

Father Leduc Catholic School
Combined
3-Year Education Plan (3YEP) 2019-2020 to 2021-2022
And
Annual Education Results Report (AERR) for 2018-19



Message from the Principal

Father Leduc Catholic School is a Kindergarten to Grade 8 school located in the community of Southfork in Leduc. Since its inaugural year in 2016, Father Leduc Catholic School has developed a faith-based approach toward learning.

As a Catholic school community, we strive to create a culture rich in academics, athletics, and the art in a faith-based environment. It is our intent to foster a rich legacy as a welcoming, accepting, and inclusive school community. Together, we can make Father Leduc Catholic School a great place to learn, to grow, and to share God's many blessings.

School Vision

At Father Leduc Catholic School ALL students learn at high levels surrounded by Christ's love.

School Goal

At Father Leduc Catholic School, we strive for every student to feel loved, safe and supported; in a joyful and faith-filled learning environment. We will ensure all students develop as a whole person while achieving success at or above grade level in all essential outcomes.

School Motto

"God is Love"



School Profile



Principal: Tara Malloy (tara.malloy@starcatholic.ab.ca)

Grades Served:

Currently – K-8 (English Stream Only)

2022 – French Immersion Grade 7

2023 – French Immersion Grade 7 & 8



Vice-Principal: Darren Schneider (Darren.schneider@starcatholic.ab.ca)

Telephone: 780-986-0045

Website: flcs.starcatholic.ab.ca

Student Population: 546 students

Number of Teachers: 29

Number of Support Staff: 21

Emerging Issues and Trends

We are excited to see a consistent growth of student population since our opening in 2016. During our opening school year of 2016-17, we were pleased to have 165 students registered in K-6. In the 2017-18 school year, we expanded to include grade 7, which saw an increase in our school population to 365 students. With the addition of grade 8 in the 2018-19 school year, we had a population 499 students enrolled in K-8 classes. Currently, we have 546 students registered for the 2019-20 school year.

It is our focus to create a solid foundation as a safe and caring school for all students and staff in our school culture. Our procedures and practices are all established with the goal of faith and inclusion in mind. All practices are built on the foundation of relationship and reconciliation.

In order to ensure the School Intervention Team is reviewing the learning needs of all students, we have an intervention PLC that takes place every term that gathers key stakeholders as we ensure we review the progress of all students and target appropriate interventions.

With the introduction of grade 7 & 8, we have established a four-term system of complementary courses that enhance student learning. These courses are developed based on student/parent interest and the career and technology foundations recommended by Alberta Education.

All students participate in school wide WIN blocks two times in a 6-day cycle. WIN represents “What I Need.” In these blocks, students receive targeted instruction supporting their individualized program and success plan. This structure provides a flexible environment that allows students to learn at their own pace, with instruction geared toward their own learning style.

ECS students now receive the EYE (Early Years Education) assessment to ensure we have accurate data to support student learning in our kindergarten programming. The first term report card for ECS was a summary report from the EYE assessment.

Anxiety continues to affect Alberta students today, including the students of Father Leduc Catholic School, and we are working to develop programs to meet the emotional needs of our students. With the support of our full-time FSLW (Family School Liaison Worker) we create programs that address the social/emotional needs of our students. One key program that is taught throughout our school is the “Mind Up” program. For all WIN blocks in the month of September, this program was taught at all grade levels to ensure we have a school wide understanding of the program.

With the continued evolution of a young school, we are working extensively with our school council and other community supports in order to create a collaborative culture at Father Leduc Catholic School. Some items of note:

- Developing school wide communication systems that meets the needs of our families.
- Weekly update emails sent home to parents to ensure ease of access to ongoing information.
- Electronic report cards.
- Analysis of Accountability Pillars and parent feedback.
- Community based events for parents.
- Developing an atmosphere of an “open door” for parental involvement.



Strategies to Address Issues and Trends

- With a school profile including both Junior High and Elementary students, we assess the school space usage and schedule breaks to accommodate this. In order to support student movement and transitions in our building, we have arranged for opposite break times during the lunch break. Therefore, elementary students are on a break while our JH students are eating in designated areas. After 20 minutes, the students switch roles; JH students are on break while the elementary students are eating their lunch in their classrooms. This provides for maximum use of the facility, such as our fields, gymnasium, and break areas.
- Our student population grew from 165 students in our first school year, to 354 students in the 2017-18 school year, 499 in the 2018-19 school year, and 546 currently.
- As an RTI (Response to Intervention) school, we have scheduled PLC (Professional Learning Community) collaborative time so that our teachers can meet to discuss current issues relevant to literacy, numeracy and student success. This time is also used to create interventions to directly impact our student success. Our school and school division embraced the “Response to Intervention” (RTI) model. The majority of our teaching and administration staff have received extensive professional development in the area of RTI and PLCs. Staff momentum continues to grow, and we see many positive results already. RTI professional development takes place at our staff meetings, learning days, and PD days, during our term-based student success tracking meetings, and our monthly after school PLC meetings. This process allows us to target individualized student programming and advance students to higher levels of literacy and numeracy. Students benefit from concentrated instruction geared toward their individual learning needs.



- In order to support an increase in our school/home communication, we have divided our interview process into 4 separate dates, as opposed to 2 sequential dates twice a year. These dates run as a single evening in November, December, January, and March.
- In order to further enhance teacher efficacy with Concept Based Curriculum, staff will be participating in 4 PD opportunities on scheduled PD Days to work in collaboration with our other Leduc STAR schools.
- Develop a virtue of the month to infuse character development with our catholic lens. Our division's focus is "Live the Way" this year our virtues focus on: Students learn about a new virtue each month and are nominated for their efforts with demonstrating this virtue.



