



# **AERR - St. Thomas Aquinas Catholic Schools 2024/2025**

**School: Father Leduc Catholic School**

Please see link to: [Link to Survey Data](#)



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## STAR CATHOLIC Division Assurance Plan 2023-2027



School Assurance Plan DIVISION Overview					
Domains	Domain 1:	Domain 2:	Domain 3:	Domain 4:	Domain 5:
	<b>Grow &amp; Affirm Catholic Identity</b>	<b>Student Growth &amp; Achievement</b>	<b>Teaching &amp; Leading</b>	<b>Learning Supports</b>	<b>Governance</b>
<b>Board</b>	1. Staff are provided with faith formation opportunities.	1. A focus on student mental health and well-being	1. Continue to build and develop staff capacity.	1. First Nation, Métis, and Inuit students are successful.	Research shows that parents who
<b>Priority/Local Goal</b>	2. Staff and Students understand what it means to live in a relationship with Jesus Christ, and witness the Gospel. 3. Staff and students witness the gospel. 4. Enhance home, school, and parish relationships.	Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence 2. Early Years Literacy & Numeracy Assessments High School Completion* Citizenship*	2. Foster a culture of collaboration and leadership development. 3. Staff are supported in their wellness. Education Quality *	2. Recognize and Support the Diverse Learning Needs of ALL students through the Response to Intervention Model. Welcoming, Caring, Respectful, and Safe Learning Environment* Access to supports and services*	understand the school's philosophy, know the staff, and participate in activities are more likely to be satisfied with their child's education. Meaningful opportunities for involvement and access to information are crucial, as parents often wish to be part of the decision-making process.
<b>Outcomes:</b>	1. 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. 2. Students will hear, learn, and model their lives guided by faith and the Church. 3. Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity. 4. Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the	3. 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. 2. 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). 3. Learning improves when students find course content interesting and useful in their everyday lives.	1. Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities. 2. Staff are provided with structured opportunities to collaborate and to be involved in leadership. 3. When staff experience positive social, emotional, physical and spiritual well-being, they are better able to fulfill their role in supporting students. 4. Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice	1. More First Nation, Métis, and Inuit students meet or exceed identified measures. 2. 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. 3. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)



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	life of the Division.		standards, which result in quality teaching, leading, and optimum learning for all students.	emphasized and all students are welcomed, cared for, respected, and safe. 4. Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are	
				welcomed, cared for, respected, and safe.	



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<b>Father Leduc Catholic School Education Plan GOAL #1</b>	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff are provided with faith formation opportunities.
<b>Outcomes:</b>	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.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Parent Satisfaction is 92%            Staff Satisfaction 99%            Elementary Satisfaction 93%            Junior High Satisfaction 92.5%</p> <p>The data indicates consistently high satisfaction rates across all categories, with the lowest being 92% (Junior High Satisfaction) and the highest at 99% (Staff Satisfaction). This suggests that the institution is performing well in meeting the needs and expectations of key stakeholders            Maintaining a high level of satisfaction requires ongoing attention. Our school will continue to seek feedback and adapt to the changing needs in order to sustain or improve satisfaction levels over time.</p>
<b>Responding to the Data:  Implementation Plan &amp; Strategies:</b>	<p>Staff will attend the Division Reflection Day.            Staff will have the opportunity to 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 and relationship building.            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.            Faith goals are highly encouraged to be part of all of our teacher's Professional Growth Plans.            Staff are invited to participate in daily morning prayer and reflection with other staff members.            Students are recognized at monthly assemblies for being a "Wonderful Witness".</p>



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<b>Father Leduc Catholic School Education Plan GOAL #2</b>	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Students understand what it means to live in relationship with Jesus Christ
<b>Outcomes:</b>	Students will hear, learn, and model their lives guided by faith and the Church
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Parent Satisfaction is 97%            Staff Satisfaction is 100%            Elementary Satisfaction is 97.6%            Junior High Satisfaction is 95.3 %</p> <p>The data reveals exceptionally high satisfaction rates across all stakeholder groups, with no satisfaction category dropping below 95%. This suggests that the school is effectively meeting the expectations of parents, staff, and students at both the elementary and junior high levels. Although junior high satisfaction is still very high (95.3%), it is slightly lower than the elementary satisfaction score (97.6%), and parent satisfaction (97%). Our school will continue to seek feedback and adapt to the changing needs in order to sustain or improve satisfaction levels over time.</p>
<b>Responding to the Data: Implementation Plan &amp; Strategies:</b>	<p>We will coordinate with our Director of Faith to offer parent engagement sessions on Catholic beliefs, values and traditions.            Encourage teachers to 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 , as well as cross-curricular activities outlined in the Living faith resource.            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 and retreats.            Students will learn about the Saint of the Month at our monthly assemblies            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.            Ensure parents are invited to all of our School celebrations            Advertise on social media platforms to increase parent awareness.            Create learning opportunities with the parish that our school community better understands the Catholic teachings regarding social justice project</p>



