



ANNUAL EDUCATION
RESULTS REPORT
2022-2023



PRINCIPAL'S MESSAGE

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 introduced French Immersion to grade 7.

As a Catholic school community, we strive to create a culture rich in academics, technology, 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-Principal—Chris Kish

chris.kish@starcatholic.ab.ca



Vice-Principal—Angela Lobkowicz

angela.lobkowicz@starcatholic.ab.ca

MEET YOUR LOCAL TRUSTEE



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's 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"

Grades Served:

Currently – K-8 (English Stream Only)

2023 – French Immersion Grade 7

2024 – French Immersion Grade 7 & 8

Telephone: 780-986-0045

Website: flcs.starcatholic.ab.ca

Student Population: 601 students

Number of Teachers: 30

Number of Support Staff: 18



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Staff are able to live, 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 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's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	96 95	97 87	97 88	97 89	96 89	97 89
The adults in my school treat me with respect	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12

FAITH PD OPPORTUNITIES

- Faith Session - Social Justice Projects
- Disciples Through Works - Reflection Day - Father Leduc Catholic School
- Embracing and Sharing Your Faith
- Missionary Disciples
- Staff Retreat with a focus on Fellowship, Teamwork, Love and Respect

2022-2023 SCHOOL YEAR STRATEGIES

- Staff will attend the Division Reflection Day.
- Staff will participate in a book study, Come Dance with Me: A Medicine Wheel Practice of Anishinaabe Catholic Interculturation of Faith by Sr. Eva Solomon.
- Staff will be invited to attend a pancake breakfast and Mass twice a year at St. Michael's Parish.
- Staff will participate in our Annual Staff Retreat where the focus will be on faith formation and mental health.
- Staff will participate in Faith Professional Development which will take place at the beginning of our Professional Development Days and is supported by vision from our Director of Faith. Staff will attend 3 faith sessions that were developed by the Director of Faith.
- Staff will participate in Masses and Liturgical celebrations which occur on a monthly basis. Staff are an integral part of these as faith leaders.
- Faith goals are highly encouraged to be part of all of our teacher's Professional Growth Plans.
- Staff are invited to participate in daily prayer and reflection with other staff members.
- Students are recognized at monthly assemblies for "Random Acts of Kindness".
- Administrators will attend Blueprints.

PROFESSIONAL LEARNING

- Reflection Day – Disciples through Works
- STAR Catholic Faith Sessions – designed by Clare Ganton and delivered by FLCs REC (3 sessions)
- Faith PD on the following areas: Social Justice Projects, Embracing your Faith, and Being Ministry Disciples.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Measure Category	Father Leduc		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 has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	100	100	99	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey						
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

Grades 4 – 6 and 7 & 8



2022-2023 SCHOOL YEAR STRATEGIES

- We will coordinate with our Director of Faith to offer parent engagement sessions on Catholic beliefs, values and traditions.
- Have teachers share with parents in their weekly communication how faith has been shared and reflected upon in the classroom.
- Share school events on Facebook, Father Leduc Catholic School YouTube channel and Instagram.
- Promote teachers to use learning resources developed by other groups such as Formed, Augustine Institute, and Dynamic Catholic
- Staff will utilize Professional Learning Communities to plan and develop learning opportunities and approaches to assessment that promote “a gift for searching for our Catholic faith”.
- To offer the Father Leduc Catholic School community a Family Faith Fun Night at Father Leduc.
- Develop a Student Faith Leadership Team to promote student engagement directly with faith activities in the school.
- All students and staff will attend a faith retreat during the school year.
- Invite students from our sister schools for inter-school faith visits.
- Students will be invited to contribute to their classroom’s prayer table.

PROFESSIONAL LEARNING

- Reflection Day – Disciples Through Works
- The administration will attend all Faith Leadership Professional Learning sessions offered during Admin Meetings.
- Growing in Faith, Growing in Christ in-services.
- Staff and students attended retreats which will focus on the School Division’s theme.
- Staff attended in-services on the Third Path Conditions 5-8
- Staff attended faith in-services on; Social Justice Projects, Embracing and Sharing Your Faith and Being Missionary Disciples.



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			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.	80	85	83	86	85	86
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	99	99	97	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99 96	100 97	99 96	97 94	96 95	96 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

- Terry Fox Run and fundraising
- Scare Away Hunger - to raise food and money to support the Food Bank
- Collect Aluminum tabs from cans for the Knights of Columbus to help children with disabilities succeed.
- Collect warm clothes for the Leduc Hub
- Grade 1 collect 100 boxes of Kraft Dinner to celebrate 100 days of school
- Collect dead batteries to be recycled.
- Create a prayer wall so Father Leduc Catholic School can be a prayer centered school
- Adopt a night for the Leduc Hub
- Hats Off for Mental Health
- Plinko Board used to raise money for World Hunger Day.

2022-2023 SCHOOL YEAR STRATEGIES



- Our School Leadership Team, with support from the Religious Education Coordinator, engaged the student council in a communication campaign to help identify preferred social justice projects within the school environment to increase engagement.
- To promote parent engagement, we will survey our parents to identify preferred social justice projects.
- Advertise on social media platforms to increase parent awareness.
- Create learning opportunities so that our school community better understands the Catholic teachings regarding social justice projects.

PROFESSIONAL LEARNING

- Faith Session - Social Justice Projects
- Disciples Through Works - Reflection Day
- Embracing and Sharing Your Faith
- Missionary Disciples
- Staff Retreat with a focus on Fellowship, Teamwork, Love and Respect

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

MEASURES

Measure Category	Father Leduc			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 has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	94	98	100	99	98
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	95	95
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

Grades 4 – 6 and 7 & 8.

2022-2023 SCHOOL YEAR STRATEGIES

- Explore the “Sanctuary Mental Health Ministries” course and reach out to the Diocese to see what is offered for mental health support and resources.
- Collaborate with the home and parish for sacramental prep and the various church/school celebrations. We celebrate the students receiving Sacraments with gifts and prayers.
- Collaborate with our Faith Life Coordinator to have 3 parent engagement evenings to explain our beliefs, values and traditions to our parent community.
- Recruit and teach students to become Altar servers for the school and the parish.
- Encourage our students to become involved in our faith celebrations as readers, Altar servers, choir.
- All classes are scheduled to attend liturgies (5 times per year) in our Chapel.
- Invite Father Mathew to school events.
- Celebrate students’ positive behaviors with Lightning Acts of Kindness at our Monthly Awards ceremonies.

PROFESSIONAL LEARNING

- Faith Session - Social Justice Projects
- Disciples Through Works - Reflection Day
- Embracing and Sharing Your Faith
- Missionary Disciples
- Staff Retreat with a focus on Fellowship, Teamwork, Love and Respect

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, Father Leduc Catholic School’s measures indicate that we are achieving on par and above for this Domain alongside other STAR Catholic Schools. When support staff were asked, “I have the opportunity to participate in religious celebrations, activities or functions at the school or parish” Father Leduc’s results were 100% while the authority scored 95%. When parents were asked, “The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice” Father Leduc scored 80% while the authority scored 85%.
- The data indicates that our parent understanding of activities and events that take place within Father Leduc Catholic School is slightly less than the STAR Catholic’s response by 5%.

CONCLUSIONS

- Father Leduc is on par with the authority in this domain. We attribute our success in this area to our Religious Education Coordinator facilitating both our elementary and secondary students which provides continuity to our overall school.
- Within the parent measure a lack of understanding of activities and events that take place within our school and how they shape our Catholicity may be contributing to a lower result than expected.

IMPLICATIONS

- We will continue to encourage our Religious Education Coordinator to gain feedback on faith events and we will invite our Religious Education Coordinator to consult with our School Council on their views of Father Leduc school and faith.
- Father Leduc needs to continue to engage parents and guardians, so they have a better understanding of the Faith life of the school.
- It is essential that we continue to post our faith events on Facebook and in school emails to keep parents informed.



SCHOOL RELIGIOUS CELEBRATIONS

- Divisional Reflection Day
- Opening School Mass
- Thanksgiving Mass
- Remembrance Day Service/Liturgy of the Word
- Advent Mass
- Reconciliation 4 afternoons in December and March
- Shrove Tuesday
- Ash Wednesday
- Year End Mass/Grade 8 Farewell
- Grade 4 Bible Commissioning
- Easter Mass for Div 1 and 2 at St. Michael's Parish.

HOME, SCHOOL AND PARISH

- St. Michael's Parish Priest celebrates with our students during the scheduled liturgical celebrations listed above. 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 a mentor for RCIA at St. Vital Parish in Beaumont
- Father Mathew will attend 5 classroom visits
- Darren Schneider and Christina Mullin are Eucharistic Ministers and Greeters at St. Michael's Parish
- Angela Lobkowitz participates in music ministry at her local Parish.



