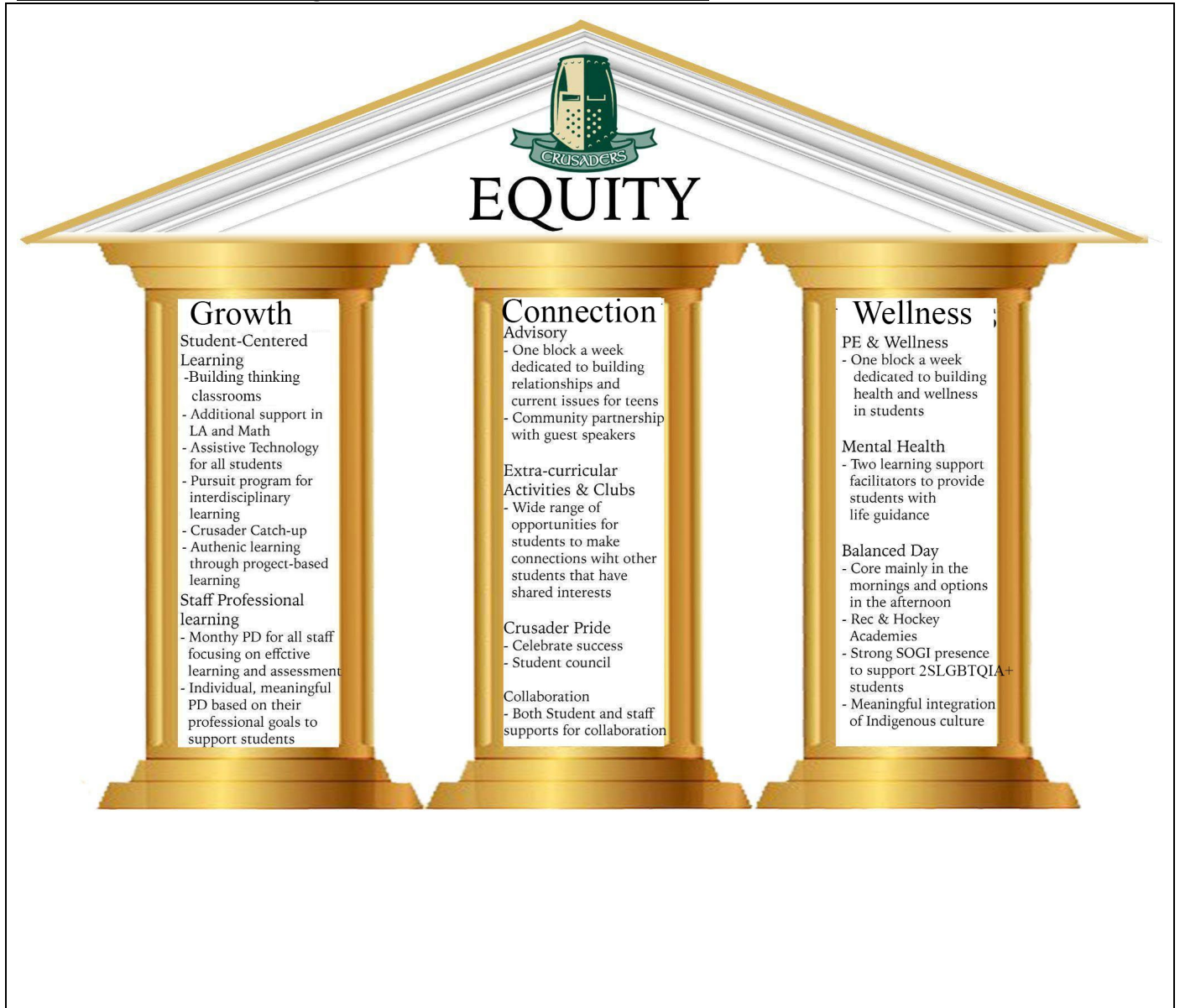
William D. Cuts Junior High School



St. Albert
PUBLIC SCHOOLS

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William D. Cuts Junior High School Vision, Mission, Beliefs



