AERR/Education Plan – St. Thomas Aquinas Catholic Schools 2024/2025

Holy Trinity Academy

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 & STUDENTS WITNESS THE GOSPEL AND CATHOLIC SOCIAL TEACHINGS THROUGH ACTS OF SOCIAL JUSTICE & 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)

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
Measures:	Survey Questions (link)	Survey Questions (link)
Results Report Components		
Data & Insights	Survey Questions (link)	Survey Questions (link)
Insights, Implications, and Conclusions to the Data:	Staff feel like they are able to witness faith and permeate school curriculum with Gospel values and love of Jesus. ● For most questions, the current results are at 100%, indicating extremely positive feedback from the staff on those aspects. ● This suggests strong engagement and alignment with the school's faith-based initiatives. ● The question *"I am building capacity in my understanding of how to permeate faith into all school activities"* **received a score of 92%, which, while still positive, is lower compared to other areas.** ● This could highlight an opportunity for improvement or additional focus on professional development in this area. **Comparison to Previous Averages:** ● Where previous data exists (e.g., the 3-Year Average), the current results are equal to or slightly better than the historical averages. This consistency indicates improving performance over time.	● Significant year-over-year improvement in the Parent Survey and Student Survey, while maintaining perfect scores in the Staff Survey. ● Positive momentum across all measures, reflecting strong support for social justice and charity initiatives.

Responding to the Data: *Implementation Plan & Strategies:*	**Elevating Staff & Student Engagement in Daily Prayer:** ● **Daily Prayer Initiatives:** Implement daily grace before lunch, created by students, with weekly readings on the intercom to foster ownership and peer faith sharing. ● **Staff Development:** Enhance staff comfort with prayer through training on apps, resources, and attendance at annual Reflection Day and faith-based professional development sessions. ● **Lenten Observances:** Lead the school in Stations of the Cross during Lent, and introduce rosary prayers at various times throughout the year, including an Indigenous rosary for reconciliation. ● **Student Leadership and Community:** Establish a prayer chain led by the student-faith leadership team and organize a faith-based retreat for all staff to strengthen community and spiritual growth.	**Fostering Social Justice and Community Engagement Through Catholic Social Teaching:** ● **Connect Social Justice with Catholic Teaching:** HTA will highlight the relationship between social justice initiatives and Catholic social teaching through educational programs and discussions, helping students understand the moral implications of their service. ● **Community Outreach Programs:** HTA will enhance its "HTA Feeds Families" initiative in collaboration with the local food bank and support the "Trinity for Teens" program by collecting donations for the Teen Mental Health ward, especially during the holiday season. ● **Student Volunteer Engagement:** HTA will actively involve students in community service through programs like "Think Fast" and will require Grade 12 students to complete 20 hours of volunteer service for graduation, fostering a culture of service and responsibility. ● **Strengthened Parent Communication:** HTA will improve communication with parents about social justice initiatives through newsletters and social media, encouraging participation and showcasing students' contributions to the community.

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/DIP Acceptable/Excellence
Measures:	**Survey Graphs (link)**	Background: 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. 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**
Data & Insights	DIP Data (**DIPs**)	**AB ED DATA (PATs)**

| Insights, Implications, and Conclusions to the Data: | HTA builds Positive Relationships, with 90% of students, showing they have an adult they trust. Although, 82% of students have a trusted adult in the building, there is room to improve in the area of belonging with HTA showing a moderate score of 72% 73% of students know how to access mental health support, though continued focus on awareness is beneficial. When it comes to emotional management, 69% know how to manage their emotions, suggesting a need for programs to help students handle stress better. 95% of students believe there are opportunities for connection and engagement, with 98% of students showing strong peer relationships. | **Provincial Achievement Test Data Insights:**

English Language Arts 9 PAT data shows a generally stable performance in the "Acceptable Standard" (A), reaching 74.4% in 2024 and targeting 79% in 2025.
Mathematics 9 data shows significant improvement is targeted, rising from 50.6% (2024) to 55% (2025) at the "Acceptable Standard." The "Standard of Excellence" remains low but is targeted to increase to 5% (2025).
Science 9 PAT scores show moderate performance, maintaining around 69.6% (2024) with a target of 73% (2025) for "Acceptable Standard.", as well as a decline in "Standard of Excellence" but recovering to 15% (2025). The authority and Province demonstrate similar trajectories with slight dips post-pandemic and recovery efforts in progress.
Social Studies 9 PAT data shows a noticeable improvements from 49.2% (2022) to 65.8% (2024) with a target of 67% (2025).
Overall Trends: There is a movement toward Post-Pandemic Recovery with positive results in 2024 indicating recovery efforts and targets for consistent improvement by 2025.
Performance Gaps: The "Standard of Excellence" remains a challenge, particularly in Mathematics.
Diploma Exam Data Insights:

English Language Arts (ELA) Trends: **ELA 30-1** school results show variability, with Acceptable Standard (A) dropping to 67.9% in 2024. The Excellence Standard (E) rose slightly to 10.7% in 2024, nearing the target of 12%. **ELA 30-2** the Acceptable Standard dropped to 69.0% in 2024, below provincial average. A focus on targeted interventions for students in ELA 30-2 is needed, as performance lags compared to ELA 30-1. **Math Performance:** **Math 30-1** school results in 2024 for the Acceptable Standard are 41.7%, significantly below both the provincial average (75.4%) and the target of 70% and the Excellence Standard is 0%. These results indicate a need for support in Math 30-1 to improve both basic understanding and advanced achievement. **Math 30-2** results show school achievement with 60% Acceptable Standard in 2024, with no students reaching the Excellence Standard, highlighting the need for strategies to enhance high achievement. **Sciences Overview:** **Bio 30** results indicate consistently high performance, with 88% Acceptable Standard in 2024 and the Excellence Standard of 44% in 2024 exceeding the target of 44% and surpassing the provincial average (33.7%). **Chemistry 30** shows 57.1% achieving the Acceptable Standard in 2024, and the standard of excellence at 14.3%. This suggests that chemistry requires targeted interventions to address both foundational skills and advanced understanding. **Physics 30** performance at the Acceptable Standard fell significantly to 42.9% in 2024 requiring improvement in curriculum delivery and student engagement. **Science 30** saw a strong performance in 2024, with 87.5% achieving the Acceptable Standard and 20.8% Excellence Standard, both near or above targets. **Social Studies Trends:** **Social 30-1** saw a decline in Acceptable Standard to 75% in 2024, however, the Excellence Standard improved to 12.5%, surpassing the target of 12%. **Social Studies 30-2** Acceptable Standard fell to 47.7% in 2024, as well as the Standard of Excellent dropping to 6.8%. |