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. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

MEASURES

Measure Category	Father Leduc			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Elementary)						
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	92	New Question	New Question	85	New Question	New Question
I have a friend at school.	97	New Question	New Question	95	New Question	New Question
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	81	New Question	New Question	81	New Question	New Question
I have a friend at school.	96	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- We have a 1.15 (increase of .25 Full Time Equivalent) Family School Liaison Worker to provide Tiers 1,2 and 3 support for our students. At the beginning of the year our Family School Liaison Worker will survey students and teachers to determine specific needs in each classroom. From there our Family School Liaison Worker will provide student support at the appropriate level.
- Our Family School Liaison Worker will provide a schedule of clubs that will change throughout the school year for our students in Junior High to build a sense of belonging, increase engagement, and offer connection with staff and peers.
- Our Family School Liaison Worker will hold a parent session to inform our parents about the mental health supports available in Leduc and Edmonton and what supports can be offered at Father Leduc Catholic School.
- Our School Intervention Team *will* meet three times a month to collaborate on students in need of learning or behavior support.
- Father Leduc Catholic School utilizes outside organizations such as: Big Brothers and Big Sisters, The Autism Society of Edmonton, Alberta Health Services, Family & Community Support Services, Settlement Workers in Schools, and the RCMP to support our students with anxiety or other mental health issues.
- We will use Playground Pals within our Kindergarten to grade 6 to help keep support playground safety. This program also offers our students an opportunity to develop leadership capabilities.
- Students in elementary will have access to various clubs including sports and drama to increase their confidence and resiliency.
- We are purchasing sensory equipment to support student mental health such as: weighted blankets, deep pressure roller and calming lighting to go into our sensory room.
- Our School Intervention Team and Family Liaison will collaborate to survey staff and students in order to provide them with the support they require to optimize student learning.

PROFESSIONAL LEARNING

- STAR Community of Practice on Mental Health
- Third Path Sessions (5-8)
- School Leadership Team collaborations on Third Path Conditions
- Admin and FSLW training in ASIST (Applied Suicide Intervention Skills Training)
- Staff training in SIVA (Supporting Individuals through Valued Attachment)
- Admin Awareness by Director of Student Support Services in ARTO (Assessment of Risk to Others)
- Presentation from SWIS (Settlement Workers in Schools) to learn about best supports for students (and families) who have just arrived to Canada

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 94% of the teachers and 85% of the support staff feel that they can support the social/emotional well-being of our students.
- 92% of our elementary students feel safe at school compared to the school district at 85%. 97% of our elementary students state they have a friend at school which is on par with the district's results.
- When asked if our secondary students feel safe at school and if they have a friend at school, our results were on par with the districts results at 81% and 96% respectively.



CONCLUSIONS

- Our teachers state that they are more comfortable supporting the social/emotional well-being of our students. This may be a result of the training that teachers have received from the Third Path program.
- Both elementary and secondary students state that they have at least 1 friend at school. This implies that they are able to connect with other students in the variety of clubs that are offered during recess and after school.
- Analysis of this data reinforces the need for our Student Intervention Team to consult with students and their families to understand how challenges in this area are impacting their students and their access to learning.

IMPLICATIONS

- 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 in this area, it will be important to participate in an ongoing review of programming and services that impact student social/emotional learning.



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 & DIPLOMA EXAMS

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

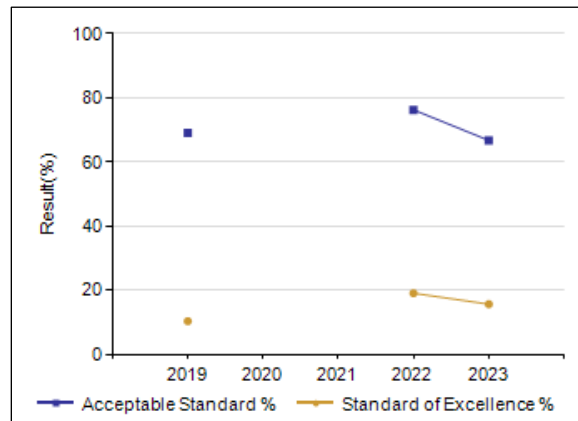
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	89.7	6.9	n/a	n/a	n/a	n/a	83.3	14.3	80.0	8.9		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
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	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
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	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	75.9	3.4	n/a	n/a	n/a	n/a	69.0	11.9	77.8	13.3		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	79.3	20.7	n/a	n/a	n/a	n/a	78.6	19.0	71.1	22.2		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	69.0	10.3	n/a	n/a	n/a	n/a	76.2	19.0	66.7	15.6		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
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	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
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	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
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	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		

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	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
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	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
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	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
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	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. 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.

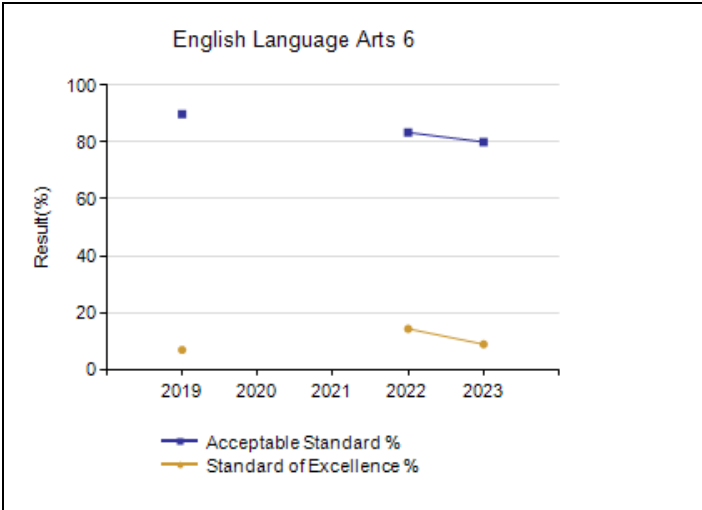
Graph of overall PAT results



Notes:

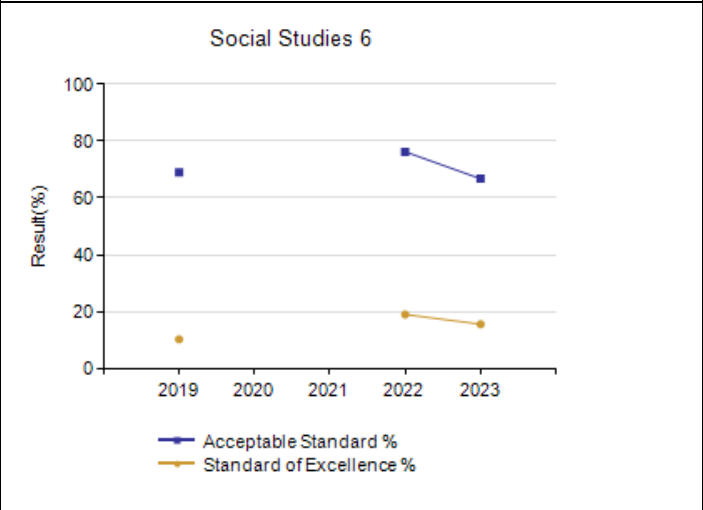
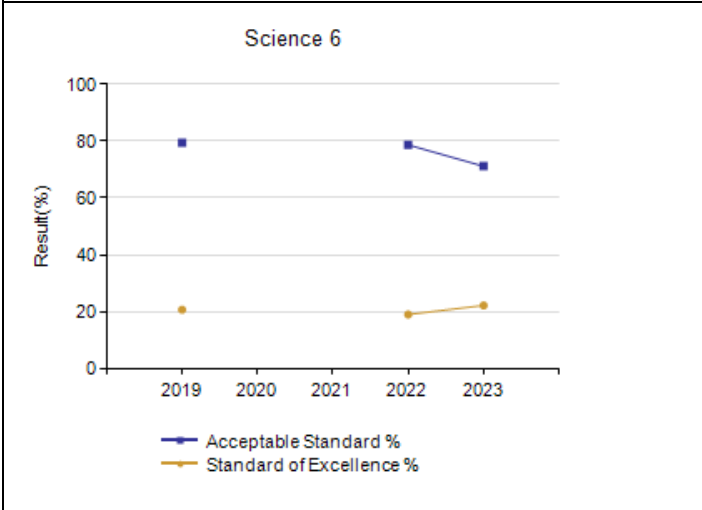
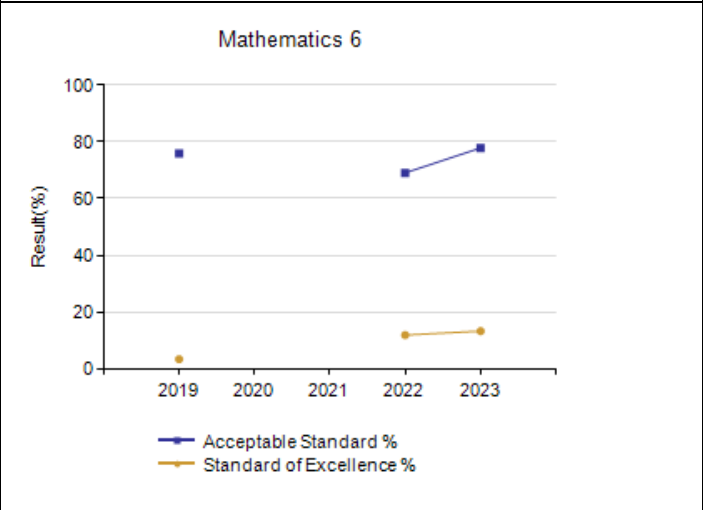
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).