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<b>Father Leduc Catholic School Education Plan GOAL #3</b>	
<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Staff and students witness the gospel
<b>Outcomes:</b>	Staff and students understand Catholic social teaching and witness the Gospel through acts of social justice and charity.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Parent Satisfaction is 85%</p> <p>Staff Satisfaction is 100%</p> <p>Elementary Satisfaction is 100%</p> <p>Junior High Satisfaction is 99%</p> <p>Received an increase of 5% in parent satisfaction from last year and an increase in both Junior High and Elementary Students. This is likely due to an increase in parent and student engagement. We have also been promoting this area on our school's social media and parent communication platforms.</p> <p>While the school excels in staff, elementary, and junior high satisfaction (with rates of 100%, 100%, and 99% respectively), the relativity of a lower parental satisfaction rate of 85% suggests a disconnect between the school and parent community.</p>
<b>Responding to the Data:</b>	<i>Anecdotal List of School Social Justice Projects (AERR Nov.)</i>
<b>Implementation Plan &amp; Strategies:</b>	<p>Terry Fox Run, 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 unhouse, our Student Council will collect toys for Santa's Anonymous, we collect aluminum tabs for the Knights of Columbus, we use the plink board to raise money for the Food Bank, our Darama departments along with our Social Justice Committee will organize a theatre performance to support Catholic Social Services and finally, our Social Justice Committee will hold bake sales to support the Stollery Hospital.</p> <p>Our School leadership Team, with support from the Religious Education Coordinator, engages the student council in a communication campaign to help identify preferred social justice projects within the school environment to increase engagement.</p> <p>To promote parent engagement, we will survey our parents to identify preferred social justice projects.</p> <p>Advertise on social media platforms to increase parent awareness</p> <p>Create learning opportunities with the parish that our school community better understands the Catholic teachings regarding social justice projects</p>

<b>Father Leduc Catholic School Plan GOAL #4</b>
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<b>Domain 1:</b>	<b>Grow &amp; Affirm Catholic Identity</b>
<b>Board Priority</b>	Enhance home, school and parish relationships
<b>Outcomes:</b>	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.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Parent Satisfaction is 95%</p> <p>Staff Satisfaction is 100%</p> <p>Elementary Satisfaction is 97 %</p> <p>Junior High Satisfaction is 95%</p> <p>The school is performing well across all groups, with very high satisfaction scores for staff (100%), elementary students (97%), junior high students (95%), and parents (95%). This indicates that we are excelling at creating a strong home, school, and parish relationship. We will continue to work with all three groups to maintain an outstanding level within this category.</p> <p>We will continue to strengthen and maintain a close relationship with our parish by inviting them to participate in various school events. Additionally, we will engage our parent community in celebrating our shared faith and values as a school community.</p>
<b>Responding to the Data:</b>	
<b>Implementation Plan &amp; Strategies:</b>	<p><b>List of School Masses/Celebrations and Connections to Outside Organizations [Populated in AERR]</b></p> <p><b>Summary of Involvement Between Home, School, Parish, and Parish Priests [Populated in AERR]</b></p> <p><b>2024-2025 Mass / Liturgy Schedule</b></p> <p>September 6th-School Liturgy of the Word</p> <p>October 9th-Thanksgiving Masses @ St.Michael's Parish Elementary / Junior High</p> <p>December 3rd-Advent Mass</p> <p>January 10th-New Year's Mass</p> <p>March 5th-Ash Wednesday Mass</p> <p>April-8th-Reconciliation</p> <p>April 28th-Easter Masses @ St.Michael's Parish Elementary / Junior High</p> <p>June 12- Year End Mass / Grade-8 Farewell</p> <p><b>Involvement Between Home / School / Parish</b></p> <p>CWL Leading Rosary with Grade 1-6 Students Throughout the Year</p> <p>Knight of Columbus Shrove Tuesday Pancake Breakfast</p> <p>Principal Parish Meetings throughout the school year</p> <p>Working with Sister Josefina to promote and communicate Sacramental Prep Opportunities to Students and Parents</p> <p>Encourage Students / Parents to get involved with Parish Ministries / Altar Serving by Communicating information from Parish</p>



