

EDUCATION PLAN 2024

Bellerose Composite High School



St. Albert
PUBLIC SCHOOLS

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Bellerose Composite High School Vision, Mission, Beliefs

Bellerose Composite High School (BCHS) provides an environment with a strong sense of school and community spirit with a mandate to meet the needs of a diverse community of students. We are committed to excellence by:

- Providing a safe, supportive and responsive environment for learning;
- Encouraging the development of responsible learners with creative and critical thinking skills;
- Recognizing the unique qualities, strengths, talents, and contributions of all members of our school community; and,
- Focusing on, and celebrating, the growth and development of students and staff.

At Bellerose Composite High School, we encourage our students to be individuals who:

- Have pride in their school and in themselves;
- Have a high level of self-esteem and are capable of influencing their own future;
- Are creative, critical thinkers, and problem-solvers with effective communication skills;
- Are involved in lifelong learning; and,
- Are responsible citizens respecting individual differences, and are accountable for their actions, learning, and success.

Bellerose Composite High School will maintain a positive school image, and we will measure progress and success by:

Students

- Who successfully complete their Alberta High School Diploma requirements;
- Who feel respected, honoured, and acknowledged as partners in learning;
- Who have opportunities to be leaders and active citizens; and,
- Who are positive, confident, and contributing members of society.

Parents and Community

- Who have confidence in, and support, our staff, programs, initiatives, and operations;
- Who feel respected as active partners in our school environment; and,
- Who celebrate the achievements of BCHS students and staff.

Staff

- Who feel respected and valued as professionals and educational leaders;
- Who are committed to their professional learning and personal growth;
- Who are committed to providing meaningful learning opportunities for students;
- Who remain committed to providing a range of programs, activities, and opportunities that create an “environment of inclusion and sense of belonging” for all students; and,
- Who value equity for all students and embrace diversity.

Bellerose Composite High School Profile

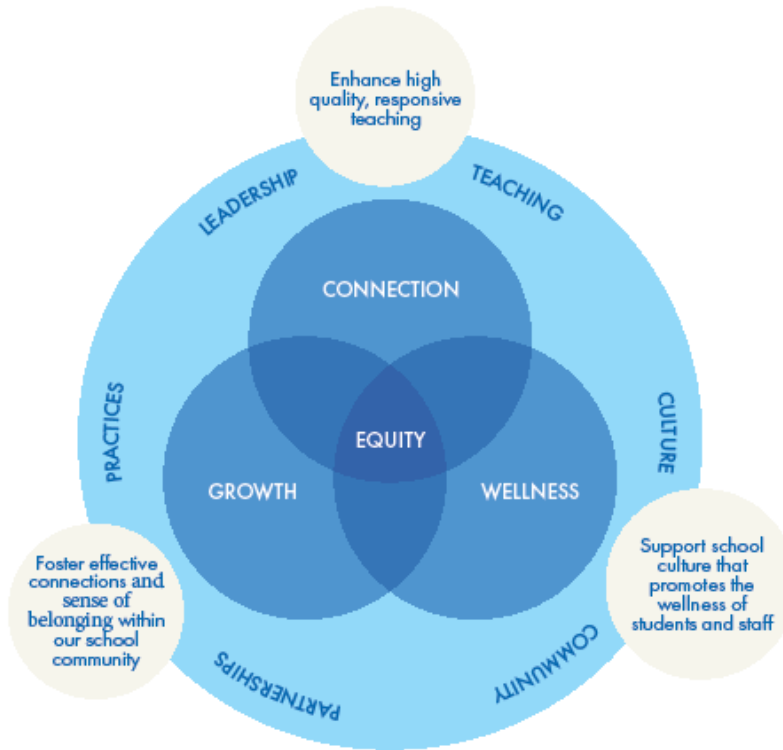
Staffing	2023-2024 as of September 30, 2023	2024-2025 as of September 30, 2024
Certificated Staff		
Administration	4.0 FTE	4.0 FTE
Department Heads:		
● Languages/Fine Arts	0.1428 FTE	0.1428 FTE
● Social Studies	0.1428 FTE	0.1428 FTE
● Mathematics	0.1428 FTE	0.1428 FTE
● Science	0.1428 FTE	0.1428 FTE
● CTS	0.1428 FTE	0.1428 FTE
● Physical Education & Wellness	0.1428 FTE	0.1428 FTE
● Student Services	0.1428 FTE	0.1428 FTE
● Student Activities & Leadership	0.1428 FTE	0.1428 FTE
● IB Coordinator		
Other Administrative Roles:	0.2857 FTE	0.2857 FTE
● Inclusive Education Support	0.2857 FTE	0.2857 FTE
● Indigenous Student Support	0.4000 FTE	0.4000 FTE
● Work Experience / RAP Support		
Counselling / Learning Supports Facilitator	2.0 FTE	2.0 FTE
Teaching	39.1340 FTE	41.4961 FTE
Total	47.39 FTE	49.75 FTE
Non-Certificated Staff (Calculated at 7 hrs = FT)		
Administrative Assistants	5.3428 FTE	5.3428 FTE
Educational Assistants	14.4286 FTE	15.5714 FTE
Library Technicians	1.5714 FTE	1.5714 FTE
Technical Analyst	0.8000 FTE	1.0 FTE
Licensed Mechanic	0.8571 FTE	0.8571 FTE
Licensed Cosmetologist	0.8571 FTE	0 FTE
Food Services Staff	2.0000 FTE	2.0 FTE
Total	25.85 FTE	26.34 FTE

