

# EDUCATION PLAN 2024

## Kinosayo Elementary School



St. Albert  
PUBLIC SCHOOLS

Kinosayo Elementary School Education Plan 2022-2026

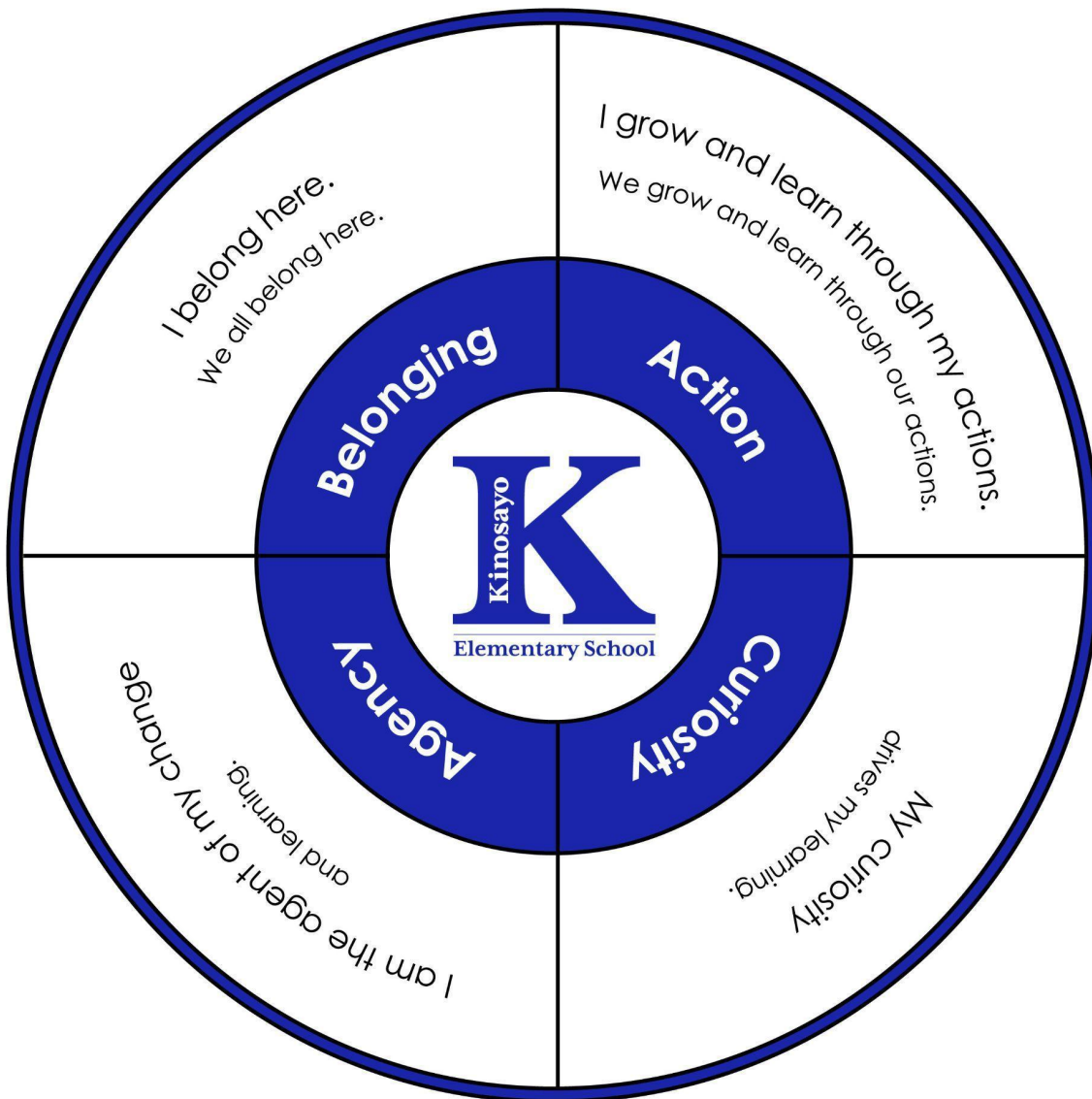
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**Kinosayo Elementary School Mission and Values**

Mission:

In partnership with family and community, we will empower our students to become well-rounded, confident, capable, and compassionate global citizens.