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	<p>Collaborate with home and parish for sacramental prep and the various church/school celebrations. We celebrate the students receiving sacraments with gifts and prayers</p> <p>Collaborate with our Faith Life Coordinator and have parent engagement evenings to explain our beliefs, values, and traditions to our parent community</p> <p>Recruit and teach students to become Altar servers for the school and the parish</p> <p>Encourage students to become involved in our faith celebrations as readers, Altar servers, choir.</p> <p>All classes are scheduled to attend liturgies (5 times per year) in our chapel</p> <p>Invite Father Matthew to school events.</p> <p>Celebrate students positive behaviours with Wonderful Witness awards at our Monthly assemblies</p>
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<b>Father Leduc Catholic School Education Plan GOAL #5</b>	
<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Board Priority</b>	A focus on mental health and well-being
<b>Outcomes:</b>	When we support mental health, we support student success. Student in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Teachers and Support Staff responded with strong results around the ability to develop a trusting relationship in their care scoring 100%</p> <p>Teachers dropped 4% in their ability to support the social-emotional well-being of their students</p> <p>Teachers responded at 84% to effectively support student regulation and belief that we have the internal supports and structures to assist with students well being.</p> <p>Teachers responded 76% that the Third Path provides a framework to assist with supporting students</p> <p>Support Staff increased 11% in their ability to support the social and emotional well-being of students.</p> <p>Support Staff scored 87% on their ability to support student regulation</p> <p>Support Staff scored 83% on believing our school has the internal supports to assist students with social and emotional well-being</p> <p>Support staff scored 56% in the belief that the Third path helps them assist in supporting students. They may not have previous knowledge of what the Third Path is but attended PD on it this past September.</p> <p>Overall Elementary Feedback is 90.75% with a small decrease in in students feeling safe at school from 92 to 88% and having a friend at school from 97-95%</p> <p>Overall Junior High Feedback is 82.5% with the largest decrease in students feeling like they belong dropping from 86 to 72%. This will be an area we will have to address.</p>
<b>Responding to the Data:</b>	
<b>Implementation Plan &amp; Strategies:</b>	<p>We will hire an additional full-time Family School Liason Worker. At the beginning of the year our Family School Liason Worker will survey students and teachers to determine specific needs in each classroom. From there our Family School Liason Worker will provide students support at the appropriate level</p> <p>Our Family School Liason Worker will provide a schedule of clubs that will change throughout the school year for our students in elementary and junior high to build a sense of belonging, increase engagement, and offer connection to staff and peers</p> <p>Our School Intervention Team will meet once a week to collaborate on students in need of learning or behavior support</p> <p>Father Leduc Catholic School utilizes outside organizations such as Big Brothers and Big Sisters, The Autism Society of Edmonton, Alberta Health Services, Family &amp; Community Support Services, Settlement Workers in Schools, and the RCMP to support our students with anxiety or other mental health issues.</p> <p>We will use Playground Pals within our Kindergarten to Grade 6 to help keep support playground safety. This program also offers the opportunity to develop leadership capabilities.</p> <p>Students in elementary will have access to various clubs, including sports, music, and social games and drama to increase their confidence and resiliency.</p> <p>Our School Intervention Team and Family Liaison worker will collaborate with staff and students in order to provide them with the support they require to optimize student learning.</p> <p>We will continue supporting student nutrition through our Hot Lunch and Angels Program.</p> <p>We will include a Social-Emotional lesson at every assembly.</p>

<b>Father Leduc Catholic School Education Plan GOAL #6</b>
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<b>Domain 2:</b>	<b>Student Growth and Achievement</b>
<b>Provincial Achievement Tests</b>	
<b>Provincial Goal</b>	PAT Acceptable/Excellence
<b>Background</b>	<p>Background: 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.</p> <p>Provincial Achievement Tests (PATs): PAT exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.</p>
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall the Grade 6 PAT results for acceptable Standard was at 70.6 % (3.2% above the provincial average)</p> <p>This suggests that the majority of students are meeting the basic educational requirements for their grade level. The performance in this area is positive, and it demonstrates that the school is generally successful in providing students with the foundational knowledge and skills needed to meet the provincial standards.</p> <p>Overall the Grade 6 PAT results for excellence Standard was at 8.8% (10.1% below the provincial average) This will be an area of focus.</p> <p>This indicates that very few students achieve at the highest level. This gap provides an opportunity for improving and challenging students to reach a higher level of academic performance.</p> <p>One area of concern is our Grade 6 Social PAT results moving from 15.6 to 2.0 seeing a 13.6% decrease in Standard of Excellence</p> <p>This area raises a red flag with the drastic decline in students achieving at the Standard of Excellence. We will have to dig down on the data provided to see where we can improve our practices.</p>



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**Responding to the Data:**

**Implementation Plan & Strategies:**

A list of the Alberta Education approved screening assessments used at each grade level  
The total number of students assessed at the beginning of the school year at each grade level  
The total number of students identified as being at risk at the beginning of the school year at each grade level  
The total number of students identified as being at risk at the end of the school year at each grade level  
The average number of months behind grade level after the administration of the initial assessments for at-risk students  
The average number of months gained at grade level after the administration of the final assessments for at-risk students  
A summary of support strategies used for students identified as being at risk at each grade level  
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  
Acadience will be used to assess student reading levels in September. This data will be used to identify students who need extra reading support such as precision reading.  
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 Divison Wellness Coordinator) to provide tiered support.  
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 WIN (What I Need) blocks and 1 success for Learning Block in the 6-day cycle to access teacher support  
Our grade 6 teachers will meet to analyze the previous Provincial achievement test and results with the director of curriculum for Social Studies and Science results.  
Our school Intervention Team will meet and collaborate weekly 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 multiple 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.  
A part-time teacher will be hired to work with our English Language Learners  
Teachers will be provided opportunities to collaborate and attend professional development to engage in the new curriculum and corresponding Provincial Achievement Test process.  
Our Family School Liason Worker will offer sessions to help our students to prepare for test taking, learn test-taking strategies, and support and respond to students experiencing test anxiety.  
Our Learning Support Facilitator will collaborate with our Family School Liason Worker to provide a virtual information session for parents that provides information on how to help their child with school work.