- We have an FSLW (Family School Liaison Worker) on staff to assist with the emotional needs of our students at all grade levels. We have introduced programs, such as, Roots of Empathy, Mind Up, Zones of Regulation, Strength, Children and Change, character virtues, and Girls' Group.



**Roots of Empathy Babies
2019-20**



- Working with community programs, such as Telus and Lego in school field trips, to provide new and innovative instruction in science and technology.





- Developing extra curricular activities to interest students beyond athletics: Mindful colouring, math groups, yarn love club, etc....



Grade 6 Math Club



Mindful Colouring Club

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Father Leduc Catholic 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
Safe and Caring Schools	Safe and Caring	90.8	92.7	92.0	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.5	82.0	82.7	82.2	81.8	81.9	High	Maintained	Good
	Education Quality	92.4	96.0	96.7	90.2	90.0	90.1	Very High	Declined	Good
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.4	68.0	73.8	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	10.3	7.0	13.7	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	91.3	93.8	96.9	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	84.2	87.6	86.7	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.1	88.4	89.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	87.8	92.1	93.7	81.0	80.3	81.0	Very High	Declined	Good

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); and 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; and 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.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Divisional Goal: Growing Catholic Identity

Measure Category	Father Leduc Catholic School			St. Thomas Aquinas RCSSD		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	86.5	86	88.8	89	91	90.7
I am pleased with the opportunity my child has, to pray and to grow in his or her faith.	93.5	90	90.5	90	92	92
My child learns about faith throughout the school day, not just in religion class.	76	82	80	78	82	80.7
The staff at the school, through their words and actions, help students to better know God.	78	74	78	80	82	81.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	84	81	85.7	85	86	85
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	95	100	95.3	98	98	98
The school provides students with opportunities to pray and to grow in their faith.	100	93	97.7	99	98	98.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	97	86	94.3	96	92	94.7
Staff at the school, through their words and actions, help students to better know Christ.	97	93	93.7	98	95	95.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	97	93	96.7	97	98	98
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The adults in my school treat me with respect.	83 63	78 78	73 78	83 73	87 78	84 75
We pray as a class or school every day.	92 84	80 88	77 88	94 82	95 87	93 86
Teachers talk about faith in other classes, not just religion class.	60 65	79 74	72 74	73 62	84 72	76 66
The adults at my school help me, by their words and actions, to better know God.	73 53	85 74	79 74	81 56	84 64	82 60
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	92 89	84 88	81 88	88 86	95 86	89 82
Aggregate Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	84.8	88	86.5	88.3	90.5	89.4
Mark 2: Opportunities for Prayer	93.8	89	90.2	92.3	93.7	93.4
Mark 3: Permeation of Faith	78.5	82	82.4	80.5	84	82.1
Mark 4: Witnessing to the Gospel	79.3	82.2	82.7	82.2	83.7	82.7
Mark 5: Charity and Social Justice	90.5	86.7	89	89.7	91.5	89.5

*Grades 4-6 | Grades 7-12

Excellent 86-100	Good 81-85	Intermediate 76-80	Issue 71-75	Concern 0-70
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Divisional Goal: Growing Catholic Identity Continued

Faith Strategy Example #1:

- Staff Retreat focus of “Live the Way,” on October 21st will be focusing on sharing authentic actions of how God guides us.
- Create practical strategies for staff to use to show how situations provide the opportunity to share as an authentic witness in order to have students agree that “Teacher’s help me understand how faith can guide the way I live my life.”

Link to Board Priority – Key Indicator:

Grow and Affirm Catholic Identity

Outcome: Staff are able to articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.

Faith Strategy Example #2:

- JH Student retreat focused on “God is Love” based in the scripture of the lost son.
 - **Luke 15:11-32**
- Analysis of where God is Love is in society, home, school, and parish.
- Identify where “God is Love” is demonstrated in the students’ life.
- “God is Love” social justice projects built out of the initial student retreat to ensure we are sharing God’s love with others.
 - **Catholic Social Services partnership (Adopted ministry of St. Katharine Drexel Place.**
 - **Social Justice CTF courses.**
 - **Social Justice Club Project**

Link to Board Priority – Key Indicator:

Grow and Affirm Catholic Identity

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.



JH Student Retreat

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	79.7	68.0	78.4		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	20.3	7.0	10.3	15	Low	Maintained	Issue	15	16	17

Comment on Results

(an assessment of progress toward achieving the target)

We are very pleased to see an improvement in the acceptable standard performance for our students. We identify that we need to develop a strong plan of action to improve our performance of students in grade 6 achieving a standard of excellence on Provincial Achievement Tests.

Strategies

Targeted Focus Area:

To increase PAT achievement in excellence to increase to reach Alberta's level of academic excellence.

Sample Anticipated Strategies (list maximum of 2):

- Review PAT analysis process with division 2 teachers to analyze data more closely to determine next steps to excellence.
- Ensure WIN (What I Need) blocks provide an opportunity to challenge students beyond acceptable standard.
- Provide grade 6 teachers with the opportunity to meet and analyze the data from the previous year's test results with Chris Zarski and create a commit to try plan of action geared toward improving standard of excellence performance.
- Consult with parents to have a collaborative approach toward student achievement.

Link to Board Priorities and Key Indicators:

Support Students in their Journey, Ensuring All are Successful Learners

Outcome: A high functioning Response to Intervention model will help identify and support all students.

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. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	85.7	87.6	84.2		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We are very pleased with our continued performance in this outcome.