Values:



**Kinosayo Elementary School Profile**

2023-2024 as of September 30, 2023			2024-2025 as of September 30, 2024		
<b>Certificated Staff</b>					
Teaching	13.6939	FTE	Teaching	13.6002	FTE
Administration	1.3409	FTE	Administration	1.2	FTE
Learning Supports Facilitator	0.3401	FTE	Learning Supports Facilitator	0.30	FTE
<b>Total</b>	<b>15.37</b>	<b>FTE</b>	<b>Total</b>	<b>15.10</b>	<b>FTE</b>
<b>Support Staff (Total school FTE Student services and school funding)</b>					
Educational Assistants/ Rehabilitation Practitioners (number of staff)	21	FTE	Educational Assistants/ Rehabilitation Practitioners (number of staff)	23	FTE
Educational Assistants/ Rehabilitation Practitioners	20.667	FTE	Educational Assistants/ Rehabilitation Practitioners	23	FTE
Library Technicians	0.4286	FTE	Library Technicians	0.4286	FTE
Administrative Assistance	1.5754	FTE	Administrative Assistance	1.5754	<b>FTE</b>
Technical Support	n/a	FTE			
<b>Total</b>	<b>22.68</b>	<b>FTE</b>	<b>Total</b>	<b>25.00</b>	FTE

	2023-2024 as of September 30, 2023		2024-2025 as of September 30, 2024
<b>Students</b>		<b>Students</b>	
English	327	English	348 (320.5FTE)
Learning Supports Program	10	Learning Supports Program	5
Goals	6	Goals	8
English as an Additional Language	14	English as an Additional Language	13
Self-Identified First Nations, Métis and Inuit	40	Self-Identified First Nations, Métis and Inuit	55
Students Identified with Special Needs	49	Students Identified with Special Needs	52
Students identified with Severe Disabilities	31	Students identified with Severe Disabilities	33

Classroom Configuration	2023-2024					2024-2025				
	Grade	English Traditional	Learning Supports Program	Gaining Opportunity and Life Skills (GOALS)		Total	Grade	English Traditional	Gaining Opportunity and Life Skills (GOALS)	Total
Kindergarten	46				46	Kindergarten	55			55
Grade 1	41				41	Grade 1	48			48
Grade 2	59				59	Grade 2	38			38
Grade 3	35			1	36	Grade 3	58			58
Grade 4	51	5		2	58	Grade 4	35	3		38
Grade 5	44	2		3	49	Grade 5	59	2		61
Grade 6	36	3			39	Grade 6	46	3		49
Total	312	10		6	328	Total	339	8		347

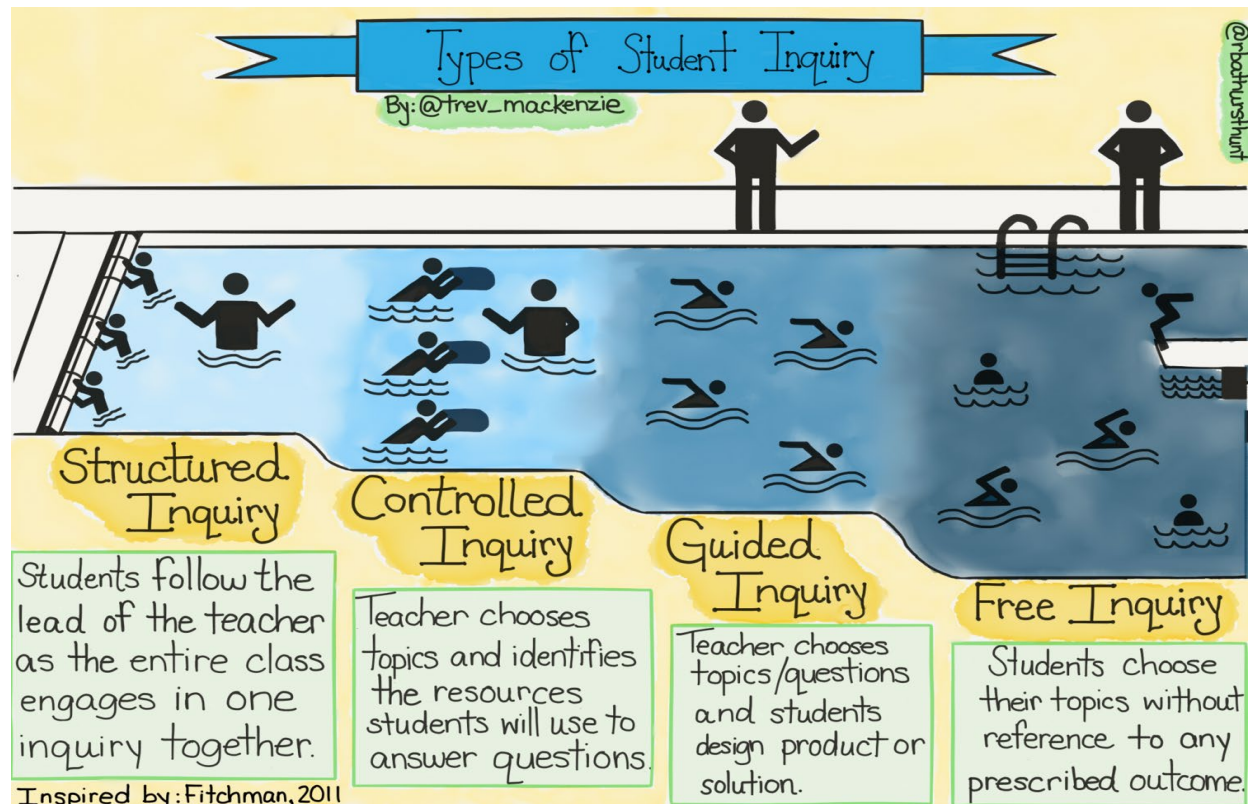
Students identified with Mild/Moderate Disabilities	18	Students identified with Mild/Moderate Disabilities	19
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**Kinosayo Elementary School Profile**