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<b>Father Leduc Catholic School Education Plan GOAL #7</b>	
<b>Domain 2: Student Growth and Achievement</b>	
<b>Provincial Goal</b>	Citizenship
<b>Background</b>	Background: 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.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall we have seen a significant decline in this area from last year. Our School Scored 12.8% lower (From 90.9 to 78.1%). This is an identified area we will need to work on.</p> <p>The 12.8% drop in the school's overall score (from 90.9% to 78.1%) in the citizenship category suggests a significant shift in how students, parents, and staff perceive our school's emphasis on fostering good citizenship, character development, and community involvement. The drop is noteworthy and is an area we need to address as a school community. Our parent's response dropped significantly from 91.3% to 61.6% seeing a decrease of 29.7% This is an identified area we will need to work on.</p> <p>The 29.7% decline in parent satisfaction, dropping from 91.3% to 61.6%, is a particularly alarming trend within the citizenship category. Parents may feel disconnected from initiatives designed to promote citizenship within the school.</p> <p>Our student response dropped by 5.5 % and staff dropped by 3% but still remains in Good and Excellent standing.</p> <p>The 5.5% drop in student responses indicates that students themselves may perceive a decline in the school's efforts to support and promote good citizenship. A key component of improving this area is focusing on the language of citizenship and clearly communicating to our parents and community the ways in which our students contribute in their classrooms and to the border school and local community.</p>
<b>Responding to the Data:</b>	<p>We will have celebrations of recognition and rewards such as Wonderful Witness and Patroller of the Month awards which will be presented to students at monthly assemblies recognizing students meeting our school rules and our motto of "God is Love".</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>We will have our students elect our student council to represent our student interests 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</p> <p>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.</p> <p>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 Run, 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 unhome, our Student Council will collect toys for Santa's Anonymous, we collect aluminum tabs for the Knights of Columbus, we use the plink board to raise money for the Food Bank, our Drama departments along with our Social Justice Committee will organize a theatre performance to support Catholic Social Services and finally, our Social Justice Committee will hold bake sales to support the Stollery Hospital.</p> <p>Students have multiple opportunities to join various sports teams throughout the year.</p>
<b>Implementation Plan &amp; Strategies:</b>	



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<b>Father Leduc Catholic School Education Plan GOAL #8</b>	
<b>Domain 2: Student Growth and Achievement</b>	
<b>Provincial Goal</b>	Student Learning Engagement
<b>Background</b>	Background: learning improves when students find course content interesting and useful in their everyday lives.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>We have had an overall decline in this area from 84.9 % to 80.3 %</p> <p>Although the current engagement level remains relatively high, the 4.6% decrease suggests that there may be emerging challenges that need to be addressed. The most significant decline is with our student population from 71.9 % to 63.7 %, a decrease of 8.2 %. This is an area we will have to look at improving. The most concerning aspect of this data is the 8.2% drop in student engagement from, 71.9% to 63.7%. This represents a significant shift in how students perceive and participate in their learning, and it is well below the overall decline of 4.6%. The engagement rate of 63.7% is relatively low, indicating that a substantial portion of the students are either disengaged or struggling to find meaning and motivation in their learning.</p>
<b>Responding to the Data:</b>	<p>We will continue to offer E-Sports through the Career and Technology Studies Curriculum for our students from grades 5-8.</p> <p>We will support the deployment of the new curriculum for grades 1-6 with a focus on how to approach learner outcomes to enhance student engagement</p> <p>We will support teachers to become more proficient in using resources such as University of Florida Literacy Intervention, Mathology, and Leveled Literacy Intervention to engage students in their learning.</p> <p>We will plan field trips from kindergarten to grade 8 to enhance the curriculum to support the student experience of learning in a different environment.</p> <p>We will survey our junior high students to determine what new clubs they find engaging and look to build Career and Technology Studies courses to meet these needs and enhance learning opportunities.</p> <p>We will work with our students to help them understand their most effective way of learning through tier 1 programming with our Family School Liason Worker</p>
<b>Implementation Plan &amp; Strategies:</b>	



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<b>Father Leduc Catholic School Education Plan GOAL #9</b>	
<b>Domain 3:</b>	<b>Teaching and Leading</b>
<b>Board Priority</b>	Continue to build and develop staff capacity
<b>Outcome:</b>	Staff enhance their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall our teaching staff scored 90% in this area with a decrease of 5.5 % in this area The 5.5% decline for teaching staff and 2.5% decline for support staff indicate that, while teaching staff continue to report high satisfaction in terms of staff capacity and professional development opportunities, there is a noticeable reduction in overall satisfaction. Overall our support staff scored 76 % in this area with a decrease of 2.5% in this area The most significant drop was the support staff dropping from 76 to 65 % in opportunities for meaningful professional development. This area will have to be addressed. The 11% drop in support staff satisfaction regarding professional development is the most concerning trend in this data. Support staff who play a critical role in school success, appear to feel that their opportunities for meaningful professional development are either insufficient or not aligned with their roles and needs.</p>
<b>Responding to the Data:</b>	
<b>Implementation Plan &amp; Strategies:</b>	<p><i>List of Professional Development Sessions During the School Year (Populated in AERR)</i>            August 23rd-Mass at St.Michaels, Parish, Snacks Fellowship at School, Ice Breakers, Staff Meeting, Teacher Prep Time            August 26th-Staff Meeting, PLC Transition Meeting Time, Teacher Prep Time            August 27th- Division Wide Reflection Day            August-28th-Teacher Prep Time, Student Supply Drop Off            September 20th-IPP Imagine Everything Software Training, Time for Staff to Build IPP's            October 11th-STAR Learning Day with Dr. Tranter / 3rd Path            November 1st-Teacher Institute Day            December 2nd-Staff Meeting, Faith Session #1, Cross School PLC Day (FLCS, ASAA, EMDY, ND, SB)            January 29th-Faith Session #2,JH Tracking Meetings, Math Curriculum Elementary            February 6th-7th-Teacher Convention            March 10th-SIVA Refresher-Tom            April 22nd-Staff Meeting, Faith Session, Wellness-Kayla Baisley            May 20th-Staff Retreat Day-Indigenous Walking Tour Leduc County            June 6th-Staff Meeting/Faith Session #3, Class Lists, Growth Plan Meetings / Teacher Work Time            June 26th-Staff Meeting, Teacher Clean Up            June 27th- Mass, Teacher Clean Up</p>



