

**Alberta Education Outcomes**

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

**CBE Results Policies**

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

**Valley View School**

4105 26 Avenue SE, Calgary, AB T2B 0C6 t | 403-777-8250 f | 587-933-9916 e | [valleyview@cbe.ab.ca](mailto:valleyview@cbe.ab.ca)

## School Improvement Results Reporting| 2023-24

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

## School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

### Valley View School Goals

- Reading; specifically word recognition
- Conceptual understanding of number and number sense in mathematics
- Responsible decision-making

## Our School Focused on Improving

- Reading; specifically, word recognition.
- Conceptual understanding of number and number sense in mathematics.
- Responsible decision-making.

We chose to focus on these areas as our student data as measured on report cards and on Provincial Assessments (LeNS, CC3 and Numeracy) indicated that gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, that students and staff were not feeling safe at school.

## What We Measured and Heard

### **Literacy**

We primarily used report card data, the LeNS, CC3 and Numeracy assessments, AFRS, Reading Decision Tree (Words Their Way), and Teacher Perception Data to measure growth in the area of literacy.

- Castles and Coltheart Reading Test 3 (CC3) in September 2023
- Letter Name and Sound Test (LeNS) in January 2024
- AFRS Provincial Screening in November 2023
- **NEW** Reading Decision Tree assessments (i.e. Words Their Way) in November 2023 and May 2024
- Report Card Data (June 2024)
- Teacher perception data in November 2023 and May 2024

### **Castles and Coltheart Reading Test 3 (CC3) Provincial Assessment**

| CC3<br>Regular Words | At-Risk January<br>2023 | At-Risk<br>January 2024 | Percentage Point<br>(Difference/Increase) |
|----------------------|-------------------------|-------------------------|-------------------------------------------|
| Grade 1              | 40.74%                  | 37.04%                  | (3.7)                                     |
| Grade 2              | 38.96%                  | 31.33%                  | (7.63)                                    |
| Grade 3              | 29.49%                  | 31.76%                  | 2.27                                      |

### **Letter Name and Sound (LeNS) Provincial Assessment**

| LeNS    | At-Risk January<br>2023 | At-Risk<br>January 2024 | Percentage Point<br>(Difference/Increase) |
|---------|-------------------------|-------------------------|-------------------------------------------|
| Grade 1 | 27.16%                  | 28.4%                   | 1.24                                      |
| Grade 2 | 40.51%                  | 43.02%                  | 2.51                                      |

As we analyzed the CC3 data from the chart above, we noticed there was an 11.33 percentage point difference in the number of students in grade 1 and 2 who are at risk in reading (decoding and phonological awareness). LeNS data shows a 3.75 percentage point difference in the number of students at-risk.

### **AFRS Provincial Assessment**

| AFRS | Word Reading | Nonsense Word Decoding | Percentage Point (Difference/Increase) |
|------|--------------|------------------------|----------------------------------------|
| 2023 | -            | -                      | -                                      |
| 2024 | 45.33%       | 6.67%                  | -                                      |

AFRS was used as a standardized assessment tool for the first time in 2024. Since there was no previous administration of this assessment, there is no comparison for this report.

#### Reading Decision Tree – Words Their Way

| Words Their Way | November 2023 | May 2024 | Percentage Point (Difference/Increase) |
|-----------------|---------------|----------|----------------------------------------|
| Gr4-5           | 62.0%         | 70.5%    | 8.5                                    |

The Reading Decision Tree was a school-based assessment used at the grade 4 and 5 level. It was administered twice (pre- and post-) and we noticed an 8.5 percentage point increase in the number of students able to decode grade level vocabulary.

#### Report Card Data

English Language Arts and Literature Grade 1-5 Reads to explore and understand

| Indicator | June 2023 | June 2024 | Percentage Point (Difference/Increase) |
|-----------|-----------|-----------|----------------------------------------|
| 1         | 17.8%     | 11.9%     | (5.9)                                  |
| 2         | 36.3%     | 31.0%     | (5.3)                                  |
| 3         | 34.4%     | 35.7%     | 1.3                                    |
| 4         | 11.4%     | 21.4%     | 10.0                                   |