In 1983, Keenooshayo Elementary School opened its doors for the surrounding communities; serving Woodlands, Kingswood, Oakmont, and Inglewood. Our school has offered learning opportunities for families in Kindergarten through Grade 6. Our school location provides excellent access to playground equipment, tennis courts, outdoor ice surfaces, as well as soccer and football fields and a ball diamond. Located just south of the Sturgeon River, Kinosayo is within easy walking distance of the Red Willow Trail, picnic areas, Woodlands Water Park, and cross-country ski trails. Fountain Park Pool, the Arden Theatre, St. Albert Place, and Servus Centre are within cycling distance.

In 2020, we began to examine our school history and namesake, with the intention of ensuring we have respectful and appropriate representation of our namesake and indigenous perspectives as they relate to our school. This started us on our Namesake Reconciliation Project journey. Our first discovery was that the spelling of Keenooshayo was incorrect. Chief Kinosayo, while being a Chief in Driftpile First Nations in Treaty 8 Territory, has several connections to the St. Albert area.

In 2022, Kinosayo was the site of a new Inquiry program. As we worked through this process, we quickly realized that inquiry does not require a stand alone program, but rather a whole school philosophy and instructional focus of teaching and learning.

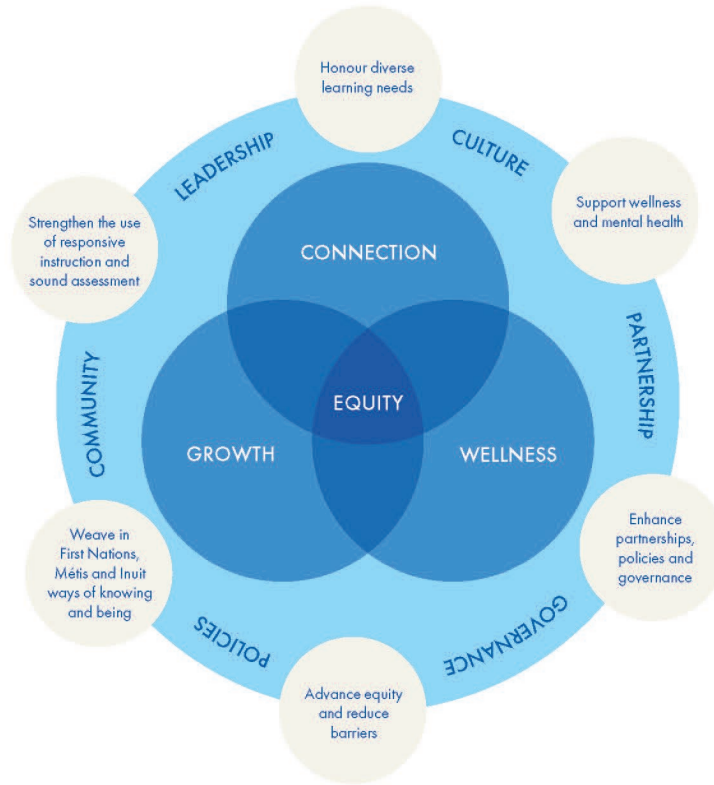


-Trevor Mackenzie  
<https://www.trevormackenzie.com/sketchnotes>

2024-2025 School Community

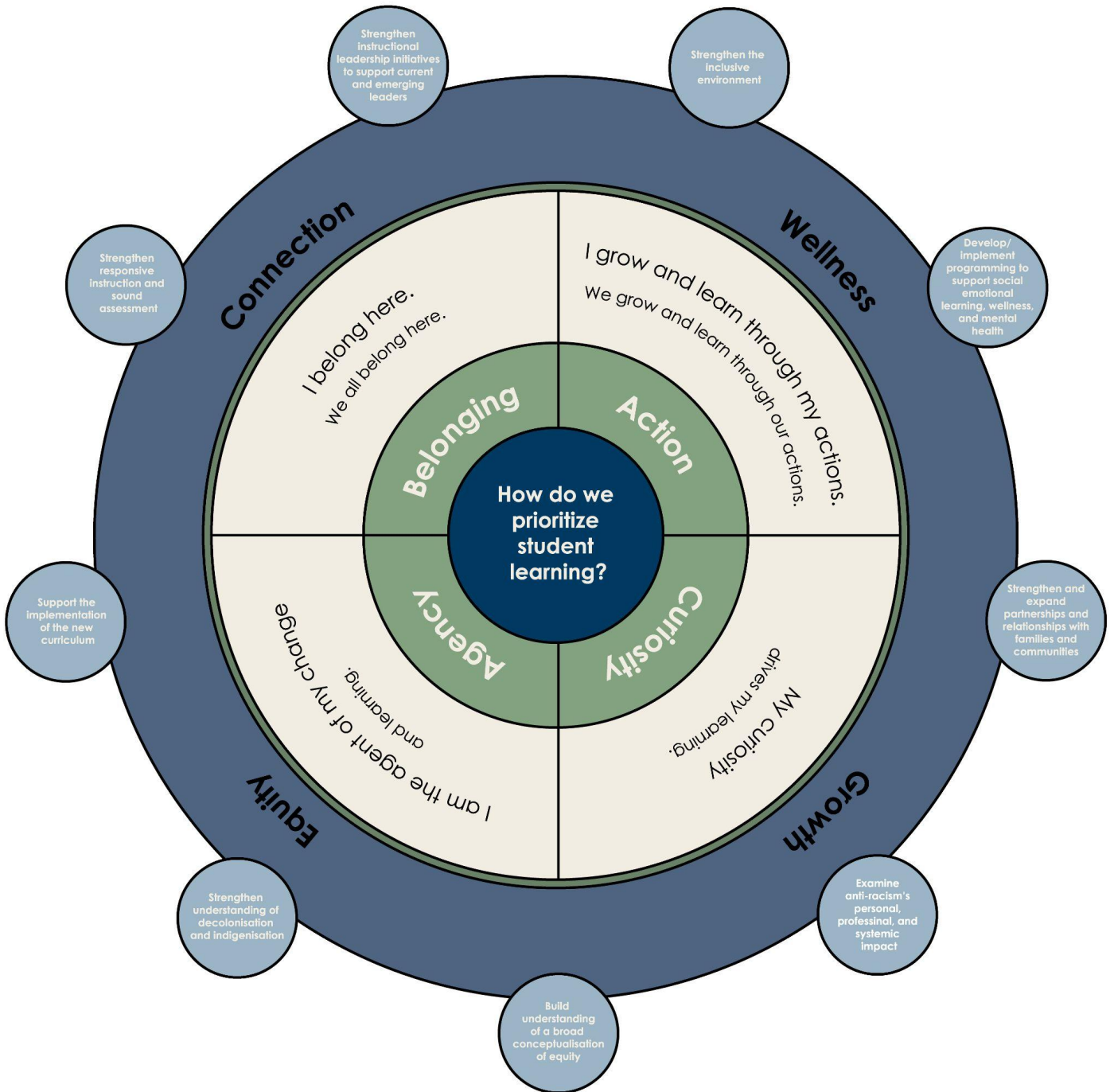
