



ANNUAL EDUCATION RESULTS REPORT

2021-2022



PRINCIPAL'S MESSAGE

MR. DARREN SCHNEIDER

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. In 2023 we will be introducing French Immersion to grade 7.

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 - Darren Schneider

darren.schneider@starcatholic.ab.ca



Vice Principle - Chris Kish

chris.kish@starcatholic.ab.ca

MEET YOUR LOCAL TRUSTEES



Jolyne De Marco

Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.



Dawn Miller

Leduc Trustee

Dawn is honored to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honor of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavored to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.

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.staratholic.ab.ca

Student Population: **555.5 students**

Number of Teachers: **27**

Number of Support Staff: **21**

Grades Served:

Currently – K-8 (English Stream Only)

2023 – French Immersion Grade 7

2024 – 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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	83	86	85.3	86	88	87.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	96	98.7	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	94	96	96.7	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	93	97.7	99	99	99
Student Survey (Elementary)						
We pray as a class or a school every day.	97	98	96.3	96	97	96.7
Teachers help me understand how faith can guide the way I live my life.	90	95	92	91	92	91
Student Survey (Secondary)						
We pray as a class or a school every day.	87	89	89.7	89	89	90
Teachers help me understand how faith can guide the way I live my life.	82	83	80.7	75	77	76.7

FAITH PD OPPORTUNITIES

- Division Reflection Day—Disciples of the Works
- Staff Retreat with Director of Faith Life and Religious Education—Disciples Through Works
- What it means to be a teacher in a Catholic School
- Mental Health from a Catholic Perspective (Third Path)
- Religious Education: Catholicism 101

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year	Prev 3 Year	Current Result	Prev Year	Prev 3 Year
Teachers help students understand how faith can guide the way they live their lives.	83	86	85.3	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	70	67	66.7	69	70	68.7
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	96	98.7	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	93	97.7	95	96	93.7
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help me understand how faith can guide the way I live my life.	90	95	92	91	92	91
Teachers speak to me about their own faith and the role of God in their life.	85	84	84	82	84	82.7
Student Survey (Secondary)	Current Result	Prev Year	Prev 3 Year	Current Result	Prev Year	Prev 3 Year
Teachers speak to me about their own faith and the role of God in their life.	87	85	81.3	72	72	74

2021-2022 SCHOOL YEAR STRATEGIES

- Provide support for parents to better understand the Catholic Faith and the understanding of Catholic practices.
- Coordinate with our faith coordinator and plan 3 parent engagement sessions.
- Have teachers share with parents in their weekly communication how faith has been shared and reflected upon.
- Share school events on Facebook and FLCS Youtube channel.
- Promote teachers to use learning resources developed by other groups such as Formed, Augustine Institute, and Dynamic Catholic

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	85	85	84.7	85	87	86.7
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	100	96	98.7	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	96	98.7	97	99	98.3
Student Survey (Elementary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	100	97	97.7	96	96	96.7
Student Survey (Secondary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	97	97	96.7	95	93	94.3

2021-2022 SCHOOL YEAR STRATEGIES

- For our SLT with support from the REC to engage School Council in a communication campaign in order to identify preferred social justice projects within the school environment to encourage and increase engagement.
- Advertise on Facebook to assist with increasing awareness to parents.
- FLCS REC and FNMI to engage with the new STAR Catholic Indigenous Education Coach that will support our FNMI community and the Sacred Heart Church in Edmonton.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child participates in religious celebrations at the school or church	85	92	90	88	91	90.7
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	94	93	95.7	99	96	98.3
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	96	95.3
Student Survey (Elementary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	91	90	90.7	90	91	91.3
Student Survey (Secondary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	90	87	85.7	88	86	88.3

2021-2022 SCHOOL YEAR STRATEGIES

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SOCIAL JUSTICE PROJECTS

- List your Social Justice Projects from last year
- Adopt a Night at the Hub (X3)
- Use the Plinko Board to raise money and awareness of the homeless in Leduc
- Collect warm clothes for the Leduc Hub
- Grade 1 collected 100 boxes of Kraft Dinner for the food bank to celebrate 100 days of school
- Collect aluminum tabs for the Knights of Columbus to help children with disabilities succeed
- Collect dead batteries to be recycled
- FLCS prayer wall to create a prayer centered school.
- Plinko game to raise money and awareness for Sacred Heart Church
- Plinko board to raise money for World Hunger Day



SCHOOL & PARISH COLLABORATION

- St. Michael's Parish Priest celebrates with our students during the scheduled liturgical celebrations listed below. He also attended 3 days to provide our students with the penitential rite. (Knights of Columbus participate in Shrove Tuesday and provide Bibles for our grade 4 students and celebrate Mass at St. Michael's Parish.
- Chris Kish is one of the RCIA leaders for St. Vital Parish
- Father Mathew will attend 5 classroom visits
- Catherine Lamer and Sarah Hughes taught First Communion, Confirmation and Reconciliation at St. Michael's Parish
- Darren Schneider, Catherine Lamer and Christina Mullin are Eucharistic Ministers and Greeters at St. Michael's Parish
- Catherine Lamer helped with St. Michael's youth group
- Our School Council Chair is Jeanne McKay –Rowan is the Sacramental and Volunteer Coordinator for St. Michael's Parish

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INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall Father Leduc Catholic School's measures indicate we are achieving on par and above for this Domain alongside other STAR Catholic Schools.

Within the outcomes of "Staff are able to articulate and witness the faith..." and "Students will hear and learn..." within our secondary student surveys students indicate their teachers help them to understand how faith can guide the way they live their life with a score of 82% which is above the STAR Catholic average of 75% and "teachers speak to me about their own faith..." with a score of 87% which is above the STAR Catholic average of 72%.

The data indicates that our parent understanding of activities and events that take place within FLCS is slightly less than the STAR Catholic response by approximately 2% overall.

CONCLUSIONS

We attribute successes in this area to our REC Coordinator facilitating both our elementary and junior high which provides continuity to our overall school.

Within the parent measure a lack of understanding or confusion over the faith activities that take place within our school and how they shape our catholicity may be contributing to this decline.

IMPLICATIONS

We will continue to encourage our REC Coordinator to gain feedback on faith events and we will invite our REC coordinator to consult with our School Council on their views of FLCS and faith.

FLCS needs to continue to find ways to engage our parents and guardians so they have a better understanding of the Faith life of our school.

