



EDUCATION PLAN

2021-2022



PRINCIPAL'S MESSAGE

MRS. TARA MALLOY

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 arts in a faith-based environment. It is our intent to foster a rich legacy as a welcoming, accepting, and inclusive school community. Together, we have made Father Leduc Catholic School a great place to learn, to grow, and to share God's many blessings.

Although our school has grown to be large in number, we maintain a family style atmosphere insuring collaboration, well-being, and quality instruction that is rooted in our philosophy that all students will achieve high levels of success.



Principal—Tara Malloy

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MEET YOUR LOCAL TRUSTEE

**Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Michelle Lamer

Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and serves in various volunteer roles. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge. As a community, we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

SCHOOL PROFILE

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"

Telephone: 780-986-0045

Website: fles.star catholic.ab.ca

Student Population: 570 students

Number of Teachers: 27

Number of Support Staff: 21

Grades Served:

Currently – K-8 (English Stream Only)

2022 – French Immersion Grade 7

2023 – French Immersion Grade 7 & 8



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

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.

MEASURES

Surveys:

Students (Elementary)

- We pray as a class or a school every day.
- Teachers help me understand how faith can guide the way I live my life.

Students (Secondary)

- We pray as a class or as a school every day
- Teachers help me understand how faith can guide the way I live my life

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I witness the faith and permeate curriculum and activities with gospel values.

Parents

- Teachers help students understand how faith can guide the way they live their lives.

Other

- Anecdotal list of PD offerings that are specific to faith

STRATEGIES

- Staff Retreat focus of “Disciples of the Word: Disciples Through Witness” on September 17th 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.”
- 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.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Students learn what it means to live in a relationship with Jesus Christ.

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

MEASURES

Survey Questions

Students (Elementary)

- Teachers help me understand how faith can guide the way I live my life.
- Teachers speak to me about their own faith and the role of God in their life.

Students (Secondary)

- Teachers speak to me about their own faith and the role of God in their life.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

Parents

- Teachers help students understand how faith can guide the way they live their lives.
- Teachers share their own faith experience with their students and the role of God in the teacher's life.

STRATEGIES

List your strategies here

- Provide support for parents to better understand the Catholic faith and the understanding of Catholic practices.
- Coordinate with our faith coordinator and plan 4-5 parent engagement sessions.
- Have teachers share with parents in their weekly communication how faith has been shared and reflected upon.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Survey Questions

Students (Elementary & Secondary)

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

Parents

- The school helps those less fortunate. Examples: Charity, Good Works and Social Justice.

Anecdotal List of School Social Justice Projects

STRATEGIES

List your strategies here

- Support local needs such as Leduc Hub – Homeless Shelter in Leduc – Adopt A Night at the shelter
- Ensure we inform parents of social justice opportunities for families to participate in.
- Cereal box dominos activities that provide a way to engage and play to support the event.
- The term “social justice” may mean different things to different people and providing clarity on the term would assist.
- Advertise on Facebook to assist with increasing awareness to parents.
- Support Sacred Heart Church of the First Peoples with various fund raising activities.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Strong home, school, and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

MEASURES

Survey Questions

Students (Elementary & Secondary)

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish .

Parents

- My child participates in religious celebrations at the school or church.

List of School Masses/Celebrations and Connections to Outside Organizations (i.e. CSS)

STRATEGIES

List your strategies—below were copied from your AERR (*School and Parish Collaboration*)

- Knights of Columbus provide bibles for our grade 4 students and celebrate with a mass at St. Michael's Parish.
- Knights of Columbus provide and cook pancakes for Shrove Tuesday.
- St. Michael's Parish Priest celebrates with our students during the scheduled liturgical celebrations listed below. He also attended 4 days to provide our students with the penitential rite.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

STRATEGIES

- 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 the Director of Curriculum and Instruction 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.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

STRATEGIES

- Contributing to society is key with our social justice projects, religious education instruction, and exploration in our social studies curriculum.
- ⇒ Social Justice:
 - * Identifying current needs in the local and global communities and determine how to best support. Working closely with Catholic Social Services, the Leduc Hub and the Leduc Food Bank
- ⇒ Religious Education:
 - * Reviewing acts of charity and the purpose behind the acts of charity is critical in our development of citizens. One example is how our grade 4 students work closely with Holy Childhood Association.
- ⇒ Social Studies Curriculum
 - * Examining the need to explore cultural diversity and respect for such diversity
- Character development programs, such as, Roots of Empathy, is promoted and explored.
- Character celebrations monthly acknowledging faith based character traits and honouring those who exemplify the characteristic. This focuses on our division theme which is "Disciples through Witness."