- Play-based Kindergarten program offered mornings, afternoons, and full days
- Inquiry focus for all students
- United Nations Education, Scientific and Cultural Organization (UNESCO) Associated Schools Project Member School
- Art, Music, Drama, FSL, and Physical Education specialty teachers
- Division Learning Supports Program (LSP)
- Division Gaining Opportunities and Life Skills (GOALS) class
- SIGIS Child Care – Before and After School Program
- Dedicated literacy and numeracy intervention programming

**Division Priorities and Outcomes 2022-2026**





**Kinosayo Education Plan**



**2024-25 School Growth Plan Guiding Question, Values, Outcomes and Strategies:**

<b>How do we prioritize student learning?</b>	
<b><u>Belonging</u></b>	
Outcomes	2024 - 2025 Strategies
<ul style="list-style-type: none"> <li>★ Strengthening the inclusive environment</li> <li>★ Strengthen and expand partnerships and relationships with families and communities</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritizing collaborative response to interventions</li> <li>● Building collective responsibility</li> <li>● Supporting the School Council and Kinosayo Parents' Association (KPA) with their communication, objectives and initiatives</li> <li>● Build relationships and create opportunities for connection and involvement with Indigenous families</li> <li>● Working with student services, curriculum services, and the Inclusive Learning Team to re-envision the Gaining Opportunities and Life Skills (GOALS) division program</li> </ul>
Division Outcome Area Alignment: 2, 4, 5	