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—MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.0	0.0	89.7	6.9	n/a	n/a	n/a	n/a	83.3	14.3		
	Authority	92.9	16.3	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
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	87.1	12.9	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
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	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	44.0	0.0	75.9	3.4	n/a	n/a	n/a	n/a	69.0	11.9		
	Authority	76.8	10.8	75.6	12.2	n/a	n/a	n/a	n/a	67.9	7.9		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	68.0	16.0	79.3	20.7	n/a	n/a	n/a	n/a	78.6	19.0		
	Authority	86.6	27.6	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	72.0	12.0	69.0	10.3	n/a	n/a	n/a	n/a	76.2	19.0		
	Authority	82.1	21.1	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
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	80.8	12.8	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
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		

PROVINCIAL ACHIEVEMENT TESTS—MEASURE DETAILS

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	0.0	n/a	n/a	n/a	n/a	36.4	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
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	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
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	50.0	0.0	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
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	*	*	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
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	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
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	*	*	*	*	n/a	n/a	n/a	n/a	37.5	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

Notes:

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

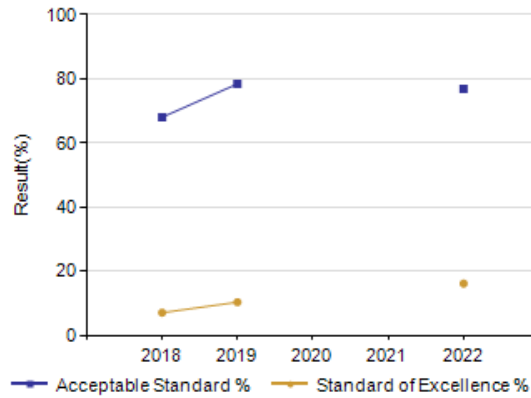
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

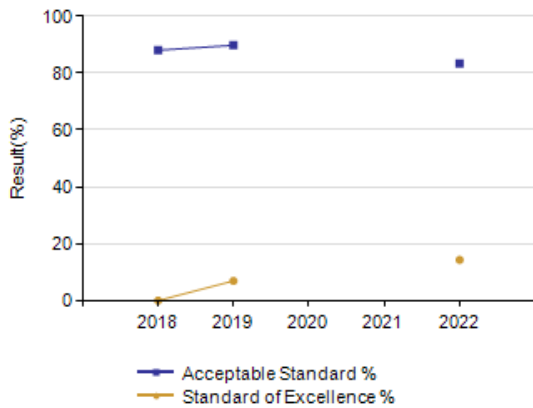
Graph of Overall Provincial Achievement Test Results



Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course

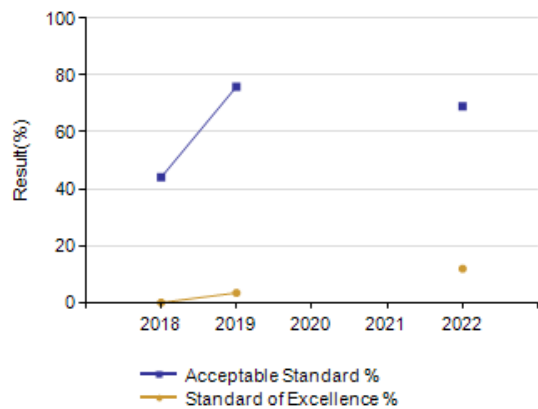
English Language Arts 6

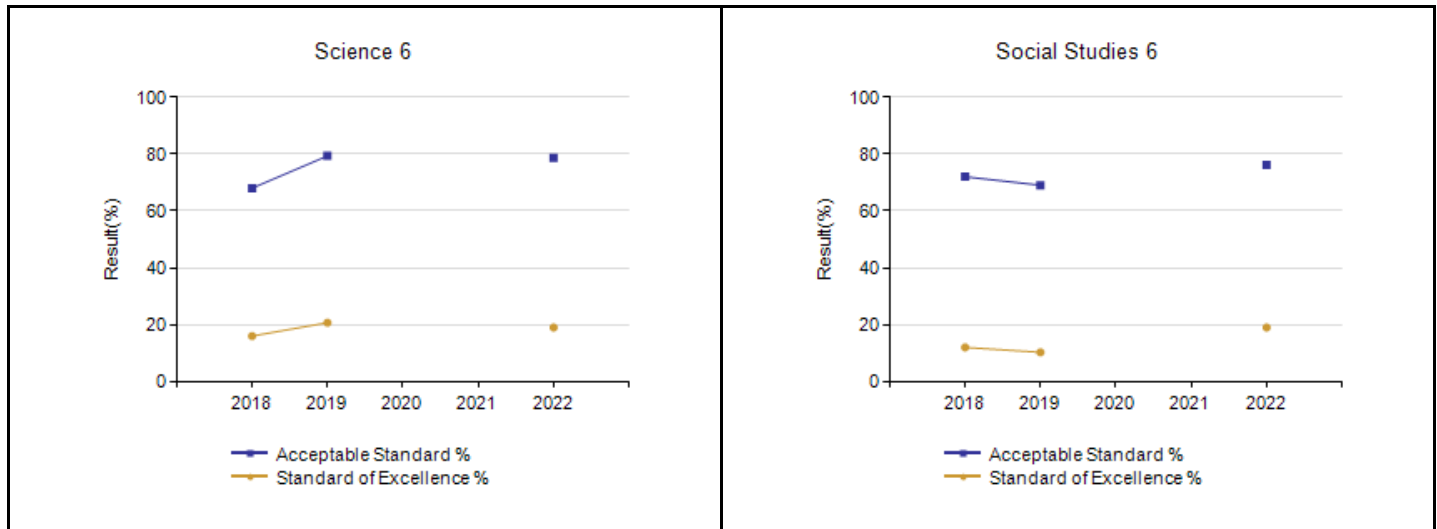


[No Data for French Language Arts 6]

[No Data for Français 6]

Mathematics 6





Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Father Leduc Catholic School						Alberta				
Course	Measure	Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	42	83.3	29	89.7	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	42	14.3	29	6.9	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	42	69.0	29	75.9	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	42	11.9	29	3.4	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	42	78.6	29	79.3	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	42	19.0	29	20.7	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	42	76.2	29	69.0	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	42	19.0	29	10.3	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0

		Father Leduc Catholic School						Alberta				
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

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

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.