Program Areas	2023-2024 as of September 30, 2023		2024-2025 as of September 30, 2024	
	# of Students	% of School Population	# of Students	% of School Population
Alberta Diploma Program	918	97.4	975	95.8
International Baccalaureate Programme (IB)	132	14.0	145	14.3
Gaining Occupation & Life Skills (GOALS)	22	2.3	30	2.9
Knowledge and Employability (K&E)	27	2.9	20	2.0
English as an Additional Language (EAL)	45	4.8	45	4.4
Self Identified First Nation, Métis and Inuit	133	14.1	171	16.8
International Student (Visiting)	2	0.2	1	0.1
Registered Apprenticeship Program (RAP)	6	0.6	8	0.8
Work Experience Program	42	4.5	16	1.6
Students Identified with Special Needs	157	16.7	171	16.8
Students identified with Severe Disabilities	53	5.6	61	6.0
Students identified with Mild/Moderate Disabilities	104	11.1	111	10.9
Enrolment Total	941		1017	

Division Priorities and Outcomes 2022-2026



Bellerose Composite High School Education Plan



Bellerose High School Objectives 2022-2026

- Objective 1: Enhance high quality, responsive teaching.
- Objective 2: Support school culture that promotes the wellness of students and staff.
- Objective 3: Foster effective connections and sense of belonging within our school community.

Objective 1: Enhance high quality, responsive teaching.

Key Strategies for 2022-2026:

- Bulldog Block flex time on Wednesdays to better support individual student learning needs.
- Professional collaboration through monthly Faculty Council meetings and weekly department collaboration meetings to support all our students' learning needs.
- School based PD that focuses on key strategies to enhance student learning and achievement. Topics for the 2024/2025 school year include: supporting Indigenous learners and ways of learning, Building Thinking Classrooms, Artificial Intelligence, triangulation of assessment, Diploma data analysis.
- Team-based approach to supporting at-risk student needs with alpha-group and grade-level alignment of administration and school counsellors, including bi-weekly student support meetings.
- Support the learning interests of our students through the introduction of new courses. Recent examples include: Gaming and E-Sports, Speech and Debate, Personal Finance and Investing, Aboriginal Studies 10/20/30, and Astronomy.
- Provide leadership opportunities for teachers to increase capacity in school-based leadership.
- Department heads continue to lead their colleagues to create common assessments, blueprint exams, set standards, co-create assessment criteria, explore various ways to use feedback to improve student learning, and expand the strategies we use to gather evidence of student learning.
- Encourage teaching staff to engage in mentorship opportunities offered both within the division and in partnership with pre-service Faculty of Education programs.
- Support professional learning opportunities for staff by sharing opportunities, encouraging them to attend conferences and other professional development events.
- Utilize the Curricular Services and Student Services teams to help support our work.