<b><u>Curiosity</u></b>	
Outcomes	2024 - 2025 Strategies
<ul style="list-style-type: none"> <li>★ Strengthen responsive instruction and sound assessment</li> <li>★ Support the implementation of the new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● PD with Trevor Mackenzie to further our Inquiry instruction. Prioritize PD time to collaboration around the Trevor Mackenzie training and implementation</li> <li>● Prioritized targeted literacy and numeracy supports, programming, and intervention</li> <li>● Attending division professional learning for new curriculum</li> </ul>
Division Outcome Area Alignment: 1, 2, 4, 5, 6	

<u>Agency</u>	
Outcomes	2024 - 2025 Strategies
<ul style="list-style-type: none"> <li>★ Building understanding of a broad conceptualization of equity</li> <li>★ Examine anti-racisms’ personal, professional, and systemic impacts</li> <li>★ Develop and implement programming to support social emotional learning, wellness, and mental health</li> </ul>	<ul style="list-style-type: none"> <li>● Prioritizing staff time and leadership opportunities for division groups including: Walking together, Sexual Orientation and Gender Identity (SOGI), and the new Human Rights, Equity, Anti-Racism and Diversity (HEARD) committee</li> <li>● Developing new learning and process applications from the new HEARD committee</li> <li>● Continuing to implement and develop applications for Indigenous ways of knowing and SOGI</li> <li>● Lead teacher and development time scheduled for creating, implementing and training a social emotional program at Kinosayo</li> <li>● Develop and implement a school wide common SEL language and lessons</li> </ul>
Division Outcome Area Alignment: 2, 3, 4, 5, 6	

<u>Action</u>	
Outcomes	2024 - 2025 Strategies
<ul style="list-style-type: none"> <li>★ Strengthen understanding of decolonization and indigenization</li> <li>★ Strengthen instructional leadership initiatives to support current and emerging leaders</li> </ul>	<ul style="list-style-type: none"> <li>● Developing a school based action plan to weave in First Nations, Métis, and Inuit ways of knowing and being including but not limited to environmental, community, educational, structural practices</li> <li>● Illuminating and supporting leadership opportunities within the school, division and community</li> </ul>

Division Outcome Area Alignment: 4, 5, 6

### **School Reflection 2023-2024**

We worked to build community by engaging families in our school council and parent association. We continue to spend time on building connections with our families including inviting all families to join our Walking Together advisory group to help set priorities and directions to expand our indigenous ways of knowing. We are asking these community members to volunteer their time, and we successfully have growing numbers in all of our family/community groups—and the guidance they provide is amazing. This process will take time.

During the year staff developed a Social Emotional Learning program with the intention of having a research-based system to provide common language and specific lessons for staff and students to utilize. In the 2024-25 school year we will take the program and lessons as monthly assembly themes, common language, and lessons for teachers and students. We will focus on Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making as our themes, providing lessons, information, and language under each of these headings.

We continued to work with and develop our UNESCO school knowledge and action plan. Time was dedicated to teach the Grade 4, 5, and 6 students about UNESCO, as well as make connections to Indigenous ways of knowing. We plan to continue this work in 2024-25.

Numeracy and literacy intervention has also been an area of focus for us. In the 2023-24 school year the majority of Division 1 classes combined and worked together to work with students using the UFLI program to have targeted and direct instruction in phonics. Students from multiple classes were combined and divided into leveled groups where staff presented specific lessons and practice based on specific student needs. Dedicated numeracy intervention time took the form of small group pull out numeracy work—where students were identified by teachers as needing some background skills or review to create better understanding of the concepts being taught, as well as just some one or two time support to get some math tricks and tools. Numeracy intervention was also used to support teachers in classrooms: providing tools, resources and teaching strategies to support numeracy learning in their classroom. Lastly, time was available for school-wide math tools to be created, explained and distributed to all teachers and students. We saw tremendous improvement using the above interventions.

We continued to provide time and focus on the Inquiry method of instruction, through a book study and conversations. We realized that we were in an implementation dip, and/or “the pit of learning”. Both of these concepts provide a visual of what happens after the initial ideas and excitement get exhausted with a new idea; when you are in the deepest part of the pit of learning that you are unsure of what to do next, or how to begin the learning journey out of the pit. We will continue our Inquiry learning with a year long partnership with Trevor Mackenzie in the 2024-25 school year. The hope is that with direct instruction, and manageable

incremental steps, staff will be better able to understand and implement the inquiry teaching method for the benefit of our students.

