

Annual Education Results Report for The Phoenix Education Foundation 2024-2025 School Years

The Annual Education Results Report for the 2024/25 school year for the Phoenix Education Foundation was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2024/25 school year on Nov.27, 2025

Original Signed
on behalf of the Phoenix Board

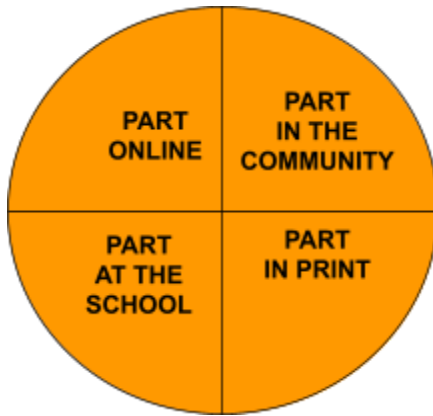
Foundation Statements

The Phoenix Education Foundation is a publicly accredited and funded non-profit independent school that is open to all learners K-12. Our mission statement is to :

To provide unique learning opportunities for families so that each young person may develop into a life-long learner and an active, responsible global citizen.

BLENDED LEARNING – WE'RE FLEXIBLE!

We offered the following four program choices:



1. **Kindergarten** - 475 hours of instruction, onsite full days T/TH with field trips (19 kids)

2. **BlendEd** - 950 hours of instruction using our unique “BlendEd” model that combines various forms of face-to-face instruction with an online component to cover the Alberta Programs of Study. (Gr. 1-9) (108 Kids)

3. **Online** - Similar to the BlendEd model but 100% online with no onsite component. (Gr. 1-6) (14 kids)

4. **Home Education** - Parent-designed and directed, but supervised by Phoenix. (Gr. K-12) (104 kids)

Assurance Domain	Measure	Phoenix Education Foundation			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	Student Learning Engagement	81.2	88.0	84.7	83.9	83.7	84.4	Low	Maintained	Issue
	Citizenship	88.8	89.9	89.0	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	*	*	n/a	81.4	80.4	81.4	*	n/a	n/a
	5-year High School Completion	*	n/a	n/a	87.1	88.1	87.9	*	n/a	n/a
	PAT6: Acceptable	n/a	40.0	25.9	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	0.0	2.9	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	72.2	65.3	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	13.9	9.0	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.3	96.7	93.7	87.7	87.6	88.2	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.9	92.6	94.0	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	90.6	93.9	89.7	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	n/a	90.0	85.0	80.0	79.5	79.1	n/a	n/a	n/a

Authority/School FNMI & EAL – This report contains the authority results for self-identified First Nations, Métis and Inuit students. Survey measures are not available as the Alberta Education Assurance (AEA) survey does not have demographic identifiers. Additionally, results may be suppressed due to the small number of students.

Summary of Accomplishments - A Year of Transition and Activity

The year was marked by significant staffing changes and shifts. We bid farewell to co-founder Jill Mann upon her retirement, and also saw the departure of Ms. Kali Dunley, our Registrar, and Ms. Morgan Whittaker, our Building Manager, who went on medical and maternity leave, respectively. These individuals were integral to our daily operations. We also hired and trained a new School Secretary following the end of a Founder's contract for an upskilling opportunity in that role. Compounding these changes, many members of our Leadership Team, including Principal Ms. Michelle, Care Coordinator Miss Lisa Raffan, and Head of School Ms. Diana Stinn, faced personal challenges with increased care duties for aging family members.

Despite these changes, we maintained a high level of activity. The new school year began with summer "Getting to Know You" events, the annual staff meeting, and parent/student orientations. Students received their customized resource boxes, coinciding with the implementation of our new resource tracking system, Labib.

We fulfilled required screenings for Alberta Education and completed our Mental Health pilot project. A series of 31 family workshops, "Art & More," was scheduled, and we hosted Count Day on September 30th with various Truth and Reconciliation activities. Our curriculum themes this year included Bugs World, Victorian Era, Greatest Shows on Earth, and Ancient Rome.

Staff illness presented a challenge, but we successfully held our various Learning Celebrations, Ceremonies, and specialty days, such as a Grinch Party and a Kids Party. We continued to offer Preschool, two Flights school groups, Reading Chicks, and various severe special needs services.