Objective 2: Support school culture that promotes the wellness of students and staff.

Key Strategies for 2022-2026:

- Anti-oppression and anti-racism staff PD focus.
- Bi-weekly Student Services support meetings.
- Student Centre and Circle of Courage room.
- School initiatives that support and enhance a positive school culture and overall wellness. These initiatives include:
 - Top-Dawg Award
 - Dawg-Treat Tuesdays
 - Student Recognition Breakfast
 - Staff Recognition Luncheon
 - Coaches Appreciation Luncheon
 - Student Council

- Grad Council
- Student Leadership
- Captains' Council
- Student-led celebrations and ceremonies (Eg. National Day for Truth and Reconciliation, Remembrance Day).
- Provide opportunities for both students and staff to engage in extracurricular activities including teams and clubs, including a broad range of Bulldog Athletics with teams participating in Metro Athletics and A.S.A.A. competitions and events, as well as school based clubs with diverse opportunities for students to engage and participate alongside their peers in positive, safe and welcoming environments. (E.g. Beading, Dungeon & Dragons, QSA, Women in Fitness, E-Sports, Reach for the Top, Chess Club).
- Continue to celebrate and recognize the student and staff contributions to a positive Bulldog culture:
 - Highlight our students' accomplishments throughout the year (E.g. awards ceremonies, honours assemblies, athlete of the month recognition).
 - Recognize the hard work, dedication, and contributions that individual staff members make to our school community.
- Apply consistent and fair discipline procedures that are grounded in restorative practices.
- Effectively utilize and promote both division and community resources to provide mental health and wellness support for students and staff.

Objective 3: Foster effective connections and sense of belonging within our school community.

Key Strategies for 2022-2026:

- Big Brothers & Big Sisters student mentorship with Ronald Harvey.
- Building relationships with Indigenous communities partners and providing opportunities for all students to develop an understanding and respect for Indigenous histories, cultures, experiences, and perspectives.
- Camp Unity.
- Student Voice.
- Provide opportunities for community stakeholders to share in information and contribute to the vision of the school through:
 - School Council meetings.
 - Parent information evenings (E.g. IB information sessions, Grad parent meetings).
- Continue to meet the diverse learning needs of students at Bellerose by:
 - Promoting and sharing effective inclusive education practices that support student achievement and create a sense of belonging within our building.
 - Utilizing the Student Centre as a safe and caring space that students can go to access support.
 - Allocating resources to support diverse programs and individualized learning needs.
 - Inviting community partners into the school. (e.g. post-secondary institutions, community and family services, etc.).
- Whole school activities that bring staff and students together such as: Terry Fox Run, Hardcore Adventure Race, Survivor, and Bikeathon.
- Maintain positive working relationships with our community partners, such as the RCMP, Fire Department, and City of St. Albert.
- Create opportunities for students, staff, and families to come together to build connections and celebrate achievements through activities and events such as:

- Meet the Staff Night.
- Parent Teacher Interviews.
- Academic Awards Ceremony.
- Honors Celebrations.
- Bulldog Athletics Awards Night of Excellence .
- Open House.
- Graduation Ceremony.
- Frequent communication and connection between classroom teachers, students, administration and parents.
- Utilize school social media platforms to promote positive school activities and school-community relationships.
- Monthly newsletter communication to families regarding events and activities at Bellerose.