We continue to work through and develop the idea of collective responsibility—this idea of all of us supporting all of us. This idea is about students being supported by all adults in the building, not just a homeroom teacher or specific staff. As well as the staff being supported by each other. We continue to do this with our dedicated collaborative response to intervention meetings, the support and response team protocols, and collaborative time for staff.

New curriculum takes time to learn, implement, and understand, so we continue to set aside time for staff to do this. With the new curriculum we also worked with Curricular Services to look at the idea of Evidence of Learning rather than Assessment, looking at the ways we can collect evidence of student learning. Also, we developed a more clear guideline for our progress reports going home, where staff focus on learning progression comments that include what students have accomplished, what students are working on, and what is next in the progression of learning: shifting the focus from activities done to the actual progression of learning. This idea ties nicely with the semantic shift of evidence of learning as we are really commenting on the evidence that students are progressing and where they are progressing from, focusing on learning and growth rather than completion, and meeting students where they are at, rather than focusing on tasks to complete. Communication was shared with families prior to progress reports to explain the purpose, intention and information they would be reading, and the feedback received was very positive.

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

At Kinosayo we use a variety of means to assess our progress and growth. We rely on informal feedback from families and students, and we looked at our survey data specifically in the areas of belonging, safety, and enjoyment of school. We are looking at ways to gather student and family feedback in a more formalized stakeholder-style arena. Below is our 2023-24 analysis of our literacy and numeracy intervention, growth, and progress done at the school level. Creating the feeling for every student of being safe, cared for, and belonging, becomes increasingly difficult with increase in class sizes, however we continue to prioritize belonging. As we move forward with our Inquiry teaching and learning focus we will need to develop ways to assess the student impact of our shift in practice.

# Kinosayo Literacy RTI

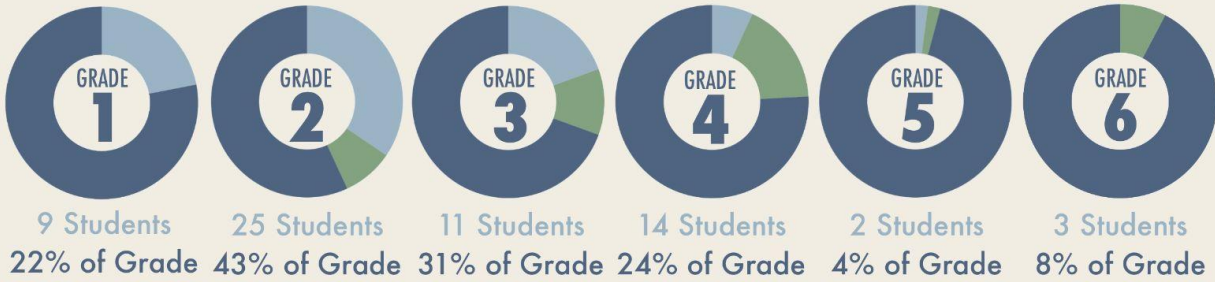
## 2023-2024

In Division 1, students were identified as having a need for literacy support by:

- Alberta Government Screener
- Teacher Identified Need


In Division 2, students were identified as having a need for literacy support by:

- Government Screener from Previous Year(s)
- Teacher Identified Need




**This year, 90 students received literacy support**






2 students received independent programming following LSP progressions and EAL needs.

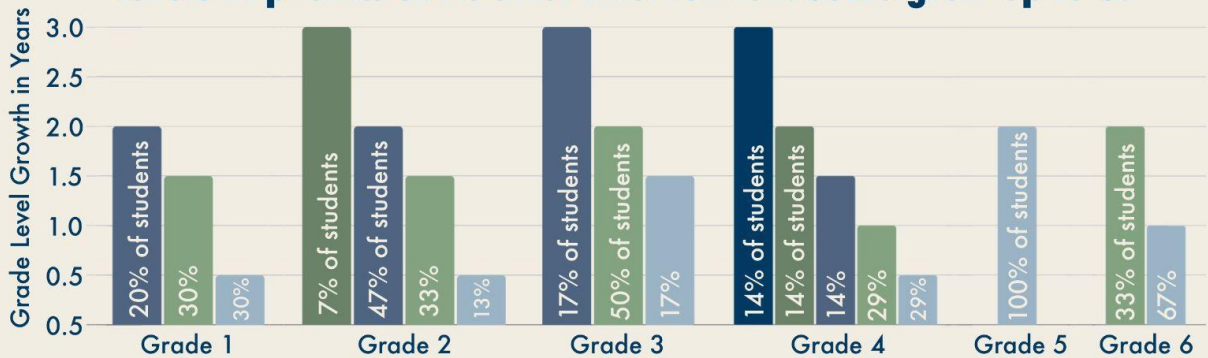


45 students received targeted, direct intervention instruction in small group settings.