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

The Division is currently awaiting the provincial development of this goal.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

MEASURES

Surveys:

Students (Elementary)

- I have no worries about going to school
- I can solve problems at school (i.e. with friends, school work, etc.)
- I know how to lower my stress when doing school work (i.e. assignments or tests)
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

Students (Secondary)

- I have no worries about going to school
- I feel confident in my ability to solve issues at school
- I have strategies to lower my stress before writing an exam or a big assignment
- I am free of headaches or stomach aches
- I am able to fall asleep at night and stay asleep

Staff (Teachers)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of my students.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

Staff (Support Staff)

- I am aware of the social and emotional well-being of my students.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am aware of the behavior supports the student(s) I work with require.
- I utilize strategies to support the behaviour, with the student(s) I work with.

Parents

- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- My child has a friend at school
- I am satisfied with the access to social/emotional supports at school
- My child has one or more adult(s) that care about them at school

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

STRATEGIES

- 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. 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.
- 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.
- Train all staff on Third Path Essential conditions .
- Train key leaders on The Third Path in order to promote this program for all staff members.



DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 4.11\)](#) is available for download on our website.

Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

MEASURES

Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

STRATEGIES

- Quality education starts with quality educators and leaders. Professional growth and development are enhanced in the following ways:
 - ⇒ Strategies planning and use of Teacher Professional Growth Plans and administrator support in key elements
 - ⇒ Classroom walk through procedures with administrator professional development in this area in the 2019-20 school year
 - ⇒ Explore Concept Based Curriculum to ensure all teachers understand the process of educational practice that ensures concept mastery when teaching.



DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Surveys:

Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

List of Professional Development Sessions During the School Year

STRATEGIES

- Explore Concept Based Curriculum and allow teachers to have time in their professional learning community to building concept based lessons.
- Develop valued attachments with staff and students by examining SIVA and how it impacts learning and instruction.
- A school intervention team is developed with members of staff that act as leaders in instructional support through all 3 levels of instruction (tier 1, 2, and 3).
- Teachers are identified as technology leaders with Google Certified Qualifications.
- Staff participate in the staff development fund to increase education by obtaining a master's degree. In the 2019-20 school year, we currently have 2 staff members enrolled in this program

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

Other:

- List of Professional Development sessions related to leadership development that occurred in the 2019/2020 school year.
- Administrator satisfaction with leadership professional development.
- List of collaborative structures

STRATEGIES

- Explore Concept Based Curriculum and allow teachers to have time in their professional learning community to building concept based lessons.
- Develop valued attachments with staff and students by examining SIVA and how it impacts learning and instruction.
- A school intervention team is developed with members of staff that act as leaders in instructional support through all 3 levels of instruction (tier 1, 2, and 3).
- Teachers are identified as technology leaders with Google Certified Qualifications.
- Staff participate in the staff development fund to increase education by obtaining a master's degree. In the 2019-20 school year, we currently have 2 staff members enrolled in this program
- All certified staff are asked if they wish to participate in the Designate Principal role when administration are away attending School Division meetings.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Safe, welcoming, and optimal learning environments for staff and students.

Outcome: Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

MEASURES

Surveys

Student (Elementary & Secondary)

- I am proud of my school and the way it looks

Staff (Teachers)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.
- Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students.

Staff (Support Staff)

- Our school is clean and well maintained.
- Our school has the physical facilities to meet the programming needs of students.

STRATEGIES

- Maintain new facility care for future use over the years.
- Monitor growth future growth of South Fork and monitor traffic flow.
- Collaborate with City of Leduc and Tamani (the developers).