William D. Cuts Junior High School Profile

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
Certificated Staff					
Teaching	19.86	FTE	Teaching	19.16	FTE
Administration	1.86	FTE	Administration	1.76	FTE
Counselling/Learning Support Facilitator	1.44	FTE	Counselling/Learning Supports Facilitator	1.52	FTE
Counselling	0.0	FTE	Counselling	0.0	FTE
Total	23.16	FTE	Total	22.44	FTE
Support Staff					
Clerical	2.33	FTE	Clerical	2.14	FTE
Educational Assistants	7.39	FTE	Educational Assistants	8.08	FTE
Library Technicians	0.0	FTE	Library Technicians	0.17	FTE
Technical Support	0.0	FTE	Technical Support	0.0	FTE
Total	9.72	FTE	Total	10.39	FTE
Students					
English	481		English	455	
Students with Special Needs	48		Students with Special Needs	56	
English as an Additional Language (EAL)	16		English as an Additional Language (EAL)	13	
Self-Identified First Nations, Métis and Inuit	71		Self-Identified First Nations, Métis and Inuit	75	
Students identified with Severe Disabilities	17		Students identified with Severe Disabilities	18	
Students identified with Mild/Moderate Disabilities	44		Students identified with Mild/Moderate Disabilities	38	
Total	481		Total	455	

Classroom Configuration	2023-2024	Classroom Configuration	2024-2025
Grade	English	Grade	English
Grade 7	135	Grade 7	160
Grade 8	161	Grade 8	143
Grade 9	185	Grade 9	152
Total	481	Total	455

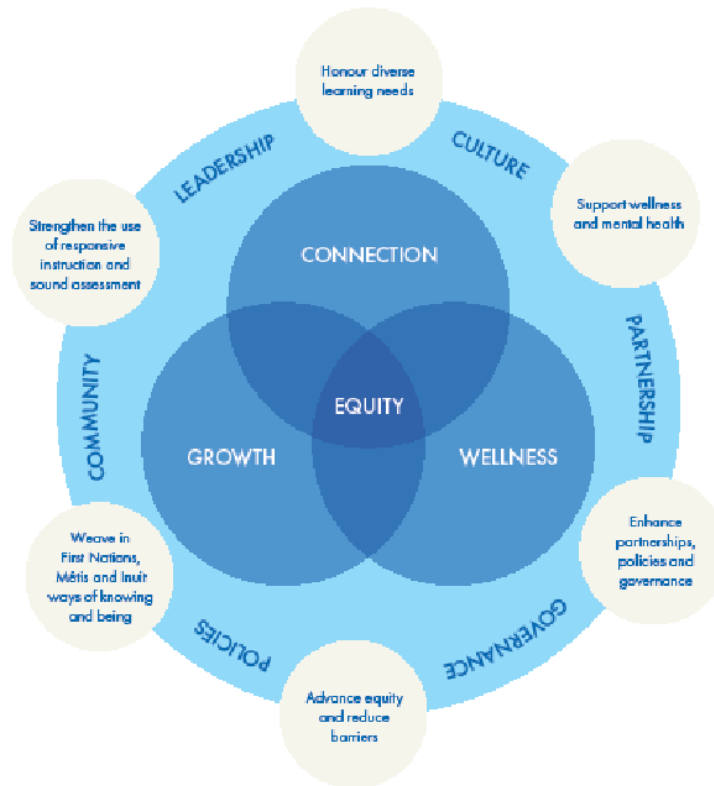
William D. Cuts Junior High School Profile