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)

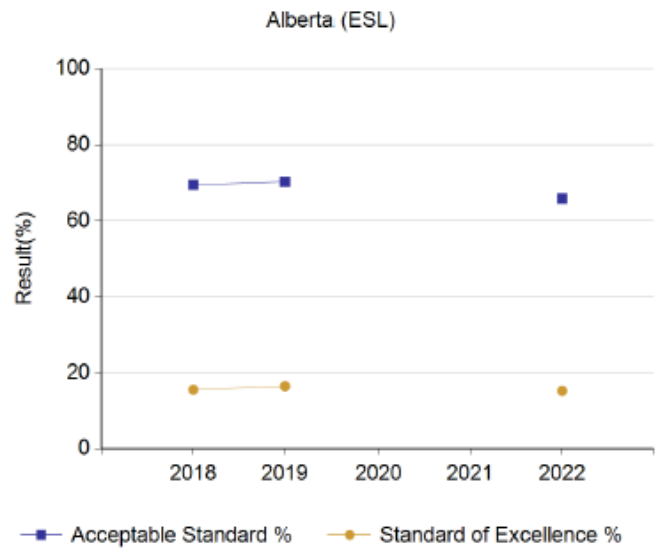
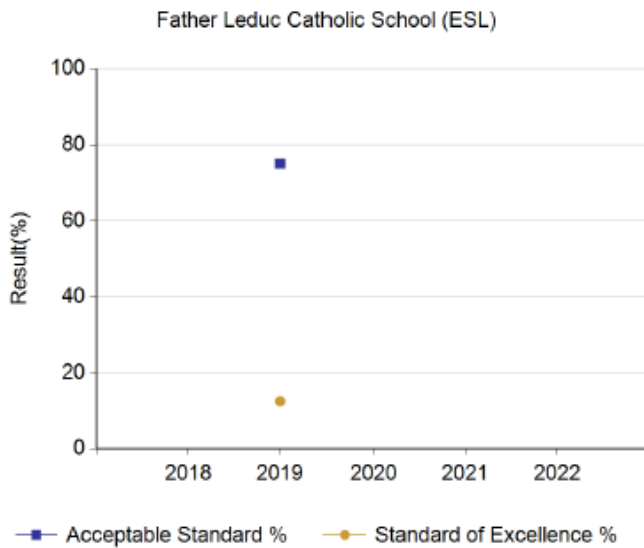


PAT Results By Number Enrolled Measure History

School: 2059 Father Leduc Catholic School (ESL)

Province: Alberta (ESL)

	Father Leduc Catholic School (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	3	6	n/a	n/a	3	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	*	75.0	n/a	n/a	*	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	*	12.5	n/a	n/a	*	15.5	16.4	n/a	n/a	15.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
- 4 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

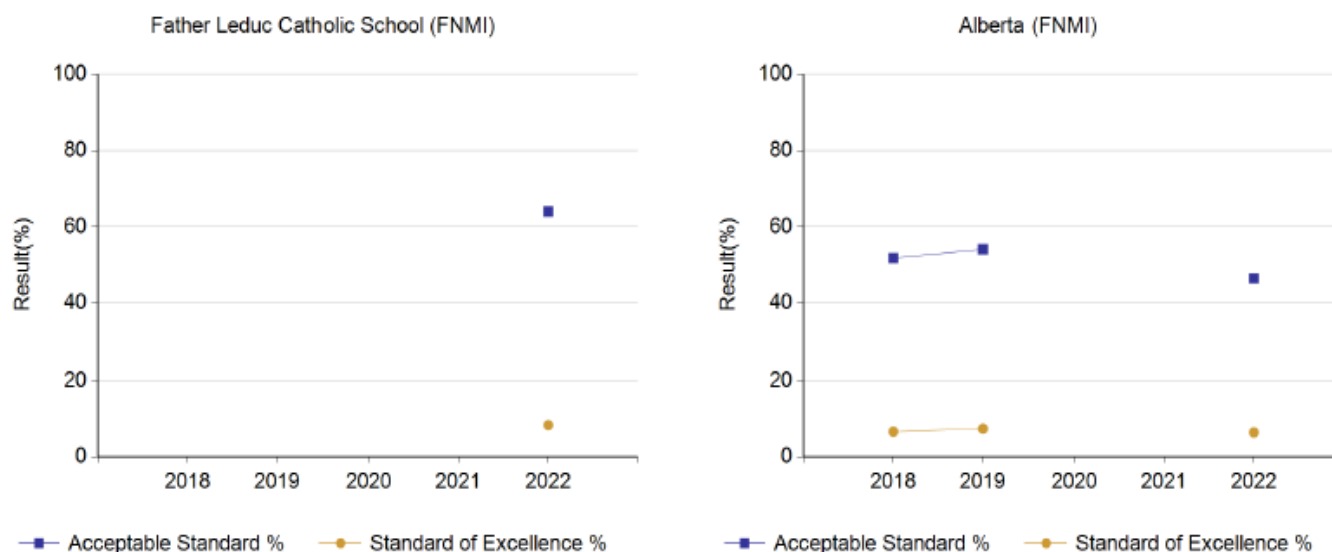
Student Growth and Achievement (Grades K-9)

PAT Results By Number Enrolled Measure History

School: 2059 Father Leduc Catholic School (FNMI)

Province: Alberta (FNMI)

	Father Leduc Catholic School (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	2	4	n/a	n/a	9	7,671	7,845	n/a	n/a	8,610
Acceptable Standard %	*	*	n/a	n/a	63.9	51.7	54.0	n/a	n/a	46.4
Standard of Excellence %	*	*	n/a	n/a	8.3	6.6	7.4	n/a	n/a	6.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

2021-2022 SCHOOL YEAR STRATEGIES

- For Division 2 teachers to be provided opportunity (i.e. PD opportunities) to engage with the new curriculum release and corresponding PAT process.
- Provide grade 6 teachers with the opportunity to meet and analyze the data from the previous year's test results along side the Director of Curriculum and Staff Development and create a plan to improve the level of student achievement.
- For grade 6 teachers to utilize WIN blocks to expose students to PAT test taking skills and reinforce curriculum.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall within English Language Arts, our PAT results are 7% higher than the province in the Acceptable Standard, and 4% below in the Standard of Excellence.

Overall within Math, our PAT results are 4.9% higher than the province in the Acceptable Standard, and 0.7% below in the Standard of Excellence.

Overall within Science, our PAT results are 7.1% higher than the province in the Acceptable Standard, and 4.7% below in the Standard of Excellence.

Overall within Social Studies, our PAT results are 8.4% higher than the province in the Acceptable Standard, and 1.1% below in the Standard of Excellence.

CONCLUSIONS

Results may reflect the impact of the COVID-19 pandemic restrictions on the students achieving within a Standard of Excellence with PATS.