School Reflection 2023-2024

The 2023/2024 school year was one of changes, new beginnings, and celebrations. With the anticipation of our upcoming addition and renovation project, but uncertainty as to when the construction would actually begin, we set out not really knowing what to expect or when to expect it! As the year progressed, building designs were finalized, and the work got underway, anticipation turned into excitement, and the hallways were buzzing with talk about our new school.

In the meantime, carrying on in our old school, we continued our important work of evolving and improving instructional and assessment practices. We took a bold step forward, implementing a school-wide consistency plan around final grade weightings in all core subjects in a step to find better balance between tests and other forms of assessments, thus ensuring our students have the opportunity to demonstrate their learning and understanding of outcomes in a variety of ways and in a more equitable manner. The accompanying shifts in pedagogical practice, although challenging in some cases, resulted in very exciting changes. Teachers in our Math department devised a system of outcomes-based assessment, prioritizing growth over static achievement, and recognizing that the most recent evidence of learning is the most important evidence of learning. Teachers in our Science department developed new lab performance assessments and observation/conversation checklists to improve validity in assessing process-based outcomes. Across all departments, the shift in final grade weightings provided the impetus for teachers to develop new assessments, and in some cases to reevaluate old assessments, to ensure that they were robust, valid, and fair.

Outside of academics, a hallmark of Bellerose is our perpetually strong athletics program, and the 2023/2024 school year certainly didn't disappoint! Highlights included winning three Metro Athletics Championship banners for Senior Football, Junior Football, and Rugby, and individual Provincial Championship wins in Wrestling and Track and Field. Our Arts programs are thriving too, with our IB Art students commissioned to create a mural for the Sturgeon Hospital.

As the school year drew to a close, the incredible staff and students of Bellerose created a new opportunity for our GOALS students, along with students with physical or cognitive disabilities from other division schools, with the inaugural Camp Unity, a three day wilderness adventure camp in Kananaskis. You would be hard-pressed to find a better example of what meaningful and authentic inclusion looks like, and we were thrilled to share some of the magic that happens in our school with students and their families looking to make Bellerose their home in future years.

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

Performance on our Diploma exams last year was exceptional. In all ten subjects and across all three metrics of achievement (Standard of Excellence, Acceptable Standard, and School Average) there was improvement over the previous year's results. Further, we bettered the provincial average in seven of the ten subjects, compared to none the year before. Our macro-level school wide data gives us good reason to celebrate, but each department has zoomed in to the more micro-level data to identify how we can improve even further. For example, our English department has identified lower than expected achievement on the reading comprehension portion of the Diploma exams on questions related to poetry and the modern drama, and have developed a department growth plan around improving strategies to teach about literary structures of non-standard prose and narrative texts. Our science department has identified Diploma questions related to Program Foundations 1 and 3 (STS and Skills) as areas for further development, and are making efforts to incorporate more hands-on learning across all grade levels to eventually prepare students for better success on these Diploma questions.

Our Division Satisfaction Survey data also gives reason for celebration. In several categories that reflect Bellerose as a safe and caring school where students feel welcome and a sense of belonging, there were improvements in the Frequently and Almost Always responses from the previous year. Likewise with questions that reflect a sense of academic rigor, resilience, and satisfaction with their learning environment, there was also improvement in positive responses. Highlights from our parent data were the very high positive response rates that their children's learning needs are being met, that academic supports are available, and that their children are encouraged to achieve their best. We were also happy to see improved satisfaction responses across questions pertaining to their children's opportunities to learn about Indigenous worldviews and cultures, as well as people from different ethnicities and cultures. Staff data echoed satisfaction in these areas, and maintained high levels of satisfaction with the quality of learning that Bellerose students receive. We will continue working with staff to ensure that they feel supported.

Financial Performance 2023-2024

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

Year End Balance: \$36,713

Key elements contributing to this surplus include: Accurate budgeting for a very modest surplus.