[No Data for French Language Arts 6]

[No Data for Français 6]



Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2059 Father Leduc Catholic School

Course		Measure		Father Leduc Catholic School						Alberta				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	45	80.0	n/a	n/a	52,106	76.2	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	45	8.9	n/a	n/a	52,106	18.4	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a		
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	45	77.8	n/a	n/a	52,551	65.4	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	45	13.3	n/a	n/a	52,551	15.9	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	45	71.1	n/a	n/a	54,859	66.7	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	45	22.2	n/a	n/a	54,859	21.8	n/a	n/a		
Social Studies 6	Acceptable Standard	Low	n/a	n/a	45	66.7	n/a	n/a	57,655	66.2	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	45	15.6	n/a	n/a	57,655	18.0	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a		

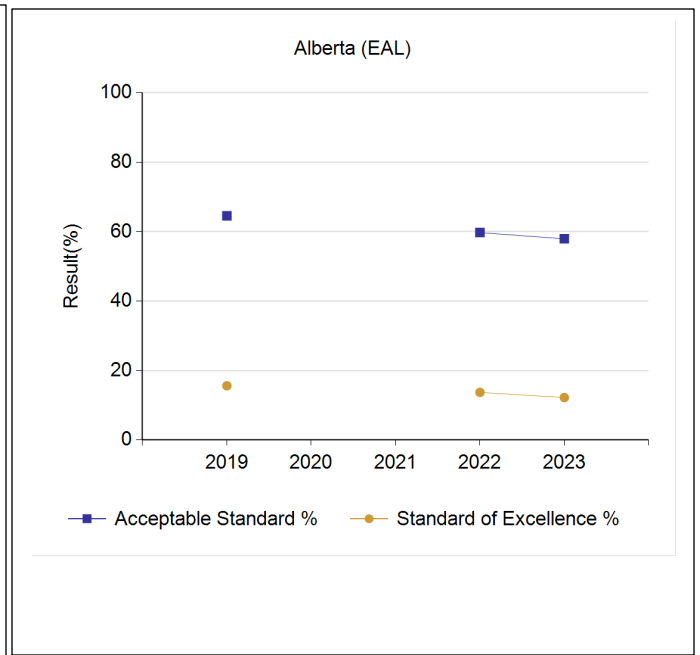
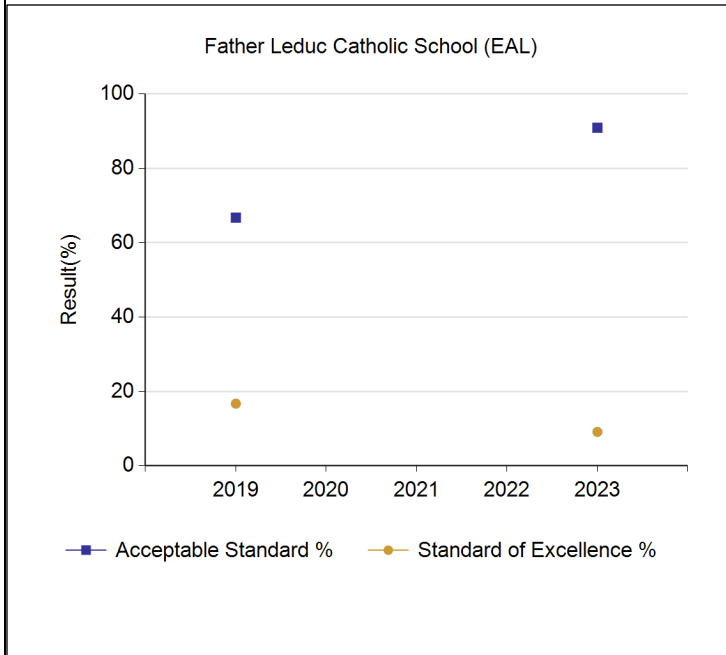
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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 (EAL)



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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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 Course By Course Summary By Enrolled With Measure Evaluation

School: 2059 Father Leduc Catholic School (EAL)

Course		Measure		Father Leduc Catholic School (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	n/a	n/a	11	90.9	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a	9,044	13.9	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
Mathematics 6	Acceptable Standard	High	n/a	n/a	11	81.8	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	11	9.1	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	Low	n/a	n/a	11	72.7	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	11	9.1	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	11	90.9	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	11	9.1	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,983	11.0	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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 result

Student Growth and Achievement (Grades K-9)

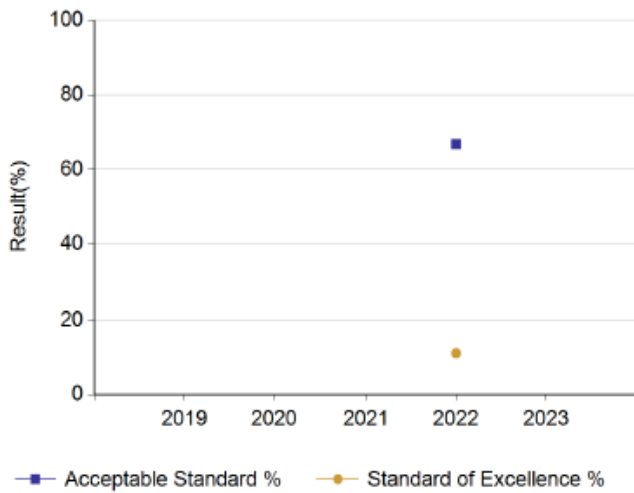


PAT Results By Number Enrolled Measure History

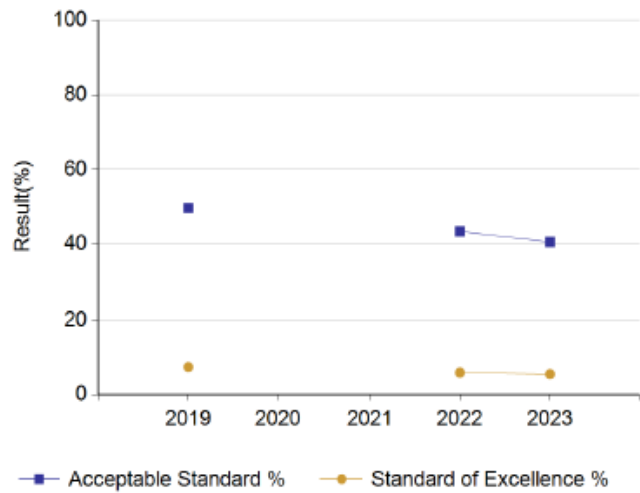
School: 2059 Father Leduc Catholic School (FNMI)
 Province: Alberta (FNMI)

	Father Leduc Catholic School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	4	n/a	n/a	9	2	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	*	n/a	n/a	66.7	*	*	*	*	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	*	n/a	n/a	11.1	*	*	*	*	7.4	n/a	n/a	5.9	5.5

Father Leduc Catholic School (FNMI)



Alberta (FNMI)



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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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 Course By Course Summary By Enrolled With Measure Evaluation

School: 2059 Father Leduc Catholic School (FNMI)

Course		Measure		Father Leduc Catholic School (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 6, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	3,990	48.0	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	*	*	*	2	*	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	*	*	*	2	*	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. 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.

2022-2023 SCHOOL YEAR STRATEGIES

- The staff at Father Leduc believe that Response to Intervention supports all students and helps them to learn at optimal levels. Regular Professional Learning Community time is embedded into the teacher time calculator to ensure that teachers have time to collaborate on students and best practices. Students have 2 scheduled W.I.N (What I Need) blocks and 1 Success for Learning Block in the 6—day cycle to access teacher support.
- Our School Intervention Team will meet and collaborate three times monthly to ensure that all staff and students are supported.
- We will continue to use universal screeners in Language Learning and Math to support the entire student population. We will also implement student tracking meetings three times per year where our School Intervention Team can meet with every teacher to discuss students that are experiencing academic or social/emotional or attendance issues.
- Our Learning Support Facilitator with Settlement Workers in Schools will train our educational assistants to provide English Language Learners supports to our students whose first language is not English. A parent volunteer will come and provide English Language Learners support to our Spanish speaking students.
- Our Grade 6 teachers will meet to analyze the previous Provincial Achievement Tests and results with the Director of Curriculum and Staff Development to create a plan to improve the level of student achievement.
- Division 1,2 and 3 teachers will be provided opportunities to collaborate and attend professional development to engage in the new curriculum and corresponding Provincial Achievement Test processes.
- Our Family School Liaison Worker will offer sessions to help our students to prepare for test taking, learning test taking strategies and to support and respond to students experiencing test anxiety.

PROFESSIONAL LEARNING

- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- STAR Flex Training
- Learning Day Sessions including; Tech – Parent Communication, Grade 4-6 CTF Programming, Literacy - Book Tasting, Tech Arts, Mathology for Div 1, Quality Learning with the Brain, Indigenous Education – Trauma Informed Practice, Tech – Smart Classrooms, Building Critical Thinkers
- New Curriculum PD by Central Office
- Indigenous Education - Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, within English Language Arts, our PAT results are 3.8% higher than the province in the Acceptable Standard, and 9.5% below in the Standard of Excellence.
- Overall, within Math, our PAT results are 13.5% higher than the province in the Acceptable Standard, and 2.6% below in the Standard of Excellence.
- Overall, within Science, our PAT results are 3.4% higher than the province in the Acceptable Standard, and 0.4% higher in the Standard of Excellence.
- Overall, within Social Studies, our PAT results are 0.5% higher than the province in the Acceptable Standard, and 2.6% below in the Standard of Excellence.
- Performance within the Social Studies PAT indicates it is the curricular area of lowest achievement by subject area (2023 - Social Studies 66.7% acceptable standard, Math 77.8% acceptable standard, Science 71.1% acceptable standard, Language Arts 80% acceptable standard), which aligns with achievement by the province and authority.