**Father Leduc Catholic School  
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	<p>New teaching staff will participate in the 2-year mentorship program through Central Office. New teaching staff will be assigned to mentor teacher within the school and will meet with Administration 9 times a year.</p> <p>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.</p> <p>Teachers will be encouraged to recommend students to the School Intervention Team which will give them opportunities to access division and school supports. Teachers are encouraged to actively participate in peer observation to view best practices that are occurring in other classrooms</p> <p>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.</p> <p>Staff will have the opportunity to participate in a book study on Declarative Language.</p>
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**Father Leduc Catholic School  
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<b>Father Leduc Catholic School Education Plan GOAL #10</b>	
<b>Domain 3: Teaching and Leading</b>	
<b>Board Priority</b>	Foster a culture of collaboration and leadership development.
<b>Outcome:</b>	Staff are provided with structured opportunities to collaborate and to be involved in leadership.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall our staff scored 90.67% in this area. We saw a slight decrease of 9% from last year.</p> <p>Teachers have the opportunity to regularly collaborate with colleagues during PLC time schedule bi-weekly or on PD Days</p> <p>While still a strong score of 90.67%, this decline may indicate that staff feel there is room from improvement in the way collaboration and leadership development opportunities are structured or experienced.</p> <p>This highlights the need for our school to assess and refine the way collaborative time is used to ensure that teachers leave PLC meetings and other staff collaboration time feeling that they have gained valuable insights and strategies that will directly benefit their practice.</p>
<b>Responding to the Data:</b>	<p>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, or one of the various committees, coach one of our teams, or facilitate a club for students or adults.</p> <p>Teachers have an opportunity to regularly meet with their Professional Learning Community to collaborate on student data and assessment best practice.</p>
<b>Implementation Plan &amp; Strategies:</b>	<p>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.</p> <p>Certified teachers are personally invited to be Acting Admin when school administrators are away from the school.</p> <p>Teachers will be invited to lead professional development based on their interest and expertise on professional development days.</p>



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<b>Father Leduc Catholic School Education Plan GOAL #11</b>	
<b>Domain 3: Teaching and Leading</b>	
<b>Board Priority</b>	Staff are supported in their wellness
<b>Outcome:</b>	When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall our teaching staff scored 82 % within this area</p> <p>Overall our support staff scored 81.75 % within this area</p> <p>Both areas scored low in utilizing the resources and information that are provided to support wellness (68% teaching staff / 70% support staff). This is an area we will have to work on moving forward.</p> <p>These scores suggest that while staff generally feel somewhat supported in their wellness, there are gaps in how effectively the school is meeting their needs in this area. It's crucial to recognize that wellness encompasses not only physical health but also emotional, mental, and professional well-being and any areas of dissatisfaction could affect staff morale, engagement, and ultimately their performance.</p> <p>Staff may not be aware of what wellness resources are available to them or how they can access them. This suggests a need for a review of what staff currently have access to.</p>
<b>Responding to the Data:</b>	<p>School Administration encourages all staff to understand that they are a child of God and have inherent dignity. As such all people in Father Leduc Catholic School will be treated in a manner of respect that acknowledges their dignity.</p> <p>The School Administration will review the benefit package with the staff at the beginning of the year to ensure staff can access support when required.</p>
<b>Implementation Plan &amp; Strategies:</b>	<p>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.</p> <p>School Administration will continue to have an "open door policy" for staff to discuss their mental health or other issues they may be dealing with.</p> <p>Wellness Wednesday will continue to provide staff with an opportunity for food and fellowship.</p> <p>Wellness Opportunities will be embedded into our professional development days and staff retreat.</p> <p>A staff committee will be formed to provide staff with the opportunities to meet outside of school hours for fun and fellowship</p>



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Father Leduc Catholic School Education Plan GOAL #12	
Domain 3: Teaching and Leading	
<b>Provincial Goal</b>	Education Quality
<b>Outcome:</b>	Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.
<b>Measures:</b>	See Link at Top of Page
Results Report Components	
<b>Insights, Implications, and Conclusions:</b>	<p>We saw an overall decline of 6.4% from 93% to 86.6% this year.</p> <p>The overall decline of 6.4% in satisfaction regarding education quality suggests a noticeable decrease in how students, parents, and staff perceive the quality of education being provided.</p> <p>Students declined from 93.5% to 89.6%</p> <p>While the decrease in student satisfaction is relatively moderate, it still signals that students may be feeling less engaged or supported in their learning compared to previous years.</p> <p>The most significant decline was in the parent category from 89.6% to 73.6%, a decline of 16%. This will be an area we will have to look at.</p> <p>The 16% drop in parental satisfaction is the most significant concern. This decline in parent satisfaction is an area that demands immediate attention, as parental trust and involvement are crucial in improving within this area.</p>
<b>Responding to the Data:</b>	<p>New teaching staff will participate in the 2-year mentorship program through Central Office. New teaching staff will be assigned to mentor teacher within the school and will meet with Administration 9 times a year.</p>
<b>Implementation Plan &amp; Strategies:</b>	<p>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.</p> <p>Teachers will be encouraged to recommend students to the School Intervention Team which will give them opportunities to access division and school supports.</p> <p>Teachers are encouraged to actively participate in peer observation to view best practices that are occurring in other classrooms</p> <p>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.</p> <p>Staff will have the opportunity to participate in a book study on Declarative Language.</p>