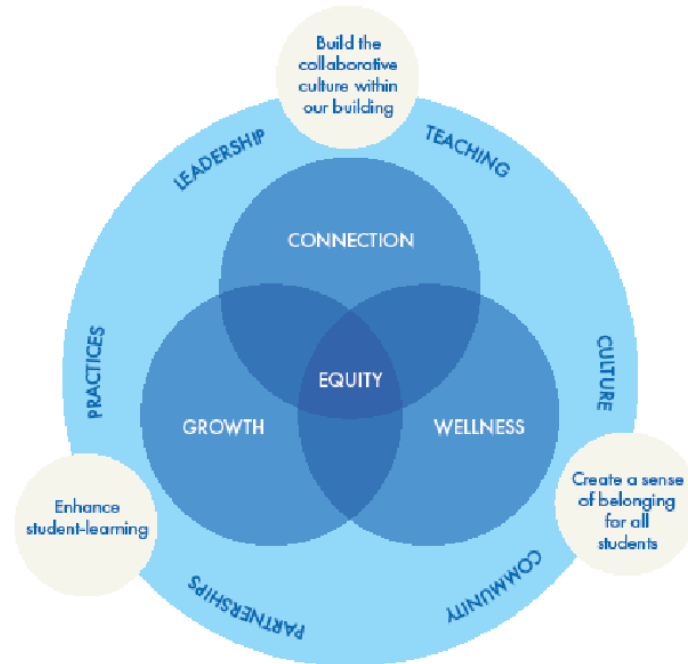
Named after Dr. William Cuts, a much-loved doctor and founding member of the St. Albert School Division, William D. Cuts Junior High School (W.D. Cuts) is located in Lacombe Park and serves the communities of Lacombe Park, Deer Ridge, Mission, Northridge and Riverside. Students also come from all over St. Albert to attend the Recreation or Hockey Academies.

W. D. Cuts serves 455 students in Grades 7 to 9. As a staff, we believe that relationships are the foundation of our work. We have high expectations for all students and work to ensure that students have the support they need to meet those expectations. We work to cultivate learning environments that celebrate the strengths of individual students.

W. D. Cuts is structured with core subjects in the morning and an afternoon devoted to students exploring their passions and interests through option classes such as art, cheerleading, baseball, yoga, industrial arts, foods, and many more. Option afternoons allow for more field trip opportunities, easier access to community facilities and weekly advisory classes that are focused on healthy living, learning strategies, and study skills. The Hockey Academy and Recreation Academy provide opportunities for our students to develop their skills and interests in specific areas.

Division Priorities and Outcomes 2022-2026



William D. Cuts Ed Plan**William D. Cuts Junior High School Objectives 2022-2026**

- Objective 1: *Growth*: enhance student-learning and citizenship
 Objective 2: *Wellness*: create a sense of belonging for all students
 Objective 3: *Connection*: build the collaborative culture within our building

Comments:

At W. D. Cuts, we are all learners. Students are provided with ongoing opportunities to reflect on their learning and to take ownership of it. Staff work collaboratively to consider the most effective teaching strategies for supporting all students. We are constantly considering how we can better ensure that all students feel that they belong in our building and contribute to a positive culture. When students and staff feel safe and valued for who they are, they are more likely to express vulnerabilities that can help them learn more.

William D. Cuts Objectives

Objective 1: *Growth*: enhance student-learning and citizenship

Key Strategies for 2022-2026:

- *Changing classroom practices:*
 - Teacher professional learning in the areas of innovative instructional strategies and student ownership in assessment practices with a move away from a focus on knowledge-based outcomes to larger, and more complex skills of the curriculum
 - Building on Sandra Herbst and Peter Liljedahl, we are focusing on developing and expanding our understanding of assessment, inquiry learning, and co-constructed learning
 - Use of vertical whiteboards in the math classrooms in order to build 'thinking classrooms' through collaborative learning
 - Exploring opportunities for STEAM (Science, Technology, Engineering, Arts, and Math) activities at all grade levels
 - Exploration of game-based and project-based learning to provide alternative means of assessment, engagement, and learning
 - Teachers have included more class discussion, visual supports, technological tools, as well as exploring game-based and project-based learning to both support and engage students
- *School structure and programs:*
 - While our growing population has put pressure on the school, for this year we were able to generally maintain our daily structure of core mornings and option afternoons; at the same time, space is becoming limited as we use the band room for a classroom instruction space
 - A large variety of option courses for students to choose from to allow them to explore up to eight different elective classes a year
 - Google Classroom and Calendar help keep students organized and accountable to their learning and allow for flexibility for absences; students also have access to the student handbook, including the code of conduct, digitally for easy reference and updates if needed
 - Alternative learning spaces - courtyard, library, seating around the school, new outdoor classroom in the front of the school; a student learning lounge where students are able to find a quiet space - this also has been developed as an Indigenous space
 - Large Recreation and Hockey Academies
 - We have moved towards having consistent Physical Education specialists to provide more consistency and continuity for the program and curriculum
 - *Pursuit Program*
 - A new approach for exploring the core curricular areas based on current learning research using Alberta Curricula. Through cross curricular connections, students can explore the connections between subjects
 - This program provides a way for students to explore, ask questions, think critically, practice and develop skills, play, and above all to develop personal responsibility and recover the internal drive to learn
 - An opportunity for students to develop autonomy, mastery, and purpose
 - Now in its fourth year, we have two classrooms for all grades, and 36 students
- *Supporting students:*
 - *Diversity of needs* - As the diversity of students' abilities are noticeably more significant, we have continued to use the essential outcomes developed last year to focus on the necessary skills. Additionally, we have allocated resources to focus on literacy and numeracy support. There are numeracy or literacy supports built into teachers FTE to directly support students four afternoons a week. At W.D. Cuts, we

- have also focused EA time on these areas as well as encouraged technology support to allow students to access materials in a variety of ways
- *Pedagogical growth* - In our core classes, we have made efforts to focus on literacy and numeracy, while exploring a variety of pedagogical methods to engage students. In recent years, technology has continued to be an important part of the classroom. While the technology in itself provides increased engagement, staff have been exploring game-based and project-based learning. These pedagogical approaches allow choice within assignments for students as well as the challenge and novelty of gaming. Students and classrooms are using Google Classroom and Calendar to keep those students who are absent up to date as well as keeping students organized in class. We have made concerted efforts to add connections to Indigenous culture and knowledge in all subject areas
 - *Citizenship* - a big part of junior high is personal growth and maturation. Staff members help students navigate a complicated time in their lives. Guiding them through good decision making, healthy lifestyle choices, friend and relationship issues, physical and emotional changes, and being a good community member. There are opportunities for students to be part of the W.D. Cuts Leadership program and grow their citizenship within the school and community.

Objective 2: *Wellness:* create a sense of belonging for all students

Key Strategies for 2022-2026:

- *Communication between community:*
 - Student Leadership: Intentional opportunities for students to share their thoughts about the school and their suggestions for improvement
 - Communication and connection with parents - in-person connections can be made as parents are often in the building for fine arts productions, sporting events and Parent Council meetings
 - Parent-teacher interviews were conducted in a hybrid style. We had two nights of pre-booked times for our parents where one day was offered online through Google Meet or by phone and a second day for pre-booked, in-person interviews. Additionally, we split the days to two different weeks to make it more accessible. Teachers have been reaching out to families and making contact with students' families they need to connect with throughout the year
- *A culture of belonging:*
 - Staff and students co-creating expectations for behaviour in the common areas and classrooms
 - Staggered entry allowed for students to come in with only their grade-level peers and helped create that sense of belonging and connection within those smaller, grade-based cohorts
 - During our staggered entry days, we hosted a 'welcome to junior high' orientation day for the grade seven students. We had a 'welcome back' BBQ for all students on both of the staggered entry days
 - Continue supporting our wide range of extra-curricular activities, teams, and clubs in addition to our extensive selection of options, in order to appeal to all students and allow them to explore their passions and find a sense of belonging
 - Large Recreation and Hockey Academies have allowed students to experience communal physical activities in a safe environment
 - Explore and create opportunities for cross-graded activities
 - Mix of both grade-based and whole-school indoor areas to hang out during cold weather months