CONCLUSIONS

- While FLCS tends to be above the provincial Acceptable Standard, the results for the Standard of Excellence have remained below the provincial average for a couple of years.
- Teaching and learning within the subject of social studies need to be supported to develop increased academic rigor by staff and increased intellectual engagement by students.

IMPLICATIONS

- It is important that we analyze the data and collaborate with teachers to plan for improved pedagogical practices to support all students. Students need to develop an understanding of what achievement looks like at an acceptable standard and at a standard of excellence.
- It will be beneficial to collaborate with our Director of Curriculum and Division Learning Coach to identify and develop best practices to address deficiencies that may be impacting students to 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.
- To promote access by staff to professional development opportunities to improve the teaching and learning of Social Studies programming.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

English as a Second Language (ESL)

INSIGHTS

- Overall, within English Language Arts for ESL students, our PAT results were 90% acceptable standard, while the province scored 73.9%.
- Overall, within Math for ESL students, our PAT results were 81% acceptable standard, while the province scored 64.9%.
- Overall, within Science for ESL students, our PAT results were 72.7% acceptable standard, while the

province scored 64.7%.

- Overall, within Social Studies for ESL students, our PAT results were 90.9% acceptable standard, while the province scored 65.4%.
- The province outperformed the school in the areas of excellence across all subjects.

CONCLUSIONS

- Overall, ESL students at Father Leduc outperform the province across all subject areas at an acceptable standard, while underperforming in the area of excellence.

IMPLICATIONS

- It is important that we analyze the data and collaborate with teachers to plan for improved pedagogical practices to support all students. Students need to develop an understanding of what achievement looks like at an acceptable standard and at a standard of excellence.
- 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 to 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.
- To promote access by staff to professional development opportunities to improve the teaching and learning of Social Studies programming.

First Nation, Métis, and Inuit Students

INSIGHTS

- Father Leduc had two students write the Provincial Achievement Exams last year. This insufficient data makes it difficult to analyze. It appears that both students did reach acceptable standards in the Provincial Achievement exams.

CONCLUSIONS

- Staff at FLCS continue to work 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.
- Continued work with our Student Intervention Team and Learning Support Facilitator will be crucial to ensure our Indigenous students have the social/emotional and academic supports they need to be successful.



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

MEASURE DETAILS

Early Years Literacy & Numeracy Assessments (Gr. 1-3) 2022-2023 School: Father Leduc Catholic School						
List of Alberta Education Screening Assessments						
Literacy- Acadience						
Numeracy- Provincial Numeracy Screening						
Grade Level	Number of students identified as a risk in...					
	Total # of students assessed at beginning of schools year	BOTH Numeracy and Literacy (initial)	Literacy (initial)	Literacy (end)	Numeracy (initial)	Numeracy (end)
1	52	9	30	23	2	0
2	45	3	20	16	16	5
3	49	1	17	25	30	1
Average months:						
	Behind Grade Level (initial) Literacy	Months Gained Literacy	Behind Grade Level (initial) Numeracy	Months Gained Numeracy		
1	7 months	7 months	6 months	3 months		
2	18 months	13 months	9 months	3 months		
3	21 months	6 months	9 months	3 months		
Summary of Support Strategies - Literacy						
Identified students were provided daily small group or individual interventions using Precision Reading, Heggerty and UFLI phonemic awareness and phonics based interventions. Progress monitoring was provided every 6-8 weeks using Acadience and the RRST.						
Summary of Support Strategies - Numeracy						
Identified students were provided with small group or individual interventions using Mathology.						

2022-2023 SCHOOL YEAR STRATEGIES

- At Father Leduc Catholic School, we use the “Early Years Evaluation” to assess all kindergarten students twice a year in September and May.
- We will analyze the data from the “Early Years Evaluation” to identify and address trends at the school.
- Data will be used to identify students in need of targeted and intensive supports, including gifted students.
- We will support teachers through professional learning communities and professional development to increase proficiency and understanding of intervention tools to respond to students at risk.
- To utilize the specialized learning support team (i.e., Speech Language Pathologist and Occupational Therapist and Division Wellness Coordinator) to provide tiered support.



PROFESSIONAL LEARNING

- Review of IPPs, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- STAR Flex Training
- Learning Day
- K-6 Curriculum Implementation and Collaboration
- K-6 Physical Education and Wellness
- Kindergarten Curriculum Community of Practice
- Role of the EA: A Team of Professionals [Lorraine Court]
- STAR Assessment and Reporting in PowerSchool with Kristy Smith



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Data from the Acadience Reading Benchmark Assessment Reading Composite Scores show;
 - Grade 1
 - Beginning, 29 students reading “Well Below” benchmark
 - End, 23 students reading “Well Below” benchmark
 - Beginning, 14 students reading “above” benchmark
 - End, 18 students were reading “above” benchmark.
 - Grade 2
 - Beginning, 20 students reading “Well Below” benchmark
 - End, 16 students reading “Well Below” benchmark
 - Beginning, 13 students reading “above” benchmark
 - End, 17 students were reading “above” benchmark.
 - Grade 3
 - Beginning, 17 students reading “Well Below” benchmark
 - End, 25 students reading “Well Below” benchmark

- Beginning, 9 students reading “above” benchmark
 - End, 1 student was reading “above” benchmark.
- Data from the Alberta Education Assessment for Numeracy scores show;
 - Grade 1
 - Beginning, 2 students were “At Risk”
 - End, No students “At Risk”
 - Grade 2
 - Beginning, 16 students were “At Risk”
 - End, 5 students “At Risk”
 - Grade 3
 - Beginning, 30 students were “At Risk”
 - End, 1 student “At Risk”

CONCLUSIONS

- Data from Grades 1 and 2 indicates that students are benefiting from the teaching and learning in those classes in both literacy and numeracy and are showing progress.
- Data from Grade 3 literacy indicates that students’ progress was impacted. Learning loss due to pandemic, alongside the benchmark being raised, may have contributed to this impact on student learning progress.
- Data from Grade 3 numeracy indicates that students are benefiting from the teaching and learning and showing progress.

IMPLICATIONS

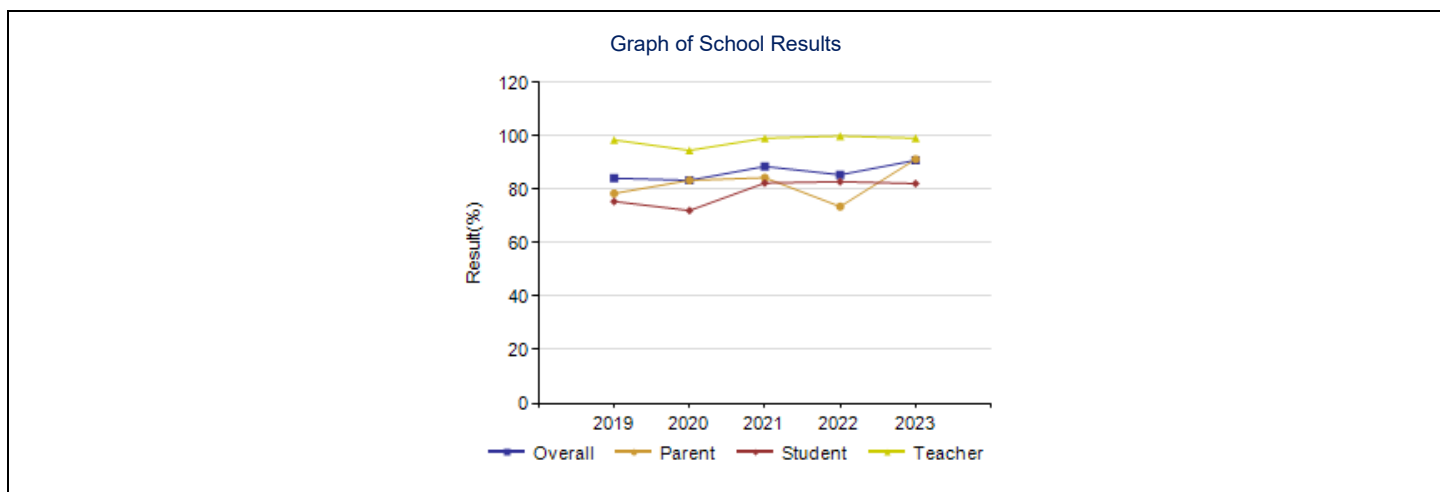
- There is a need to engage the Director of Curriculum to collaborate on an intervention plan in Literacy.
- There is a need to collaborate with the STAR Learning Coach to come alongside and support teachers in professional development of best practices within the delivery of the numeracy and literacy curriculum.
- Ongoing teacher engagement with learning the new Curriculum and engaging best practices for delivering lessons to support students in the achievement of the specific learning outcomes in Grades 1-3 is needed.