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	83.3	82.0	81.5		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Our performance in this measure continues to demonstrate a positive and successful outcome.

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	n/a	n/a	91.4	92.7	90.8		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	97.5	96.0	92.4		Very High	Declined	Good	93	94	95
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	100.0	93.8	91.3		Very High	Maintained	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	n/a	72.6	86.3	74.9		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	90.0	88.4	86.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	95.3	92.1	87.8		Very High	Declined	Good	89	90	91

Comment on Results

(an assessment of progress toward achieving the target)

We are very pleased with our performance in outcome four. Although we have declined in two areas, our overall performance is very high. We will continue to monitor the overall quality of basic education within our school and school jurisdiction.

Our school council is heavily involved in providing direction for their child's education as well as providing community events.

Strategies

As the outcome is very high, we will continue to monitor this outcome and adjust our programming as needed. We will be providing greater information about student achievement with 4 separate interview nights spread throughout the school year.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey

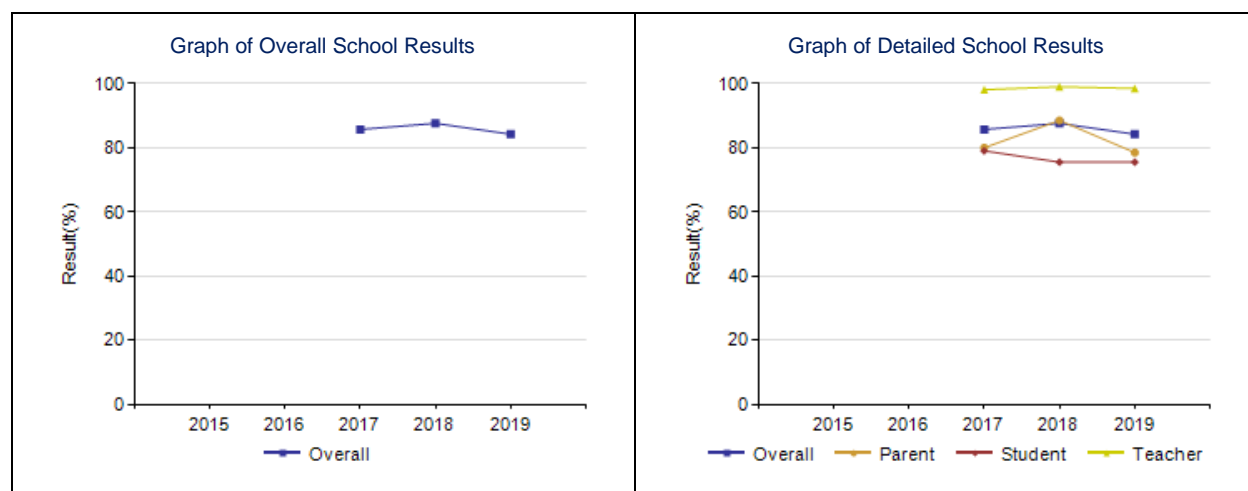
APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

1.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	85.7	87.6	84.2	85.4	85.3	86.7	85.0	87.0	83.5	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	98.1	99.0	98.5	98.2	96.8	97.2	94.7	97.0	94.2	94.5	94.0	93.4	93.2
Parent	n/a	n/a	80.0	88.5	78.5	81.6	84.1	87.5	88.1	85.7	82.1	82.9	82.7	81.7	81.9
Student	n/a	n/a	79.0	75.5	75.5	76.5	75.1	75.2	72.1	78.3	74.2	74.5	74.4	73.9	73.5



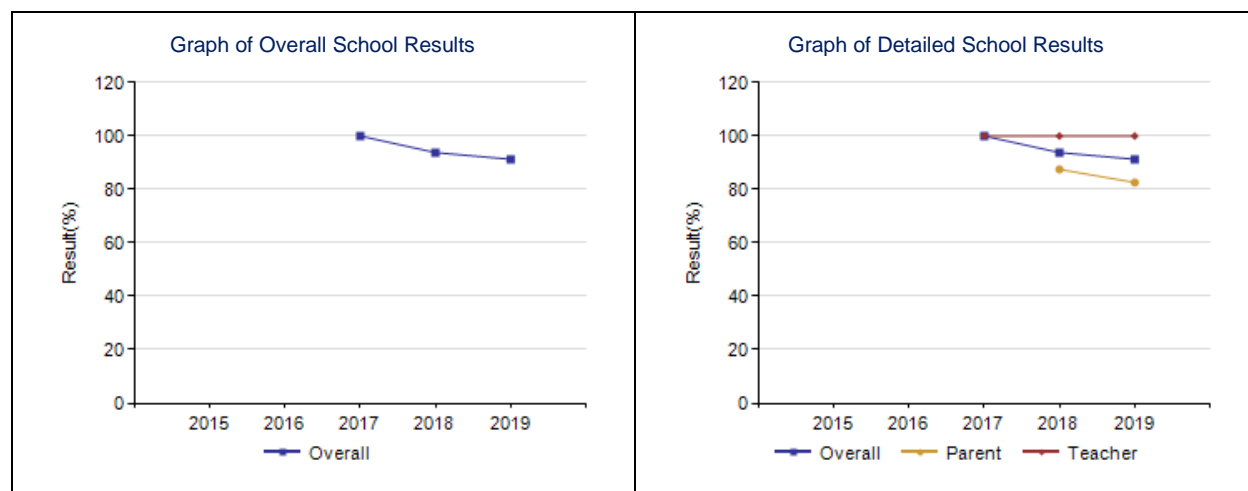
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	100.0	93.8	91.3	85.6	85.2	86.8	86.3	86.2	82.0	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	100.0	100.0	100.0	93.6	93.9	92.9	92.9	98.2	89.7	90.5	90.4	90.3	90.8
Parent	n/a	n/a	*	87.5	82.6	77.6	76.5	80.7	79.6	74.2	74.2	74.8	75.1	74.6	75.2