Responding to the Data:	**Strengthening Relationships with Students**	**Data-Driven Instructional Practices**
Implementation Plan & Strategies:	HTA places a strong emphasis on building authentic relationships with students and fostering a sense of belonging. Initiatives include: - Hiring a First Nations, Metis, and Inuit (FNMI) Support Worker to support Indigenous students. - Adding a Family School Liaison Worker (FSLW) to support the broader student population and teach mental health literacy. - Increasing Family Team activities to cultivate a community atmosphere. - Conducting additional data collection on students' connection with staff. **Mental Health and Wellness Support** A comprehensive approach to address mental health includes: - Contracting a clinical counsellor to provide mental health services for students requiring additional support. - Using the School Intervention Team to monitor student needs and direct them to appropriate supports. - Teaching mental health literacy and connecting families with community resources through the FSLW. **Professional Development and Training** To strengthen the focus on student well-being and teacher effectiveness: - Third Path training will be provided to new teachers and reviewed with experienced staff during three professional development sessions. - The School Leadership Team and Professional Learning Communities (PLCs) will implement Third Path strategies for fostering positive learning environments. **Academic Stress Reduction and Assessment Coordination** Strategies to lower exam-related stress and support academic success include: - Delivering stress-reduction strategies across all grades. - Creating a **Google test calendar** for collaborative test scheduling, allowing students adequate time to prepare for assessments. - Using targeted intervention strategies to support students academically and emotionally.	- Adopt **SmarterMarks** for detailed analysis of summative assessments. - Utilize **CommonLit** for English Language Arts data to track and enhance student learning. - Perform **item analysis** and examine trends from assessments to inform teaching practices. - Analyze alignment between class-awarded marks and diploma exam marks to ensure consistency. **Collaborative and Targeted Interventions** - Develop and implement **common assessments** across subjects to evaluate student performance. - Restructure the **flex block** to enhance student engagement and enable effective intervention strategies. - Focus on addressing gaps through **vertical PLCs** that align subject essentials and feedback from previous years. - Provide **targeted interventions** to improve understanding of specific objectives. **Professional Development and Tiered Support Frameworks** - Engage in a **Multi-Tiered System of Supports (MTSS)** book study to implement effective academic and behavioral strategies. - Build capacity in **Tier 1 strategies** through Professional Learning Communities (PLCs) and dedicated professional development sessions. - Review and reinforce **Response to Intervention (RTI)** strategies with staff to streamline support processes. **Supporting Student Success and Well-Being** - Introduce a **learning strategies class** for Grade 10 students to strengthen study and organizational skills. - Prioritize **mental health initiatives** to ensure students are prepared for academic success. - Provide the **Learning Support Facilitator** with sufficient time to assist teachers in addressing diverse student needs.

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 posi-tive 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**
Data & Insights	AB EDUCATION DATA	Survey Graphs (link)
Insights, Implications, and Conclusions to the Data:	Overall Satisfaction Trends ● The overall satisfaction rate for HTA is 80.7% of teachers, parents, and students satisfied that students model the characteristics of active citizenship. ● HTA's overall satisfaction remains higher than the provincial average (80.7% vs. 79.4% in 2024). ● There is limited parent participation (e.g., only 4 responses in most years) suggests a need to improve engagement and communication with parents to obtain a more representative understanding of their perspectives. ● Student satisfaction has seen a decline to 64.5% in 2024. ● This trend aligns with the provincial decline but is more pronounced at HTA, indicating a need for targeted interventions to re-engage students in modeling active citizenship. ● Teacher satisfaction has consistently remained very high, averaging around 97% across the years. ● The 2024 rate of 96.9% is significantly higher than the provincial average of 89.8%, demonstrating that teachers perceive HTA students as consistently modeling active citizenship.	Overall Engagement Trends ● Engagement Levels: The overall percentage of stakeholders who agree that students are engaged in their learning is 82.0% for 2024. ● This trend reflects a decline consistent with the provincial averages, which fell from 85.6% in 2020 to 83.7% in 2024. ● Teachers consistently reported high levels of student engagement, maintaining percentages around 97%-100%, suggesting confidence in teaching strategies and classroom practices; however, it highlights a potential misalignment between teachers' perceptions and those of students. ● Student perceptions of engagement are significantly lower to 66.7% in 2024. ● The student perspective suggests challenges in making learning relevant or engaging, underscoring the need to prioritize student voice in engagement strategies. ● While language arts and science are generally viewed positively, declining trends in mathematics, social studies, and overall interest warrant attention. By addressing student feedback, fostering connections to real-life applications, and updating teaching strategies, Holy Trinity Academy can work toward reversing these trends and boosting student engagement.

| Responding to the Data:

Implementation Plan & Strategies: | **Enhancing Career Readiness and Practical Skills**

● Increase emphasis on **Work Experience** starting in Grade 10 and continuing through Grades 11 and 12.
● Offer **First Aid certification** to Grade 11 students to provide essential skills for post-graduation opportunities.
● Promote **RAP (Registered Apprenticeship Program)** and Work Experience through assemblies and enhanced communication with families.

Fostering Social Responsibility

● Continue engaging students in **social justice initiatives** through participation in charitable works.

Restorative and Educational Disciplinary Practices

● Maintain a focus on **restorative justice** in disciplinary actions, emphasizing learning and accountability. | **Engagement Strategies:**
● Administration will provide teachers' Professional Development (PD) on engagement.
● Professional Learning Communities (PLCs) will address engagement in common lesson planning.
● Teachers will be provided with access to technology to enhance the educational environment.
● EA (Educational Assistant) schedules are dynamic in nature and change in response to student needs.
● The School Leadership Team will build a set of common Tier 1 strategies to be used across classrooms, focusing on academic achievement and engagement.
● Encourage staff to access the staff development fund to access professional development opportunities across the province.
● Incorporate more interactive, hands-on, and collaborative activities to make learning more engaging.
● Provide opportunities for students to explore topics of personal interest or real-world relevance within the curriculum. |

Domain 3:	Teaching and Leading	
Results Report Components – PROVINCIAL PRIORITY		
Data & Insights	Survey Graphs (PD)(Leadership)	Survey Graphs (link)
Insights, Implications, and Conclusions to the Data:	**Teacher Insights into Survey Results:** ● Holy Trinity Academy shows a decline in teacher satisfaction with professional development opportunities, dropping to 60% currently. ● Suggests a need for Holy Trinity Academy to assess the availability, relevance, and accessibility of professional development programs for its teachers. **Support Staff Insights into Survey Results:** ● Holy Trinity Academy shows a slight decline in support staff satisfaction, dropping to 67%, but still outperforming STAR Catholic Schools. **Access to Division Supports:** ● Holy Trinity Academy demonstrates notable improvement in staff satisfaction in accessing divisional supports, rising from 75% to 100% satisfaction, surpassing STAR Catholic Schools. ● This suggests that support staff at Holy Trinity feel adequately supported in terms of access to mentors, coaches, and other facilitators. *Holy Trinity Academy Professional Development Sessions During the School Year*	**HTA Insights into Wellness and Positive Organizational Culture:** ● Holy Trinity Academy outperforms STAR Catholic Schools across all wellness-related measures, indicating a strong focus on wellness initiatives. ● Awareness and understanding of wellness dimensions are particularly high (**100%**) at Holy Trinity, showing robust promotion and education regarding staff well-being. ● Utilization of wellness resources, while high (**83%**), has room for growth to ensure resources are fully leveraged. ● Holy Trinity Academy shows strong performance in understanding wellness (**100%**) and workplace wellness incorporation (**87%**), surpassing STAR Catholic Schools in these areas. ● However, resource utilization is **low at 60%**, significantly trailing both its own awareness measure (**87%**) and STAR Catholic Schools (**67%**). This suggests a gap between resource availability and practical engagement.