Community support continued, with the Calgary Food Bank supporting our Snack Shack program. The school building was rented out in the evenings to diverse groups, including EMA, the Static Bollywood dancers, political organizations, and private renters.

We began exploring Artificial Intelligence (AI), leading to decisions regarding its use and general technology use within the school.

We participated in various Professional Learning Networks (PLNs) and consortium workshops, including sessions on FNMI implementation and legal matters. We held scheduled board meetings and met with Alberta Education to review the AERR and Three Year Plans.

Our Junior High program successfully re-established the Teen Council, which assisted with several projects, including a Valentine Dance for elementary students. They also managed hot lunch days and completed several legacy projects during the year.

The Bee Keeping program saw the training of a new Bee Keeper, which led to our hives being in better condition and producing very well this year.

We offered a variety of field trips and clubs, including a Boy's Club and an introduction to 4H.

Finally, at the end of the year, we said goodbye to several staff members, including Rik Davis, our Kinder Teacher, who had been with us for many years.

Assurance Domain ONE: Student Growth and Achievement

STUDENT LEARNING AND ENGAGEMENT SPECIFICS													
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	6	33.3	69	85.0	54	81.1	27	88	22	81.2	Low	Maintained	Issue
Parent	4	*	15	93.3	12	91.2	12	97.2	N/A	N/A	n/a	n/a	n/a
Student	6	33.3	54	76.7	42	71.1	6	66.7	22	81.2	Very High	Maintained	Excellent
Teacher	5	*	3	*	5	*	9	100	3	*	*	*	*

CITIZENSHIP SPECIFICS													
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	6	79.2	69	92.9	54	84.0	27	89.9	22	88.8	Very High	Maintained	Excellent
Parent	4	*	15	97.2	12	83.6	12	92.9	N/A	N/A	n/a	n/a	n/a
Student	6	79.2	54	88.6	42	84.4	6	79.2	22	88.8	Very High	Maintained	Excellent
Teacher	5	*	3	*	5	*	9	97.7	3	*	*	*	*

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)											
		2020		2021		2022		2023		2024		2025	
		A	E	A	E	A	E	A	E	A	E	A	E
English 6	Authority	n/a	n/a	n/a	n/a	51.7	0.0	23.5	5.9	n/a	n/a	55.6	33.3
	Province	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4	n/a	n/a	69.1	12.7
Science 6	Authority	n/a	n/a	n/a	n/a	55.2	3.4	*	*	40.0	6.7	n/a	n/a
	Province	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8	68.8	24.8	n/a	n/a
Social Studies 6	Authority	n/a	n/a	n/a	n/a	51.7	6.9	*	*	40.0	0.0	44.4	22.2
	Province	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0	68.5	19.8	64.1	18.5
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	77.8	11.1	80.0	0
	Province	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1
Math 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	55.6	0.0	40.0	0.0
	Province	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5	52.7	14.0	50.5	13.6
Science 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	77.8	22.2	80.0	0.00
	Province	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1	67.6	20.8	67.8	21.0
Social Studies 9	Authority	n/a	n/a	n/a	n/a	*	*	*	*	77.8	22.2	80.0	0.0
	Province	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1



MAKING SENSE OF THE RESULTS - Local context

- **Issue with Survey-** Participation in this year's survey was extremely low, with zero responses from parents. An internal review revealed that the survey codes, though downloaded by the Registrar or Principal, were never distributed to the parents. Teacher participation was also very poor. This is primarily attributed to the Principal's inability to track participation and complete the survey herself due to unforeseen personal circumstances, a task she normally oversees.
- **School Priority (3YP - 2024)** "ACADEMIC GAP - We are still concerned about the gap in literacy and numeracy for students but particularly students in Grades 1-3. We will continue to work with and provide targeted intervention for students who test below expected levels."

- **Student Learning and Engagement**

- **General Comments on Results** - The survey results are reflective of the students perspective only. They scored students learning and engagement at 81.2 %. Many students would like more opportunities such as intramural sports. This is not the nature of our program. There are many homeschool sports programs available in the City of Calgary.