Father Leduc Catholic School Education Plan GOAL #13	
Domain 4: Learning Supports	
<b>Board Priority</b>	First Nation, Metis, and Inuit students are successful.
<b>Outcome:</b>	More First Nation, Metis and Inuit students meet or exceed identified measures.
<b>Measures:</b>	See Link at Top of Page
Results Report Components	



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<p><b>Insights, Implications, and Conclusions:</b></p>	<p>Our teaching staff scored 89% overall within this area seeing a decrease of 10% from last year.          Our support staff showed an increase of 14% in this area          Our elementary and junior high students scored 2% lower but still measured very high in this area.          The positive response from both elementary and junior high FNMI students indicates that efforts to support FNMI students and prote their succes are having a positive effect.          The biggest drop was from 100 to 84% in teachers having access to Elders, Knowledge Keepers, and Cultural Advisors. This will be an area for improvement.          The drop from 100% to 84% in teachers' access to Elders, Knowledge Keepers, and Cultural Advisors suggests there may be barrierest to ensuring that teachers continue to have regular access to these critical cultural resources.          We seen a positive response in survey results from our FNMI students seeing an increase in both elementary and junior high students. The only decrease was our Junior High students going from 91 % to 85% in having a positive and healthy relationship with at least one adult within the school.          The drop in junior high FNMI students (from 91% to 85%) regarding having a positive and healthy relationship with an adult in the school is an imporant concern.</p>
<p><b>Responding to the Data:</b></p> <p><b>Implementatio n Plan &amp; Strategies:</b></p>	<p>To engage our indigenous families 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 to Father Leduc Catholic School.          Teachers will be encouraged to infuse Indigenous teaching practice and ways of knowledge into their pedagogy (i.e. use restorative circles).          Resources that support indigenous ways of knowing and learning will be readily available to teachers on a sign-out basis.          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 Engagements 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, storytellers, dancers, signers, 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.</p>

<p><b>Father Leduc Catholic School Education Plan GOAL #14</b></p>	
<p><b>Domain 4: Learning Supports</b></p>	
<p><b>Board Priority</b></p>	<p>Recognize and support the diverse learning needs of ALL students through the Response to Intervention model.</p>



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<b>Outcome:</b>	<ol style="list-style-type: none"> <li>1) Quality core instruction foundational to success for all and is grounded in solid assessment practice.</li> <li>2) Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students</li> <li>3) Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.</li> </ol>
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>The overall staff response in this area was 95%</p> <p>The overall elementary student response in this area was 95%</p> <p>The overall junior high student response in this area was 89%</p> <p>We are proud of our overall results as a school within this area</p> <p>We saw a decrease of 4% in junior high student's understanding of how they can communicate with their teachers. We will have to address this area</p> <p>We saw a decrease of 6% in junior high students in adults help me when I ask. We will have to address this area.</p> <p>There was a decrease in the % of students who were at risk after receiving numeracy interventions throughout the school year.</p> <p>According to our Elk Island Numeracy Data, Grade 3 was the only grade that saw an increase in the percentage of students at risk in numeracy, rising from 6.1% to 12% over the course of the year. In contrast, the other grades showed a decrease in the number of students at risk throughout the year.</p> <p>Our Acadience data indicated that a larger number of students were at risk in Division One compared to Division Two. In Grade 1, we saw significant progress over the year, with the number of students at risk decreasing from 40 to 24. The number of at-risk students in Grade 2 and Grade 3 remained relatively stable, with 17 and 26 students at risk throughout the year, respectively. In Grades 4 and 5, there were slight improvements, with the number of at-risk students dropping to 10 and 6, respectively. However, in Grade 6, the number of at-risk students increased to 9 by the end of the school year.</p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p>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.</p> <p>The Student Intervention Team will meet weekly to support teachers and students learning.</p> <p>The School Leadership Team will meet monthly to analyze data to support teachers with best practices to optimize student learning.</p> <p>Multiple times during the school year the school will complete Tier 1 academic and behavioral learning screeners to identify students of concern.</p> <p>Father Leduc will use government-approved screeners to identify students who require academic support (Acadience for 1-8) and Early Years Evaluation testing for kindergarten students.</p> <p>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.</p> <p>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.</p> <p>Our Learning Support Facilitator will provide English as a Second Language supports and benchmarking for all English Language Learner Students.</p> <p>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.</p> <p>Father Leduc School will continue to access outside organizations to optimize student learning. Our Family School Liason Worker will offer Tiers 1,2 and 3 support for students who require assistance.</p> <p>Increased use of formative assessment strategies including peer and self-assessments to increase student engagement.</p> <p>Teachers will be encouraged to actively participate in peer observations to view best practices that are occurring in the classrooms</p>