Financial Planning 2024-2025

RESOURCE AND DISTRIBUTION			
BELLEROSE SCHOOL			
	2024-2025	2024-2025	2023-2024
REVENUES	Fall Budget	Spring Budget	Fall Budget
1. Basic Program Allocation	\$ 7,376,895	\$ 7,239,664	\$ 6,870,403
2. Other Revenues			
2.1 Fees	\$ 392,380	\$ 392,380	\$ 499,332
2.2 Donations	\$ 8,000	\$ 8,000	
2.3 Fundraising	\$ 36,500	\$ 36,500	\$ 33,200
2.4 Other Revenues	\$ 345,500	\$ 345,500	\$ 420,950
3. Surplus / Deficit Allocation (S/D)	\$ 36,713	\$ 50,000	\$ 121,423
TOTAL REVENUES	\$ 8,195,988	\$ 8,072,044	\$ 7,945,308
	2024-2025	2024-2025	2023-2024
EXPENDITURES	Fall Budget	Spring Budget	Fall Budget
1. Certificated Staff	\$ 5,811,546	\$ 5,128,046	\$ 5,509,996
2. Support Staff	\$ 793,120	\$ 774,069	\$ 832,856
3. Services	\$ 470,090	\$ 447,890	\$ 591,661
4. Supplies	\$ 870,380	\$ 865,380	\$ 902,105
5. Furniture, Equipment & Capital	\$ 10,000	\$ 10,000	\$ 15,000
6. Technology	\$ 85,000	\$ 75,600	\$ 89,344
7. Future Emergent Initiatives	\$ 155,852	\$ 771,059	\$ 4,346
TOTAL EXPENDITURES	\$ 8,195,988	\$ 8,072,044	\$ 7,945,308
TOTAL REVENUES LESS EXPENDITURES	\$ -	\$ -	\$ -
	2024-2025	2024-2025	2023-2024
ENROLMENT	Fall Budget	Spring Budget	Fall Budget
FTE Enrolment (ECS @ .5)	1,023.50	1,002.00	941.00
	2024-2025	2024-2025	2023-2024
STAFFING PERCENTAGES	Fall Budget	Spring Budget	Fall Budget
Certificated Staff FTE	49.75	43.37	47.39
Support Staff FTE	13.31	13.09	14.89
Certificated Staff Percentage	78.4%	70.3%	78.8%
Support Staff Percentage	10.7%	10.6%	11.9%
TOTAL STAFFING PERCENTAGE (with S/D)	89.1%	81.0%	90.7%
TOTAL STAFFING PERCENTAGE (without S/D)	89.5%	81.5%	92.3%
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			
Students in their 4th year are 0.50 FTE. Students in their 5th year or more are 0.25 FTE.			

Appendix I –Performance Indicators

Student Performance and Achievement

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	80.6	n/a	n/a	74.5	76.7	87.1
Standard of Excellence %	17.6	n/a	n/a	11.6	11.4	22.9
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.						
	St. Albert Public Schools					
	2019	2020	2021	2022	2023	
	%	%	%	%	%	
3 Year Completion	86.2	80.1	85.6	84.6	84.6	
5 Year Completion	84.5	89.4	91.5	88.8	90.3	

Provincial Examinations and Measures - Division Results High School

	St. Albert School Public Schools					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	81.7	n/a	n/a	75.5	76.6	84.0
Standard of Excellence %	20.5	n/a	n/a	14.5	13.1	21.1

	St. Albert Public Schools				
	2019	2020	2021	2022	2023
	%	%	%	%	%
3 Year Completion	86.3	82.0	85.4	84.8	84.1
5 Year Completion	86.3	90.5	90.8	88.9	90.6

Student Survey Results

(Based on the Accountability Pillar Survey and Division Level Survey administered to Grades 10, 11 and 12)