- This year we again participated in our outdoor celebration of Remembrance Day, 'No Stone Left Alone', where the whole school joined together to remember the efforts of past and present military personnel
- Crusader Challenge, which is a school-wide challenge that students would participate in by homeroom
- *Supporting through the struggle:*
 - Advisory lessons focused on topics such as stress, healthy relationships, digital citizenship, 2SLGBTQIA+, as well as topical foci such as Terry Fox, The National Day for Truth and Reconciliation, Métis Week, Remembrance Day, Black History Month and Indigenous Peoples Day
 - In response to the growing demand and need for mental health supports, we have expanded our counselling time as well as splitting the time between people to lessen the toll on staff
 - We have expanded the fridge for students without food to provide easy access to a lunch without encumbrance
 - School Learning Support Facilitators (LSF's) are reaching out to families of students with a high number of absences to provide support when required
 - Taking part in a provincial pilot project on vaping. RCMP resource officer presents to grade 8 classes on the dangers of drugs/alcohol/vaping
- *Embracing diversity:*
 - *SOGI*
 - The 2SLGBTQIA+ community is a vulnerable group of people, and at W.D. Cuts we take great pride in our active GSA and pervasive SOGI-supportive culture
 - Bi-weekly GSA meetings and various whole-school outreach events & celebrations
 - Last year we attended the St. Albert Public GSA at Bellerose with all secondary schools in the division. This included speaker Monica Helms, creator of the trans flag, and various other community-celebrating activities.
 - Supporting the 2SLGBTQIA+ school community was the focus of our whole staff professional development days for the previous school year
 - Last year was the first year offering the elective course 2SLGBTQIA+ Perspectives. This offered students the opportunity to learn about some of the history of the 2SLGBTQIA+ community, important events and their meaning, ways to be an advocate, and current research. Field trips and guest speakers were part of this course, one of the first of its kind in Canada.
 - *First Nations, Métis and Inuit*
 - We have made great efforts to have more Indigenous integration into our school culture and celebrations. This included a partnership with the Bent Arrow Society and the formation of an Indigenous Student Council
 - Our Indigenous Student Council meets monthly to provide experiences and enrichment opportunities for those students who self-identify as Indigenous
 - Whole-school activity of making artifacts provided permanence to truth and reconciliation by creating a path lined with stones painted with reflections from each student
 - Created a dedicated space for Indigenous teaching and activities; this learning center is outfitted with a number of indigenous-related resources and furniture to facilitate an Indigenous approach to teaching and learning

- Weaving of Indigenous teachings and learning into all curricula. A number of math leads attended targeted math professional development (PD) to explore Indigenous ways of teaching
- *Celebrating diversity*
 - Daily announcements, coinciding with Autism Awareness Month, celebrating and educating students on many of the exceptionalities prevalent in school

Objective 3: *Connection:* build the collaborative culture within our building

Key Strategies for 2022-2026:

- Collaboration with students and families:
 - Student Leadership: Intentional opportunities for students to share their thoughts about the school and their suggestions for improvement
 - Explore opportunities to develop a community and shared school culture such as whole school activities
 - The office was redesigned to make it more open allowing it to be more inviting to students, staff and parents; this change, along with our practiced open-door policy, has made a place for all stakeholders to comfortably seek support and assistance, if not just a friendly greeting
 - Based on observations of noticeable lagging of skills, students will be explicitly taught skills of collaboration as well as having more collaborative learning experiences in the classroom
 - Students will have opportunities to work with others in their grade group and in multi-grade groups when possible through activities on special days and advisory lessons
 - Continue to engage in meaningful collaboration with parents with a goal of moving from cooperation to collaboration
 - Students continue to rake leaves and shovel driveways in the community. Leadership classes also still volunteer at elementary schools and seniors centers
- Collaboration with staff:
 - We are giving the staff a voice in how we proceed at W.D. Cuts. Ownership builds an acceptance for some of the difficult decisions we have to make. Empowering staff with decision-making makes our school a better place despite the limitations
 - Staff meetings involve collaboration time to create more meaningful discussions and connections with each other
 - We have also reduced meetings to short informative agendas. We are trying to build as much collaborative planning time. With increased supervision, staff need time to plan and re-energize. Both very important qualities needed for staff
 - Staff meeting days have shifted from information distribution to focusing on what is important to work on collaboratively as a team. Most information has shifted to a staff Google Classroom which has proven to be a great place to access information, such as IPP support and supervision schedules
 - With the time available on school based PD days this year, we are developing skills around effective collaboration. Through this targeted approach, WDC staff are working to collaboratively construct lessons, share resources, and plan activities as opposed to in isolation; we use this time to develop targeted, whole-school approaches to support at-risk students