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<b>Father Leduc Catholic School Education Plan GOAL #15</b>	
<b>Domain 4: Learning Supports</b>	
<b>Provincial Goal:</b> Welcoming, Caring, Respectful, and Safe Learning Environment	
<b>Outcome:</b> Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for respected and safe.	
<b>Measures:</b> See Link at Top of Page	
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>We saw a slight overall decline in this area from 91.4% to 86.7% but still remain high within this area</p> <p>Our parents declined from 91.3% to 82.4%, seeing a drop of 8.9%. This will be an area that needs to be addressed</p> <p>Our students declined from 89.4% to 83%, seeing a drop of 6.4%. This will be an area that needs to be addressed</p> <p>While the score is still relatively high, the drop suggests that there may be emerging concerns that need to be addressed to maintain or improve the school climate.</p> <p>The most significant decline in satisfaction comes from parents, who dropped from 91.3% to to 82.4%, a 9% decrease. This is a noteworthy change and signals that parental perceptions of the school's environment has shifted.</p> <p>Student's satisfaction has also decreased from 89.4% to 83%, which is a 6.4% drop. This is concerning as students are the most directly affected by the learning environment. A decrease in their perception of safety, respect, or care can negatively impact their engagement and overall well-being.</p> <p>Although the school still maintains a high level of satisfaction for most groups, the overall decline suggests that there are emerging issues that need to be addressed to maintain a safe and positive environment.</p>



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<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p>We will engage parents around cell phone and social media use, its impact on children, and the importance of parent monitoring and control</p> <p>Father Leduc administration will continually be on outside supervision at the beginning and end of the each school day to welcome parents and students into the school.</p> <p>Father Leduc will continue the implementation of the Third Path, which is a relationship-based approach to student well-being and achievement.</p> <p>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.</p> <p>All staff at Father Leduc will be trained in SIVA (Supporting Individuals Through Valued Attachment)</p> <p>Father Leduc Administration will participate in the (TES) Traumatized Event System training</p> <p>Father Leduc Administration and teachers will continue to uphold inherent Christian dignity in disciplinary practices, classroom management, and behavioral supports.</p> <p>Father Leduc will hold a junior high retreat on the first Friday of the school year where students are welcome to the school to meet friends and learn about our motto "God is Love".</p> <p>We will utilize our Indigenous Learning Coach to teach out students smudging</p> <p>Our school rules will continue to be simple for students to understand: Be Safe, Respectful and Responsible, which will help our students to be the best version of themselves.</p> <p>Our school will continue to develop our extra-curricular programs to ensure that we offer students with various interests and opportunities to participate, make friends and develop their confidence and resiliency.</p> <p>Father Leduc School will continue to follow (Assessment of Risk to Others) Process</p> <p>The Family School Liason workers will deliver a program to junior high students to assist them in making responsible choices with social media.</p> <p>We will set-up a school breakfast program that provides a "grab-and-go" breakfast for up to fifty students who are in need of nutritional head-start to the day.</p>
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Father Leduc Catholic School Education Plan GOAL	
Domain 4: Learning Supports	
<b>Provincial Goal</b>	Access to Supports & Services
<b>Outcome:</b>	Access to Supports and Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.
<b>Measures:</b>	See Link at Top of Page
Results Report Components	
<b>Insights, Implications, and Conclusions: s</b>	<p>We have seen an overall decline in this area from 85.7% to 81.1%</p> <p>The overall decline from 85.7% to 81.1 % in satisfaction to supports and services suggests that there has been a noticeable shift in perceptions about the availability and effectiveness of resources available to students, staff, and parents.</p> <p>The largest declines in this area are from the parents and teachers. Parents declined from 78.8% to 73.8%, while teachers declined from 88.6% to 79.8%. This will need to be an area that needs to be addressed.</p> <p>The 5% drip in parental satisfaction indicates that parents are becoming less confident in the supports and services children are receiving. The decline in parental satisfaction with access to supports and services suggests the school needs to better communicate with parents about the services available to their children.</p> <p>The 9% decline in teacher satisfaction is a significant drop and highlights a possible concern within the teaching staff about availability, adequacy, or quality of supports and services. The significant decline in teacher satisfaction with access to supports and services points to a need for improvement in adequate resources for teaching staff.</p>



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<b>Responding to the Data:</b>	School Leadership team will meet monthly to utilize data from the provincial and STAR Catholic instructional practices With collaboration with our Learning Support Facilitator, teachers will be able to identify accommodations and students needing extra support with Provincial Achievement Tests
<b>Implementation Plan &amp; Strategies:</b>	With the collaboration of the Learning Support Facilitator, 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 styles and possible future career choices.

<b>Father Leduc Catholic School Education Plan GOAL #16</b>	
<b>Domain 5: Governance</b>	
<b>Provincial Goal</b>	Parental Involvement
<b>Outcome:</b>	Parent involvement and engagement leads to student success, and are high priorities for STAR Catholic. Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their children’s schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team. AB Education. 2006)
<b>Measures:</b>	See Link at Top of Page
<b>Results Report Components</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall we have seen a decline from 88.6% to 78.5% within this area</p> <p>Parents declined from 86.1% to 69.4%. This will be noted as an area of improvement</p> <p>Teachers declined from 91.1% to 87.5%</p> <p>The overall decline in parental involvement from 88.6% to 78.5% suggests that parents are becoming less engaged or satisfied with the level of involvement they have in the school community. The decline is noteworthy, as parental engagement is a critical factor in student success and overall school culture.</p> <p>The most significant drop is seen in parent satisfaction, which decline from 86.1% to 69.4% (a 16.7% decrease). This is a concerning trend, as it suggests that parents may feel less connected to the school or less confident in the school’s ability to meet their expectations.</p> <p>While teacher satisfaction with parental involvement declined, it remains relatively high at 87.5%. The 3.6% drop indicates that while teachers generally still feel supported by parents, they may be seeing a reduction in active participation or engagement in the school community.</p>