#### Report Card Data

English Language Arts and Literature Kindergarten – Uses Early Literacy Strategies to Explore and Express Ideas

| Indicator | June 2023 | June 2024 | Percentage Point (Difference/Increase) |
|-----------|-----------|-----------|----------------------------------------|
| 1         | 13.9%     | 11.8%     | (2.1)                                  |

|   |       |       |       |
|---|-------|-------|-------|
| 2 | 31.6% | 34.2% | 2.6   |
| 3 | 38.0% | 30.3% | (7.7) |
| 4 | 16.5% | 23.7% | 7.2   |

We note that in English Language Arts and Literature, there was an 11.3 percentage point increase in the number of students achieving 3's and 4's in reading across grades 1-5. There was also a 7.2 percentage point increase in the number of students achieving a 4 in Kindergarten for Uses Early Literacy Strategies to Explore and Express Ideas.

Teachers implemented the University of Florida Literacy Intervention program for the first time during the 2023-2024 school year. Perception data was collected to note their understanding of this systematic approach to implementing word recognition strategies to support students' reading. It was noted that all teachers developed their understanding of this approach to support students with reading. Teachers also implemented the Daily 5 literacy routine in their classes, and most teachers developed their understanding of this approach.

Overall, we noticed there was improvement in reading, specifically word recognition, across all grades. This was evident in the report card data, as well as the grade 4/5 Reading Decision Tree (Words Their Way) assessment. CC3 results showed improvements in the grade 2 cohort, with some lagging skills identified for the grade 3 cohort. All teachers implemented structured literacy daily and used UFLI as a primary resource. Teachers were able to observe teachers at another school teach a UFLI lesson so they could build capacity in this area. Most teachers also used the Daily 5 as a literacy routine in their classroom.

### **Mathematics**

- We used Teacher perception survey confidence and competence in understanding of mathematics in November 2023 and May 2024
- NEW Draft Number and Algebra assessments
- – Grade 4-5 in November 2023 and May 2024
- Numeracy Assessments Grades 1-3 in September 2023
- **NEW** School-Based Numeracy Assessment for Kindergarten in November 2023 and May 2024
- Report Card Data (June 2024)

### **Provincial Numeracy Screening Assessment**

| Grade | January 2023 | January 2024 | Percentage Point<br>(Difference/Increase) |
|-------|--------------|--------------|-------------------------------------------|
|-------|--------------|--------------|-------------------------------------------|

|         |        |        |       |
|---------|--------|--------|-------|
| Grade 1 | 27.85% | 45.33% | 17.48 |
| Grade 2 | 36.11% | 36.78% | 0.67  |
| Grade 3 | 19.23% | 29.76% | 10.53 |

As we analyzed the Numeracy data from the chart above, we noticed that there was a 17.48 percentage point increase in the number of students in grade 1 who are at risk. The number of students at risk in grade 2 increased by 0.67 percentage points. There is also a 10.53 percentage point increase for students at risk in grade 3.

#### **Draft Number and Algebra Assessments Grades 4 & 5**

|        | November 2023 | May 2024 | <b>Percentage Point<br/>(Difference/Increase)</b> |
|--------|---------------|----------|---------------------------------------------------|
| Gr 4-5 | 49.2%         | 64.6%    | 15.4                                              |

The Draft Number and Algebra Assessments were school-based assessments used for the grade 4 and 5 students. The assessment was administered twice in the school year to measure the pre- and post- improvement. We noted a 15.4 percentage point increase in the number of students understanding number and algebra concepts.

#### **Kindergarten Numeracy Assessments**

|  | November 2023 | May 2024 | <b>Percentage Point<br/>(Difference/Increase)</b> |
|--|---------------|----------|---------------------------------------------------|
|  | 17.8%         | 22.2%    | 4.4                                               |

A school-based numeracy assessment was created and administered for Kindergarten. This assessment was administered twice in the school year to measure pre- and post- improvement. It was noted that students achieved a 4.4 percentage point increase in their understanding of number of the school year.