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	205	84.2	188	83.4	161	88.6	194	85.5	184	90.9	Very High	Improved	Excellent	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	29	78.5	35	83.4	26	84.4	28	73.6	16	91.3	Very High	Improved	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	149	75.5	127	72.1	111	82.4	153	82.9	143	82.2	Very High	Maintained	Excellent	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	27	98.5	26	94.6	24	99.2	13	100.0	25	99.2	Very High	Maintained	Excellent	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- We will have celebrations of recognition and rewards alongside the school's Lightning Acts of Kindness which will be presented to students at monthly assemblies recognizing students meeting our school rules and our motto of "God is Love".
- At our monthly assemblies, we will celebrate and recognize the "Saint of the Month" and its virtues in order to educate our students on positive habits and behaviors.
- We will present "The Seven Sacred Laws" at each assembly so students can be exposed to Indigenous teachings and learn and recognize how many of these traditions are similar to our Catholic traditions.
- We will engage our Division Indigenous Education coach to identify local First Nation Metis and Inuit not for profit organizations or social justice initiatives that our school can support.
- We will have our students elect our student council to represent our student interest at School Council meetings. Student council will plan events to build student belongings such as spirit day activities, student faith events and social justice projects for Father Leduc.
- Our school will hold a cultural night where our school community can celebrate a variety of different cultures with special emphasis on our Indigenous, Filipino and French cultures.
- At Father Leduc Catholic School, social justice projects will be used to help our students realize the infinite dignity of all people because we were all made in the image of God. We anticipate participating in many Social justice projects such as: Terry Fox, Scare Away Hunger, Best Seats in the House at our Christmas Concerts to support the Food Bank, the Giving Tree to collect warm clothing for the Leduc Hub, our Student Council collected toys for Santa's Anonymous, we collect aluminum tabs for the Knights of Columbus, we use the plinko board to raise money for the Food Bank, our Drama Department along with our Social Justice Committee will organize a dinner theatre to support Catholic Social Services and finally our Social Justice Committee will hold bake sales to support the Stollery Hospital.

PROFESSIONAL LEARNING

- Social Justice Projects
- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- Third Path Conditions 5, 6, 8 and 8
- Learning Day
- New Curriculum PD by Central Office
- Indigenous Education—Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This category measures how teachers, parents and students are satisfied with how our students model active citizenship. Father Leduc scored higher results in all categories compared to the school authority and the province. Overall, Father Leduc scored 90.9% in this category compared to the School Authority at 88.3% and the province at 80.3%.

CONCLUSIONS

- Overall stakeholders demonstrate that they are satisfied that our students demonstrate active citizenship.

IMPLICATIONS

- Continue with the current strategies as they have proven successful.



PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

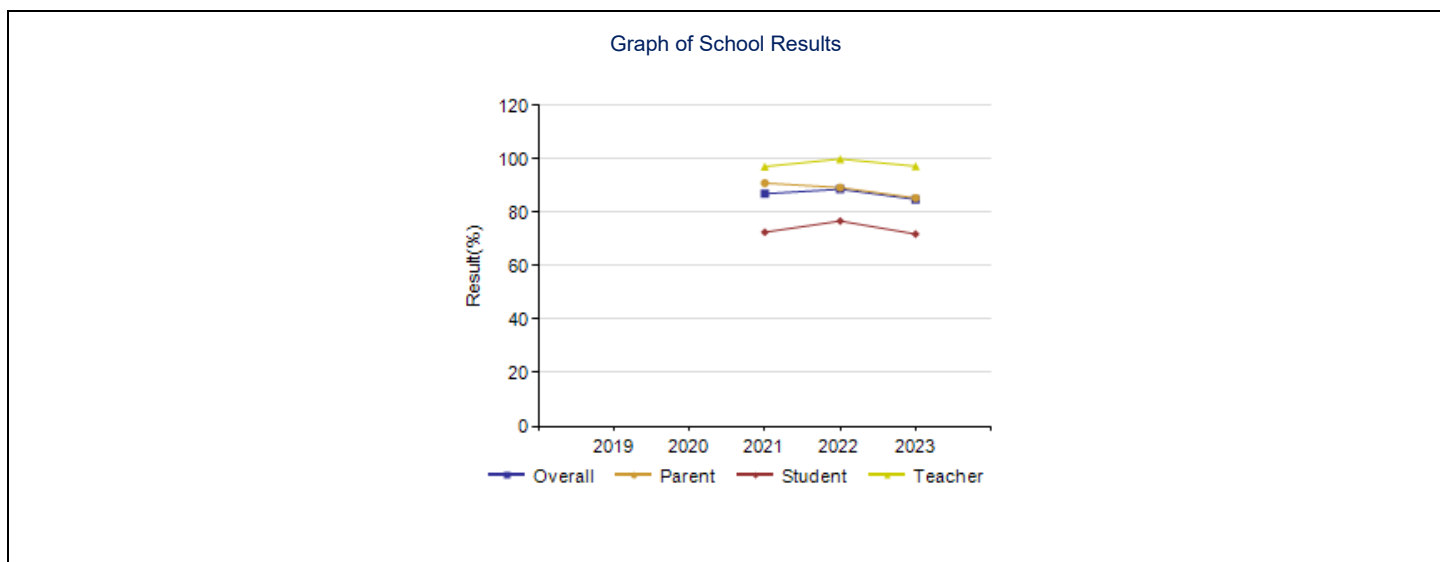
Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

MEASURE DETAILS

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													
	2019		2020		2021		2022		2023		Achievement	Improvement	Over all	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023					
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	n/a	n/a	16	87.0	19	88.7	18	84.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	26	91.0	28	89.3	16	85.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	175	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	11	72.6	15	76.8	14	71.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	1,368	71.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	24	97.2	13	100.0	25	97.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes

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

2022-2023 SCHOOL YEAR STRATEGIES

- We will introduce eSports through the Career and Technology Studies curriculum for our students from grades 5 to 8.
- We will support teachers' deployment of the new curriculum for grades 4—6 with a focus on how to approach the learner outcomes to enhance student engagement.
- We will support teachers to become more proficient in using resources such as Mathology and Levelled

Literacy Intervention to engage students in their learning.

- We will use field trips from kindergarten to grade 8 to enhance the Career and Technology Studies curriculum and to support the student experience of learning in a different environment.
- We will survey our junior high students to determine what new courses they find engaging and look to build Career and Technology Studies courses to meet these needs and enhance learning opportunities.
- We will survey our students to determine their preferred method of learning.

PROFESSIONAL LEARNING

- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices and Levels of Achievement
- STAR Flex Training
- Third Path Conditions 5, 6, 7 and 8
- Settlement Workers in Schools
- New Curriculum PD by Central Office
- Indigenous Education—Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- From last year to this year, we see a slight decrease in student learning engagement.
- Analysis of data demonstrates that student learning engagement from 2022 to 2023 showed an overall decrease of 3.8% from the previous year with an overall grade of 84.9%. Although this represents a slight drop, overall engagement continues to be maintained at a high level.
- Within this measure, the lowest score again, as in previous years, came from students with a ranking of 71.9%. This score from students represents a decrease from the previous year. This rating is higher than the authority and the province but demonstrates that roughly 28% of students do not feel engaged in learning.

CONCLUSIONS

- While parents and teachers believe students in STAR Catholic are engaged, students self-reporting puts them lower. Year on year roughly 20-30% of our grade 4 and 7 students do not feel engaged with their learning.

IMPLICATIONS

- Following walkthroughs and class observations, analysis of student engagement strategies being used by teachers and EAs during learning opportunities.
- Effective consulting with the right group of students, those who do not feel engaged, will be vital to respond effectively to this dimension and supporting growth in this area.

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



DOMAIN 3: TEACHING & LEADING

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

Outcome: Staff enhance 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			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	97	94	93	93	91	93
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)	91	94	93	92	85	89
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	76	80	73	63	66	68
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)	81	100	92	78	76	81

PROFESSIONAL LEARNING

- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- STAR Flex Training
- Third Path Conditions 5, 6, 7 and 8
- Learning Day
- New Curriculum PD by Central Office
- Indigenous Education—Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy
- 3 support staff members are taking courses to gain their level 3 Early Childhood Education Certificate
- Support Staff are Encouraged to take courses through ERLC
- Speech to Text – Essentials for Teachers

2022-2023 SCHOOL YEAR STRATEGIES

- New teaching staff will participate in the 2-year mentorship program through Central Office. New staff will be assigned a mentor teacher within the school and will meet with Administration 9 times a year.
- School administration and the School Leadership Team will survey teachers and support staff to determine professional development needs of the school. From this data, along with the requirements and guidelines set forth by Senior Administration, the School Leadership Team will create the professional development plan for Father Leduc for the next school year.
- Teachers will be encouraged to recommend students to the School Intervention Team which will give them opportunities to access division and school supports.
- Teachers will be encouraged to actively participate in peer observation to view best practices that are occurring in other classrooms.
- To support Teacher Growth Supervision and Evaluation and Administrative Procedure 411, Father Leduc School will continue to develop a shared vision and goals with the School Leadership Team. This input will assist the School Leadership Team when developing the school supervision schedule.
- Father Leduc Catholic School will 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 has excellent results in this measure. 97% of teachers feel they have meaningful professional development opportunities. This exceeds the authority's results by 4%.
- 91% of teachers feel they have access to division and school supports. This is 1% less than the school authority.
- 76% of support staff feel they have meaningful professional development opportunities. This exceeds the authority's results by 13%.
- 81% of support staff feel they have access to division and school supports. This exceeds the authority by 3%.