Responding to the Data: Implementation Plan & Strategies:	Strategies to enhance Teaching and Leading Capacity:	Foster Positive Organizational Culture:
	- Staff will be provided with opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities. - Professional Development will be planned by the entire staff to ensure we are meeting the needs of all teachers. - HTA will access division coaches in the delivery of professional development. - Teachers will access divisional couches to improve teaching practice, especially around assessment. - HTA will review all of the conditions of The Third Path to refresh teacher knowledge and understanding. - Implement Response to Intervention training for newer staff and refresh the systems for veteran staff. - Increase proficiency and understanding of intervention tools. - Support Staff will be provided with professional development to improve their skills and service areas of growth.	- All PD sessions have a component on teacher wellness or self care for staff. - Incorporate a Grace and Gratitude into staff meetings, using circles to communicate thanks and celebrate staff. - Create a compliment wall to create moments of appreciation and thanks. - Administration builds trusting supportive relationships with staff to facilitate conversations when staff are struggling. - Provide faith PD to increase connection between faith and mental health. - Broaden staff understanding of the Employee Assistance Program, Health Spending Account, and Wellness Spending Account. - Increase quantity of team building activities to increase teacher sense of belonging.

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.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)

Insights, Implications, and Conclusions to the Data:

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

Overall Trends for HTA:
- Satisfaction levels have declined from 93.4% in 2020 to 86.7% in 2024.
- Performance remains slightly above the provincial average of 87.6% in 2024.
- Provincial satisfaction levels have also gradually declined from 90.3% in 2020 to 87.6% in 2024, indicating a broader tre**nd.**

Satisfaction Survey Results:
- At Holy Trinity Academy, student satisfaction shows 76.0% in 2024, below provincial average.
- Teacher satisfaction at Holy Trinity Academy remains consistently high, settling at 97.4% in 2024.
- We will increase our efforts to improve student satisfaction.

Responding to the Data:

Implementation Plan & Strategies:

Enhancing Teaching Practices:
- Review Tier 1 strategies and best practices at the start of the year, maintaining a focus on strong teaching throughout the year.
- Ensure instruction and assessment are aligned with curriculum objectives.
- Teach content with sufficient depth to appropriately challenge students.

Professional Collaboration and Frameworks:
- The School Leadership Team will support PLC (Professional Learning Communities) in strategies to boost student engagement.
- Staff will review and strategize around the fifth condition of The Third Path framework, focusing on student well-being.

Building Relationships and Supporting All Learners
- Strengthen engagement through positive relationship-building with students.
- Reaffirm the RTI (Response to Intervention) philosophy that "All Students Can Learn at High Levels."

Empowering Students and Career Opportunities
- Prioritize student voice and choice in course selection, extracurricular activities, and school decision-making.
- Promote career-focused programs like RAP (Registered Apprenticeship Program) and Work Experience through assemblies and communication with families.

Holy Trinity Academy Education Plan		
Domain 4:	**Learning Supports**	
Board Priority	First Nation, Metis, and 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.
Measures:	Survey Graphs (FNMI)	Survey Graphs (RTI)
Results Report Components		
Data & Insights	**Survey Graphs (FNMI)**	**Survey Graphs (RTI)**
Insights, Implications, and Conclusions to the Data:	**Analysis of Indigenous Student Experience: Holy Trinity Academy:** **Sense of Belonging** ● Current result: 81%. Improvement from the previous result of 55% indicates significant progress in fostering a sense of belonging for Indigenous students. **Feeling Safe at School** ● The current result for Indigenous students who feel safe at school is 85%, up from 68%, reflecting a notable increase in the perception of safety among Indigenous students. ● Having strong peer relationships remains consistently high at 92%, unchanged from the previous result. **Healthy Relationships with Adults (Secondary Students)** ● Holy Trinity Academy's current result is 96%, a significant improvement from 81%, which indicates a strong focus on building supportive adult-student relationships. ● Belonging and Safety: Both schools show marked improvements, with Holy Trinity Academy demonstrating stronger upward trends in these areas. **Trends:** ● Holy Trinity Academy excels in fostering Indigenous cultural understanding and staff capacity, while opportunities for student learning about Indigenous history and culture may need revitalization. Both schools demonstrate strong commitments, with room for continued improvement in student engagement.	**Supporting Diverse Learning Needs through the Response to Intervention (RTI) Model:** ● Teachers demonstrate 100% satisfaction in using data to set intervention targets for both struggling and academically gifted students, indicating strong data-driven instructional practices. ● Teachers are also 100% comfortable with utilizing available intervention strategies, tools, and supports, showing high proficiency in responding to diverse learning needs. ● Clear assignment criteria (e.g., rubrics) are consistently provided (100%), ensuring transparency and alignment with expectations. ● 81% of secondary students report understanding how they learn best and are able to communicate this with their teachers, showing good self-awareness but with room for improvement. ● High levels of support and feedback are noted, with 89% of students feeling they receive help when needed and 86% receiving feedback on assignments. ● Most students feel confident in understanding assignment expectations (91%) and appreciate the clarity provided through exam outlines (84%) and opportunities for practice (89%).

Responding to the Data: *Implementation Plan & Strategies:*	**Strategies to Enhance FNMI Student Support and Achievement:** ● Place increased focus on Indigenous celebrations and ways of being. ● HTA will contract an elder to meet with students once every two weeks. ● HTA will access Jordan's Principle to hire a part-time FSLW dedicated to Indigenous student wellness and family connections. ● HTA will work with an Indigenous consultant to increase Indigenous Lead teacher capacity. ● Our Indigenous Lead will be an active member of the School Intervention Team (SIT) to review FNMI student status on a regular basis. ● Increase staff awareness of student who are coded FNMI to ensure they are servicing them within the classrooms. ● Aboriginal Studies will continue to focus on experiential learning, providing engagement activities which incorporate elder knowledge. ● HTA will host Indigenous engagement nights, celebrating Indigenous ways of being with the HTA community at large. ● Students will have opportunity to participate or observe smudging ceremony. ● HTA will include the Treaty Land Acknowledgment in morning announcements that are created by staff and students. ● HTA will work to create an Indigenous component to the graduation celebration. ● HTA will continue to access local elders who are visibly present in our school . ● Collaboration with stakeholders, elders, caregivers, students and families to build trust.	**Strengthening Support Systems for Student Needs:** ● Ensure supports are in place to address diverse student needs, including flexible Educational Assistant (EA) schedules that adapt based on student requirements. ● Refocus Flex Block to provide additional Tier 2 support opportunities for students. ● Implement an intervention room where students can catch up on their work, ensuring they stay on track with assignments. ● Hold regular School Intervention Team (SIT) and Learning Support Facilitator (LSF) meetings to directly support struggling students and ensure Individualized Program Plans (IPPs) are regularly updated and reviewed. **Enhancing Assessment and Data-Driven Teaching Practices:** ● Professional Development (PD) will prioritize engagement and assessment strategies to enhance teaching effectiveness. ● Implement SmarterMarks to improve assessment practices and ensure more accurate tracking of student progress. ● Teachers will create common assessments and use student data to drive their teaching practices, tailoring instruction to meet specific needs. ● Use assessments to determine student needs and design targeted, data-driven strategies to address those needs. ● Increase the use of Level-B testing by the Learning Support Facilitator to better identify and support student needs. **Promoting Collaborative Professional Growth and Leadership:** ● The School Leadership Team will establish common Tier 1 strategies to be consistently used across classrooms, ensuring a unified approach to teaching. ● The team will also review data and set priorities for Professional Learning Communities (PLCs) to focus on areas of growth. ● Encourage staff to take advantage of the staff development fund to access PD opportunities, further enhancing their skills and knowledge.

