St. Dominic School Education Plan 2019-2022

Christ our Model.
Children our Focus!
COMMUNITY PROFILE

Cold Lake

Located approximately 280 kilometres northeast of Edmonton, the City of Cold Lake has the retail centre of northeastern Alberta. It is home to approximately 15,000 people and Canada’s largest air force base.

Lakeland Catholic Schools offers primary and secondary education alongside Northern Lights School Division and several private schools (Lakeland Christian Academy, School of Hope, Trinity Christian School). Athabasca University, Lakeland College and Portage College, as well as the Canadian Forces Community College Network & University Services, provide post-secondary education in the area.

According to 2016 census data\(^1\), the population in the City of Cold Lake grew between 2011-2016 (8.1%) with 19.35% of the population between age 5-19. Cold Lake is a young community with a median age of 31.2, which is lower than Alberta by 5 years and Canada by 10 years, and the lowest of the regions that Lakeland Catholic serves. Only 17.62% of families in private households have children. English is spoken most often at home by over 90% of the residents. Interestingly 1.47% of respondents indicated that Tagalog was spoken most often at home.

Median total incomes for couples with children and lone-parent families were similar to the rest of Alberta, while the prevalence of low-income children and youth is noticeably lower in Cold Lake. Approximately 90% of the residents identify as non-immigrants. Most recent immigrants (immigrated between January 2011-May 2016) to Cold Lake were born in the Philippines (65.26%). Only 9.30% of residents identify as Indigenous. Additionally, at 21.1%, Cold Lake has almost double the percentage of non-permanent residents compared to the other regions. This may not be surprising as Cold Lake is home to Canada’s largest air force base.

The percentage of the population aged 15 years and over, in private households, with a post-secondary certificate, diploma or degree is similar to that of Alberta and Canada (55.34%).

SCHOOL CONTEXT

Our primary purpose, like Christ, is to serve... our students, our parents and our community.

Within this context we:

- enhance our Catholic identity by developing and maintaining strong links among the parish, school, and home;
- develop students as critical thinkers and problem solvers, equipped with the skills to be responsible, productive, and ethical citizens focused on serving God and the community;
- provide students with a wide range of high-quality educational programs and services that educate the whole child – spiritually, intellectually, physically, culturally, and emotionally;
- nurture self-esteem, success, and wellness in a safe, caring and enabling learning environment that affirms the dignity of staff and students; and
- develop a learning climate that supports excellence, continuous improvement, and life-long learning.

OUR VISION

St. Dominic will be the school of choice in the Lakeland.
SCHOOL MISSION

A faith filled community that empowers lifelong learners to develop their talents, interests and skills.

VALUES AND BELIEFS

- Catholic values are fundamental in preparing our students’ minds, bodies and spirits, and Christ should be reflected in everything that we do.
- Each student is a unique gift from God to be valued and respected.
- All children can learn and experience success; they have the right to access high quality educational programming that considers different learning styles and ability levels.
- All students, parents and staff have gifts and talents that must be recognized, respected and developed.
- Learning is a visionary and proactive process that requires a collaborative effort by students, staff, families and the community.
- Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.
Strategic Priorities and Desired Outcomes

**Desired Outcome 1**
Catholic Christian identity permeates our educational values.

<table>
<thead>
<tr>
<th>Performance Indicators (Accountability Pillar and Division Measures)</th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students are satisfied that they are given chances to go to religious celebration in their school</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>% of students are satisfied that the school tries to do all things like Jesus would want them.</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers and support staff are satisfied with the Catholic Christian atmosphere of the school.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied that the school provides opportunities for them to practice and develop their faith.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the district resources and support offered to help them integrate Christian values into teaching and learning.</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied that the school models Catholic Christian values that are consistent with the values taught in your home.</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Strategy 1: Support Student and Employee Faith Development

Create a safe and caring environment inclusive of all denominations where students and staff practice and live their faith.