CONCLUSIONS

- All stakeholders are very satisfied with the quality of supports at Father Leduc Catholic School.

IMPLICATIONS

- Continue with current strategies as they have proven successful. Further dialogue with support staff is necessary to ensure that they have professional development meaningful to their needs. Also, of note is that the Division EA conference took place after this survey, so staff may have rated this differently had it been done after the conference.

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			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
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	100	99	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	96	97	99	96
Teachers in our school value professional learning communities (PLC)	97	88	91	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

- To foster a culture of collaboration and leadership development staff are encouraged to join our Leadership Team which provided administration key advice on school management.
- Father Leduc Catholic School is proud to encourage teachers to refer students and participate in our Student Intervention Team.
- Teachers participate in grade level and vertical PLC's three times a month.
- Erin Barrett is our REC and Indigenous Coordinator.
- Christina Mullin is our Numeracy and Literacy Lead.
- Angela Lobkowitz and Jessica Noel are PowerSchool leads.
- Staff are encouraged to participate in extra-curricular teams and clubs to enhance our student's education and create a positive culture.
- Staff participate in the professional development to prepare our teachers to teach the new curriculum.
- Staff are encouraged to participate and lead sessions for Institute Day.

2022-2023 SCHOOL YEAR STRATEGIES

- All staff are invited to actively participate in the life of Father Leduc Catholic School. Staff are encouraged to participate in the School Leadership Team, School Intervention Team, one of the various committees, coach one of our teams or facilitate a club for students or adults.
- Teachers have an opportunity to regularly collaborate in Professional Learning Communities. Professional Learning Community time is embedded in the teacher time calculator and during assemblies which gives teachers time to collaborate with educational assistants.
- Staff also are encouraged to collaborate with professionals outside of the school such as: (Occupational Therapist), (Speech Language Therapist), (Indigenous Learning Coach), (Director of Curriculum and Staff Development), (Director of Faith Life and Religious Education) and other outside organizations.
- Certified teachers are personally invited to be Acting Admin when school administrators are away from the school.



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 7%.
- 100% of teachers feel they have the opportunity to collaborate in PLCs. This leads the authority's results by 3%.
- An area of note is that data shows that 97% of teachers value PLCs, which is an increase from 88% of the previous year.



CONCLUSIONS

- Overall stakeholders appear very satisfied with leadership opportunities.

IMPLICATIONS

- Continue with the current strategies as they have proven successful.
- The school needs to continue working with our staff to maintain a strong culture of leadership and development.

2022-2023 SCHOOL YEAR STRATEGIES

- School Administration encourages all staff to understand that they are a child of God and have inherit dignity. As such all people in Father Leduc Catholic School will be treated in a manner of respect that acknowledges their dignity.
- Explore the “Sanctuary Mental Health Ministries” course and reach out to the Diocese to see what is offered for mental health support and resources.
- The School Administration will review the benefit package with all staff at the beginning of the year to ensure staff can access support when required.
- School Administration encourages active participation of all staff members in the life of the school. By listening and supporting staff participation, staff realize that they are valued members of Father Leduc Catholic School.
- School Administration will continue to have an “open door policy” for staff to discuss their mental health or other issues that may be dealing with.
- Wellness Wednesday will continue to provide staff with an opportunity for fun and fellowship.
- A staff committee will be formed to provide staff with opportunities to meet outside of school hours for fun and fellowship.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- This is a new goal and there is no data, this will be updated as data becomes available.

CONCLUSIONS

- This is a new goal and there is no data, this will be updated as data becomes available.

IMPLICATIONS

- This is a new goal and there is no data, this will be updated as data becomes available.

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.

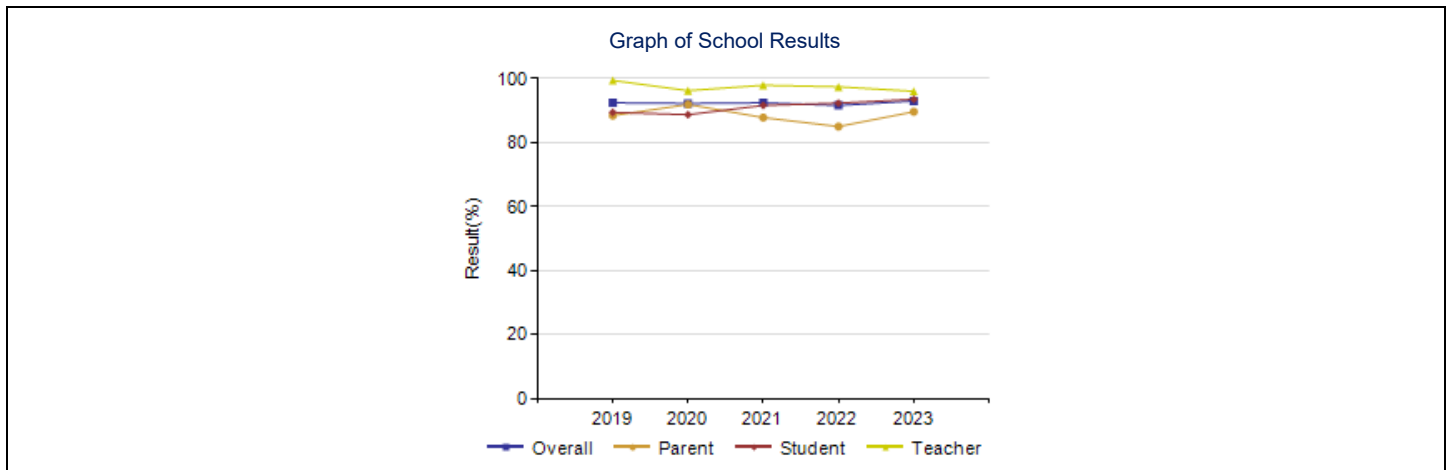
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

EDUCATION QUALITY: MEASURE DETAILS

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	205	92.4	188	92.2	164	92.1	194	91.4	184	93.0	Very High	Maintained	Excellent	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	1,740	91.5	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	29	88.4	35	91.9	26	87.8	28	85.0	16	89.6	Very High	Maintained	Excellent	241	88.1	180	90.8	144	88.1	201	92.4	175	90.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	149	89.4	127	88.7	117	91.6	153	92.3	143	93.5	Very High	Maintained	Excellent	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	1,370	88.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	27	99.4	26	96.2	24	97.9	13	97.4	25	96.0	High	Maintained	Good	229	98.2	185	98.7	205	97.6	192	96.3	195	95.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:
 1. 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

2022-2023 SCHOOL YEAR STRATEGIES

- New teaching staff will participate in the 2-year mentorship program through Central Office. New staff will be assigned a mentor teacher within the school and will meet with Administration 9 times a year.
- School administration and the School Leadership Team will survey teachers and support staff to determine professional development needs of the school. From this data, along with the requirements and guidelines set forth by Senior Administration, the School Leadership Team will create the professional development plan for Father Leduc for the next school year.
- Teachers will be encouraged to recommend students to the School Intervention Team which will give them opportunities to access division and school support.
- Teachers will be encouraged to actively participate in peer observation to view best practices that are occurring in other classrooms.
- To support Teacher Growth Supervision and Evaluation and Administrative Procedure 411, Father Leduc School will continue to develop a shared vision and goals with the School Leadership Team. This input will assist the School Leadership Team when developing the school supervision schedule.
- Father Leduc Catholic School will 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.

PROFESSIONAL LEARNING

- Mentorship by Central Office for beginning teachers
- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- STAR Flex Training
- Third Path Conditions 5, 6, 7 and 8
- Learning Day
- New Curriculum PD by Central Office
- Indigenous Education—Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy

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 93.5% of students are satisfied with the quality of their education compared to 88.7% of the authority and 85.7% of the province.
- A previous area of concern in 2021 was within the results from parents which was at 85%. There is an improvement in this area of 4.6% raising it up to 88% satisfaction.

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.
- The parental rate shows a gain over the previous year.

IMPLICATIONS

- Continue with the current strategies because they have proven successful.



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 identified measures.

MEASURES

Measure Category	School Name			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	100	71	80	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	94	97	96	93	94
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	97	100	98	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	94	97	100	98	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	86	100	93	92	93	92
Student Survey (Elementary)						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	99	100	99	96	97	95
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	91	91	91	89	89

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 identified measures.

MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	82 57	77 63
I feel safe at school.	100 76	81 79
I have a friend at school.	100 100	92 94
(Elementary) At my school there is at least one adult who listens and cares about me	91	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	91	85

*Grades 4-6 | 7-12



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	66.7	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	11.1	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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:

- 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 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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 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.