School Reflection 2023-2024

Junior high is vibrant, fun, exciting and at times chaotic, as students navigate their way through a challenging time. Over the past years we have seen an increase in student anxiety, social disconnection, and educational deficiencies. While there has been a decrease in resilience related school work, social development, and emotional connections.

This is why we are putting such an emphasis on the areas of connection, growth and wellness as we move forward. At W.D. Cuts we have a great deal to be proud of in these areas. There is a renewed emphasis on connecting with, and supporting all students. A great deal of work has been put into this and it shows in the success at the school. These successes, and our challenges are listed below.

Successes:

- Welcome back and year end BBQ's for all students
- Clubs in a variety of interest areas are offered over lunch
- Wide range of athletics
- We have been able to maintain core class structure during the morning with the growth of the school
- Student dances including a grade 9 farewell
- Diverse and expanded option programs
- Staggered entry
- Monthly Newsletter
- Crusader Catch-Up
- Extra-curricular activities
- Format of parent-teacher interviews
- Literacy and numeracy interventions
- Academies growing
- Student population increasing and diversifying
- Strong relationships between students and teachers

Challenges:

- Technology continues to be an ongoing challenge.
 - BYOD - frequency of students without devices
 - Evergreening technology
 - Wifi access (consistent access to wifi in a classroom across all devices)
 - Appropriate use of technology
 - Smartboards not working consistently
 - Laptop chargers borrowed and missing
- Frequent absences & lates - attendance accountability for options in the afternoon
- Increased anxiety in students resulting in attendance and school success issues
- Sense of apathy and loss of grit and resilience
- Supporting EAL and complex needs students with foundational language skills at a junior high level
- Hallway behaviour/hallway culture - language/wrestling/hands on other students, touching inappropriately
- Rebuilding all stakeholder connections
- Socialization into school community - students are feeling disconnected within the school

Provincial Achievement Tests (PATs) are one of a plethora of indicators that we use to gather information to guide our planning. The 2023-2024 results show we performed above provincial results for acceptable standards and the standard of excellence in LA and Science. Our Math and Social Studies results are above the provincial results for acceptable standards and slightly lower than the standard of excellence. All four subjects were above the provincial; average score on the exam. Given that WDC has had significant changes in population numbers as well as composition over the past few years, we will continue to look at our PAT results over time to explore any trending concerns.

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

There are a number of areas used by the school to inform our outcomes and practices.

PAT results are looked at by each core class group in order to identify strengths and areas of growth. A specific example would be when analyzing the numeric response portion of the math PAT. With an average below 50% for the school and the province, it will be a focus for the math department.

Survey results, particularly student surveys, are another source of evidence to inform practice. We have been trying to increase student connection to the building with culture building events such as Crusader challenge, school wide BBQ's and themed cross grade events. We have also emphasized awareness and education around diversity and the acceptance and inclusion of all our students. We will continue to strive to make sure students are not subjected to racism and homophobia.