Difficulties experienced in Social Studies and Science may reflect literacy challenges.

While FLCS tends to be above the provincial Acceptable Standard, the results for the Standard of Excellence consistently remain below the provincial average.

IMPLICATIONS

It is important that we analyze the data and collaborate with teachers to plan for improved pedagogical practices to support all students.

It may be beneficial to consider collaborating with other school districts to identify and develop best practices to address deficiencies that may be impacting students be able to achieve a Standard of Excellence.

To respond to deficiencies in achievement, it will be important to assess and plan for interventions to ensure foundational skills and knowledge for all students.

PROVINCIAL GOAL: CITIZENSHIP

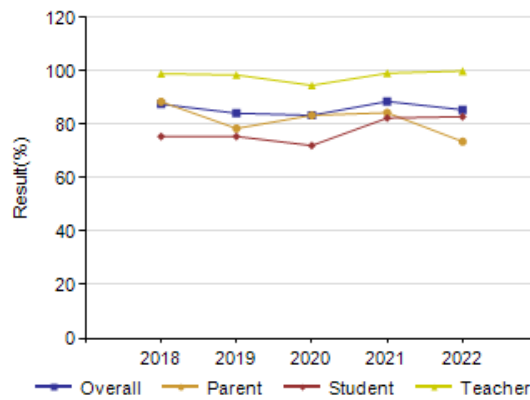
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

CITIZENSHIP - MEASURE DETAILS

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	222	87.6	205	84.2	188	83.4	161	88.6	194	85.5	Very High	Maintained	Excellent	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	26	88.5	29	78.5	35	83.4	26	84.4	28	73.6	High	Maintained	Good	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	176	75.5	149	75.5	127	72.1	111	82.4	153	82.9	Very High	Improved	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	20	99.0	27	98.5	26	94.6	24	99.2	13	100.0	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Graph of School Results



Notes:

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

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

The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

2021-2022 SCHOOL YEAR STRATEGIES

- For our student and school councils to engage and collaborate around joint citizenship opportunities during the school year so together they cohost three social justice projects annually.
- To engage with the new Indigenous Education coach to identify local FNMI not for profit organizations or social justice initiatives that the school can support.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

The overall responses are 4.1% higher than Provincial data.

Parents report decreased satisfaction in these measures from the previous year by 9.8%.

Student satisfaction has grown to excellent levels at 82.9%, which is the highest satisfaction rate within the previous four years.

CONCLUSIONS

Students recognize that the citizenship programs provided at FLCS are supporting them in achieving and helping them become responsible learners.

The parent score indicates that they would like to see FLCS taking more steps to support their child in becoming responsible citizens.

IMPLICATIONS

The results indicate that FLCS should continue to collaborate with community partners to build strong community connections.

The results indicate that parents feel the school should continue to explore ways to involve their children in creating a positive school climate for all.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

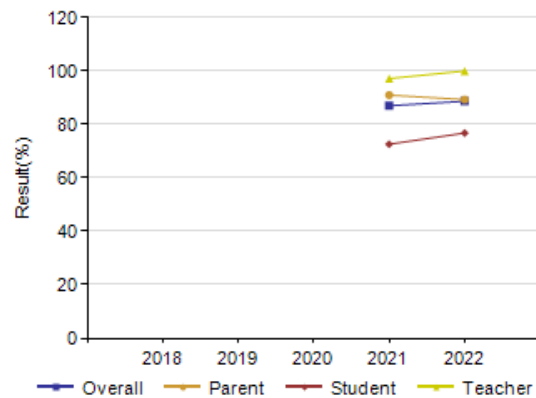
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School												Measure Evaluation					Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	87.0	194	88.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1				
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	91.0	28	89.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7				
Student	n/a	n/a	n/a	n/a	n/a	n/a	111	72.6	153	76.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3				
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	97.2	13	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5				

Graph of School Results



Notes:

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

2021-2022 SCHOOL YEAR STRATEGIES

- For our FSLW to work along side our teachers and students to complete learning preference inventories at the beginning of the school year so teachers can be more responsive to student learning needs and improve engagement.
- To identify and support students within the process of applying to become members of the Minister's Youth Council.
- To explore the development of a Student Engagement Centre targeted for ESL that offers workshops, activities and engagement experiences with the local community to support language development and community engagement.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

From last year to this year, we see an overall increase in student learning engagement.

Analysis of data demonstrates an increase in student learning engagement from 2021 being below the authority by 2.7 % and in 2022 scoring above the authority where FLCS scored 76.8% and the authority scored 75.2% reflecting an improvement in this data.

The lowest measure came from students with a ranking of 76.8%. This rating is 4.2% higher than in the previous year. This rating is higher than the authority and the province.

CONCLUSIONS

While parents and teachers believe students in STAR Catholic are engaged, students self-reporting puts themselves lower. This could be due to the pandemic as many strategies for student engagement were not able to be offered due to restrictions that were in place.

Collaborative processes in schools were limited to cohort groups and student support may have been limited to virtual learning in some cases.

IMPLICATIONS

Effective consulting with the students as stakeholders and monitoring of data will be vital to respond effectively to this dimension.

Ongoing consultation with teachers and Educational Assistants will be important to support this measure.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	83	76	79.5	75	73	74
I can solve problems at school (i.e. with friends, school work, etc.)	94	87	90.5	92	89	90.5
I know how to lower my stress when doing school work (i.e. assignments or tests)	73	76	74.5	73	75	74
I am free of headaches or stomach aches	71	73	72	75	75	75
I am able to fall asleep at night and stay asleep	68	75	71.5	76	72	74
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have no worries about going to school	75	71	73	73	75	74
I feel confident in my ability to solve issues at school	87	79	83	82	85	83.5
I have strategies to lower my stress before writing an exam or a big assignment	58	57	57.5	54	55	54.5
I am free of headaches or stomach aches	69	66	67.5	68	67	67.5
I am able to fall asleep at night and stay asleep	76	69	72.5	69	66	67.5



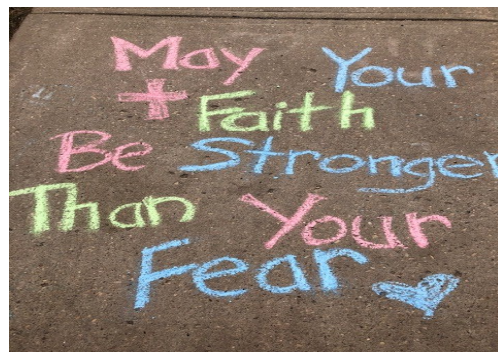
DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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 *continued*