2022-2023 SCHOOL YEAR STRATEGIES

- To engage our Indigenous families and to create an opening and welcoming environment we will collaborate with the divisional Indigenous Learning Coach and Elders to offer a smudging ceremony at the beginning of the school year.
- Indigenous games will be infused in the physical education curriculum and in the junior high retreat to help welcome our indigenous students into Father Leduc Catholic School.
- To invite our Indigenous Learning Coach to come into our school to present on various topics such as: Orange Shirt Day, Reconciliation, to celebrate Indigenous War Veterans, Treaties, Red Dress Day and the Moose Hide Campaign.
- To create a welcoming, warm, and caring environment, Father Leduc will hold an Indigenous Parent Engagement Evening to further establish relationships with our Indigenous parents to discuss what supports are available to them and what they can offer our school community.
- To invite Elders, story tellers, dancers, singers, and artists to celebrate Indigenous culture.
- To help infuse Indigenous culture at Father Leduc Catholic School we will continue to support a .10 Full Time Equivalent Indigenous Education Coordinator.

PROFESSIONAL LEARNING

- Third Path Conditions 5, 6, 8 and 8
- Learning Day
- Indigenous Education—Truth and Reconciliation by Ramona September and October
- Indigenous Education - Metis Culture with Connie Kulhavy
- Sherryl Sewepagaham – Indigenous Music in the Classroom

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Within teachers' reporting, data shows that staff demonstrate a strong willingness to infuse their teaching and learning about FNMI by inviting elders and culture holders into their classrooms, using resources that reflect FNMI teaching, and by taking professional development to enhance their understanding.
- 99% of elementary students and 95% of secondary students report that they have opportunities to learn about Indigenous history, culture and traditions.
- FLCS teachers have shown impressive growth from 71% to 100% that First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- An area of concern is that 57% of our secondary indigenous students feel that they belong at our school.

CONCLUSIONS

- In 2022 Staff at FLCS worked hard to infuse indigenous ways of knowing and being into their classrooms and school culture; data from 2023 indicates that staff and students can recognize this within their learning environment.
- The work completed by the FLCS Indigenous coordinator has positively influenced the results in this domain.
- Identifying clear goals through consultation and engagement with our students and families who are indigenous will support our secondary indigenous students to feel a sense of belonging at our school.

IMPLICATIONS

- Continued work with our divisional indigenous coach will be important to strengthen our work in infusing this knowledge into our school learning environments.
- There is a need to engage in ongoing collaboration with our indigenous stakeholders to have continued development in this area.



DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES *(Continued)*

Measure Category	Father Leduc			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher.	83	78	79	77	77	78
Adults help me when I ask.	94	89	92	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	85	77	83	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- The administration will encourage staff to participate in the school leadership team and School Intervention Team and will provide time for divisional meetings and Professional Learning Communities within the Teacher Time Calculator.
- The Student Intervention Team will meet three times a month to support teachers and students learning.
- The School Leadership Team will meet monthly to analyze data to support teachers with best practices to optimize student learning.
- Three times during the school year the school will complete Tier 1 academic and behavioral learning screeners to identify students of concern.
- Father Leduc will use government approved screeners to identify students who require academic support (Dibbles for 1—8) and Early Years Evaluation testing for kindergarten students.
- Students who are identified as needing support in literacy or numeracy will be provided with interventions using Levelled Literacy Intervention and Mathology to increase their achievement.
- Students will have 2 WIN (What I Need) blocks and 1 Success for Learning block scheduled in the 6—day cycle to access extra help from teachers when required.
- Our Learning Support Facilitator will provide English as a Second Language supports and benchmarking of all English Language Learner students.
- Father Leduc will continue to access Central Office supports such as: Occupational *Therapy*, Speech, Director of Learning, Director of Faith, and the Indigenous Learning Coach.
- Father Leduc School will continue to access outside organizations to optimize student learning. Our Family School Liaison Worker will offer Tiers 1,2 and 3 support for students who require assistance.
- Increased use of formative assessment strategies including peer and self-assessments to increase student engagement.
- Teachers will be encouraged to actively participate in peer observations to view best practices that are occurring in other classrooms.

PROFESSIONAL LEARNING

- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- Mathology and Science of Reading
- Third Path Conditions 5, 6, 7 and 8
- SLP and OT to discuss their role in supporting students and Level B Testing
- New Curriculum PD by Central Office



INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- A strength of Father Leduc Catholic School is the ability to recognize and support the diverse learning

needs of our students using the Response to Intervention model. Father Leduc improved satisfaction rates in all student and parent measures. To the question, “At School adults help me when I need help”, our current response is 94% which is an increase from the previous year by 5%.

- To the question, “I understand how I learn best and am able to communicate this with my teacher” our current result was 83% which is 5% higher than last year and 6% higher than the school division’s current result of 77%.
- The most dramatic improvement in this measure came from the parent survey where parents were asked, “My child receives the support he/she needs to be successful in school.” Our current result is 85%, an increase from 77% last year.

CONCLUSIONS

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

IMPLICATIONS

- Father Leduc School, through our Family School Liaison Worker, will continue to reach out and collaborate with community partners to coordinate access to support available outside of school.



DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

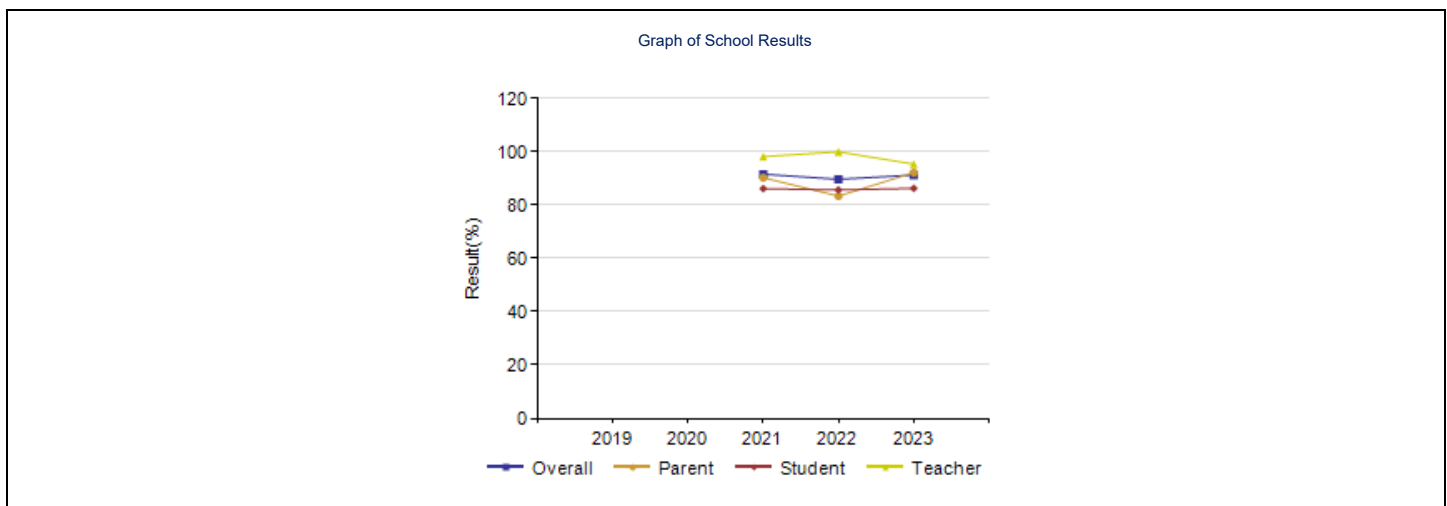
Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students' agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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

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									
	2019		2020		2021		2022		2023		Achievement	Improvement	Over all	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	16	91.6	19	89.7	18	91.3	n/a	Maintained	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	26	90.3	28	83.4	16	92.2	n/a	Maintained	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	11	86.2	15	85.7	14	86.3	n/a	Maintained	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	24	98.2	13	100.0	25	95.4	n/a	Maintained	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- We will engage parents around cell phone and social media use, its impact on children, and the importance of parent monitoring and control.
- Father Leduc administration will continually be on outside supervision at the beginning and end of each school day to welcome parents and students into the school.
- School Administration will be available three times per month where parents can drop in and have coffee with a member of the school administration team to further establish relationships.
- Father Leduc will continue the implementation of the Third Path, which is a relationship-based approach to student well-being and achievement.
- Father Leduc Administration will welcome all students and their family members when they attend events at Father Leduc to ensure that all feel welcome and safe.
- All staff at Father Leduc will be trained in SIVA (Supporting Individuals Through Valued Attachment).
- Father Leduc Administration will participate in the (TES) Traumatic Event Systems training.
- Father Leduc Administration and teachers will continue to uphold inherent Christian dignity in disciplinary practices, classroom management and behavior supports.
- Father Leduc will hold a junior high retreat on the first Friday of the school year where students are welcomed to the school to meet friends and learn about our motto, "God is Love".
- We will utilize the Indigenous Learning Coach to teach our students smudging.
- Our school rules will continue to be simple for the students to understand: Be Safe, Respectful and Responsible, which will help our students to be the best version of themselves.
- Our school continues to develop our extra-curricular programs to ensure that we offer students with various interests an opportunity to participate, make friends and develop their confidence and resiliency.
- Father Leduc will continue to follow the (Assessment at Risk to Others) process.
- The Family School Liaison Worker will deliver to our junior high students a program (Common Sense Education) to assist them in making responsible choices with social media.



PROFESSIONAL LEARNING

- SIVA Training
- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- STAR Flex Training
- Third Path Conditions 5, 6, 8 and 8
- Learning Day
- New Curriculum PD by Central Office

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Father Leduc results were higher than the school authority and province in every category in this measure. Overall, 91.8% of the stakeholders are very satisfied that Father Leduc School has a welcoming and safe environment compared to the school authority at 88.8% and the province at 84.7%.
- The largest improvement in this measure came from our parents. This year 92.2% of our parents agree that Father Leduc offers a safe and welcoming environment compared to 83.4% last year.