Support student engagement in activities that promote and assist students to develop a deeper understanding of social justice and community service grounded in Catholic Christian identity.

Provide ample opportunities for staff and students to actively live and develop their faith and model Catholic values.

All leaders will model positive leadership behaviour consistent with our Catholic Christian values.

School Initiatives and Actions

- **Invite clergy to events including: sporting games, potlucks, musical, assemblies & celebrations.**

- **Community social justice run (ex: RMHC) either hosted or joined in to promote support within catholic education.** Community social justice run (ex: RMHC) either hosted or joined in to promote support within catholic education.

- **Training and implementation of new religion program for grade 6.**

- **Complete one social justice project in December and March.**

- **As a staff, complete one out of school community service project.** (Friendship Center, Women's Crisis Center, Thriftology, work at the food bank).
Strategy 2: Support Religious Studies and Programming

Maintain a strong focus on faith permeation in school culture and in relation to Alberta learner outcomes.

School Initiatives and Actions

- **Focus on Mark 3 “Permeated by Faith in all Curriculum and Activities”** through the following actions:
- Religious Education Coach to plan permeation lessons with teachers at least once this year.
- Continue to use Google Drive folder to share examples/lessons of permeation.
- Grade 6 teachers will implement the new program Growing in Faith Growing in Christ at the grade 6 level.
Strategy 3: Connecting School, Church and Home

Develop the critical partnerships required among the school, church and the home and the broader community to build a vibrant and inclusive faith community.

School Initiatives and Actions

- Each class will make one visit to the church that connects to their religion program. If needed, Religious Education Coach can also be invited to lead tour or join in. Create a document listing topic covered by each class.
- Creation of a playlist of French parable videos/songs.
- Post MIP Virtue and Skill to Facebook page on a monthly basis.
- Inviting Father Nong into your class.
**Desired Outcome 2**  
Lakeland Catholic’s students are successful.

<table>
<thead>
<tr>
<th>Performance Measures (Accountability Pillar and District Measures)</th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students are satisfied their use of computers as a tool for learning.</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>district</strong> resources and support offered to help them integrate technology into teaching and learning.</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>district</strong> resources and support offered to help them develop and implement assessment strategies.</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>district</strong> resources and support offered to help them use Assistive Technology tools for teaching and learning.</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>school-level</strong> resources and support offered to help them develop and implement literacy initiatives.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>school-level</strong> resources and support offered for instructional support in French Immersion.</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the <strong>school-level</strong> resources and support provided to address numeracy learning challenges.</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with the school's effort to improve their child’s literacy.</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with math</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with French Immersion</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied that their child’s learning is enhanced by the use of computers and other digital technologies at school.</td>
<td>87%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Strategy 1  Academic Achievement and Competencies

Ensure that all students receive an excellent academic foundation that allows students to be successful, self-sufficient members of society.

Students are prepared to meet the vast needs of an evolving future. They are challenged to perform to their full potential through the complexities of the curriculum.

School Initiatives and Actions

- Continue to add to the shared Google Drive Folder containing French documents and a shared website for listening to reading for Immersion teachers and students in order to ensure continuity of practice across the grades with respect to resources and improvement of reading abilities.
- French Lead teacher to continue to organize the essential French resources so that teachers can easily use them with students.
- French Immersion will create a scope and sequence and benchmark from the Program of Studies (Key Outcomes) for FLA.
- Immersion teachers to meet in the fall regarding implications of “Vers une approche intégrée en immersion” by Roy Lyster. (This could be done during the French Immersion PLC)
- New teachers will be trained in the use of GB+ and Fountas and Pinnell in October. Testing will occur twice a year.
- Training for new teachers in the guided reading process in October and implement the process.
- Veteran teachers to continue to refine the guided reading process.
- Every class will have a math word wall. (2-6)
- Continue to utilize Guided Math process.
- Continue to access our numeracy coaches to focus on number sense
- Implement cross classrooms activities to encourage literacy and numeracy in French Immersion rooms.
- Reconfigure PLC TEAMS to include a French Immersion PLC
- Ongoing training on AFL for new teachers that include AFL strategies shared at staff meeting school PD days. (ranking ladder, Think Pair Share, Mind Maps, Fishbones) and PD with Barrie Bennett
• Continue to utilize Jackie Ratokovic/district math coach for Math- manipulative usage, strategies, games, spiraling the curriculum, math starters, guided math, etc.
Strategy 2  Preparation for Employment and Life-long Learning