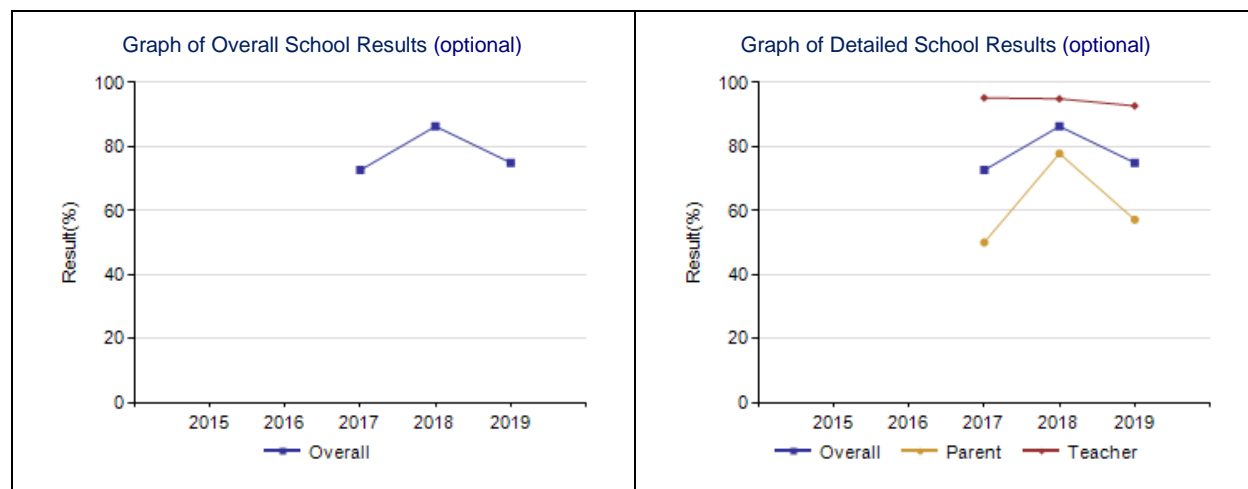
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	72.6	86.3	74.9	75.9	73.6	78.6	77.0	76.9	70.0	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	95.2	94.9	92.7	84.4	82.8	86.9	85.4	91.1	76.0	77.3	77.3	77.8	78.8
Parent	n/a	n/a	50.0	77.8	57.1	67.5	64.4	70.3	68.5	62.7	64.0	64.2	64.8	64.0	64.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

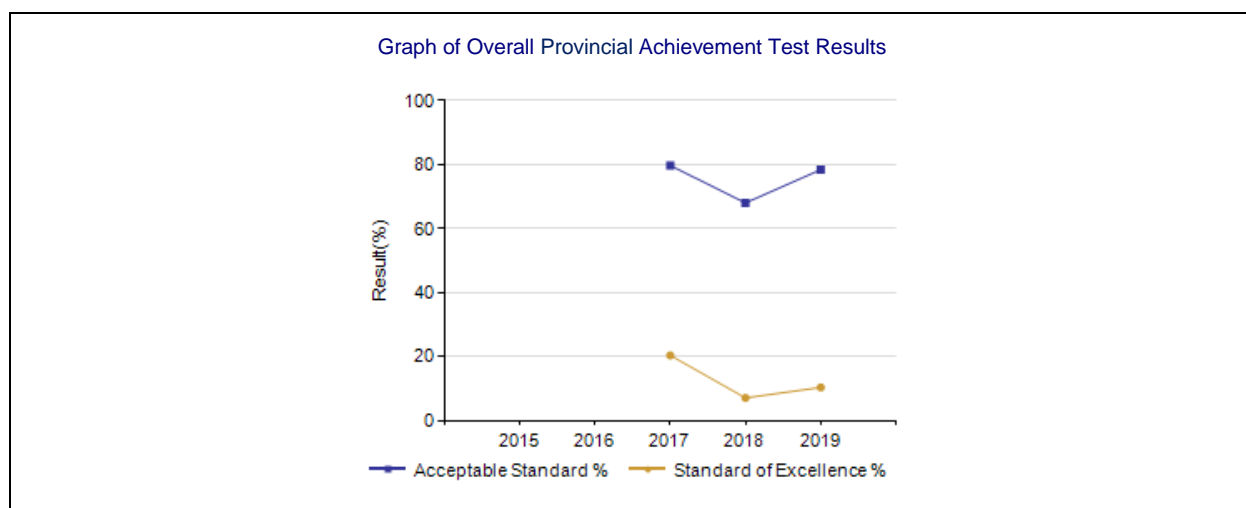
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	81.3	12.5	88.0	0.0	89.7	6.9		
	Authority	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	81.3	6.3	44.0	0.0	75.9	3.4		
	Authority	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	n/a	n/a	n/a	n/a	75.0	31.3	68.0	16.0	79.3	20.7		
	Authority	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	n/a	n/a	n/a	n/a	81.3	31.3	72.0	12.0	69.0	10.3		
	Authority	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	10.0	66.7	11.1	*	*	50.0	0.0		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	10.0	88.9	0.0	*	*	57.1	0.0		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	60.0	20.0	50.0	0.0	*	*	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