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am aware of the social and emotional well-being of my students	100	96	97.7	97	97	97.3
I am able to support the social and emotional well-being of my students	100	93	97.7	91	93	92.7
I am aware of the behaviour supports my students require	100	96	97.7	98	98	98
I utilize strategies to support student behaviour	100	96	98.7	99	99	99
Staff Survey (Support)						
I am aware of the social and emotional well-being of my students	100	100	100	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	80	100	91.7	93	97	93.3
I am aware of the behaviour supports the students I work with require	80	100	87.3	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	100	100	97	97	98	95.7
Parents						
My child has a friend at school.	95	96	95.7	96	96	96.3
I am satisfied with the access to social/emotional supports at school.	69	83	76.7	77	82	79.3
My child has one or more adult(s) that care about them at school.	83	92	87.3	90	92	91.3



2021-2022 SCHOOL YEAR STRATEGIES

- To create a school focus group with representatives from each division including admin, LSF and FSLW that will revisit the Third Path outcomes to identify action points to implement in the school. The focus group will then collaborate with Student Council to engage the student body to speak to student needs and to inform priorities for implementation.
- To engage FSLW to review SEL resources that responds to lagging skills in the area of executive functioning (planning and organization) with the intention of purchasing the curriculum.
- To engage our LSF to identify or develop a unit focused on test taking/study skills for use with students across the school.
- Our FSLW will review processes that are in place for family and student engagement for access to FSLW school services and to improve these processes.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Within this measure on student growth and achievement, FLCS equalled or outperformed the divisional average within 7 of the 10 measures.

Analysis of the data indicates that students are experiencing a presentation of anxiety that could be impacting their well-being.

CONCLUSIONS

The impact on students due to COVID may be a contributing factor to students' experiences in this measure.

Consistent communication between all stakeholders, including support staff, is crucial to ensure student needs are supported effectively.

The data indicates that there is a need for increased access to community-based mental health support for students and their families.

Analysis of this data reinforces the need for our School Intervention Team to consult with students and families to understand how challenges in this area are impacting students and their access to learning.

IMPLICATIONS

To support student awareness and knowledge of mental health factors, the implementation of programs and curriculum in this area.

Continued collaboration between staff and sharing of best practices for utilizing the Third Path framework is important. The focus on relationship-based education and utilizing strategies in daily classroom activities can assist student's social and emotional well-being.

In response to the concerns that continue to present themselves in this area, it will be important to participate in an ongoing review of programming and services that impacts student social/emotional learning.

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 \(AP 411\)](#) is available for download on our website.

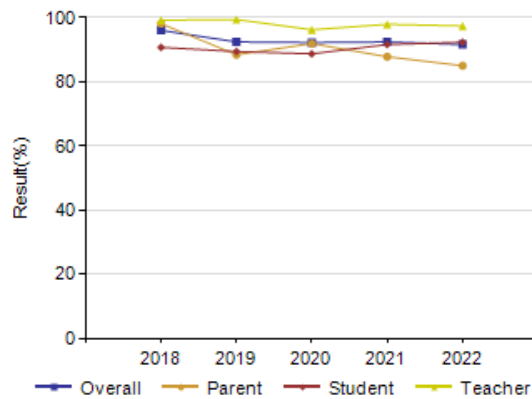
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	222	96.0	205	92.4	188	92.2	161	92.4	194	91.6	Very High	Maintained	Excellent	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	26	98.1	29	88.4	35	91.9	26	87.8	28	85.0	Very High	Maintained	Excellent	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	176	90.7	149	89.4	127	88.7	111	91.6	153	92.3	Very High	Maintained	Excellent	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	20	99.2	27	99.4	26	96.2	24	97.9	13	97.4	High	Maintained	Good	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of School Results



Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- To support TGSE and AP₄₁₁, in FLCS school administration will develop a shared vision and goals with the School Leadership Team. This input will be used to develop the school supervision schedule.
- To add a midpoint discussion with teachers around their Professional Growth Plans in January to continue to build the relationship around Teacher Growth Supervision and Evaluation.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS is in line with the results of other schools within the Division within this measure.

The overall data shows that FLCS exceeds results Provincially.

An area of strength in the measure shows that 92.3% of students are satisfied with the quality of their education compared to 89.4% of the authority and 85.9% of the province.

An area of concern is within the results from parents at 85%. This is a slight decline of 2.8% from our previous year and is also lower than our 3-year average.

CONCLUSIONS

The data shows that overall FLCS has maintained measures in this area at a very high level.

Student results demonstrate a high satisfaction rate for the quality of their basic education.

Restrictions due to the COVID pandemic may partially account for the decline in parental satisfaction within this measure. Restrictions in timetabling, student movement and limited access to extra-curricular activities impacted parent perception of the effectiveness of the learning environment.

IMPLICATIONS

Ongoing consultation for our teachers with our school REC coordinator and Division Director of Faith Life and Religious Education will support the development and understanding of teachers to permeate faith throughout the curriculum.

Continue with the current strategies for students as they have proven effective.

To work with staff in building an understanding of the barriers faced by ELL and FNMI students.

More consultation with School Council will be necessary to improve parent perception and understanding of their child's education and the FLCS school environment.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	94	89	92	91	95	93.3
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)	94	93	95.7	85	90	91
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	80	63	76.3	66	74	72
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	94	96.3	76	89	82

PROFESSIONAL DEVELOPMENT

2021-2022 Professional Development :

- SIVA Training for all staff
- Third Path Essential Conditions 3 and 4
- ATA Institute Day
- French Immersion and PowerSchool
- Educational Assistant Institute day (December 4th) and Community of Practice
- Authentic Support and Resources (FNMI Kits with Director of Curriculum and Staff Development)
- Living Witness to the Faith—Father Leduc Staff Retreat, Catholic Social Teaching, Opening Yourself to the Love of God, Pastoral Guide Learning Session and Missionary Disciples
- 2 staff members are taking their MRE through Newman Theological College
- Mathology, Literacy, Numeracy and the new curriculum implementation

2021-2022 SCHOOL YEAR STRATEGIES

- With the release of the new curriculum, to follow Alberta Education guidance and supports to build teacher capacity in use of the curriculum and by identifying in-school experts to work with central office guidance around PowerSchool and reporting.
- To support implementation of Pastoral Guide to Support Students in the Development and Understanding of their Sexuality by identifying in-school experts to work with central office guidance to support school implementation.
- To engage our Indigenous Education Coach to complete an audit of FLCS and and to propose next steps for professional development.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS has excellent results in this measure.