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 embraces, a sense of belonging is emphasized and all students are welcomed, cared for respected and safe.
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications, and Conclusions to the Data:	**Analysis of Learning Environment Satisfaction**: ● The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe has generally maintained a stable level of satisfaction across the years. Holy Trinity Academy has seen a slight decline in satisfaction from 91.9% in 2021 to 85.0% in 2023, but it improved to 87.2% in 2024. Alberta-wide, the percentage decreased from 87.8% in 2020 to 84.0% in 2024, indicating a gradual decline. ● Parent Satisfaction: Parent satisfaction has seen a slight decline from 88.2% in 2020 to 85.3% in 2024. There were gaps in data for some years due to low sample sizes, but the available data suggests a steady, but moderate, decrease over time. ● Student satisfaction has experienced a noticeable decline to 74.3% in 2024, due to engagement issues. Providing increases engagement professional development will enhance scores. ● Teacher satisfaction remains high and consistent, maintaining a perfect score of 100% in 2024, indicating that teachers feel their working environment remains safe, welcoming, and respectful, even as student and parent satisfaction have experienced minor declines.
Responding to the Data: *Implementation Plan & Strategies:*	**Strengthening Relationships with Students and Parents:** ● Every staff member at Holy Trinity Academy (HTA) is committed to building positive relationships with students, ensuring that decisions are always made with students' best interests in mind. ● The school will increase the contracted Counselor's hours to provide more mental health and emotional support for students. ● Parent-teacher interviews will be restructured to foster greater interaction and engagement between teachers and parents. ● Engagement efforts will be expanded through family engagement evenings to increase parent involvement in the school community. **Enhancing Socio-Emotional Well-Being:** ● HTA will focus on creating a welcoming environment where students feel accepted, with a solid connection to at least one adult in the building to improve their socio-emotional well-being. ● Welcome messages will be added in a variety of languages to ensure inclusivity and ease of communication with diverse families. ● The emphasis on family teams will facilitate relationship building between staff and students. **Improving School Pride and Facility Maintenance:** ● To boost school pride, HTA will introduce newly designed school clothing for students and staff. ● The implementation of The Third Path framework will be prioritized to maximize the staff's ability to build positive relationships with students. ● Timely addressing of building issues and continued high standards of facility cleanliness will be maintained to provide a positive and safe learning environment.

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)
Measures:	Survey Graphs (links)
Results Report Components	
Data & Insights	Survey Graphs (link)
Insights, Implications, and Conclusions to the Data:	Overall Satisfaction with parental involvement in decisions about education at Holy Trinity Academy remains very high, with teacher satisfaction consistently at or near 97%. The overall percentage of satisfaction fluctuates slightly but maintains a positive trend, with results for 2024 standing at 93.8%. ● **Parent Satisfaction:** The percentage of parents satisfied with involvement in their child's education is more variable but has improved slightly over time. Satisfaction in 2024 was 74.4%, showing a small increase from previous years. ● **Teacher Satisfaction:** Teachers' satisfaction with parental involvement remains strong, with a consistent rating around 93–97% across the years, reflecting a stable and positive outlook on the level of parental involvement. Overall, satisfaction levels are categorized as "Very High" and "Excellent," with a "Maintained" improvement status.
Responding to the Data: *Implementation Plan & Strategies:*	**Parental Involvement Strategies:** ● Bolster our monthly newsletter to highlight past achievements and events. ● Invite parents through email to school celebrations and events. ● Increase communication home around weekly events with announcements. ● Set guidelines for teacher communication home around student achievement. ● Increase the frequency or Facebook and Instagram posts. ● Broaden the scope of topics for which we communicate home. ● Create parent engagement nights to increase connection between home and school.

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
Measures:	Survey Graphs (links)
Summary of Engagement	
	All stakeholders– staff, teachers, and students were consulted throughout the process of the Education Plan creation: • Staff were engaged in a variety of activities throughout the professional development plan to provide feedback on key domains. This included activities, survey, and team consultation • Parents were invited to complete the STAR Catholic survey, Alberta Education Survey, and other sur-veys based on specific programming (e.g. recreation program). Parents were also invited to evening events at the school to participate as a school community and offer feedback following events. • Students were consulted through the STAR Catholic and Alberta Education surveys. All feedback was brought to the HTA leadership for consideration and discussion. Staff also received student surveys and qualitative data to discuss as a group direction changes to the current Education Plan. Finally, School Council was provided multiple opportunities to discuss and give feedback to the education plan in a variety of monthly meetings as the administration discussion topic. Minutes of these discussion can be found on our MDY website.

APPENDIX: SURVEY DATA:

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Measure Category	Holy Trinity Academy			STAR CatholicSchools		
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.	93	78	86	90	New Question	90
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	90	76	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.	92	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.	87	78	83	97|89	97|89	97|89
The adults in my school treat me with respect	92	87	90	92|75	90|75	91|76

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	Holy Trinity Academy			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.	100	100	100	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.	91	New Question	91	97|96	New Question	97|96
Teachers and students speak about faith, and I learn how to live the way God wants me to.	68	New Question	68	94|82	New Question	94|82
I have the opportunity to participate in religious celebrations and activities.	89	New Question	89	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	Holy Trinity Academy			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.	86	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	95	93	94	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	Holy Trinity Academy			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.	95	New Question	New Question	92	New Question	New Question
I am invited to school faith events.	74	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	100	100	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.	89	New Question	New Question	92|92	New Question	New Question

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	Holy Trinity Academy			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	100	100	100	95	91	93
I am able to effectively support student regulation	86	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.	92	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	100	100	97	92	95
I am able to effectively support student regulation	93	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.	87	New Question	New Question	85	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	60	New Question	New Question	68	New Question	New Question

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	Holy Trinity Academy			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 have a positive and healthy relationship with at least one adult in my school.	90	New Question	New Question	90	New Question	New Question
My school is a place where I feel I belong.	72	New Question	New Question	70	New Question	New Question
I know how to get help if I am struggling with my mental health.	73	New Question	New Question	74	New Question	New Question
I have a trusted adult in my school who I can ask for help.	82	New Question	New Question	82	New Question	New Question
I learn how to manage my emotions in stressful situations.	69	New Question	New Question	71	New Question	New Question
I have opportunities to be involved in and connected to my school.	95	New Question	New Question	94	New Question	New Question
I feel safe at school.	75	79	77	81	81	New Question
I have a friend at school.	98	95	97	97	96	New Question