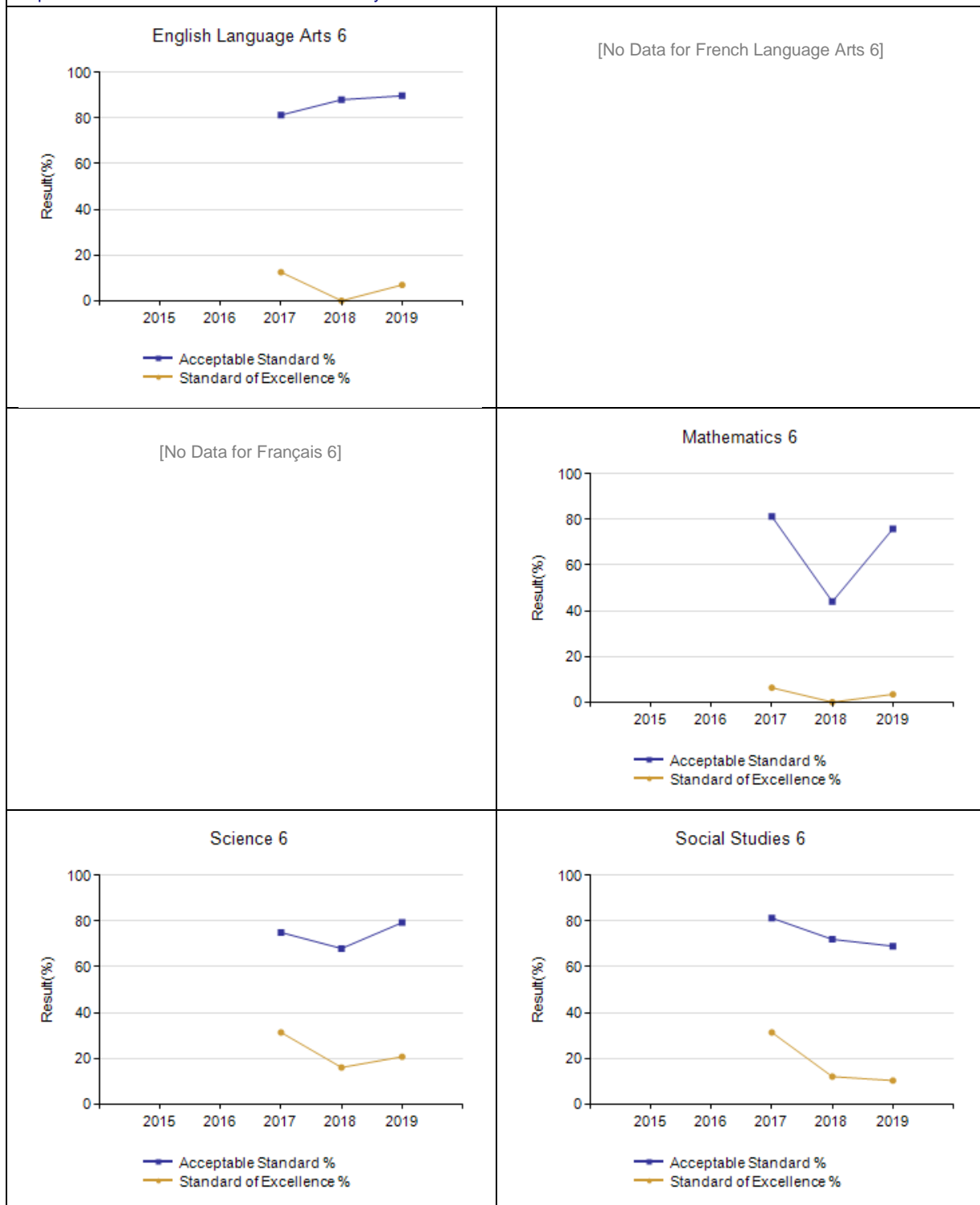
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Father Leduc Catholic School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	29	89.7	21	84.6	54,820	83.2	49,573	82.9
	Standard of Excellence	Low	Maintained	Issue	29	6.9	21	6.3	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Intermediate	Improved	Good	29	75.9	21	62.6	54,778	72.5	49,502	71.5
	Standard of Excellence	Very Low	Maintained	Concern	29	3.4	21	3.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	29	79.3	21	71.5	54,879	77.6	49,520	77.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	29	20.7	21	23.6	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	29	69.0	21	76.6	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Declined	Issue	29	10.3	21	21.6	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

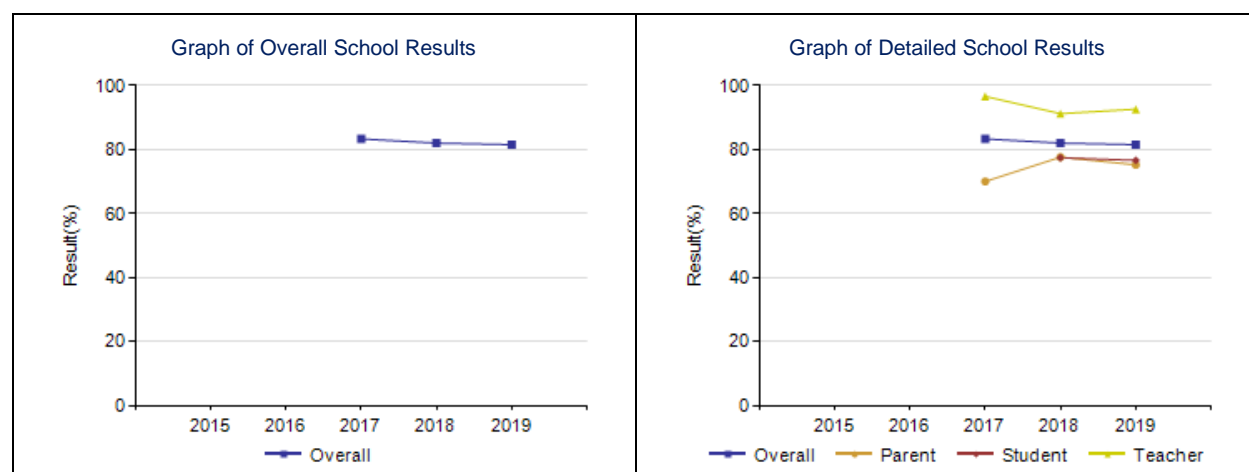
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	83.3	82.0	81.5	76.3	77.8	78.6	80.6	83.6	81.3	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	96.6	91.2	92.6	86.3	87.6	88.1	88.3	91.7	87.2	88.1	88.0	88.4	89.1
Parent	n/a	n/a	70.0	77.6	75.2	72.5	77.1	74.5	80.4	79.1	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	77.4	76.6	70.0	68.6	73.2	73.2	80.0	76.9	77.5	77.7	77.2	77.4