Support students to develop the skills/competencies that will be used in the environments they experience, both in and out of the educational context, to foster well-rounded, resilient citizens of the world.

School Initiatives and Actions.

- Explore and provide training and time to implement “my Blueprint” digital portfolio program.
- Maker stations related to STEM will be available in the Learning Commons to engage students and develop abilities in critical thinking and problem solving.
Strategy 3  Educational Technology

Ensure that the pedagogy and digital technology synergize for optimal student success.

School Initiatives and Actions

- New staff will work with Educational Technology coach in order to integrate the use of technology appropriately into classroom instruction.
- Continue the use of the Triple E Framework to assess the impact of technology in classrooms extension, effectiveness and engagement.
- Continue to leverage the use of Google Drive in classrooms as a tool to motivate students and allow them greater flexibility to produce a variety of work samples showcasing their learning.
- Provide opportunities to meet with other teachers in the district/school that use my Blueprint or google classroom to share how they use it in order to support use with more students and teachers.
- ICT coach to assist staff in order to integrate the use of technology appropriately into classroom instruction at the beginning of the year.
- Provide STEAM block in Learning Commons/Library where students can develop skills in coding, critical thinking, etc.
### Desired Outcome 3
Achievement gap between Indigenous students and all other students is eliminated.

### Performance Indicators (Accountability Pillar and Division Measures)

<table>
<thead>
<tr>
<th>Description</th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of teachers are satisfied with the district resources and support offered to help them in the delivery of First Nations, Metis, and Inuit programs and services.</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the school-level resources and support offered for instructional support for First Nations, Metis and Inuit students.</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the school-level resources and support offered (grade 2, 4 and 6 and junior high teachers only) to integrate FNMI history and the impact of residential schools in their Social Studies curriculum.</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td>% of parents are satisfied that the school provides opportunities to celebrate First Nations, Metis, and Inuit cultures and promote pride.</td>
<td>92%</td>
<td>100%</td>
</tr>
</tbody>
</table>
School Initiatives and Actions

- Ongoing staff PD by Indigenous Committee lead teacher at staff meetings to increase staff awareness and knowledge of indigenous culture-specifically what is appropriate/not appropriate.
- Indigenous Lead teacher to participate in two full days of PD with Indigenous Education Coordinator.
- Teachers to use a minimum of one Indigenous Kit to support growth and understanding of Indigenous Culture.
- Form a committee to plan a school wide Indigenous Day with activities/rotations (Ex. making bannock, dancers, drumming)
- MIP assembly in November will incorporate Metis learning and teaching as part of the daily skill.
- School will host one indigenous themed performance.

Strategy #1  Customized Learning and Teaching Support for Indigenous Success

Continue to provide support and develop resources for students and staff that encourage adaptive teaching and learning strategies for Indigenous students.
<table>
<thead>
<tr>
<th>Strategy #2</th>
<th>Indigenous Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue outreach and engagement with Indigenous communities, encouraging sharing and knowledge exchange between communities and schools.</td>
</tr>
</tbody>
</table>

**School Initiatives and Actions**

- *Continue to attend the Kehewin pow wow in May (grade 4).*
- *Attend the Indigenous Day in Cold Lake in June (grade 5).*
Strategy #3  Support for Citizenship, Employment and Lifelong Learning

Develop and support initiatives that build capacity for Indigenous students beyond traditional academic supports.