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 Detail

PAT Course by Course Results by Number Enrolled.		Results (in percentages)												Target	
		2019		2020		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	72.1	16.3	n/a	n/a	n/a	n/a	71.7	6.7	n/a	n/a	74.4	3.8	79	10
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9	78.5	11.0		
	Province	75.1	14.7	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	n/a	n/a	n/a	n/a	n/a	n/a	70	6.0
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7	49.6	5.6		
Mathematics 9	School	48.8	11.6	n/a	n/a	n/a	n/a	36.7	6.7	n/a	n/a	50.6	1.3	55	5
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9	52.7	8.0		
	Province	60.0	19.0	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	n/a	n/a	n/a	n/a	n/a	n/a	65	5
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3	60.0	30.0		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3	52.2	9.9		
Science 9	School	68.8	20.8	n/a	n/a	n/a	n/a	77.0	18.0	68.9	14.8	69.6	11.4	73	15
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7	72.1	13.4		
	Province	75.2	26.4	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	10
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a	57.1	0		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9	52.3	8.9		
Social Studies 9	School	55.3	19.1	n/a	n/a	n/a	n/a	49.2	9.8	56.7	10.0	65.8	8.9	67	12
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2	64.7	11.5		
	Province	68.7	20.6	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	n/a	n/a	*	*	n/a	n/a	60	10
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*	42.9	28.6		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6	50.4	11.3		

Course	Measure	Holy Trinity Academy						Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
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	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	78	74.4	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	n/a	n/a	78	3.8	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	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	Very Low	n/a	n/a	77	50.6	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	n/a	n/a	77	1.3	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Intermediate	n/a	n/a	79	69.6	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	Intermediate	n/a	n/a	79	11.4	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	79	65.8	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	n/a	n/a	79	8.9	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)												Target	
		2019		2020		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	86.7	6.7	n/a	n/a	n/a	n/a	88.0	8.0	*	*	67.9	10.7	80	12
	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8	80.6	8.7		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1		
English Lang Arts 30-2	School	60.0	0.0	n/a	n/a	n/a	n/a	83.3	0.0	n/a	n/a	69.0	6.9	80	10
	Authority	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3	96.2	9.4	78.7	5.3		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9		
Mathematics 30-1	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	54.5	0.0	41.7	0	70	25
	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4	65.5	27.3		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0	75.4	34.9		
Mathematics 30-2	School	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	*	*	60	0	70	10
	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3	70.3	3.1		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4		
Social Studies 30-1	School	83.3	8.3	n/a	n/a	n/a	n/a	n/a	n/a	88.2	11.8	75.0	12.5	85	18
	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5	91.5	16.0		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7		
Social Studies 30-2	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	70.4	3.7	47.7	6.8	65	10
	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9	55.6	3.7		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7		
Biology 30	School	100.0	40.0	n/a	n/a	n/a	n/a	93.3	33.3	n/a	n/a	88.0	44.0	90	44
	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4	80.9	37.2		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7		
Chemistry 30	School	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a	68.4	5.3	57.1	14.3	75	25
	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9	75.4	29.0		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0	82.9	38.0		
Physics 30	School	*	*	n/a	n/a	n/a	n/a	85.7	14.3	n/a	n/a	42.9	14.3	83	25
	Authority	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4	83.3	26.7		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1		
Science 30	School	66.7	11.1	n/a	n/a	n/a	n/a	80.0	20.0	n/a	n/a	87.5	20.8	90	24
	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0	74.1	11.1	90.6	24.5		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1	81.3	24.6		

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1328 Holy Trinity Academy

Course	Measure	Achievement	Improvement	Overall	Holy Trinity Academy 2024 N	2024 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta 2024 N	2024 %	Prev 3 Year Average N	Prev 3 Year Average %
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	28	67.9	n/a	n/a	33,001	84.2	31,493	83.7
English Lang Arts 30-1	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	28	10.7	n/a	n/a	33,001	10.1	31,493	10.5
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	29	69.0	n/a	n/a	19,219	85.7	17,112	86.2
English Lang Arts 30-2	Diploma Examination Standard of Excellence	Low	n/a	n/a	29	6.9	n/a	n/a	19,219	12.9	17,112	12.7
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	95.3	1,236	93.1
French Language Arts 30-1	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,200	8.6	1,236	6.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	99.4	127	99.2
Français 30-1	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	26.3	127	30.7
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	12	41.7	11	54.5	21,035	75.4	19,763	70.8
Mathematics 30-1	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	12	0.0	11	0.0	21,035	34.9	19,763	29.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	15	60.0	n/a	n/a	15,676	70.9	14,418	71.1
Mathematics 30-2	Diploma Examination Standard of Excellence	n/a	n/a	n/a	15	0.0	n/a	n/a	15,676	15.4	14,418	15.2
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	16	75.0	17	88.2	25,167	85.2	24,023	83.5
Social Studies 30-1	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	17	11.8	25,167	18.7	24,023	15.9
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	44	47.7	27	70.4	23,985	77.6	21,045	78.1
Social Studies 30-2	Diploma Examination Standard of Excellence	Low	Maintained	Issue	44	6.8	27	3.7	23,985	12.7	21,045	12.3
Biology 30	Diploma Examination Acceptable Standard	High	n/a	n/a	25	88.0	n/a	n/a	24,414	83.1	23,270	82.7
Biology 30	Diploma Examination Standard of Excellence	Very High	n/a	n/a	25	44.0	n/a	n/a	24,414	33.7	23,270	32.8
Chemistry 30	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	14	57.1	19	68.4	19,955	82.9	18,364	80.5
Chemistry 30	Diploma Examination Standard of Excellence	Low	Maintained	Issue	14	14.3	19	5.3	19,955	38.0	18,364	37.0
Physics 30	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	9,955	85.1	9,241	82.3
Physics 30	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	9,955	43.1	9,241	39.9
Science 30	Diploma Examination Acceptable Standard	High	n/a	n/a	24	87.5	n/a	n/a	8,439	81.3	8,007	79.4
Science 30	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	24	20.8	n/a	n/a	8,439	24.6	8,007	23.1

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

School: 1328 Holy Trinity Academy
Province: Alberta

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

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	149	91.8	161	87.2	171	80.4	183	81.6	217	80.7	High	Maintained	Good	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	4	*	4	*	8	67.5	4	*	4	*	*	*	*	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	141	83.7	152	76.6	154	76.0	168	69.9	204	64.5	Intermediate	Declined	Issue	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	8	100.0	9	97.8	9	97.8	15	93.2	13	96.9	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Holy Trinity Academy