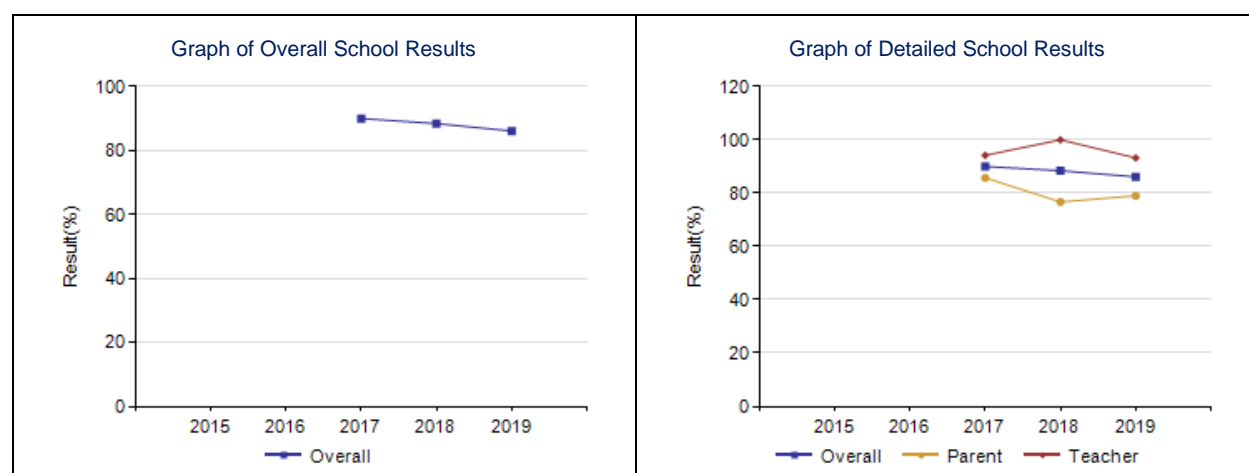
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Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	90.0	88.4	86.1	80.0	82.4	84.4	84.9	84.9	80.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	94.2	100.0	93.2	90.9	90.2	92.3	90.7	95.2	88.1	88.4	88.5	88.9	89.0
Parent	n/a	n/a	85.7	76.7	79.0	69.1	74.7	76.5	79.0	74.6	73.4	73.5	73.9	73.4	73.6

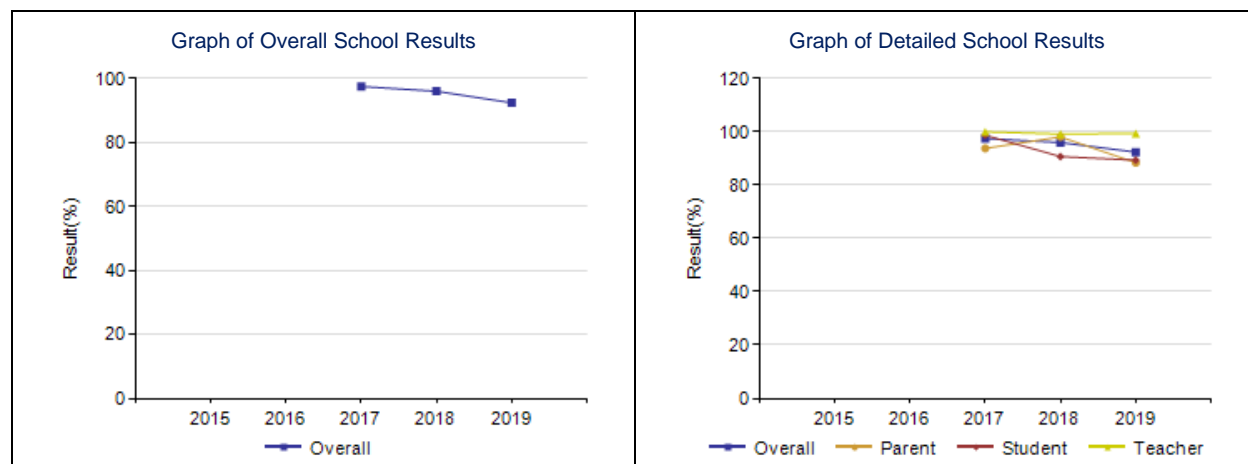


Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	97.5	96.0	92.4	91.2	90.5	92.8	92.5	92.2	89.5	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	100.0	99.2	99.4	97.6	96.3	97.9	96.9	98.2	95.9	96.0	95.9	95.8	96.1
Parent	n/a	n/a	93.8	98.1	88.4	86.3	87.4	91.5	92.3	88.1	85.4	86.1	86.4	86.0	86.4
Student	n/a	n/a	98.7	90.7	89.4	89.8	87.8	88.9	88.3	90.1	87.4	88.0	88.1	88.2	88.1

