

2019-2020 ANNUAL EDUCATION RESULTS REPORT

HOLY FAMILY ACADEMY



Combined May 2020 Accountability Pillar Overall Summary

| Measure Category | Measure | Holy Family 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 |
| Safe and Caring Schools | Safe and Caring | 96.2 | 92.0 | 93.3 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 88.0 | 86.9 | 85.2 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| | Education Quality | 95.3 | 93.4 | 95.3 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | n/a | n/a | n/a | 2.7 | 2.6 | 2.7 | n/a | n/a | n/a |
| | High School Completion Rate (3 yr) | n/a | n/a | n/a | 79.7 | 79.1 | 78.4 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | n/a | n/a | n/a | n/a | 73.8 | 73.6 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | n/a | n/a | 20.6 | 20.0 | n/a | n/a | n/a |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | n/a | 83.6 | 83.4 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | 24.0 | 23.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | n/a | n/a | 56.4 | 56.3 | 55.6 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 66.6 | 64.8 | 63.5 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | n/a | n/a | 60.1 | 59.0 | 58.5 | n/a | n/a | n/a |
| | Work Preparation | 90.4 | 76.1 | 79.4 | 84.1 | 83.0 | 82.7 | Very High | Improved | Excellent |
| | Citizenship | 94.7 | 93.2 | 92.9 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 92.9 | 87.5 | 87.9 | 81.8 | 81.3 | 81.2 | Very High | Maintained | Excellent |
| Continuous Improvement | School Improvement | 85.7 | 75.7 | 78.4 | 81.5 | 81.0 | 80.9 | Very High | Improved | 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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
4. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination 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; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Citizenship – Measure Details

| <i>Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 93.3 | 94.7 | 90.7 | 93.2 | 94.7 |
| Teacher | 99.1 | 97.8 | 91.0 | 96.7 | 98.1 |
| Parent | 90.0 | 97.3 | 88.8 | 94.1 | 91.9 |
| Student | 90.8 | 89.0 | 92.3 | 88.8 | 94.2 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comments on Results:

Holy Family Academy's (HFA) performance in the area of Citizenship continues to be very high. This is due to the expectations to model effort and leadership in all aspects of school life – academic, social, physical, and spiritual. All classes participate in Goodworks projects that provides knowledge of the world around them and fosters an intrinsic responsibility to respect others, the world, and themselves.

Work Preparation – Measure Details

| <i>Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 82.5 | 82.3 | 79.9 | 76.1 | 90.4 |
| Teacher | 82.6 | 72.2 | 72.2 | 72.2 | 100.0 |
| Parent | 82.4 | 92.3 | 87.5 | 80.0 | 80.8 |

Notes:

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

Comments on Results:

A significant improvement in the area of Work Preparation demonstrates a focus on the attitudes and behaviours that primary school children need to be successful in the future. Fostering a growth mindset at an early age builds an attitude that builds resiliency and perseverance to face challenges. HFA incorporates classes that equip their students with wellness and self-regulation strategies that help foster productive workers currently in schools and in the future. These classes include: ZONES of Regulation, Mindfulness, Attachment, Regulation Competency (ARC), Friendology, and the Recess Project. Technology skills, such as coding and keyboarding are taught to our young students to prepare them for future schooling and employment.

Lifelong Learning – Measure Details

| <i>Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 58.4 | 67.2 | 59.7 | 67.6 | 82.6 |
| Teacher | 54.3 | 58.3 | 52.8 | 48.6 | 100.0 |
| Parent | 62.5 | 76.0 | 66.7 | 86.7 | 65.1 |

Notes:

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Comments on Results:

HFA results in the area of Lifelong Learning has improved to a very high rating. Consistent teaching of best practices of life skills and learning strategies is reflected in this performance. HFA staff meet the diverse learning needs of their young students, including the large population of English Language Learners. Focusing on the development of the whole child helps fosters well-balanced lifelong learners.

Program of Studies – Measure Details

| <i>Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 86.0 | 86.9 | 81.8 | 86.9 | 88.0 |
| Teacher | 83.6 | 82.3 | 75.9 | 79.2 | 93.8 |
| Parent | 88.3 | 91.5 | 87.8 | 94.6 | 82.2 |
| Student | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comments on Results:

HFA continues to maintain an excellent rating in the area of Program of Studies. Our rich curriculum is presented using best practices in all areas of academics as well as ELL, fine arts, technology, and health and physical education. Our young and diverse population of students demands an approach that reveals learning throughout the day – in class, in the halls, at lunch and recess, and even through partnership with the parents. Extra opportunities such as swimming lessons, computer coding and keyboarding classes, literacy and music activities are incorporated into HFA’s school year to assist in providing a broad program of studies.