#### **Report Card Data**

Mathematics Kindergarten – Understands and Applies Concepts Related to Number and Patterns

| Indicator | June 2023 | June 2024 | <b>Percentage Point<br/>(Difference/Increase)</b> |
|-----------|-----------|-----------|---------------------------------------------------|
|-----------|-----------|-----------|---------------------------------------------------|

|   |       |       |        |
|---|-------|-------|--------|
| 1 | 2.5%  | 3.8%  | 1.3    |
| 2 | 36.7% | 23.8% | (12.9) |
| 3 | 44.3% | 55.0% | 10.7   |
| 4 | 16.5% | 17.5% | 1.0    |

#### Report Card Data

Grades 1-2 - Understands and Applies Concepts Related to Number and Patterns

| Indicator | June 2023 | June 2024 | Percentage Point<br>(Difference/Increase) |
|-----------|-----------|-----------|-------------------------------------------|
| 1         | 12.5%     | 14.7%     | 2.2                                       |
| 2         | 35.3%     | 30.6%     | (4.7)                                     |
| 3         | 42.9%     | 40.6%     | (2.3)                                     |
| 4         | 9.2%      | 14.1%     | 4.9                                       |

#### Report Card Data

Grades 3-5 - Understands and Applies Concepts Related to Number, Patterns and Algebra

| Indicator | June 2023 | June 2024 | Percentage Point<br>(Difference/Increase) |
|-----------|-----------|-----------|-------------------------------------------|
| 1         | 20.7%     | 13.0%     | (7.7)                                     |
| 2         | 36.2%     | 34.1%     | (2.1)                                     |
| 3         | 42.9%     | 39.5%     | 3.4                                       |
| 4         | 11.7%     | 13.5%     | 1.8                                       |

there was a 5.2 percentage point increase in the number of students achieving 3's and 4's in grades 3-5 in Understands and Applies Concepts Related to Number, Patterns and Algebra; and a 4.9 percentage point increase in students achieving a 4 across grades 1-2 in Understands and Applies Concepts Related to Number and Patterns. In Kindergarten, we noted a 11.7 percentage point increase in students achieving 3's and 4's in Understands and Applies Concepts Related to Number and Patterns.



Overall, report card data shows improvement across all grades in students understanding concepts related to number, patterns, and algebra (grade 3-5). Improvements were also noted in the Draft Number and Algebra assessments in grade 4 and 5. Although we saw positive shifts in these areas, Provincial Assessments showed more students at risk in mathematics, particularly in grade 1 and 3. This tells us we need to have more intervention for students who are not understanding number sense. Teachers began to use MathUp as a primary resource, and teacher perception data indicates we still need to have some professional learning in this area. MathUp will continue to be used as a primary resource at Valley View School this school year. Although all teachers incorporated mathematics manipulatives and mathematics routines into their daily practice, we still need to work on further developing teacher expertise in this area.

### **Well-Being**

- Teacher Perception Survey - November 2023 and May 2024
- OurSCHOOL Well-Being Survey - October 2023 and May 2024
- Alberta Education Assurance Survey - March 2024
- Report Card Data (June 2024)

### **Our School Survey – student response** “Feel safe attending this school”

|         | October 2023 | May 2024 | <b>Percentage Point</b><br>(Difference/Increase) |
|---------|--------------|----------|--------------------------------------------------|
| Grade 4 | 65%          | 55%      | (10)                                             |
| Grade 5 | 73%          | 60%      | (13)                                             |

The OurSchool Survey was administered twice in the 2023-2024 school year and the following was noted for “Feel safe attending this school”:

- Grade 4 noted a 10-percentage point decrease
- Grade 5 noted a 13-percentage point decrease

### **Alberta Assurance Survey**

The 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.

|         | February 2023 | February 2024 | Percentage Point<br>(Difference/Increase) |
|---------|---------------|---------------|-------------------------------------------|
| Overall | 77.1%         | 78.0%         | 0.9                                       |
| Parent  | 84.4%         | 85.3%         | 0.9                                       |
| Student | 75.9%         | 74.4%         | (1.5)                                     |
| Teacher | 71.0%         | 74.3%         | 3.3                                       |

#### **Assurance (AE) Survey (Teacher – All)**

| "Students are safe at your school" | 2023 | 2024 | Percentage Point<br>(Difference/Increase) |
|------------------------------------|------|------|-------------------------------------------|
|                                    | 50%  | 64%  | 14                                        |

| "Students treat each other well at your school". | 2023 | 2024 | Percentage Point<br>(Difference/Increase) |
|--------------------------------------------------|------|------|-------------------------------------------|
|                                                  | 43%  | 50%  | 7                                         |

In the Assurance (AE) survey, Safety and Caring (Overall) received a low rating. Teacher ratings show an increase of 14 percentage points for "Students are safe at your school". Also noted was a 7-percentage point increase for "Students treat each other well at your school".