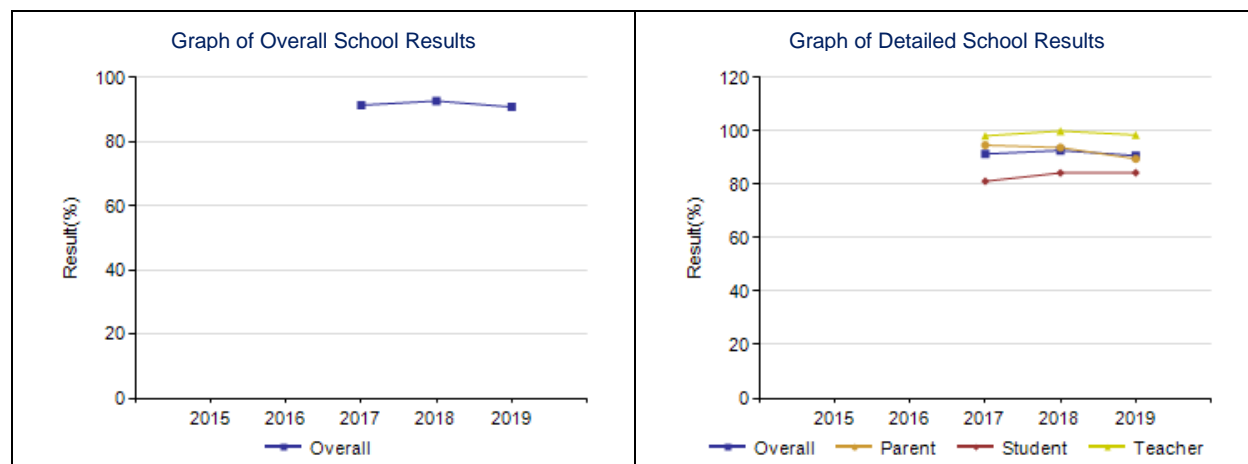


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Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	91.4	92.7	90.8	91.0	89.7	91.5	90.7	91.8	89.2	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	98.2	100.0	98.5	97.4	96.4	96.7	95.7	98.1	95.4	95.4	95.3	95.0	95.1
Parent	n/a	n/a	94.7	93.8	89.6	89.0	88.8	92.6	94.0	91.9	89.3	89.8	89.9	89.4	89.7
Student	n/a	n/a	81.2	84.3	84.4	86.5	84.0	85.3	82.5	85.5	83.0	83.4	83.3	82.5	82.3



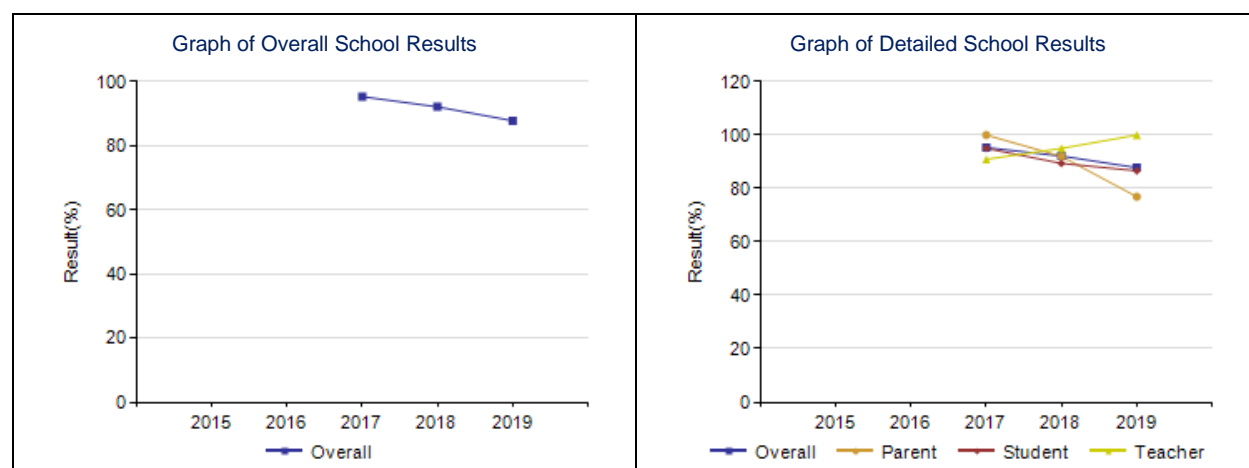
Notes:

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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

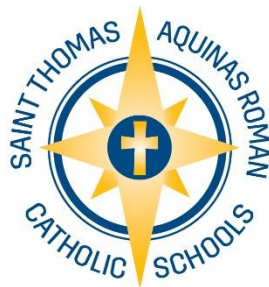
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	95.3	92.1	87.8	82.9	82.4	84.1	81.4	87.2	79.6	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	90.9	95.0	100.0	86.5	87.6	87.6	81.3	95.0	79.8	82.3	82.2	81.5	83.4
Parent	n/a	n/a	100.0	92.0	76.9	79.9	78.8	82.8	84.1	81.5	78.5	79.7	80.8	79.3	80.3
Student	n/a	n/a	95.0	89.4	86.6	82.4	80.7	81.7	78.9	84.9	80.7	81.5	81.1	80.2	79.4



Notes:

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Calendar of School Professional Development Father Leduc Catholic School 2019-2020