94% of teachers feel they have meaningful professional development opportunities. This exceeds the authority's results by 3%.

94% of teachers feel they have access to division and school supports. This exceeds the authority's results by 9%.

80% of support staff feel they have meaningful professional development opportunities. This exceeds the authority's results by 14%.

100% of support staff feel they have access to division and school supports. This exceeds the authority by 24%.

CONCLUSIONS

All stakeholders are extremely satisfied with the quality of supports at FLCS.

IMPLICATIONS

Continue with the current strategies as they have proven successful.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
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.)	100	96	98.7	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	89	95.3	99	93	97
Teachers in our school value professional learning communities (PLC)	88	89	86.7	95	94	94.3

COLLABORATION & LEADERSHIP

List of Professional Development sessions related to leadership development that occurred in the 2021/2022 school year.

- FLCS admin attended an ATA professional development session on Teacher Growth, Supervision and Evaluation, the TQS and LQS.
- Third Path Essential Outcomes 3 and 4
- PowerSchool Leads
- 2 teachers continue MRE program through Newman Theological College

Administrator satisfaction with leadership professional development.

- Chris and I are pleased with leadership professional development opportunities for not only administrators but for teachers. We are pleased to have 10 teachers to volunteer for the Designate Principal position when administrators are away from the school to attend divisional meetings.

List of collaborative structures

- Parish
- School Council
- Central Office
- School Leadership Team and PLC's
- School Intervention Team

2021-2022 SCHOOL YEAR STRATEGIES

- To support collaboration and leadership development in FLCS, school administration will develop a shared vision and goals with the School Leadership Team. This input will be used to develop the school supervision schedule.
- To add a midpoint discussion with teachers around their Professional Growth Plans in January to continue to build the relationship around Teacher Growth Supervision and Evaluation.
- To involve the SLT in identifying, developing and leading school initiatives that build school culture ie. School clubs, sporting events, theatrical productions and religious celebrations.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS has excellent results in this measure.

100% of teachers feel they have the opportunity to participate in the school leadership team. This exceeds the authority's results by 3%.

100% of teachers feel they have the opportunity to collaborate in PLCs. This slightly leads the authority's results by 1%.

An area of awareness is that data shows that 88% of teachers value PLCs.

CONCLUSIONS

Overall stakeholders are extremely satisfied with leadership opportunities.

IMPLICATIONS

Continue with the current strategies as they have proven successful.

The school needs to continue working with teachers to strengthen the PLC process.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
Our School is clean and well maintained	100	96	98.7	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	88	86	85.7	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	100	96	97.7	87	92	90.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	60	88	73.7	77	80	79.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of the way my school looks	94	94	91.3	90	92	90
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of the way my school looks	88	88	85.3	79	82	81

2021-2022 SCHOOL YEAR STRATEGIES

- To work with Central Office, CTK and Notre Dame to ensure the current configuration for French Immersion within Leduc is best for students, families and the sustainability of a French Immersion program.
- To facilitate a collaboration between school council and student council to investigate green initiatives for future development of Father Leduc Catholic School.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS has excellent results in this measure.

CONCLUSIONS

Overall stakeholders are extremely satisfied with the physical state of the school.

IMPLICATIONS

Continue with the current strategies as they have proven successful.

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.

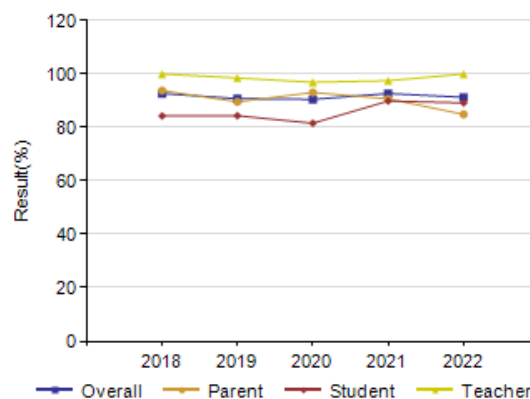
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

SAFE & 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												
	2018		2019		2020		2021		2022		Measure Evaluation		2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Ac hie ve ment	Im- pro ve ment	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	221	92.7	205	90.8	188	90.5	161	92.7	194	91.3	Very High	Maintained	Excellent	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	2,003	93.0	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	26	93.8	29	89.6	35	93.1	26	90.7	28	84.9	High	Maintained	Good	224	94.0	241	91.9	180	93.2	144	89.7	201	93.0	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	175	84.3	149	84.4	127	81.6	111	89.9	153	89.2	Very High	Improved	Excellent	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	1,610	88.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	20	100.0	27	98.5	26	96.9	24	97.5	13	100.0	Very High	Maintained	Excellent	215	95.7	229	98.1	185	98.8	205	98.1	192	97.8	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Graph of School Results



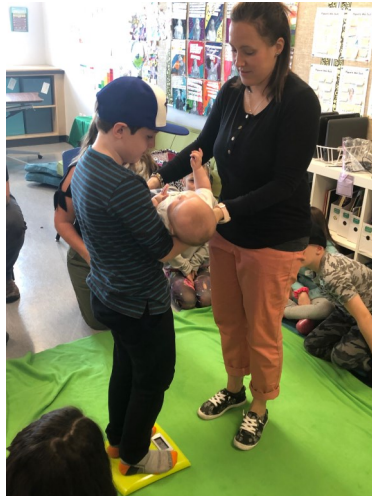
Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- To acknowledge the vulnerability of students to technology and to enhance student safety and maintain the learning environment, personal electronic devices will be stored in backpacks or lockers during instructional time unless this technology is required by the lesson plan.
- We need to actively engage our student council to consult with our students to determine how to structure break times so they are meeting student needs.
- To develop and implement a virtue program that identifies students that express similar virtues as Christ.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS is a safe and caring school. 100% of the teachers indicate FLCS is a safe and caring school. 89.2% of students indicate FLCS is a safe and caring school.

An area of concern is within the results from parents at 84.9%. This is a decline of 6% from our previous year and is also lower than our 3-year average.

CONCLUSIONS

The data shows that overall FLCS has maintained measures in this area at an excellent level.

Restrictions due to the COVID pandemic may partially account for the decline in parental satisfaction within this measure. The school year began with no COVID restrictions and then increased measures had to be implemented, which may have impacted parent perception of the school environment.

IMPLICATIONS

More consultation with School Council will be necessary to improve parent perception and understanding of their child's school environment and the actions that are taken to support a welcoming, safe and caring school.