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<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p>Promote and celebrate our school council and provide parents with the opportunity to participate when able.</p> <p>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.</p> <p>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.</p> <p>In conjunction with providing our parents with the opportunity to complete the Government Assurance Survey at school, we will also offer copies of the the survey to be completed in additional languages to support our parents who do not speak English as their first language.</p> <p>Father Leduc Catholic School will hold a parent-engagement evening to gain feedback on the governance of the school.</p> <p>School Administration will continue to communicate to our school community using emails, Facebook, and start using Instagram in the new school year.</p> <p>School Administration will be strategic in consulting stakeholders in regarding our school's education plan.</p> <p>To plan 3 mornings per month where parents can meet with a school administrator to discuss matters regarding education</p> <p>We will continue our partnership with No Frills to support Fresh Fruit Fridays.</p>
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<b>Father Leduc Catholic School-STAKEHOLDER ENGAGEMENT</b>	
<b>Domain 5: Governance</b>	
<b>Provincial Goal:</b>	Stakeholder Engagement
<b>Outcome:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures:</b>	See Link at Top of Page
<b>Summary of Engagement</b>	
<b>Insights, Implications, and Conclusions:</b>	<p>Overall we have seen a decline from 88.6% to 78.5% within this area</p> <p>Parents declined from 86.1% to 69.4%. This will be noted as an area of improvement</p> <p>Teachers declined from 91.1% to 87.5%</p> <p>The overall decline in parental involvement from 88.6% to 78.5% suggests that parents are becoming less engaged or satisfied with the level of involvement they have in the school community. The decline is noteworthy, as parental engagement is a critical factor in student success and overall school culture.</p> <p>The most significant drop is seen in parent satisfaction, which decline from 86.1% to 69.4% (a 16.7% decrease). This is a concerning trend, as it suggests that parents may feel less connected to the school or less confident in the school's ability to meet their expectations.</p> <p>While teacher satisfaction with parental involvement declined, it remains relatively high at 87.5%. The 3.6% drop indicates that while teachers generally still feel supported by parents, they may be seeing a reduction in active participation or engagement in the school community.</p>
<b>Responding to the Data:</b>  <b>Implementation Plan &amp; Strategies:</b>	<p>Parents, staff and students were consulted via the district surveys. Parents had multiple opportunities to engage in the survey-It was posted to our school Facebook page, emailed out in the weekly updates, and hard copies were provided both on interview nights, and at our parent engagement evening.</p> <p>Students were consulted through an informal meeting where they provided two stars and a wish for Father Leduc</p> <p>Our parent engagement evening also involved discussion with parents on what they would like to see at Father Leduc Catholic School</p> <p>Data from these surveys was reviewed by administration, and added to our education plan where appropriate.</p> <p>School council was involved at the monthly meetings where they provided input into our plan for next year.</p>



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<b>Father Leduc Catholic School-STAKEHOLDER ENGAGEMENT</b>	
<b>Domain 5: Governance</b>	
<b>Provincial Goal</b>	Stakeholder Engagement
<b>Outcome:</b>	School authorities are expected to actively engage stakeholders to inform the development of local priorities and plans
<b>Measures:</b>	See Link at Top of Page
<b>Supplemental Documents</b>	
<b>Budget 2024-2025</b>	



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## Budget Summary

**St. Thomas Aquinas Roman Catholic Schools**  
**2024 - 2025 BUDGET SPRING LIVE**

### Father Leduc

#### Revenue and Allocations to Budget Center

	2024 - 2025 BUDGET SPRING LIVE			
Reserves - Operating & Capital	\$241,822	4.8%	\$0	0.0%
Federal Government	\$108,732	2.2%	\$0	0.0%
School Fees - Regular Instruction	\$77,866	1.5%	\$0	0.0%
Base Allocations	\$3,567,266	70.9%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$517,373	10.3%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$30,065	0.6%	\$0	0.0%
French Language/Immersion Allocatons	\$141,984	2.8%	\$0	0.0%
English as Additional Language (EAL) Allocations	\$26,778	0.5%	\$0	0.0%
First Nations, Metis & Inuit (FNMI) Allocations	\$72,320	1.4%	\$0	0.0%
Other Program Allocations	\$45,413	0.9%	\$0	0.0%
One-Time Allocations	\$0	0.0%	\$0	0.0%
Facility Services Allocations	\$200,605	4.0%	\$0	0.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$5,030,224</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Expenditures

	2024 - 2025 BUDGET SPRING LIVE			
Ungrouped Object Codes	\$43,958	0.9%	\$0	0.0%
Certificated Staff	\$3,504,273	69.7%	\$0	0.0%
Uncertificated Staff	\$1,139,122	22.6%	\$0	0.0%
Services Contracts and Supplies	\$342,871	6.8%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$5,030,224</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Summary

	2024 - 2025 BUDGET SPRING LIVE			
Total Revenue and Allocations to Budget		\$5,030,224		\$0
Total Expenditures		\$5,030,224		\$0
<b>Variance</b>		<b>\$0</b>		<b>\$0</b>