Student achievement was a 11.4 percentage point difference from the provincial average. Grade four and five students reported feeling less safe at school, a change by 2 percentage point difference, and feeling less well-treated by other students, a change by 5 percentage point difference between 2023 and 2024. Additionally, these students may struggle with identifying personal triggers, implementing calming activities, recognizing emotions, and self-regulating, contributing to their perception of being mistreated at Valley View School.

#### **Report Card Data**

Physical Education and Wellness – Demonstrates skills to support the well-being of self and others – Grade 1-5

| Indicator | June 2023 | June 2024 | Percentage Point<br>(Difference/Increase) |
|-----------|-----------|-----------|-------------------------------------------|
| 1         | 1.1%      | 7.5%      | 6.4                                       |
| 2         | 26.7%     | 30.2%     | 3.5                                       |
| 3         | 64.7%     | 43.9%     | (20.8)                                    |
| 4         | 7.5%      | 18.3%     | 10.8                                      |

### Report Card Data

Physical Education and Wellness – Demonstrates skills to support the well-being of self and others – Kindergarten

| Indicator | June 2023 | June 2024 | Percentage Point<br>(Difference/Increase) |
|-----------|-----------|-----------|-------------------------------------------|
| 1         | 1.3%      | N/A       | 1.3                                       |
| 2         | 34.2%     | 20.5%     | (13.7)                                    |
| 3         | 53.2%     | 56.4%     | 3.2                                       |
| 4         | 11.4%     | 23.1%     | 11.7                                      |

After analyzing the Physical Education and Wellness report card data for the STEM, *demonstrates skills to support the well-being of self and others*, the following changes were observed:

- Students demonstrating achievement indicator 1 changed by 6.4 percentage point increase
  - The percentage of students receiving indicator 2 changed by 3.5 percentage point increase
  - Students receiving indicator 3 changed by 20.8 percentage point difference
  - Finally, students achieving indicator 4 changed by a 10.8 percentage point increase
- Further analysis is required to understand the underlying causes for these trends, especially for students receiving indicator 3 on their report cards.

Students in kindergarten receiving achievement indicator 1 changed by 1.3 percentage point increase in 2024. Indicator 2 changed by 13.7 percentage point decrease while indicator 3 and 4 changed by 3.2 percentage point and 11.7 percentage point increase respectively.

Overall, improvements were noted in all areas of well-being at Valley View School from the 2022/2023 to 2023/2024 school year, and all teachers feel they create safe, caring, welcoming spaces for students in their classrooms, as noted in the teacher perception data. Growth in school attendance (less than 10% absenteeism) changed by an 8.26 percentage point increase. According to the Alberta Assurance Survey, parents and teachers feel that students are safe at school. Although student response in this area changed by a 1.5 percentage point difference, the sense of safety was noted in the OurSchool survey from October 2022 to October 2023. In addition, teachers identified a 14.0 percentage point increase in 2024, indicating that students are safe at Valley View School compared to 2023. Furthermore, teachers also identified a 7.0% percentage point increase in students treating each other well at school in comparison to 2023. The OurSchool survey was administered again in the Spring of 2024, and students reported a decrease in their sense of safety at school. Teachers implemented a new friendship program called Friendology 101. Teachers are also implementing talking circles and “Connecting to Spirit” more regularly, although continuing professional learning in this area is needed.