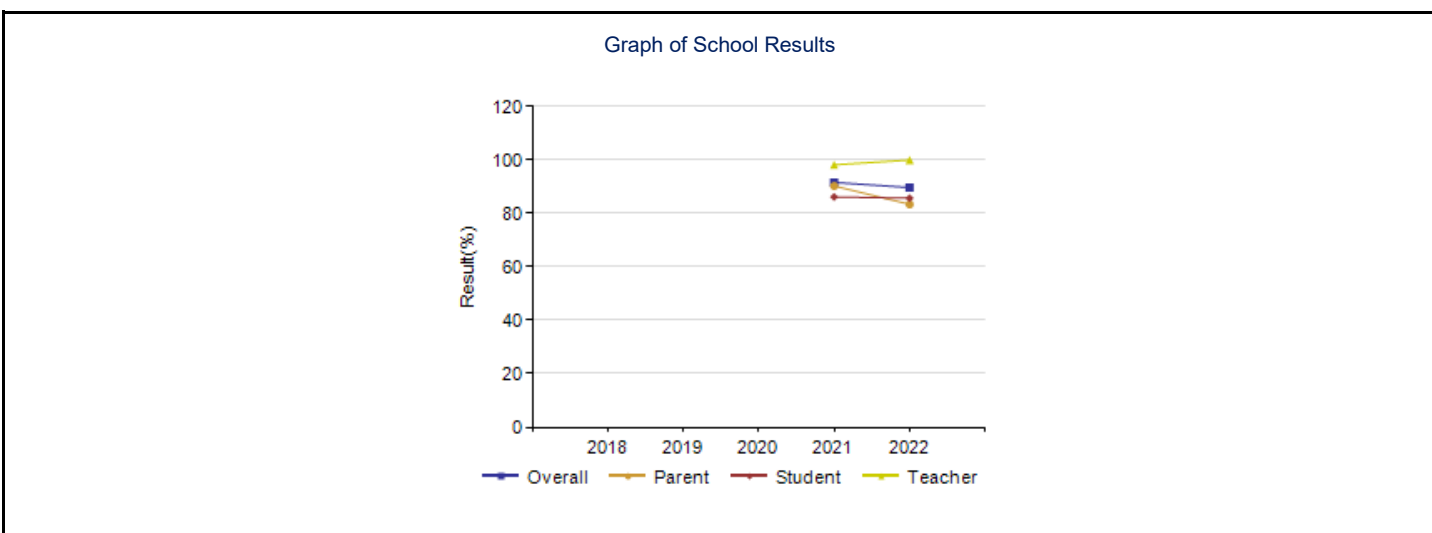
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE) : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS (WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province										
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	91.6	194	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	90.3	28	83.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9		
Student	n/a	n/a	n/a	n/a	n/a	n/a	111	86.2	153	85.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	98.2	13	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6		



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2021-2022 SCHOOL YEAR STRATEGIES

- With our FSLW to encourage parental engagement through offering a structured time to meet and discuss concerns and strategies within a small group on a bi-monthly basis.
- To engage our Indigenous families and to create an opening and welcoming environment we will collaborate with the divisional Indigenous Education Coach and elders to offer a smudging ceremony at the beginning of the school year.
- To review our school entry space to make it more inviting and welcoming.
- Darren is involved in the South Fork Community Engagement group to further engage parents who live in our catchment area.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall the data shows that 89.7% of the stakeholders feel that FLCS is a welcoming, caring, respectful and safe learning environment.

CONCLUSIONS

Overall stakeholders demonstrate they are satisfied that FLCS is a welcoming, caring, respectful and safe learning environment.

IMPLICATIONS

Continue with the current strategies as they have proven successful.

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.

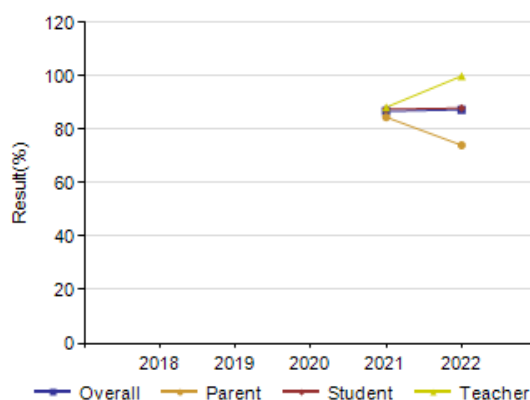
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority						Province																
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	86.8	194	87.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	26	84.6	28	74.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	111	87.6	153	88.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	24	88.3	13	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		

Graph of School Results



Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- To review the SIT referral form for ease of access and to ensure it is gathering information that is useful to SIT decision making and to ensure teachers have access to a checklist of tier 1 strategies to support their decision making.
- To compile monthly FLCS SIT user data to keep Central Office Student Services informed about current levels of support at the school to aid CO advocacy for community supports.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall the data shows that 87.4% of the stakeholders feel that there is access to support and services in a timely manner, which is slightly higher than the previous year.

An area of concern is within the parent data where 74.1% of parents feel that the appropriate support and service can be accessed in a timely manner, which is a decrease of 10% from the previous year.

CONCLUSIONS

Overall stakeholders demonstrate they are satisfied that FLCS is a welcoming, caring, respectful and safe learning environment.

Complications that arose due to the COVID pandemic may partially account for the decline in parental satisfaction within this measure.

IMPLICATIONS

More consultation with School Council will be necessary to improve parent perception and understanding of the supports and services that are available to students within FLCS, in addition to community based services.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	71	68	70.7	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	94	96	95.7	93	93	92.7
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	100	96	96.3	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	94	96	94.3	98	97	97.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	94	96.3	93	92	92.3
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	100	97	97	97	92	94.3
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	91	88	87	89	87	86

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

School: 2059 Father Leduc Catholic School (FNMI)

Assurance Domain	Measure	Father Leduc Catholic School (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	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	63.9	n/a	n/a	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	8.3	n/a	n/a	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	8.5	n/a	11.4	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 (WCRSLE)	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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

2021-2022 SCHOOL YEAR STRATEGIES

- To engage our Indigenous families and to create an opening and welcoming environment we will collaborate with the divisional Indigenous Education Coach and elders to offer a smudging ceremony at the beginning of the school year.
- To compliment our Jr High Retreat, we will our Indigenous Education Coach to participate within the retreat and lead Indigenous games with our junior high students.
- To set up our Tipi on our front lawn and to have our elementary students participate in a smudging ceremony with our Cree elders.
- To engage our Indigenous Education Coach to complete an audit of FLCS and and to propose next steps for professional development.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Within the domain Learning Supports that focuses on FNMI populations our marks are working with our 3 year average and we are on par with the authority.