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	91	92	90	92	NA
That the overall education received at school.	95	89	91	94	NA
That the variety of courses available at school.	92	89	89	90	NA
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed
They feel safe at school.	84	89	82	82	NA
That their teachers care about them.	75	81	75	70	NA
That their school is a place where they feel like they belong.	75	78	72	75	NA
My school is a safe place for all students.	NA	NA	NA	Almost Always 25% Frequently 35% Sometimes 27% Once in a While 8% Almost Never 5%	Almost Always 24% Frequently 37% Sometimes 28% Once in a While 8% Almost Never 3%
In the last year, I have witnessed or experienced racism at school.	NA	NA	Always 10% Usually 10% Sometimes 26% Rarely 24% Never 30%	Almost Always 16% Frequently 10% Sometimes 22% Once in a While 19% Almost Never 33%	Almost Always 17% Frequently 15% Sometimes 22% Once in a While 19% Almost Never 27%
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender diversities, religions).	88	86	84	Almost Always 28% Frequently 32% Sometimes 26% Once in a While 6% Almost Never 8%	Almost Always 30% Frequently 35% Sometimes 22% Once in a While 7% Almost Never 6%
At school, I am learning about gender diversity and sexual orientation.	NA	NA	NA	Almost Always 11% Frequently 14%	Almost Always 13%

				Sometimes 23% Once in a While 19% Almost Never 33%	Frequently 16% Sometimes 29% Once in a While 15% Almost Never 27%
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	NA	NA	NA	Almost Always 19% Frequently 18% Sometimes 17% Once in a While 17% Almost Never 29%	Almost Always 17% Frequently 21% Sometimes 19% Once in a While 17% Almost Never 26%
At school, I am learning about Indigenous cultures, identities and ways of knowing.	NA	NA	NA	Almost Always 17% Frequently 23% Sometimes 28% Once in a While 20% Almost Never 12%	Almost Always 18% Frequently 26% Sometimes 33% Once in a While 13% Almost Never 10%

Division Student Survey Results

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

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
That the quality of teaching at their school.	96	91	92	94	95
That the overall education received at school.	92	92	92	96	93
That the variety of courses available at school	93	90	90	92	93
	% of students who agreed	% of students who agreed	% of students who agreed	% of students who agreed (Frequency Scale)	% of students who agreed (Frequency Scale)
They feel safe at school.	87	81	81	89.7	90.1
That their teachers care about them.	79	75	71	86.6	85.5
That their school is a place where they feel like they belong.	76.2	78.9	73	71.9	77
My school is a safe place for all students.	New Indicator			87.4	87

In the last year, I have witnessed or experienced racism at school	New Indicator		46.2	46.7	53.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, gender, diversities, religions).	88.7	86.7	82.5	87.7	84.3
At school, I am learning about gender diversity and sexual orientation.	New Indicator			47	54.3
In the last year, I have witnessed or experienced homophobia and/or transphobia at school.	New Indicator			53.4	56.1
At school, I am learning about Indigenous cultures, identities and ways of knowing.	New Indicator			64.7	72.1

Parent Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that their child is receiving.	85	86	89	84	85
With the choice of courses and programs available in their school.	98	91	92	91	90
With the support and resources available to meet the diverse needs of students.	75	81	81	74	74
That the school helps their child become a good, caring citizen.	82	79	78	80	80
That the school is safe.	88	82	91	91	87
That their child's school is a positive, caring, and welcoming place.	85	86	86	83	83
That their input is considered, respected, and valued by their school.	69	69	63	66	67
With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	65	73
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	66	72
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	65	70
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	72	75

Division Parent Survey Results

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

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

Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	93	90	95	95	92
With the provision of the support and resources needed to meet the diverse needs of students.	89	80	87	84	73
That the school helps students become good, caring citizens.	100	86	95	91	87
That their input is considered, respected, and valued by my school.	83	78	82	79	58
That they feel safe in the school.	98	90	95	93	88
That the school is a positive, caring, and welcoming place.	97	86	95	97	84
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	88	94
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	91	94
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	74	84
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	97	88

Division Staff Survey Results

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

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