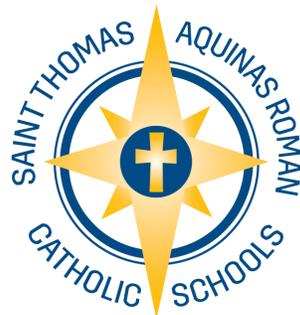




ANNUAL EDUCATION RESULTS REPORT

2020-2021



PRINCIPAL'S MESSAGE

MR. DARREN SCHNEIDER

Father Leduc Catholic School is a Kindergarten to Grade 8 school located in the community of Southfork in Leduc. Since its inaugural year in 2016, Father Leduc Catholic School has developed a faith-based approach toward learning. In 2022 we will be introducing French Immersion to grade 7.

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

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



Principal - Darren Schneider

darren.schneider@starcatholic.ab.ca



Vice Principle - Chris Kish

chris.kish@starcatholic.ab.ca

MEET YOUR LOCAL TRUSTEES



Jolyne De Marco

Leduc Trustee

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



Dawn Miller

Leduc Trustee

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

SCHOOL PROFILE

School Vision

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

School Goal

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

School Motto

"God is Love"

Telephone: 780-986-0045

Website: fles.staratholic.ab.ca

Student Population: 547 students

Number of Teachers: 27

Number of Support Staff: 21

Grades Served:

Currently – K-8 (English Stream Only)

2022 – French Immersion Grade 7

2023 – French Immersion Grade 7 & 8



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	86	87	86.5	88	89	88.5
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	96	100	98	98	99	98.5
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EX-	96	100	98	98	99	98.5
I witness the faith and permeate curriculum and activities with gospel values	93	100	96.5	99	99	99
Student Survey (Elementary)						
We pray as a class or a school every day.	98	94	96	97	97	96
Teachers help me understand how faith can guide the way I live my life.	95	91	93	92	90	91
Student Survey (Secondary)						
We pray as a class or a school every day.	89	93	91	89	92	87.6
Teachers help me understand how faith can guide the way I live my life.	83	77	80	77	78	77.5

FAITH PD OPPORTUNITIES

- **Division Relection Day—Disciples of the Word**
- **Staff Retreat with Director of Faith Life and Religious Education—Living Witness to the Faith**
- **Living Faith: Celebrating the Liturgical Year**
- **Mental Health from a Catholic Perspective**
- **Understanding the Mass**

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
Teachers help students understand how faith can guide the way they live their lives.	86	87	86.5	88	89	88.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	67	63	65	70	67	68.5
Staff Survey (Teacher)						
Teachers help students understand how faith can guide the way they live their lives.	96	100	98	98	97	97.5
Teachers share their own faith experience with students and the role of God in the teacher's life.	93	100	96.5	96	90	93
Student Survey (Elementary)						
Teachers help me understand how faith can guide the way I live my life.	95	91	93	92	90	91
Teachers speak to me about their own faith and the role of God in their life.	84	83	83.5	84	82	83
Student Survey (Secondary)						
Teachers speak to me about their own faith and the role of God in their life.	85	72	78.5	72	78	75

2020-2021 SCHOOL YEAR STRATEGIES

- Provide support for parents to better understand the Catholic Faith and the understanding of Catholic practices.
- Coordinate with our faith coordinator and plan 4 parent engagement sessions.
- Have teachers share with parents in their weekly communication how faith has been shared and reflected upon.
- Share school events on Facebook and FLCS Youtube channel.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	85	84	84.5	87	88	86.6
Staff Survey (Teachers)						
Teachers help students understand how faith can guide the way they live their lives.	96	100	98	98	99	98.5
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	96	100	98	99	99	98.3
Student Survey (Elementary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	97	96	96.5	96	98	94
Student Survey (Secondary)						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	97	96	96.5	93	95	91.3

2020-2021 SCHOOL YEAR STRATEGIES

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

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child participates in religious celebrations at the school or church	92	93	92.5	91	93	92
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	93	100	96.5	96	100	98
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	96	95	95.5
Student Survey (Elementary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	90	91	90.5	91	93	89.6
Student Survey (Secondary)						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	87	80	83.5	86	91	83.3

2020-2021 SCHOOL YEAR STRATEGIES

- Knights of Columbus provide Bibles for our grade 4 students and celebrate Mass at St. Michael's Parish.
- Knights of Columbus provide and cook pancakes for Shrove Tuesday.
- St. Michael's Parish Priest celebrates with our students during the scheduled liturgical celebrations listed below. He also attended 3 days to provide our students with the penitential rite. (Mass—Sept 4, Oct 6, Dec 17, April 13, June 14, Penitential Rite—Dec 15, March 4 and March 11).