DOMAIN 4: LEARNING SUPPORTS

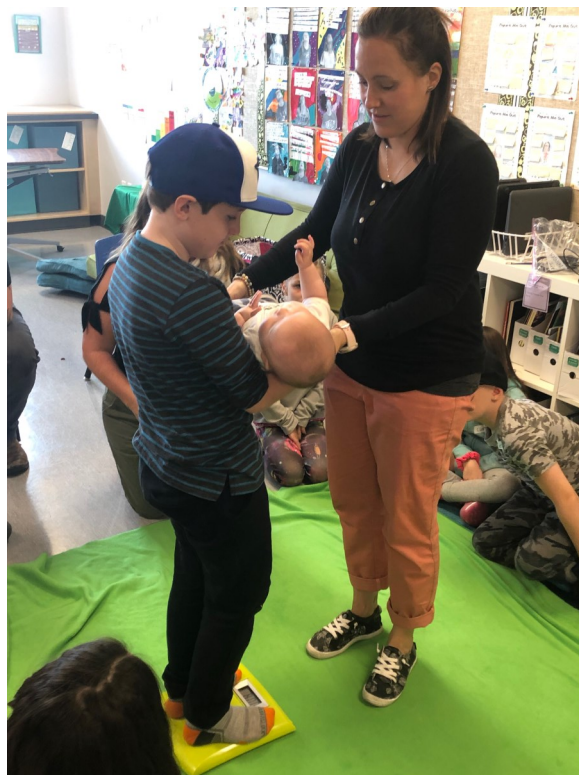
PROVINCIAL GOAL: SAFE & CARING

Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students 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.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

STRATEGIES

- Develop a check in system for students and staff to share thoughts/celebrations/concerns about safe and caring aspects in their lives.
- Create secure spaces for specialist to work with our students with SLP and OT. Provide workplace area specific to each service needs.
- Focus on character development infused with faith to guide learners to personal growth and well being.
- Celebrate the individual success of students and staff.
- Utilize social media to promote community and service actions taken at the school.



DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: STUDENT INCLUSION

Student Inclusion: A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

The Division is currently awaiting the provincial development of this goal.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

The Division is currently awaiting the provincial development of this goal.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed performance measures.

MEASURES

Surveys *Filtered by FNMI students

Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

Other:

- Accountability Pillar & PAT/DIP results specific to First Nations, Metis and Inuit students
- Monthly First Nations, Metis and Inuit student attendance data

STRATEGIES

- Hiring an indigenous coordinator to support indigenous students, studies, and professional development in teachers.
- Enhanced awareness of indigenous culture with the inclusion of indigenous games.
- Purchase a teepee for the school's use.
- Promote personal PD for both support and teaching staff to develop further appreciation and understanding.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: A focus on students with learning challenges.

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

MEASURES

Surveys:

Students (Elementary)

- In my classroom, I am allowed to learn in different ways (e.g. technology, group work, on my own)
- At school, adults help me when I ask.

Students (Secondary)

- I understand how I learn best and am able to communicate this with my teacher
- Adults help me when I ask.

Staff (Teachers)

- I use a variety of Tier 1 strategies in my classroom.
- I use a variety of Tier 2, targeted strategies.
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).
- Our school has access to the resources necessary to support students and their family's, social and emotional well-being.
- I am aware of the behaviour supports my students require.
- I utilize strategies to support student behaviour.

Parents

- My child has the opportunity to reach his or her academic potential
- My child receives the support he/she needs to be successful in school

Other:

- Accountability pillar

STRATEGIES

- Provide PD to focus on specific learning plans that scaffold tier 1, 2, and 3 instruction.
- Break down the three tiers of instruction and list services and requirements that teachers and educational assistants can use to reinforce the instruction.

DOMAIN 5:

GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

STRATEGIES

- Promote and celebrate our highly functional school council and provide parents with the opportunity to participate when able.
- Create a new role on the executive of our school council to enhance parental involvement—volunteer coordinator.
- Share reminders via our school messenger system to seek ways to increase school council participation.



DOMAIN 5:

GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2021-2022 Play Budget (May)

Father Leduc

Revenue And Allocations To Budget Center

	2021-2022 Play Budget (May)			
Base Allocations	\$2,939,001	78.2%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$497,167	13.2%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$26,690	0.7%	\$0	0.0%
ELL Allocations	\$43,200	1.1%	\$0	0.0%
FNMI Allocations	\$54,000	1.4%	\$0	0.0%
Other Program Allocations	\$25,628	0.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$125,500	3.3%	\$0	0.0%
Local Revenues & Fees	\$46,155	1.2%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,757,341	100%	\$0	100%

Expenditures

	2021-2022 Play Budget (May)			
Certificated Staff	\$2,785,353	74.1%	\$0	0.0%
Uncertificated Staff	\$687,899	18.3%	\$0	0.0%
Services Contracts and Supplies	\$253,588	6.7%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$30,500	0.8%	\$0	0.0%
Total Expenditures:	\$3,757,340	100%	\$0	100%

Summary

	2021-2022 Play Budget (May)			
Total Revenue and Allocations to Budget	\$3,757,341		\$0	
Total Expenditures	\$3,757,340		\$0	
Variance	\$0		\$0	