Citizenship

- **General Comments on Results** - This remains high year over year. Students are encouraged to be independent learners and are accountable for their results. Our Junior High students are encouraged to participate in Teen Council. Council actively hosted lunches, provided support for school events and created legacy projects. The consistent year-over-year high level of student independence remains a priority, with learners held accountable for their outcomes. Furthermore, our Junior High students actively participated in the Teen Council, which successfully hosted lunches, provided support for various school events, and developed legacy projects.

- **PATS**

- **General Comments on Results** - Results from the Provincial Achievement Tests (PATs) present a mixed picture. Due to the small cohort of students writing the exams—often only 5 or 6—individual student performance significantly impacts the overall outcomes. We were particularly satisfied with the Grade 9 results in Science, Social Studies, and English Language Arts (ELA).

PLEASE NOTE: We no longer offer a supported high school program. *The completion of an Alberta high school credential does not guarantee admission to a post-secondary institution. Students are encouraged to review the admission requirements of each institution. Alberta Advanced Education's website provides useful information.*

Assurance Domain TWO: Teaching and Leading

	EDUCATION QUALITY												
	2021		2022		2023		2024		2025		Measure Evaluation		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall
Overall	6	100.0	69	95.1	54	89.1	27	96.7	22	82.3	Low	Declined	Issue
Parent	4	*	15	95.6	12	91.5	12	90.1	n/a	n/a	n/a	n/a	n/a
Student	6	100.0	54	94.7	42	86.7	6	100	22	82.3	Low	Declined	Issue
Teacher	5	*	3	*	5	*	9	100	3	*	*	*	*

MAKING SENSE OF THE RESULTS - Local context

- **Teaching and Learning - Education Quality**
 - **Issue with Survey-** Student perspective only.
 - **School Priority (3YP - 2024)** “To continue to provide access to PD opportunities as they relate to individual teacher growth and development including FNMI ways of knowing.”
 - **General Comments on Results** - Staffing challenges impacted practice across the board due to a high incidence of illness and personal family matters. This instability was particularly noticeable in the teen program, especially affecting the math component. Finding qualified teaching staff remains an increasing difficulty.



Assurance Domain THREE: Learning Supports

	SAFE AND CARING SPECIFICS										Measure Evaluation		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	6	88.9	69	94.2	54	95.3	27	92.6	22	95.9	Very High	Maintained	Excellent
Parent	4	*	15	95.6	12	100.0	12	94.3	n/a	n/a	n/a	n/a	n/a
Student	6	88.9	54	92.9	42	90.6	6	85.2	22	95.9	Very High	Maintained	Excellent
Teacher	5	*	3	*	5	*	9	98.3	3	*	n/a	n/a	n/a

	SUPPORTS & SERVICES SPECIFICS										Measure Evaluation		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	6	61.1	69	89.2	54	85.9	27	93.9	22	90.6	Very High	Maintained	Excellent
Parent	4	*	15	90.5	12	87.3	12	98.3	n/a	n/a	n/a	n/a	n/a
Student	6	61.1	54	87.8	42	84.6	6	83.3	22	90.6	Very High	Maintained	Excellent
Teacher	5	*	3	*	5	*	9	100	2	*	*	*	*

MAKING SENSE OF THE RESULTS - Local context

- **Issue with Survey-** Student perspective only.
- **School Priority (3YP - 2024)**
 - To finish up our Mental Health Grant project in the Fall.
 - To shift our focus from mental health to SOCIAL SKILLS development.
 - To reduce the number of severe special needs students we serve so that we can better meet their needs.
 - To ensure that parents participate and that they ensure their students are available to access the support and service we provide to them.
- **Welcoming, Caring, Respectful and Safe Learning Environment**
 - **General Comments on Results** - It is clear from these results, that our students feel that the school is safe and caring. (96%)
- **Access to Support and Services**
 - **General Comments on Results** - The Mental Health pilot project, alongside our existing supports and services, clearly benefited our students. They are aware of the CARE office as a resource for professional care, personal issues, and assistance with Schoology.