School Initiatives and Actions

- Access and use Jordan’s Principle money in order to ensure that support for indigenous students are in place so that students can be successful at school and have equal access to specialized resources.
- Teachers will use a minimum of 3 Indigenous books or pieces of literature as part of Language Arts class.
- Promote leadership opportunities for Indigenous students in a classroom setting or in a whole school setting to share talents, cultural knowledge (singers and dancers).
- Indigenous game will be incorporated into activity day in June.
**Desired Outcome 4**
Lakeland Catholic’s system is inclusive and diverse.

**Performance Indicators** *(Accountability Pillar and Division Measures)*

<table>
<thead>
<tr>
<th>Metric</th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students are satisfied that people treat each other with respect in this school.</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>% of students feel safe at school.</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the school-level resources and support offered for integrating students with inclusive needs into their classroom.</td>
<td>75%</td>
<td>90%</td>
</tr>
<tr>
<td>% of teachers are satisfied that the school environment is safe.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the professional development provided about residential schools, treaties and FNMI history.</td>
<td>87%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied that the school provides students with activities that promote responsible citizenship, volunteerism and community service.</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied that this school environment is safe.</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with the help the school provides their child with activities that promote responsible citizenship, volunteerism and community service.</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied the help the school provides students who require additional support.</td>
<td>85%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Strategy #1  An Excellent Start to Learning

Ensure students have foundational competencies necessary for educational success.

School Initiatives and Actions

- New teachers to be trained by current staff on the use of Power of 10 cards.
- Use Pro-PA to assist in tracking and intervention of at risk students in Kindergarten and Grade 1 as well as struggling readers in the upper grades.
- Continue to have an Open House component to our current Kindergarten Information Night.
Strategy #2  Inclusive Education

Ensure schools and instruction accommodate a variety of learning styles and needs, and ensure the right supports are in place to promote the success of every student.

School Initiatives and Actions

- Benchmarking for ELL students will be done twice a year (once at the end of Nov and beginning of June).
- Continue to access and work with the District coach in order to facilitate a smooth transition of new ESL learners into the school environment.
- Access division coach to meet with new families and complete IPT prior to students beginning school in order to support their transition into classrooms.
- Teachers to begin to work with Literacy Coach to learn and implement the use of visuals, sentence frames, and vocabulary for ELL programming.
Strategy #3  Safe and Caring Schools

Provide supportive strategies that ensure every student is getting the most from their school experience.

School Initiatives and Actions

- **When possible,** have all teachers align the Dominic Dolphin awards to the MIP of the month or celebrating accomplishments for achieving personal goals.
- **Family Outreach worker will continue to provide counselling services and run in class programs such as Roots of Empathy, Be Safe,** and coordinate our MIP program.
- **All staff to attend Dr. Jody Carrington PD September 27th.**
- **FOW to share strategies with staff on trauma informed practices and mental health wellness.**
- **Dedicate a portion of the PD day in March to Trauma Informed Practise to improve teacher understanding and efficacy in the area of trauma informed practice.**
- **Participate in Hats on for Mental Health Day to raise awareness of the importance of Mental Health.**
- **FOW and CST to share strategies with staff on trauma informed practices and mental health wellness in order to connect with and support students affected by Trauma.**
- **Promote the Parent Night hosted by Dr. Carrington.**
**Desired Outcome 5**
Lakeland Catholic has excellent teachers, schools, and school authority leaders.

<table>
<thead>
<tr>
<th>Performance Measures (Accountability Pillar and District Measures)</th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Support Staff are satisfied with the opportunities for in-services/professional development to help in their work.</td>
<td>75%</td>
<td>85%</td>
</tr>
<tr>
<td>% of teachers are satisfied that the professional development activities offered are of high quality.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied that their input is considered, respected, and valued by the school and the district.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with the overall communications between the school and the home (e.g. notices, newsletters, telephone calls)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied that the needs of their child are met at this school.</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>% of parents are satisfied with their opportunity to be involved at their child’s school in class activities, special events and other activities.</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Strategy #1  Leadership Capacity

The division will develop leadership capacity and responsibility at all levels of the organization.