## Analysis and Interpretation

| What We Noticed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Areas for Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- There are significant gaps between our school and the Canadian norm on the OurSchool survey regarding levels of anxiety.</li> <li>- An increase in student achievement may contribute to lower levels of anxiety among students.</li> <li>- The Well-Being student results indicate that Valley View School scores higher than other Area 3 schools and CBE schools, except in regulation, where CBE schools perform better.</li> <li>- All teachers, based on perception data, agree that they are creating safe, caring, and welcoming classrooms; however, only</li> </ul> | <ul style="list-style-type: none"> <li>- Students are able to set goals for lifelong learning, as indicated by the OurSchool survey.</li> <li>- Students are performing well in terms of hedonic well-being.</li> <li>- Students demonstrate an understanding of diverse cultures.</li> <li>- By grade 5, 37% of students are achieving scores of 4 in reading.</li> <li>- The use of literacy strategies has improved significantly.</li> <li>- Teachers are regularly utilizing UFLI and MathUp for instruction.</li> <li>- There has been an improvement in mathematics report card data, with an increased number of students receiving</li> </ul> | <ul style="list-style-type: none"> <li>- There is still a perception that a large percentage of students do not follow rules, even though 43% do.</li> <li>- Increase parental involvement in schools.</li> <li>- There has been an increase in the number of students who feel safe at school.</li> <li>- Implement talking circles on a regular basis.</li> <li>- Grade 4 Interventions Support</li> <li>- Structured literacy block and further developed the science of reading.</li> <li>- Build teacher capacity around differentiating instruction for non-readers.</li> <li>- Consistent implementation of the Daily 5 approach is necessary.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <p>half of the students feel comfortable discussing the rules with their teachers.</p> <ul style="list-style-type: none"> <li>- Teachers have a solid understanding of UFLI (Unit of Focus in Literacy Instruction) implementation and word recognition strategies.</li> <li>- There is an increasing number of readers achieving higher levels.</li> <li>- In terms of Well-Being, we have more confident and capable teachers delivering instruction in regulation, according to teacher perceptions.</li> <li>- Teachers remain confident in their math routines.</li> <li>- The implementation of the new curriculum may be affecting mathematics report card data.</li> </ul> | <p>scores of 3 and 4, particularly in kindergarten.</p> <ul style="list-style-type: none"> <li>- 57.1% of students are achieving scores of 3 and 4, reflecting an 11.3 percentage point increase in just one year.</li> <li>- Significant improvements have been observed in the Words Their Way and Draft Number and Algebra assessments in grades 4 and 5.</li> <li>- Most students finish the year at grade level in mathematics.</li> <li>- Teachers are becoming more comfortable using MathUp.</li> <li>- There has been an increase in student resilience.</li> <li>- Overall, teachers are growing more confident in Social-Emotional Learning (SEL)</li> </ul> | <ul style="list-style-type: none"> <li>- Mathematical focus on geometry and statistics, specifically shape and space.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|

## Required Alberta Education Assurance Measures (AEAM) Overall Summary

### Spring 2024

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
  - Citizenship
  - Student Learning Engagement
  - Education Quality
  - Welcoming, Caring, Respectful and Safe Learning Environment
  - Access to Supports and Services
  - Parent Involvement

### Required Alberta Education Assurance Measures - Overall Summary

#### Spring 2024

School: 9330 Valley View School

| Assurance Domain               | Measure                                                                               | Valley View School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|--------------------------------|---------------------------------------------------------------------------------------|--------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|                                |                                                                                       | Current Result     | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| Student Growth and Achievement | <a href="#">Student Learning Engagement</a>                                           | 74.6               | 82.1             | 81.6                | 83.7           | 84.4             | 84.8                | n/a                | Declined    | n/a        |
|                                | <a href="#">Citizenship</a>                                                           | 65.7               | 67.8             | 68.3                | 79.4           | 80.3             | 80.9                | Very Low           | Maintained  | Concern    |
|                                | <a href="#">3-year High School Completion</a>                                         | n/a                | n/a              | n/a                 | 80.4           | 80.7             | 82.4                | n/a                | n/a         | n/a        |
|                                | <a href="#">5-year High School Completion</a>                                         | n/a                | n/a              | n/a                 | 88.1           | 88.6             | 87.3                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | n/a                | n/a              | n/a                 | n/a            | 66.2             | 66.2                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT6: Excellence</a>                                                      | n/a                | n/a              | n/a                 | n/a            | 18.0             | 18.0                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | n/a                | n/a              | n/a                 | n/a            | 62.6             | 62.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT9: Excellence</a>                                                      | n/a                | n/a              | n/a                 | n/a            | 15.5             | 15.5                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | n/a                | n/a              | n/a                 | n/a            | 80.3             | 80.3                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>                                                   | n/a                | n/a              | n/a                 | n/a            | 21.2             | 21.2                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 84.7               | 84.2             | 86.0                | 87.6           | 88.1             | 88.6                | Intermediate       | Maintained  | Acceptable |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 73.0               | 71.4             | 72.4                | 84.0           | 84.7             | 85.4                | n/a                | Maintained  | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 66.4               | 63.6             | 64.5                | 79.9           | 80.6             | 81.1                | n/a                | Maintained  | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 67.7               | 78.4             | 73.7                | 79.5           | 79.1             | 78.9                | Very Low           | Maintained  | Concern    |

**Note** | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time