SOCIAL JUSTICE PROJECTS

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

SCHOOL & PARISH COLLABORATION

- List your School & Parish Collaboration from last year.
- 5 Masses (Virtual due to COVID)
- 3 afternoons for penitential rites
- 5 Virtual classroom visits
- Catherine Lamer and Sarah Hughes taught First Communion and Reconciliation at St. Michael's Parish
- Catherine Lamer, Darren Schneider and Christina Mullin are Eucharistic Ministers
- Catherine Lamer helped with St. Michael's youth group
- Our School Council Chair is Jeanne McKay –Rowan is the Sacramental and Volunteer Coordinator for St. Michael's Parish

2020-2021 SCHOOL YEAR STRATEGIES

- Staff Retreat focus of “Live the Way,” on October 21st will be focusing on sharing authentic actions of how God guides us.
- Create practical strategies for staff to use to show how situations provide the opportunity to share as an authentic witness in order to have students agree that “Teacher’s help me understand how faith can guide the way I live my life.”
- JH Student retreat focused on “God is Love” based in the scripture of the lost son. **Luke 15:11-32**
- Analysis of where God is Love is in society, home, school, and parish. Identify where “God is Love” is demonstrated in the students’ life. “God is Love” social justice projects built out of the initial student retreat to ensure we are sharing God’s love with others.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Father Leduc Catholic School’s measures indicate we are achieving on par for this Domain alongside other STAR Catholic Schools with our lowest measure being 87% from the Student Survey responding to the question ‘I have the opportunity to participate in religious celebrations’. This measure is an improvement of 7% from the previous year.
- The FLCS staff retreat, “Live the Way”, was to help teachers develop strategies so they could better share authentic witness to our students and share this with our parent community. Some of the strategies that were discussed were: using teachable moments to discuss with students how our faith was nurtured and how it guides and effects our life; to share with parents through weekly updates our discussions regarding our faith; to inform our school community of our religious celebrations, social justice programs on our Facebook and YouTube channel. Through divisional meetings, teachers expressed the appreciation for the faith sessions as professional development activities.
- Due to COVID, we were unable to hold our regular retreats this past year. We recognize the need to develop and nurture our students faith, so we had Covenant Bay come to our school and discuss our regular theme “God is Love” to each grade. We tied this theme into the social justice projects we support. Next year we hope to hold our regular retreats as past years.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams. **There were no Provincial Achievement Tests (PATs) in the 2020-2021 school year due to the COVID-19 pandemic.**

2020-2021 SCHOOL YEAR STRATEGIES

- Review PAT analysis process with division 2 teachers to analyze data more closely to determine next steps to excellence.
- Ensure WIN (What I Need) blocks provide an opportunity to challenge students beyond acceptable standard. WIN Blocks are three periods on Days 2, 4 and 6 embedded in the Master Schedule for students to self-regulate and prioritize their learning. WIN Blocks acknowledges that students lead busy lives and navigate competing demands for their time in and outside of school. WIN Blocks provide students the opportunity to self-direct and engages in their own learning.
- Provide grade 6 teachers with the opportunity to meet and analyze the data from the previous year's test results with Director of Curriculum and Staff Development and create a commit to try plan of action geared toward improving standard of excellence performance.
- Consult with parents to have a collaborative approach toward student achievement.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- With the cancellation of PAT there is no data to analyze for this measure.
- While the Alberta Government cancelled Provincial Achievement Tests, our Grade 6 teachers met with Director of Curriculum and Staff Development to improve pedagogy and our students abilities to write these exams.
- Our focus was to improve student learning by the effective use of WIN blocks. We determined that WIN blocks were beneficial to our students so we added one more WIN block to the students timetables. To further increase our ability to meet our student's needs, the WIN blocks are scheduled at the same time throughout our school. Our school purchased the add-on so students can register for WIN blocks using the PowerSchool portal.