CONCLUSIONS

- Father Leduc School continues to provide a welcoming, caring, and safe school.

IMPLICATIONS

- Father Leduc will continue to implement the strategies that we are currently using because they are successful.



DOMAIN 4: LEARNING SUPPORTS

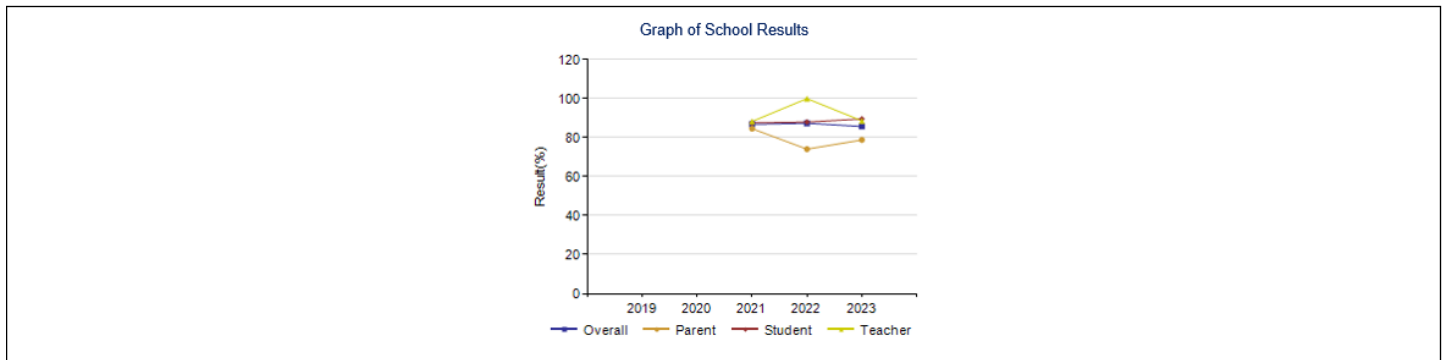
PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	161	86.8	194	87.4	184	85.7	n/a	Maintained	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	
Parent	n/a	n/a	n/a	n/a	26	84.6	28	74.1	16	78.8	n/a	Maintained	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	
Student	n/a	n/a	n/a	n/a	111	87.6	153	88.0	143	89.6	n/a	Maintained	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	189,631	80.2	186,935	80.1	192,805	79.9	
Teacher	n/a	n/a	n/a	n/a	24	86.3	13	100.0	25	88.6	n/a	Declined	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	



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

2022-2023 SCHOOL YEAR STRATEGIES

- School Leadership team will meet monthly to utilize data from the provincial and STAR Catholic assessments to drive instructional practices.
- With collaboration with our Learning Support Facilitator, teachers will be able to identify accommodations for students needing extra support to write Provincial Achievement Tests.
- With collaboration of the Learning Support Facilitator and Student Intervention Team, teachers will be able to identify students who need interventions including enrichment.
- Teachers will receive additional professional development on Leveled Literacy Intervention and Mathology so they will be more comfortable using the programs to optimize student learning.
- Students will use “My Blueprints” to discover their learning style and possible future career choices.

PROFESSIONAL LEARNING

- Mathology and Science of Reading
- Review of IPP's, Family Goal Setting and Assessment, Reporting and PowerSchool Best Practices
- Third Path Conditions 5, 6, 8 and 8
- New Curriculum PD by Central Office

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 85.7% of stakeholders agree that Father Leduc students have access to the appropriate support and services to optimize their learning. This exceeds the school authority results by 0.8% and the province by 4.9%. The largest improvement in this measure came from the parents whose results improved by 4.7% from the previous year.

CONCLUSIONS

- The stakeholders agree that Father Leduc students have access to the appropriate support and services at school.

IMPLICATIONS

- Father Leduc Catholic School, through our Family School Liaison Worker will continue to reach out and collaborate with community partners to coordinate access to supports available outside of the school.



DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

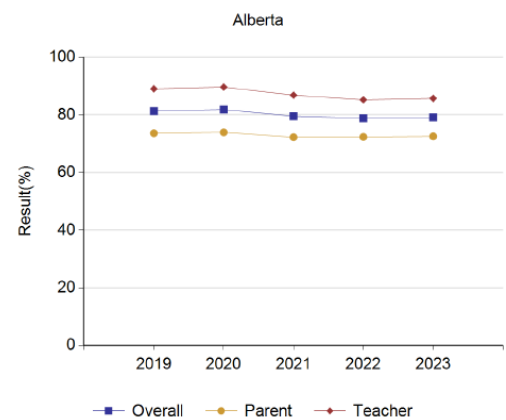
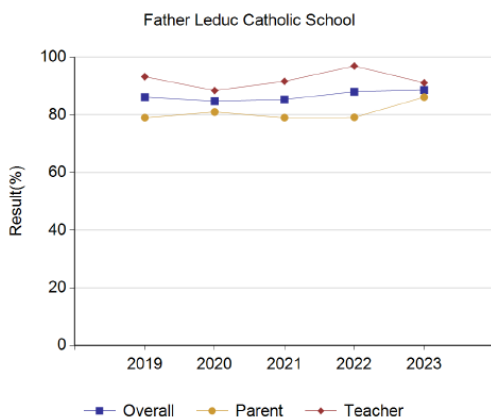
Parental involvement and engagement lead to student success and are high priorities for STAR Catholic. Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

	Father Leduc Catholic School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	56	86.1	61	84.7	50	85.3	41	88.0	41	88.6	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	29	79.0	35	81.0	26	79.0	28	79.1	16	86.1	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	27	93.2	26	88.4	24	91.6	13	96.9	25	91.1	High	Maintained	Good	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



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



2022-2023 SCHOOL YEAR STRATEGIES

- Promote and celebrate our school council and provide parents with the opportunity to participate when able.
- Hold several evenings where parents are invited into our school to further nurture our school community such as: Meet the Teacher, 4 evenings of parent-teacher interviews, Family Goal Setting Meetings, Engagement Evenings, Open Houses, Christmas Concerts, Faith Celebrations, Grade 8 Farewells, Dinner Theatre, Art Show, and the Family Movie Night.
- To increase parent-participation in completing the Government Assurance Survey, we will hold an Art Walk in conjunction with an evening where parents can complete the survey in the school.
- In conjunction with providing our parents with the opportunity to complete the Government Assurance Survey at school, we will also offer copies of the survey to be completed in additional languages to support our parents who do not speak English as their first language.
- Father Leduc Catholic School will hold a parent-engagement evening to gain feedback on the governance of the school.
- School Administration will continue to communicate to our school community using emails, Facebook and start using Instagram in the new school year.
- School administration will be strategic in consulting stakeholders regarding our school's education plan.
- To plan 3 mornings per month *where* parents can meet with a school administrator to *discuss* matters regarding education.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, there is strong data that shows Father Leduc has maintained excellent results in this measure. 88.6% of the stakeholders are satisfied with parental involvement in decisions about their child's education compared to 79.1% of the stakeholders in the province.

CONCLUSIONS

- Overall stakeholders are very satisfied with the levels of parental involvement in the school.

IMPLICATIONS

- Continue with the current strategies as they have proven successful.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2023-2024 Play Budget (Nov)

Father Leduc

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$3,153,311	72.8%	\$3,153,311	73.7%
Specialized Learning Support (SLS) Allocations	\$471,061	10.9%	\$471,061	11.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$27,436	0.6%	\$27,436	0.6%
French Language/Immersion Allocatons	\$139,368	3.2%	\$139,368	3.3%
ELL Allocations	\$50,160	1.2%	\$50,160	1.2%
FNMI Allocations	\$61,696	1.4%	\$61,696	1.4%
Other Program Allocations	\$60,618	1.4%	\$34,442	0.8%
One-Time Allocations	\$25,445	0.6%	\$0	0.0%
Facility Services Allocations	\$184,586	4.3%	\$184,586	4.3%
Local Revenues & Fees	\$46,155	1.1%	\$46,155	1.1%
Transfers between Schools, Departments & SGF	\$38,412	0.9%	\$38,412	0.9%
Previous Year Unspent and Surplus Allocations	\$70,251	1.6%	\$70,251	1.6%
Total Revenue and Allocations to Budget Center:	\$4,328,499	100%	\$4,276,878	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$3,163,686	73.1%	\$3,230,456	75.5%
Uncertificated Staff	\$891,228	20.6%	\$804,088	18.8%
Services Contracts and Supplies	\$273,586	6.3%	\$242,335	5.7%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$4,328,499	100%	\$4,276,879	100%

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$4,328,499	\$4,276,878
Total Expenditures	\$4,328,499	\$4,276,879
Variance	\$0	\$0

Fall 2023 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	84.9	88.7	88.7	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	90.9	85.5	84.4	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	66.7	76.2	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.6	19.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.0	91.6	91.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.3	89.7	89.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.7	87.4	87.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	88.6	88.0	86.4	79.1	78.8	80.3	Very High	Maintained	Excellent

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 to 2021/22 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. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