Due to the high volume of need in Division 1, three classes arranged for tiered phonics instruction in small groups lead by homeroom teachers and the Learning Support teacher. This allowed for an additional 43 students to receive targeted literacy instruction.

**According to the Alberta Curriculum, most students grew 2 grade levels in phonics skills after intervention. Some grew up to 3.**



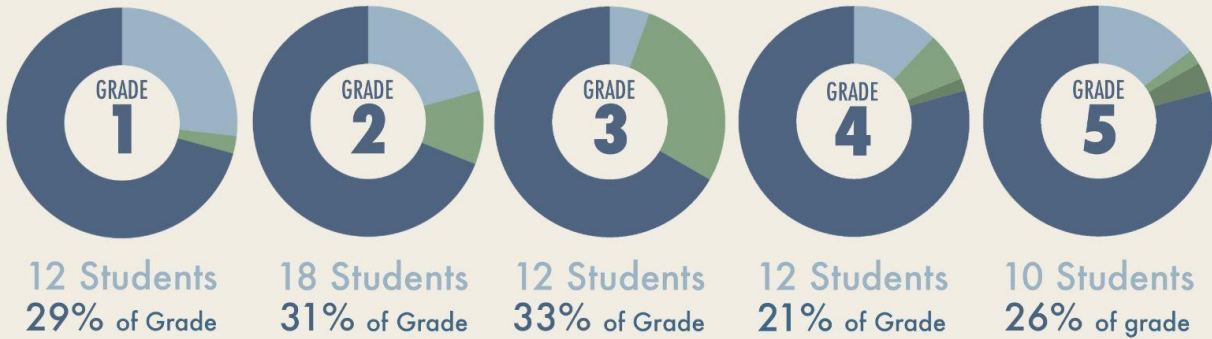
# Kinosayo Numeracy RTI 2023-2024

In Division 1, students were identified as having a need for numeracy support by:

- Alberta Government Screener
- Teacher Identified Need

In Division 2, students were identified as having a need for numeracy support by:

- School - Created Screener
- Teacher Identified Need
- Prior Long-Term Needs



## This year, 67 students received numeracy support



3 students received independent programming. Following LSP and GOALS progressions, they followed a numeracy path tailored for their ability level.

41 students received small group intervention teaching. Many also received "math tools" they could bring back to their classrooms to continue to succeed independently.

Due to the high volume of needs in Grade 2, one class was divided by ability and received an additional teacher who could focus on the students with the highest needs.

2 classes received push-in support, allowing an additional 11 students to receive extra support within their own homeroom. Teachers also received differentiation planning support.

These students will need continued support

These students will need more time with direct intervention to be considered independent



**57** students became successful at grade level numeracy due to RTI

**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: \$-26,897

Key elements contributing to this deficit include:

- EA support needed for new registration
- Additional EA support for existing student needs
- HR placement support – Early return from maternity leave
- Supporting of staff members return to work plan
- Additional teacher FTE added to support challenging classroom situation



**Financial Planning 2024-2025**

<b>RESOURCE AND DISTRIBUTION</b>			
<b>KINOSAYO SCHOOL</b>			
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>REVENUES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Basic Program Allocation	\$ 2,195,874	\$ 2,132,753	\$ 2,326,711
2. Other Revenues			
2.1 Fees	\$ 119,275	\$ 126,918	\$ 153,369
2.2 Donations	\$ 13,000	\$ 13,000	\$ 13,000
2.3 Fundraising	\$ 1,700	\$ 1,700	\$ 1,700
2.4 Other Revenues	\$ 36,513	\$ 34,135	\$ 34,135
3. Surplus / Deficit Allocation (S/D)	\$ (26,897)	\$ (6,238)	\$ 44,944
<b>TOTAL REVENUES</b>	<b>\$ 2,339,465</b>	<b>\$ 2,302,268</b>	<b>\$ 2,573,859</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>EXPENDITURES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
1. Certificated Staff	\$ 1,763,599	\$ 1,716,848	\$ 1,815,009
2. Support Staff	\$ 411,704	\$ 317,786	\$ 512,922
3. Services	\$ 93,955	\$ 104,890	\$ 98,870
4. Supplies	\$ 69,207	\$ 73,677	\$ 74,420
5. Furniture, Equipment & Capital		\$ -	\$ 9,498
6. Technology	\$ 1,000	\$ 1,000	\$ 48,500
7. Future Emergent Initiatives	\$ -	\$ 88,067	\$ 14,640
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,339,465</b>	<b>\$ 2,302,268</b>	<b>\$ 2,573,859</b>
<b>TOTAL REVENUES LESS EXPENDITURES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>ENROLMENT</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
<b>FTE Enrolment (ECS @ .5)</b>	<b>320.50</b>	<b>320.00</b>	<b>305.00</b>
	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>
<b>STAFFING PERCENTAGES</b>	<b>Fall Budget</b>	<b>Spring Budget</b>	<b>Fall Budget</b>
Certificated Staff FTE	<b>15.10</b>	<b>14.60</b>	<b>15.64</b>
Support Staff FTE	<b>6.96</b>	<b>5.32</b>	<b>9.39</b>
Certificated Staff Percentage	81.3%	80.7%	76.5%
Support Staff Percentage	19.0%	14.9%	21.6%
<b>TOTAL STAFFING PERCENTAGE (with S/D)</b>	<b>100.3%</b>	<b>95.7%</b>	<b>98.2%</b>
<b>TOTAL STAFFING PERCENTAGE (without S/D)</b>	<b>99.1%</b>	<b>95.4%</b>	<b>100.1%</b>
Revenues used for calculating staff percentages do not include Other Revenues.			
Fees include instructional, activities, clubs & sports, extra-curricular, and required items e.g. agendas, musical supplies, and mandatory clothing.			