Assurance Domain FOUR: Governance

	PARENTAL INVOLVEMENT										Measure Evaluation		
	2021		2022		2023		2024		2025		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	15	91.8	12	73.2	21	90	n/a	n/a	n/a	n/a	n/a
Parent	4	*	15	91.8	12	73.2	12	80	n/a	n/a	n/a	n/a	
Teacher	5	*	3	*	5	*	9	100	2	*	*	*	*

MAKING SENSE OF THE RESULTS - Local context

- **Governance**
 - **Issue with Survey-** No parent perspective and only 2 staff completed this part of the survey.
 - **School Priority (3YP - 2024)**
 - To recruit 1 new board member from the school community to maintain the required 50% of parents on the board.
 - To explore the concept of intergenerational diversity.
 - **General Comments on Results** - We were unsuccessful in recruiting a new parent volunteer for the board this past year. However, we have developed a plan for the next year and have increased our recruitment efforts. To address intergenerational diversity, we purchased several relevant books and reviewed articles on the topic. We will be applying this information to next year's hiring practices to create a more age-diversified staff, hopefully improving our resiliency.



Summary of Financial Results - Additional information can be obtained by contacting the Head of School through the school office.

STATEMENT OF OPERATIONS		
for the Year Ended August 31		
(in dollars)		
	AFS 2025	Budget 2025 (NOTE *) x
REVENUES		
Alberta Education and Childcare (excluding Home Education)	\$1,001,757	\$1,099,585
Alberta Education and Childcare - Home Education	\$171,006	\$172,091
Total Alberta Education and Childcare Revenues	\$1,172,763	\$1,271,676
Other Government of Alberta	\$9,250	\$0
Federal Government and/or First Nations	\$0	\$0
Other Alberta school authorities	\$0	\$0
Instructional fees/Tuition fees	\$122,203	\$75,000
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$33,034	\$15,500
Other sales and services	\$27,001	\$18,000
Interest on investments	\$52,236	\$15,000
Gifts and donations	\$18,308	\$5,500
Amortization of capital allocations	\$0	\$0
Other	\$0	\$12,000
Total Revenues	\$1,434,795	\$1,412,676
EXPENSES		
Home Education	\$219,880	\$177,975
Instruction - ECS	\$97,877	\$92,409
Instruction - Grades 1 to 12	\$896,873	\$903,284
Operations and maintenance	\$73,413	\$98,888
Transportation	\$63,129	\$62,370
Board and System Administration	\$92,646	\$61,306
External services	\$5,551	\$9,516
Total Expenses	\$1,451,389	\$1,405,748
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	(\$16,574)	\$6,928

Summary of Budget for School Year Ending 2026

		Budget 2025/2026
REVENUES		
Alberta Education (excluding Home Education)		\$1,105,921
Alberta Education - Home Education		\$203,626
Total Alberta Education Revenues		\$1,309,547
Other Government of Alberta		\$0
Federal Government and/or First Nations		\$0
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$85,000
Non-instructional fees (O&M, Transportation, Admin fees)		\$15,500
Other sales and services		\$15,000
Interest on investments		\$25,000
Gifts and donations		\$10,000
Amortization of capital allocations (where applicable)		\$0
Other (specify): GST Rebate		\$10,000
TOTAL REVENUES	\$1,470,047	\$1,470,047
EXPENSES		
Home Education		\$203,626
Instruction - ECS		\$91,863
Instruction - Grades 1 to 12		\$913,369
Operations and maintenance		\$79,374
Transportation		\$69,273
Board and System Administration		\$92,320
External Services		\$17,359
TOTAL EXPENSES	\$1,467,184	\$1,467,184
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$2,863
		\$2,863

Future Challenges

- **Staff shortage** - According to AISCA (our professional association), this is a province-wide experience. Phoenix is not the only school struggling to find qualified teaching and support staff. We hope that Alberta Education might proceed to allow a variety of professionals to have a shorter pathway to teach in schools.
- **Adoption of new curriculum** - Change is hard. It takes valuable time to change lesson plans and assignments, source new resources and develop teacher confidence in the new material.
- **Increasing costs** - the cost of all materials, resources, building and maintenance costs are increasing and out pacing our income.

Parental Involvement

- This document will be emailed out to parents. School leadership is happy to discuss any aspect of the report with our parents. We will continue to request parent feedback and involvement in our educational programs through survey instruments, parent-teacher-student interviews, email, and our beak off box.

Timelines and Communication

- This document was approved in principle by the Board of Directors on November 27, 2025.
- The finalized report will be posted to the website as of November 30, 2025 as required.
- Our Zone Manager will be notified of the posting with a weblink.