Parental Involvement – Measure Details

| <i>Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 91.4 | 95.4 | 80.9 | 87.5 | 92.9 |
| Teacher | 89.4 | 97.8 | 83.1 | 83.1 | 99.0 |
| Parent | 93.3 | 93.0 | 78.8 | 91.8 | 86.7 |

Notes:

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

Comments on Results:

HFA has maintained a very high rating in the area of Parental Involvement. Strong relationships are important to the staff of Holy Family Academy. Communication with parents is facilitated through a wide-variety of methods in the attempt to meet the diverse needs and resources of our families.

Teachers, administrators, learning support staff and office staff are all available and welcoming in building relationships with the families of our students.

With the assistance of our Settlement Workers in Schools (SWIS) and our English Language Learners (ELL) teachers, our staff strive to ensure that our immigrant families have a voice in their children’s education.

HFA has an active school council that continues to strive to promote parental involvement in decisions affecting their children’s education. Our “Food for Thought” program that is supported by the Alberta School Nutrition Program is coordinated and run by parent volunteers.

Education Quality – Measure Details

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

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|-------------|-------------|-------------|-------------|-------------|
| Overall | 96.9 | 99.0 | 93.6 | 93.4 | 95.3 |
| Teacher | 97.1 | 99.1 | 87.0 | 85.2 | 98.4 |
| Parent | 93.5 | 97.8 | 93.7 | 95.0 | 87.6 |
| Student | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comments on Results:

The Education Quality performance continues to be rated as excellent by HFA’s stakeholders. Continuing professional development in literacy, mathematics, ELL, as well as various learning needs such as ADHD and self-regulation equip our staff to provide excellent education experience for our students.

The collaborative response model (CRM) implemented at HFA has facilitated a strong team approach to identifying and meeting the learning needs and progress of our students. Incorporating a pyramid of intervention assists the team distribute and implement effective practices in a timely manner.

HFA staff continues to examine ways to improve on assessment and ways to communicate student learning and growth to parents.

Safe and Caring – Measure Details

| <i>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.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 94.3 | 96.7 | 91.1 | 92.0 | 96.2 |
| Teacher | 99.1 | 98.9 | 90.0 | 87.5 | 100.0 |
| Parent | 92.1 | 97.3 | 90.0 | 96.4 | 92.6 |
| Student | 91.8 | 93.8 | 93.2 | 92.2 | 95.9 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comments on Results:

Creating a safe and caring learning environment for our students is a priority for the staff of HFA. With consistent ratings in the 90+%, HFA’s student rating of 95.9% is the highest student results in the past 5 years. Again, relationships play an integral part of our safe and caring school. Students feel heard and cared for while they learn and play. Programs that focus on social skills and self-regulation are equipping students with skills and strategies that help them regulate and be prepared to learn and interact with others.

HFA aims to provide smaller class size and a variety of supports to optimize learning. Strong programming in ELL and Learning Support builds students’ belief that they are cared for and that their learning is important.

Faith is the foundation of our beliefs and permeates our school environment. At HFA, students learn and develop with the understanding that caring for and respecting others as well as ourselves is what we should model.

School Improvement – Measure Details

| <i>Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</i> | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|
| | 2016 | 2017 | 2018 | 2019 | 2020 |
| Overall | 85.2 | 84.8 | 74.7 | 75.7 | 85.7 |
| Teacher | 65.2 | 61.1 | 44.4 | 38.9 | 78.9 |
| Parent | 94.4 | 93.3 | 81.3 | 88.2 | 78.3 |
| Student | 95.9 | 100.0 | 98.4 | 100.0 | 100.0 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comments on Results:

HFA has seen a significant improvement in the area of School Improvement transitioning from an area of concern to an excellent performance. A goal was set to not only continue to work on school improvement, but to also communicate the great things that are happening to our stakeholders. Growth in staff confidence and involvement in leadership roles has improved teacher efficacy. HFA will strive to improve parent participation in survey completion to gain important data. Our most important stakeholders, the students, rate HFA with 100% satisfaction in the area of School Improvement.