100% of teachers report that they are supporting the learning experiences of students by using resources that accurately reflect Indigenous education.

91% of elementary students and 100% of secondary students report that they have opportunities to learn about Indigenous history, culture and traditions.

FLCS teachers have shown slight growth from 68% to 71% that they would like to see members of our indigenous community invited into our school.

CONCLUSIONS

Restrictions that arose due to the COVID pandemic may partially account for the difficulty of inviting members from our indigenous community into the school.

Staff at FLCS are working hard to infuse indigenous ways of knowing and being into their classrooms and school culture and students recognize this.

IMPLICATIONS

Continued work with our divisional indigenous coach will be important to strengthen our work in infusing this knowledge into our school learning environments.

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

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use a variety of Tier 1 strategies in my classroom	100	96	98.7	97	97	97.7
I use a variety of Tier 2, target strategies	100	96	98.7	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	89	95.3	99	93	97
Teachers in our school value professional learning communities (PLC)	88	89	86.7	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	94	86	92.3	74	89	84.7
I am aware of the behaviour supports my students require	100	96	97.7	98	98	98
I utilize strategies to support student behaviour	100	96	98.7	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	93	85	89	93	92	92.3
At school, adults help me when I ask	96	95	94	95	95	94.7
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	78	76	74.7	77	79	78.3
Adults in my school help me when I ask	89	92	87.3	90	92	90.3
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	83	91	87	88	92	90
My child receives the support he/she needs to be successful in school	77	86	83.3	86	90	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- To review the SIT referral form for ease of access and to ensure it is gathering information that is useful to SIT decision making and to ensure teachers have access to a checklist of tier 1 strategies to support their decision making.
- To compile monthly FLCS SIT user data to keep Central Office Student Services informed about current levels of support at the school to aid CO advocacy for community supports.
- At 3 times during the school year to complete Tier 1 behavioral/learning screeners to identify students of concern.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall teachers demonstrate within 7 of 8 categories excellent satisfaction rates. One area that continues to need support is within “Teachers in our school value professional learning communities” which scored at a rating of 88%. Our results in this area are higher than the previous year and higher than the authority.

An area of concern is within the parent data where 77% of parents feel that their child receives the support he/she needs to be successful in school, which is a decrease of 9% from the previous year.

CONCLUSIONS

Overall stakeholders demonstrate excellent levels of satisfaction that FLCS operates a high-functioning Response to Intervention model for student support.

Complications that arose due to the COVID pandemic may partially account for the decline in parental satisfaction within this measure.

Within the parent measure a lack of understanding or confusion over what student support may be available to partially account for the decline in parental satisfaction.

IMPLICATIONS

FLCS, through our FSLW, will continue to reach out and collaborate with community partners to coordinate access to support available outside of school.

The school should pursue a deeper understanding of why parent satisfaction that “their child receives the support he/she needs to be successful in school” declined.

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.

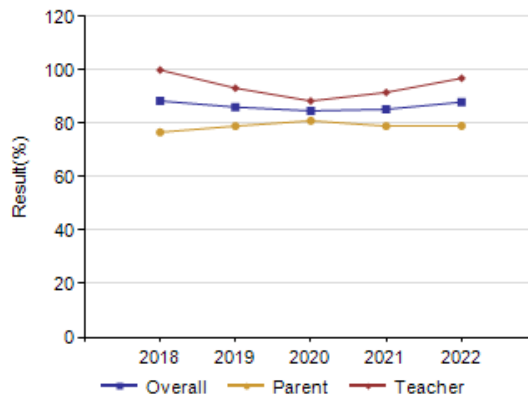
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	46	88.4	56	86.1	61	84.7	50	85.3	41	88.0	Very High	Maintained	Excellent	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	26	76.7	29	79.0	35	81.0	26	79.0	28	79.1	Very High	Maintained	Excellent	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	20	100.0	27	93.2	26	88.4	24	91.6	13	96.9	Very High	Maintained	Excellent	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Graph of School Results



Notes:

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

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

2021-2022 SCHOOL YEAR STRATEGIES

- Promote and celebrate our highly functional school council and provide parents with the opportunity to participate when able.
- To celebrate and promote diversity within our school population and families we will host multicultural events over the course of the school year to celebrate various cultures within our school.
- To hold several events where parents are invited into our School to further nurture our school community.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Overall there is strong data showing that FLCS has maintained excellent results in this measure. The school is 10% higher than the province overall within this measure and 3% higher than the authority.

CONCLUSIONS

Overall stakeholders are extremely satisfied with the levels of parental involvement in the school

IMPLICATIONS

Continue with the current strategies as they have proven successful.

The school should pursue a deeper understanding of the levels of excellent levels of parent satisfaction that have been maintained in the results of this measure.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

*St. Thomas Aquinas Roman Catholic Schools
2022-2023 Play Budget (October)*

Father Leduc

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$3,041,423	78.0%	\$2,939,001	78.2%
Specialized Learning Support (SLS) Allocations	\$425,218	10.9%	\$497,167	13.2%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$27,075	0.7%	\$26,690	0.7%
French Language/Immersion Allocatons	\$0	0.0%	\$0	0.0%
ELL Allocations	\$46,800	1.2%	\$43,200	1.1%
FNMI Allocations	\$50,400	1.3%	\$54,000	1.4%
Other Program Allocations	\$26,939	0.7%	\$25,628	0.7%
One-Time Allocations	\$26,020	0.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$230,000	5.9%	\$125,500	3.3%
Local Revenues & Fees	\$27,705	0.7%	\$46,155	1.2%
Total Revenue and Allocations to Budget Center:	\$3,901,580	100%	\$3,757,341	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$2,942,300	75.4%	\$2,785,353	74.1%
Uncertificated Staff	\$670,116	17.2%	\$687,899	18.3%
Services Contracts and Supplies	\$272,060	7.0%	\$253,588	6.7%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$17,104	0.4%	\$30,500	0.8%
Total Expenditures:	\$3,901,580	100%	\$3,757,340	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$3,901,580	\$3,757,341
Total Expenditures	\$3,901,580	\$3,757,340
Variance	\$0	\$0

Fall 2022 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.7	87.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	85.5	88.6	83.8	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	76.8	n/a	78.4	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	16.1	n/a	10.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.6	92.4	92.3	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.7	91.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	87.4	86.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.0	85.3	85.4	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.