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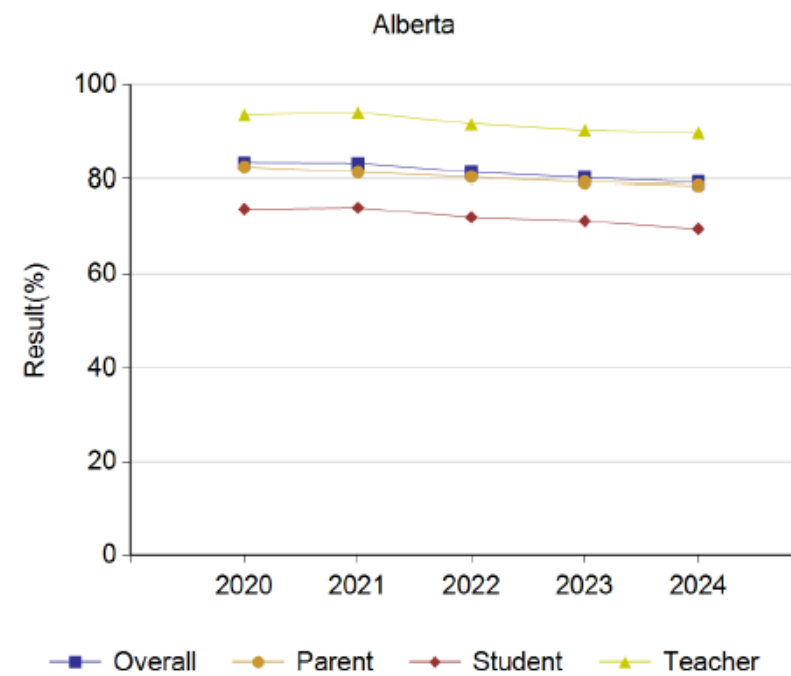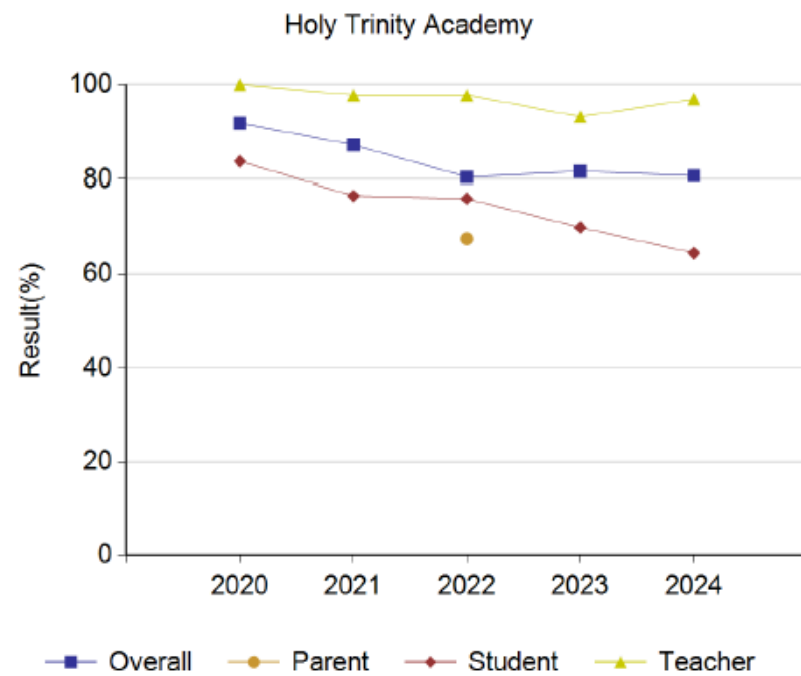
This is a provincial measure of student engagement in their learning at school.

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

STUDENT LEARNING ENGAGEMENT:

School: 1328 Holy Trinity Academy

Province: Alberta

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

	Holy Trinity Academy															Measure Evaluation			Alberta										
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	161	87.0	171	82.6	184	83.0	217	82.0	n/a	Maintained	n/a	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	4	*	8	87.5	4	*	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	152	74.0	154	71.5	169	68.3	204	66.7	n/a	Maintained	n/a	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	9	100.0	9	88.9	15	97.8	13	97.3	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
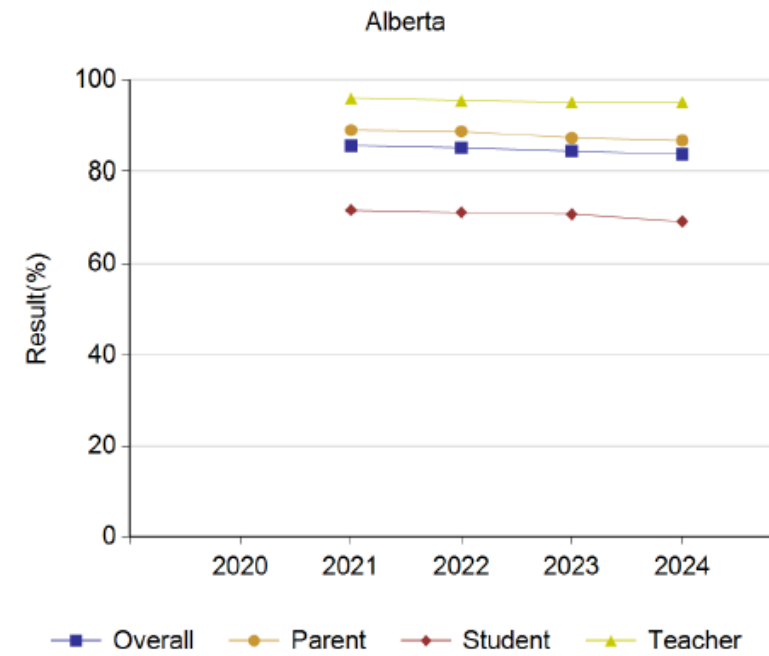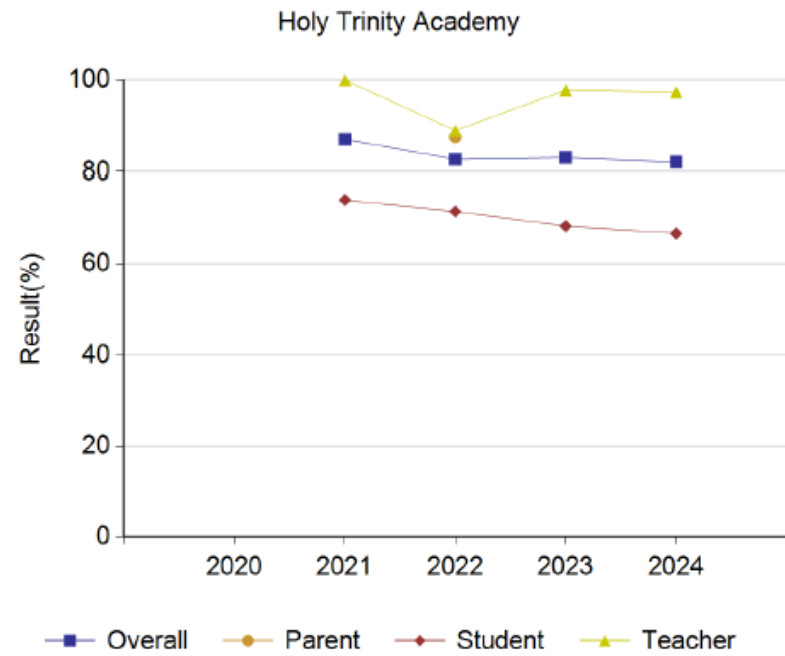
DOMAIN 3: TEACHING & LEADING

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	Holy Trinity Academy			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	60	100	80	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)	73	100	87	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	67	75	71	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)	100	75	88	82	78	81

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	Holy Trinity Academy			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	100	100	96	93	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	97	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	94	94

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	Holy Trinity Academy			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.	100	New Question	New Question	92	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	83	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)	100	New Question	New Question	98	New Question	New Question
We learn about and incorporate wellness in my workplace.	96	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.