The school Learning Support Facilitators (LSFs) run attendance reports every two weeks and are in contact with families of poor attenders as an initial step. If attendance does not improve, notice is sent by an administrator or a referral to an Health Recovery Facilitator (HRF) is made if we feel there are mental health concerns.

The number of students identified as having special needs has been on the rise the past few years which informs pedagogy and assessment in classrooms. With the diversity of learning needs we have put a focus on the high priority outcomes and modified assessments.

How many students self-identify as First Nations Métis and Inuit has increased by 26 students over the past 2 years. Last year we started an Indigenous student council so students had a voice as to the types of activities and learnings they felt would be valuable to them. We have run events separate from the classroom and some have been built into instruction.

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: \$80,288

Key elements contributing to this surplus include:

With a reduction in provincial funding over the years it is important to be fiscally responsible to keep the school in a positive financial position. Accurate budgeting is something that we work hard to achieve at W.D. Cuts. With only being allowed to carry forward a surplus of 3.75% of the schools total resources available, it also puts a new focus on responsible spending.

The largest contributor to the carried forward surplus is an over budgeting for school field trips. With a large Recreation Academy there could potentially be 5 groups leaving the school 3 times a week for field trips. Estimates were made high for the number of buses that were needed, the cost of buses, how often they were needed, and the entrance cost for venues. The Rec teachers did a great job over the course of the year being very cost effective. Allocations to reserve funds also finished with a positive balance and healthy enrollment numbers were contributors to the surplus carried forward as well.

There were also some savings in the number of sub days for teaching and support staff. With teachers on long term leave there was a reduction in the teacher salaries and benefits as well. The year end balance was calculated before the retroactive pay for the CUPE contract was taken out.

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION			
WILLIAM D CUTS SCHOOL			
	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 2,888,069	\$ 3,094,614	\$ 3,038,314
2. Other Revenues			
2.1 Fees	\$ 263,367	\$ 292,443	\$ 353,567
2.2 Donations			
2.3 Fundraising	\$ 2,700	\$ 2,700	\$ 2,700
2.4 Other Revenues	\$ 31,375	\$ 19,800	\$ 19,800
3. Surplus / Deficit Allocation (S/D)	\$ 80,288	\$ 51,923	\$ 51,502
TOTAL REVENUES	\$ 3,265,799	\$ 3,461,480	\$ 3,465,883
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 2,580,998	\$ 2,669,451	\$ 2,667,258
2. Support Staff	\$ 275,146	\$ 258,478	\$ 267,486
3. Services	\$ 237,930	\$ 255,930	\$ 328,230
4. Supplies	\$ 144,300	\$ 137,900	\$ 155,700
5. Furniture, Equipment & Capital	\$ 1,000	\$ 3,000	\$ 4,000
6. Technology	\$ 9,500	\$ 15,500	\$ 16,500
7. Future Emergent Initiatives	\$ 16,925	\$ 121,221	\$ 26,709
TOTAL EXPENDITURES	\$ 3,265,799	\$ 3,461,480	\$ 3,465,883
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	456.00	494.00	481.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	22.44	22.89	23.16
Support Staff FTE	4.79	4.46	4.84
Certificated Staff Percentage	87.0%	84.8%	86.3%
Support Staff Percentage	9.3%	8.2%	8.7%
TOTAL STAFFING PERCENTAGE (with S/D)	96.2%	93.1%	95.0%
TOTAL STAFFING PERCENTAGE (without S/D)	98.9%	94.6%	96.6%
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.			