**Appendix I – Performance Indicators**  
**Student Performance and Achievement**

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

**Division Performance and Achievement**

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	85.4	n/a	n/a	49.2	64.5	74.4
Standard of Excellence %	47.9	n/a	n/a	13.6	14.5	25.6

	Results Based on Number Enrolled					
	2019	2020	2021	2022	2023	2024
Acceptable Standard %	82.8	n/a	n/a	71	72.2	73.6
Standard of Excellence %	28.4	n/a	n/a	16.9	13.7	15.7

**Student Survey Results**

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

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	99	97	94	100	92
The school is	96	95	90	100	96
	% 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.	86	86	83	89	92
That their teachers care about them.	95	95	95	90	93
That their school is a place where they feel like they belong.	85	78	83	82	81
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	96	90	98	95	97
I am learning about Indigenous cultures, identities and ways of knowing at school	NA	NA	NA	95	97
My school provides opportunities to learn about people from different races and cultures	NA	NA	NA	93	97

**Division Student Survey Results**

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

	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good	% of students who responded good/very good
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
The teachers at my school are.	95	97	94	95	95
The school is	95	92	93	92	92
	% 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	84	84	95	81
That their teachers care about them.	87	86	86	88	85
That their school is a place where they feel like they belong.	79.8	82.7	82	77.2	77.6
That their school is a place where differences are respected (e.g. beliefs, cultures, identities, religions).	95	96	96.6	96	98.4
I am learning about Indigenous cultures, identities and ways of knowing at school.	NA	NA	NA	96.1	98.4
My school provides opportunities to learn about people from different races and cultures.	NA	NA	NA	96.5	96.7

**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.	93	89	95	91	93
With the choice of courses and programs available in their school.	95	89	97	94	86
With the support and resources available to meet the diverse needs of students.	78	80	90	77	73
That the school helps their child become a good, caring citizen.	93	89	96	95	92
That the school is safe.	92	93	94	91	93
That their child's school is a positive, caring, and welcoming place.	98	91	99	97	94
That their input is considered, respected, and valued by their school.	87	82	90	88	83

With your child's opportunities to learn about First Nations, Métis and Inuit world views, identities and cultures.	NA	NA	NA	84	81
With your child's opportunities to learn about people from different races, ethnicities, or cultures.	NA	NA	NA	81	78
With your child's opportunities to learn about gender identity, sexual orientation and family diversity in an age appropriate way.	NA	NA	NA	62	61
That your child's school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	94	88

### Division Parent Survey Results

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

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

### Staff Survey Results

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

	% Satisfied	% Satisfied	% Satisfied	% Satisfied	% Satisfied
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
With the quality of education that students are receiving in their school.	97	100	100	100	100
With the provision of the support and resources needed to meet the diverse needs of students.	80	95	88	59	61
That the school helps students become good, caring citizens.	100	100	100	100	91

That their input is considered, respected, and valued by my school.	100	95	93	76	85
That they feel safe in the school.	100	100	100	97	82
That the school is a positive, caring, and welcoming place.	100	100	100	97	88
With opportunities to learn about First Nations, Métis, and Inuit world views, identities and cultures.	NA	NA	NA	97	94
With the opportunities to learn about Sexual Orientation and Gender Identity (SOGI) practices.	NA	NA	NA	100	88
With opportunities to learn about anti-racism and culturally-responsive practices.	NA	NA	NA	79	79
That your school is a place where staff anticipate, value and support diversity and learner differences.	NA	NA	NA	97	94

### 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