Priorities identified from Alberta Education, STAR Catholic or School Needs:

Month	Date	AB Ed Focus District Focus School Focus- TYEP?	9:00-10:15	10:30 - 12:00	1:00 - 3:00
August	27th		Opening Staff Mass 9 - 9:30 St. Michael's Parish Fellowship back at school	Staff Meeting	Teacher Preparation Time New Staff Mentorship
August	28th		Staff Meeting	Mental Health: Resiliency & self regulation with Mind Up (Johanna)	Teacher Preparation Time & Meet the Staff Night 4:30-6:00 pm
August	29th		Division Opening Faith Day		
August	30th		Mental Health: Resiliency & self regulation (Johanna)	PLC Norm Creation & Agenda Review	Teacher Preparation Time

September	20th	TQS # 4: Establishing inclusive learning environments	IPP Development Day and Family Planning	
October	21st	District Focus TQS 1, Mark 4, 5	Staff Faith Retreat (Our school is hosting GRACE - we will join in the opening liturgy and luncheon). - Retreat focus: "Live the Way" Afternoon team building activities	
October	25th	District Focus	Learning Day - "Response to Intervention"	
November	13th	District Focus - All staff must be trained by December. Board Priority: Key Priority 3: Support students in their journey; ensuring all are successful leaders (#2: A focus on student mental health and well-being).	Mental Health Literacy	Mental Health Literacy
December	6th	ATA Local Institute Day EA Conference in Ponoka	ATA Local Institute Day EA Conference in Ponoka. EAs will be provided with 7 hours pay, busing, and lunch.	
January	31st	TQS #1: e; 3, 4, e, 5 c;	Concept Based Curriculum Instruction Purpose Hosted at FLCS for Leduc and Beaumont Schools	Teacher collaborative time to plan and prepare based on morning PD
February	6, 7	Teachers' Convention		
March	20th	TQS #1: e; 3, 4, e, 5 c;	Concept Based Curriculum Instruction Purpose Hosted at FLCS for Leduc and Beaumont Schools	1:00-1:45 pm Short full staff meeting 1:45 - 3:00 pm Teacher collaborative time to plan and

					prepare based on morning PD
April	24th	TQS #1: e; 3, 4, e, 5 c;	Concept Based Curriculum Instruction Purpose Hosted at FLCS for Leduc and Beaumont Schools		1:00-1:45 pm Short full staff meeting 1:45 - 3:00 pm Teacher collaborative time to plan and prepare based on morning PD
May	15th	TQS #1: e; 3, 4, e, 5 c;	Concept Based Curriculum Instruction Purpose Hosted at FLCS for Leduc and Beaumont Schools		1:00 - 3:00 pm Teacher collaborative time to plan and prepare based on morning PD
June	5th	2020-21 Planning	Staff Meeting & Live the Way Faith Session	IPP Time	Class List Time
June	29th	2020-21 Review Planning	Staff Meeting	Teacher Preparation	Teacher Preparation

Liturgies and Masses for 2019-2020



LITURGIES 2019-20			
Tuesday, Aug. 28	9:00 AM	St. Michael Parish	Staff Welcome Mass
Friday, Aug. 31	1:45 PM	Fr. Leduc School	Mass with Archbishop (Reflection Day)
Friday, Sep. 7	10:30 AM	Fr. Leduc School	Opening School Mass
Wednesday, Sep. 26	9:30 AM	St. Michael Parish	Grade 4 Blessing of Bibles Mass (all schools)
Thursday, Oct. 4	10:30 AM	Fr. Leduc School	Thanksgiving Mass
Monday, December 2	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 1
Monday, December 9	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 2
Monday, December 16	8:45 AM	Fr. Leduc School	Advent Liturgy – Week 3
Wednesday, Dec. 19	10:30 AM	Fr. Leduc School	Advent Mass
Wednesday, Feb. 14	10:30 AM	Fr. Leduc School	God is Love Mass

Tuesday, March 6	10:30 AM	Fr. Leduc School	Ash Wednesday Liturgy of the Word
Thursday, April 9	9:30 AM	Fr. Leduc School	Stations of the Cross
Monday, April 23	1:30 PM	Fr. Leduc School	Easter Mass @ Fr. Leduc
Friday, May 29	9:30 AM	Fr. Leduc School	Living Rosary
Wednesday, June 20	10:30 AM	Fr. Leduc School	Year End Mass



Budget Report

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2019-2020 Play Budget (June)

Father Leduc

Revenue And Allocations To Budget Center

	2019-2020 Play Budget (June)			
Instruction Program Allocations	\$3,471,002	92.8%	\$0	0.0%
Faith Development Allocations	\$28,640	0.8%	\$0	0.0%
Other Program Allocations	\$3,117	0.1%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$114,865	3.1%	\$0	0.0%
Local Revenues & Fees	\$123,631	3.3%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,741,255	100%	\$0	100%

Expenditures

	2019-2020 Play Budget (June)			
Certificated Staff	\$2,794,926	74.7%	\$0	0.0%
Uncertificated Staff	\$605,102	16.2%	\$0	0.0%
Services Contracts and Supplies	\$284,350	7.6%	\$0	0.0%
Amortization (Depreciation)	\$1,377	0.0%	\$0	0.0%
Held in Reserve	\$55,500	1.5%	\$0	0.0%
Total Expenditures:	\$3,741,255	100%	\$0	100%

Summary

	2019-2020 Play	Budget (June)	
Total Revenue and Allocations to Budget	\$3,741,255		\$0
Total Expenditures	\$3,741,255		\$0
Variance		\$1	\$0