Appendix I –Performance Indicators

Student Performance and Achievement

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

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	85.5	n/a	n/a	68.7	72.4	74.9
Standard of Excellence %	30.9	n/a	n/a	17.6	16.4	14.6

2023-2024

Subject	School	Province	School	Province	School	Province
	Acceptable	Acceptable	Excellence	Excellence	Average	Average
LA	84.3	69.5	12.4	11.8	65.1	64.8
- writing	88.1	87.4	15.9	16.7	64.4	65.1
-reading	84.7	79.9	18.2	20.3	66.0	64.4
Math	64.9	51.4	9.7	13.7	57.9	56.3
-part A	54.0	46.9	17.0	19.8	48.0	46.5
-part B	75.6	68.4	12.5	18.1	60.3	58.8
Science	78.4	66.8	21.1	20.9	63.6	64.2
Social	71.9	60.0	15.1	15.9	63.6	61.8

Division Performance and Achievement

	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 7's)

	% of students who responded	% of students who responded	% of students who responded	% of students who responded	% of students who responded good/very good

	good/very good	good/very good	good/very good	good/very good	
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	83	91	90	95	93
That the overall education received at school.	90	93	92	99	98
That the variety of courses available at school	90	79	94	96	98
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	67	86	78	81	80
That their teachers care about them.	71	80	67	80	80
That their school is a place where they feel like they belong.	62	73	69	83	67
My school is a safe place for all students.	NA	NA	NA	Almost Always 31% Frequently 41% Sometimes 17% Once in a While 8%	Almost Always 19% Frequently 32% Sometimes 23% Once in a While 16% Almost Never 10%
In the last year, I have witnessed or experienced racism at school	NA	NA	Always 0.94% Often 8.49% Sometimes 25.47% Rarely 21.70% Never 43.40%	Almost Always 16% Frequently 17% Sometimes 17% Once in a While 17% Almost Never 33%	Almost Always 26% Frequently 18% Sometimes 16% Once in a While 18% Almost Never 22%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	79	83	94	Almost Always 36% Frequently 33% Sometimes 14% Once in a While 9% Almost Never 8%	Almost Always 30% Frequently 34% Sometimes 18% Once in a While 8% Almost Never 10%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	Almost Always 22% Frequently 30% Sometimes 26% Once in a While 11% Almost Never 11%	Almost Always 28% Frequently 26% Sometimes 26% Once in a While 12% Almost Never 8%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	Almost Always 20% Frequently 13% Sometimes 22% Once in a While 18% Almost Never 27%	Almost Always 24% Frequently 18% Sometimes 21% Once in a While 14% Almost Never 23%

At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	Almost Always 32% Frequently 34% Sometimes 22% Once in a While 7% Almost Never 5%	Almost Always 21% Frequently 36% Sometimes 27% Once in a While 8% Almost Never 8%
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Division Student Survey Results

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

	% 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.	86	91	90	94	89
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	88	79	90	93	91
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed (Frequency Scale)	% of students who agreed (Frequency Scale)
They feel safe at school.	73	82	77	86.3	83.4
That their teachers care about them.	73	79	76	85.8	82.5
That their school is a place where they feel like they belong.	65.6	71.8	73.1	70.5	73.8
My school is a safe place for all students.	New Indicator			90.8	81.5
In the last year, I have witnessed or experienced racism at school			44.5	52.7	57
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	85.5	84.1	86.31	85.3	82.7
At school, I am learning about gender diversity and sexual orientation.	New Indicator			69.1	68.2
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			58	56
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			85	83.4

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.	89	94	88	89	80
With the choice of courses and programs available in their school.	89	91	91	91	91
With the support and resources available to meet the diverse needs of students.	78	83	79	44	67
That the school helps their child become a good, caring citizen.	81	81	82	76	73
That the school is safe.	89	91	89	73	79
That their child's school is a positive, caring, and welcoming place.	86	89	85	67	86
That their input is considered, respected, and valued by their school.	73	80	82	56	63
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	77	69
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	73	69
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	58	67
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	56	67

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.	96	95	100	97	95
With the provision of the support and resources needed to meet the diverse needs of students.	76	100	88	82	89
That the school helps students become good, caring citizens.	79	95	92	94	86
That their input is considered, respected, and valued by my school.	73	100	96	91	92
That they feel safe in the school.	90	95	100	100	100
That the school is a positive, caring, and welcoming place.	83	100	92	97	97
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	97	92
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	97	97
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	85	89
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	91	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