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
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.	87	New Question	New Question	90	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	60	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.	87	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.
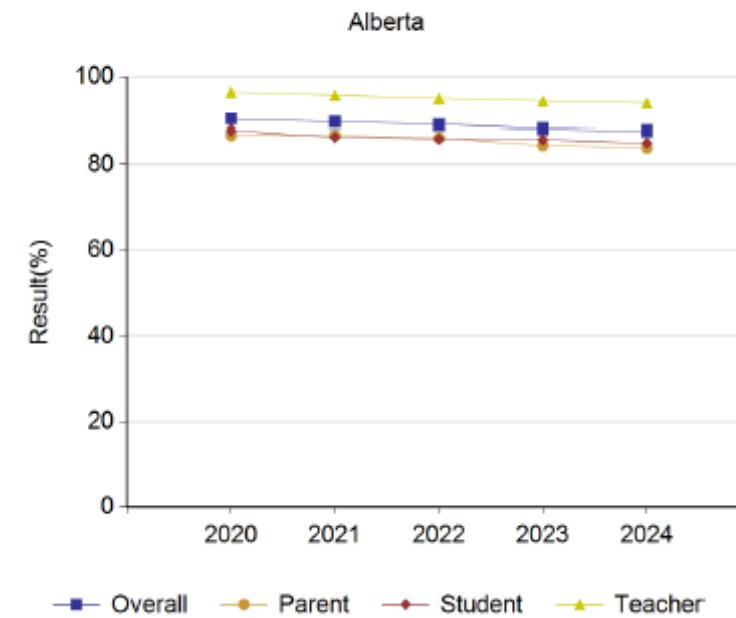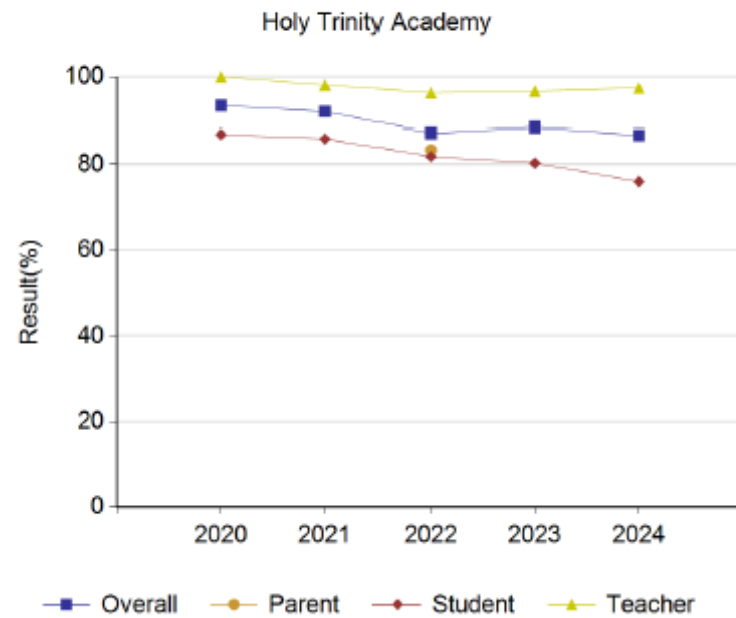
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

School: 1328 Holy Trinity Academy

Province: Alberta

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

	Holy Trinity Academy										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	149	93.4	161	92.0	171	87.1	184	88.5	217	86.7	Intermediate	Maintained	Acceptable	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
Parent	4	*	4	*	8	83.3	4	*	4	*	*	*	*	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	141	86.9	152	85.9	154	81.8	169	80.3	204	76.0	Very Low	Declined	Concern	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	8	100.0	9	98.1	9	96.3	15	96.7	13	97.4	High	Maintained	Good	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Holy Trinity Academy

Alberta

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	Holy Trinity Academy			STAR Catholic Schools		
Staff Survey (Teachers)	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	100	100	89	93	85
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	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	96	100	98	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	100	100	100	98	92	94
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	85	95	90	87	91	88

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	Holy Trinity Academy	Holy Trinity Academy	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.	81	55	73|64	77 | 63
I feel safe at school.	85	68	85|79	81 | 79
I have a friend at school.	92	92	99|97	92 | 94
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	96	81	87	85

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	Holy Trinity Academy			\ 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.	100	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.	100	New Question	New Question	94	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	100	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

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	Holy Trinity Academy			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.	81	69	75	78	77	78
Adults help me when I ask.	89	89	89	89	92	91
I get feedback from my teacher on assignments.	86	New Question	New Question	85	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	91	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.	89	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.	83	n/a	83	81	85	86

DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

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

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	149	95.5	161	93.5	171	88.5	183	87.4	217	90.6	Very High	Maintained	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	4	*	4	*	8	85.0	4	*	4	*	*	*	*	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	141	90.9	152	87.1	154	82.6	168	77.5	204	81.2	High	Maintained	Good	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	8	100.0	9	100.0	9	97.8	15	97.3	13	100.0	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Holy Trinity Academy