Whistleblower Protection

- No incidents reported.



Appendix - Additional Required Information

Literacy and Numeracy Assessments for 2024-2025							
Grade	CourseName	Subject	Task	total #	#student RAS in Initial Test	#student RAS in Final Test	% Improvement
Kindergarten							
EC	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	14	0		
EC	Letter Name-Sound (LeNS) Assessments	Literacy	LeNS Overall Performance	14	2		
EC	Letter Name-Sound (LeNS) Assessments	Literacy	Name Accuracy	14	3		
EC	Letter Name-Sound (LeNS) Assessments	Literacy	Sound Accuracy	14	5		
EC	Phonological Awareness Screening Test (PAST)	Literacy	PAST Overall Performance	14	4		
EC	Rapid Automatized Naming (RAN)	Literacy	RAN Overall Performance	14	0		
Grade 1							
1	Phonological Awareness Screening Test (PAST)	Literacy	PAST Overall Performance	24	13	5	61.54
1	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	24	6	6	0.00
1	Letter Name-Sound (LeNS) Assessments	Literacy	LeNS Overall Performance	24	9	4	55.56
Grade 2							
2	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	14	7	3	57.14
2	Letter Name-Sound (LeNS) Assessments	Literacy	LeNS Overall Performance	14	6	4	33.33
Grade 3							
3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	CC3: Regular Words	20	4	0	100.00
3	Numeracy Screening Assessments	Numeracy	Weighted Total Score Outcome	20	7	1	85.71
Legend: Requiring Additional Support (RAS); Not Requiring Additional Support (NRAS)							

Supports

Students in the “at-risk” category or coded as severe special needs (up to and including Grade 6 students) were invited to attend extra programming. We created a small-group class for junior high students who were “at-risk” or severely behind their peers.

Based on our numbers of at-risk students (through government and school-wide individualized assessments), we created some extracurricular remedial programs such as:

- Reading Eggs - an extra weekly small group reading session (3:1) with a special needs teacher and using a standardized literacy program (Leveled Literacy)
- Flight School - special needs class specially for severe, moderate learners
- PSI's - personal student instruction - a 1:1 session of learning with their teacher, practicing individualized skills needed per student
- school-wide focus on literacy and numeracy throughout all themes & camps

Services

We offer specialist services to support students for SLP, OT, counselling with a psychologist, and PsychEd assessments to implement strategies within the school and at home. We also use the valuable services provided by the ECLS program.

English as an Additional Language (EAL) - NO EAL report this year

Description of related processes and strategies and their impact: Students identified as EAL learners participated in two programs at Phoenix - PSI and our Reading Eggs program.

1. **PSI - Private Student Instruction** - The purpose of private student instruction (PSI) is to:
 - i. Provide differentiated instruction
 - ii. Address deficiencies or areas of weakness
 - iii. Create a safe and caring learning environment
 - iv. Provide individual learning opportunities for student (1:1)

2. **Reading Eggs** - Students benefit from direct and intensive instruction with our Reading Coach. Reading Eggs is designed to assist struggling readers in overcoming hurdles and closing the gap between grade and reading level. Our Reading Chick Program offers evidence-based instruction customized to each student's needs. It runs MONDAYS for 14 weeks for 45 minutes in a small group setting (maximum 4 students of similar reading levels). Students can attend for both sessions - FALL and/ or WINTER.

We have very few if any EAL learners in any given year but we find that these two programs benefit EAL learners by providing a safe, caring and customized learning environment within which they can develop their English language skills.

First Nations, Métis and Inuit Student

School authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

How does your school support this recommendation?

We support Truth and Reconciliation in a variety of ways from guest speakers and culturally appropriate activities involving our FNMI families where possible. **This includes being open and providing instruction about Truth and Reconciliation on September 30. Many schools, businesses and organizations take this day as a holiday. We do NOT.** We feel being closed and reducing the day to a holiday violates the spirit of the day. Rather, we use the day to teach about our First Nations, Metis and Inuit culture and fully embrace the intentions behind the recommendations of the Truth and Reconciliation Commission!

Assurance Domain	Measure	Phoenix Education Foundation (FNMI)			Alberta (FNMI)			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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.8	58.6	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.7	69.4	69.6	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.9	11.8	11.6	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a