School Initiatives and Actions

- **FNMI lead teacher to provide ongoing PD for staff throughout the year during staff meetings using resources from Learning Pebbles and other resources recommended by our Indigenous Education Coach.**
- **French Enhancement lead and French guided reading lead to support Immersion teachers in GB+ testing and guided reading implementation.**
- **English Literacy Lead teacher, Literacy Coach and Immersion Coach to support teachers in Fountas and Pinnell testing and guided reading implementation.**
- **Support implementation of the new TPGP template through staff meeting and PD offered at District PD Day.**
- **Leadership teacher or literacy coach to support special testing and assessments ex. ProPA, Fountas and Pinnell, specialize guided reading groups -- school wide.**
- **New teachers will have time to meet with a mentor a few times during the year to sit and learn about: long range plan, unit plan, report cards, etc.**
Strategy #2  Collaboration and Continuous Improvement

The Division will attract, develop and retain an adequate complement of employees with the expertise, skills and attitudes required to continuously improve the quality of instruction.

School Initiatives and Actions

- Ensure new teachers have a mentor and are working with the New Teacher Coach.
- All teachers will work within PLC team to collaborate on improving student learning.
- Reconfigure PLC teams to include an immersion team.
- Facilitate grade level collaboration for Immersion teachers within the district by ensuring participation at grade level collaborative days.
- New teachers to participate in 4 half day learning days with district coaches.
- Grade 6 teachers to attend two Best Practice Days to share learning regarding PAT
Strategy #3  Specialized and Enhanced Teaching Resources

The division will employ a variety of strategies to develop and share specialist resources.

School Initiatives and Actions

- Inventory FSL resources and purchase new materials as needed.
- All immersion teachers will attend two grade level collaboration days within the district to share best practices.
- Teachers will use iPads, computers and Chromebooks to Engage, Enhance and Extend (Triple E) learning for the students in their classes and collaborate with other grade level teachers across the district.
Desired Outcome 6
Lakeland Catholic’s education system is well governed and managed.

Performance Indicators (Accountability Pillar and District Measures)

<table>
<thead>
<tr>
<th></th>
<th>Current</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Support Staff are satisfied that Lakeland Catholic Schools are good places to teach, to learn and grow.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the opportunities for collaborative planning through PLCs.</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with opportunities for professional development.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied that Lakeland Catholic Schools are good places to teach, learn and grow.</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% of teachers are satisfied with the overall quality of education offered in their school.</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Strategy #1   Effective Working Relationships

The division will provide opportunities for students, staff and parents to have input into strategic directions and decision-making. Schools and other agencies will work collaboratively to deliver high quality services that meet student needs.

School Initiatives and Actions

- Ensure there are school wide expectations for reporting to parents on report cards
- Provide time for collaboration in PLC or PD planning with grade level partners and French Immersion teachers within LCSD.
### Strategy #2  Public Relations and Communication

The Division will provide timely and accurate information on the division’s priorities, achievements and financial status to the public.

**School Initiatives and Actions**
- Continue to use Facebook and school website to advertise events and share important information regarding the school.
- School to have a table at Community Registration Day in August to promote the school and its programs (especially Preschool and immersion programming).
- Have a school float in the Santa Claus Parade or Canada Day Parade

---

### Strategy #3  Supporting Current and Future Educational Programming

The division will ensure school facilities support current and future programming, are a central part of the community, and enable collaborative partnerships.

**School Initiatives and Actions**
- Explore the use of an on-line booking system for Student Led Conferences.
- Administration to continue to meet and discuss funding allocations with teachers with regards to allocating funds to areas of need.
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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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), Social Studies (Grades 6, 9, 9 KAE).
6. 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.
7. 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, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.