Alberta
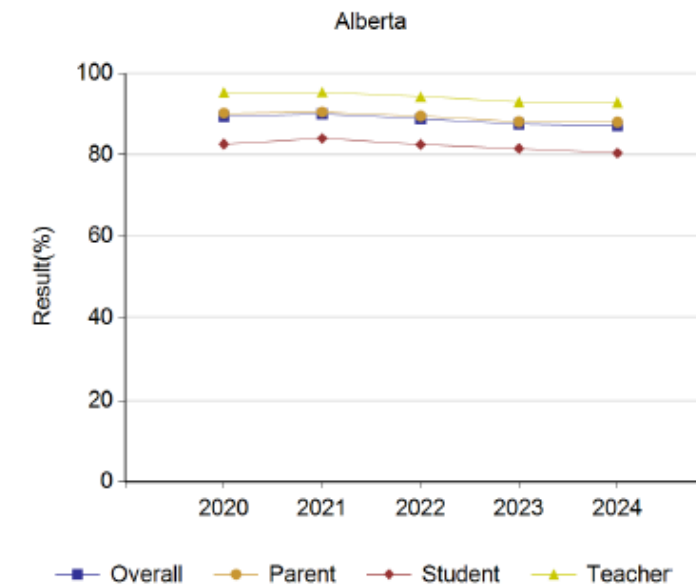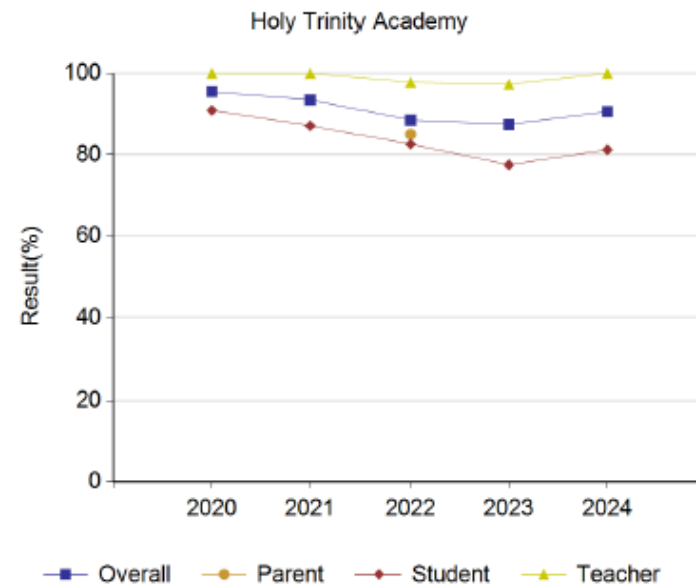
PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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.
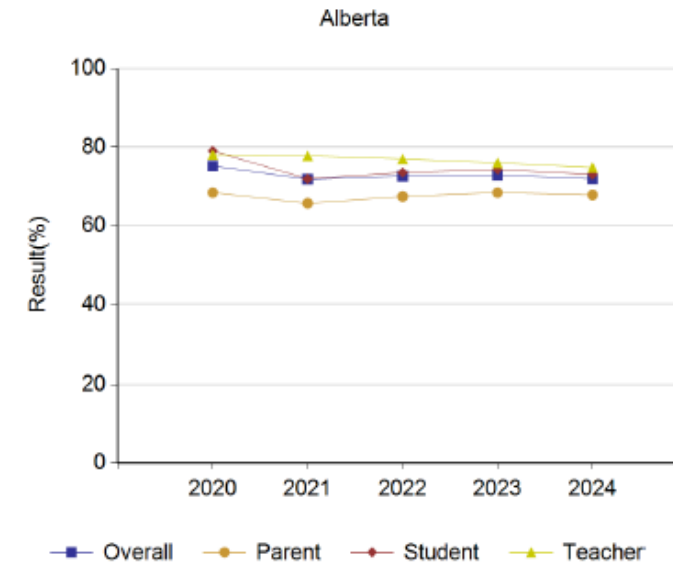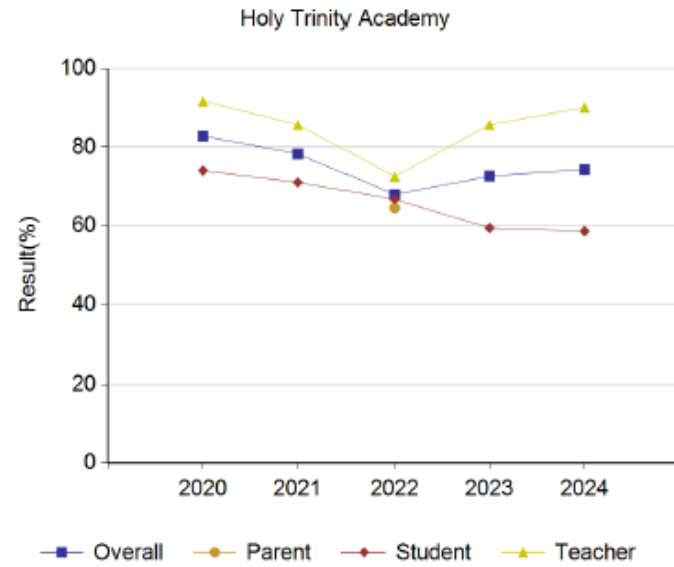
Access to Supports & Services – Measure Details

School: 1328 Holy Trinity Academy

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	149	82.8	161	78.3	171	67.9	183	72.6	217	74.3	Intermediate	Maintained	Acceptable	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	4	*	4	*	8	64.5	4	*	4	*	*	*	*	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	141	74.0	152	71.0	154	66.7	168	59.4	204	58.6	Very Low	Maintained	Concern	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	8	91.7	9	85.7	9	72.5	15	85.7	13	90.1	Very High	Maintained	Excellent	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Holy Trinity Academy / Alberta — Result(%) by year (2020–2024) for Overall, Parent, Student, Teacher

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

School: 1328 Holy Trinity Academy
Province: Alberta

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

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	8	97.5	9	97.8	17	80.7	15	89.3	13	93.8	Very High	Maintained	Excellent	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	4	*	4	*	8	72.5	4	*	4	*	*	*	*	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	8	97.5	9	97.8	9	88.9	15	89.3	13	93.8	Very High	Maintained	Excellent	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Holy Trinity Academy
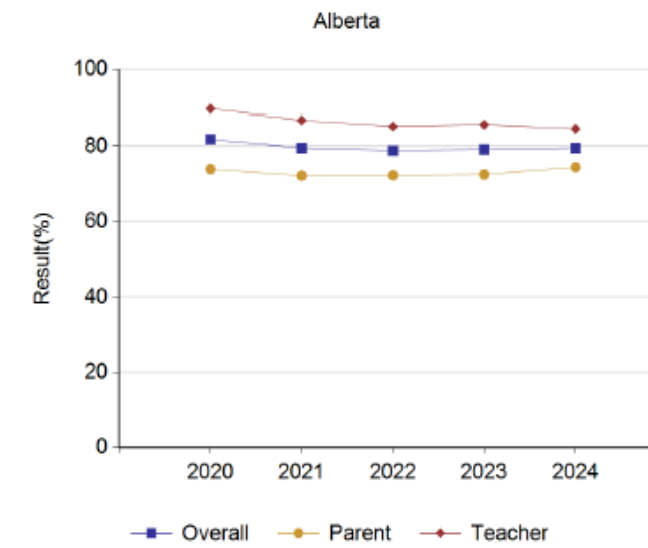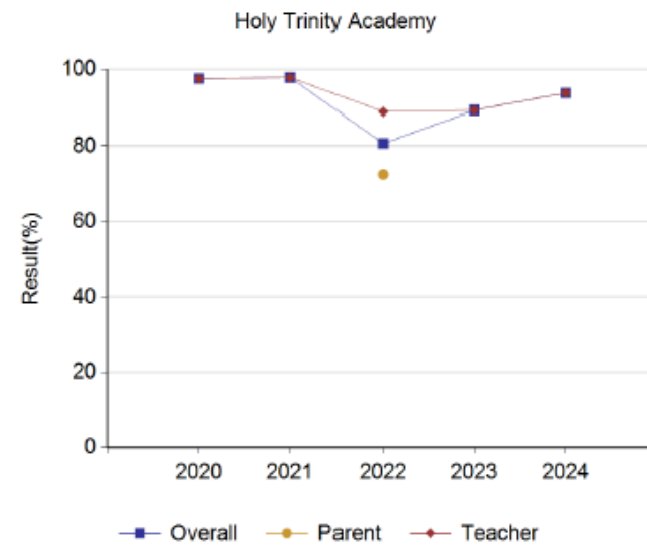
Alberta

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1328 Holy Trinity Academy

Assurance Domain	Measure	Holy Trinity Academy			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	82.0	83.0	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.7	81.6	81.0	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	76.1	84.0	87.9	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	93.3	96.6	97.8	88.1	88.6	87.3	Very High	Maintained	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	65.0	63.1	n/a	62.5	62.6	62.6	Low	n/a	n/a
	PAT9: Excellence	6.4	12.3	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	Diploma: Acceptable	65.4	71.1	71.1	81.5	80.3	80.3	Very Low	Maintained	Concern
	Diploma: Excellence	13.6	5.3	5.3	22.6	21.2	21.2	Intermediate	Improved	Good
Teaching & Leading	Education Quality	86.7	88.5	87.8	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	85.0	85.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	87.4	87.5	84.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	93.8	89.3	85.0	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

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

8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.