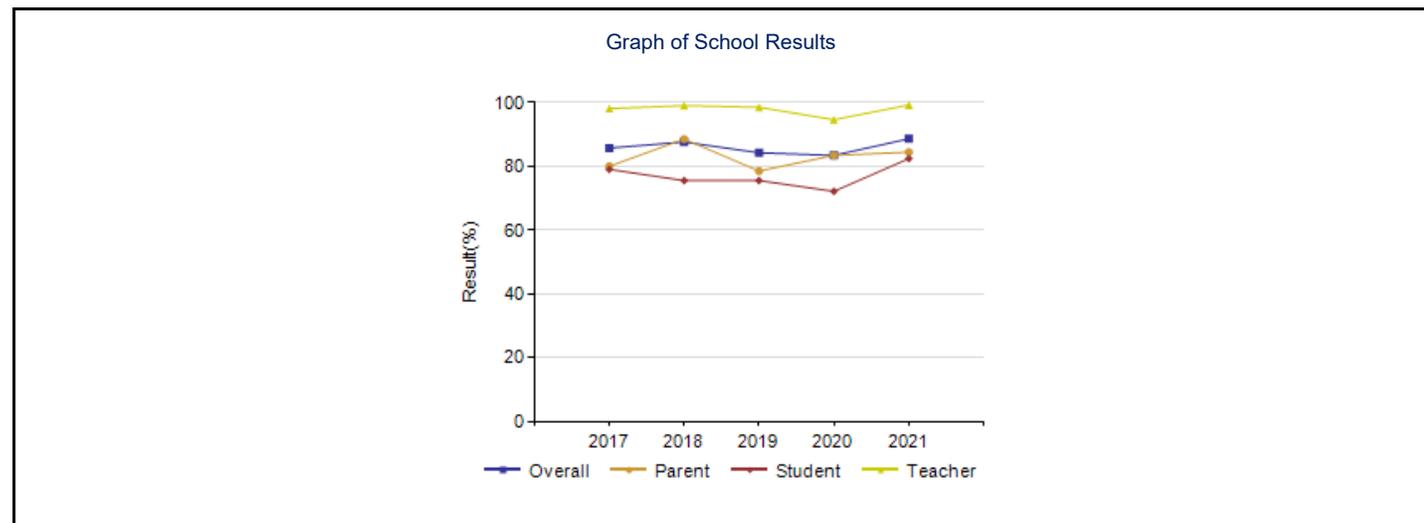
PROVINCIAL GOAL: CITIZENSHIP

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									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	60	85.7	222	87.6	205	84.2	188	83.4	161	88.6	n/a	n/a	n/a	2,541	86.7	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	8	80.0	26	88.5	29	78.5	35	83.4	26	84.4	n/a	n/a	n/a	204	87.5	224	88.1	241	85.7	180	86.2	144	81.2	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	41	79.0	176	75.5	149	75.5	127	72.1	111	82.4	n/a	n/a	n/a	2,165	75.2	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	11	98.1	20	99.0	27	98.5	26	94.6	24	99.2	n/a	n/a	n/a	172	97.2	215	94.7	229	97.0	185	98.5	205	97.7	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1



- 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.
 - 3) The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
 - 4) Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 5) Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

2020-2021 SCHOOL YEAR STRATEGIES

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

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- For FLCS within the Citizenship Measures we were higher than other schools within all dimensions against both the STAR School Division and Provincial measures.
- To maintain these high standards FLCS will continue to empower our REC Coordinator and teachers to enhance our programming in this area as outlined below. Our focus will continue to be to building active citizenship that enables students to make a positive contribution to society.
- Contributing to society is instrumental in a student’s faith and character development so they can enhance their understanding that all people have inherent dignity because they are made in the image and likeness of God. FLCS is proud of our history supporting the most vulnerable segments of our population, the homeless, not only in Leduc but in Edmonton as well. We work closely with Catholic Social Services, the Leduc Hub, and the Leduc Food Bank to ensure that people have food to eat and warm clothes to wear through the various social justice projects that we develop and support.
- Character development is another important aspect of a child’s development. Through COVID we had to change the way that “Roots of Empathy” is delivered in our school. Instead of the mother and her baby coming to school, this program is delivered virtually. AS COVID restrictions are relaxed, we are looking forward to resuming this program in person.
- To further develop our student's character, we recognize students who show a specific virtue that we focus on in a specific month. During the last school year, this program was put on hold because of COVID. Because we recognize the importance to emphasize and develop these virtues in all of our students we began this program again and recognize our students virtually during morning announcements. We are looking forward to the day when we can have regular assemblies in the gym to promote and recognize our students who participate in our monthly virtue program.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

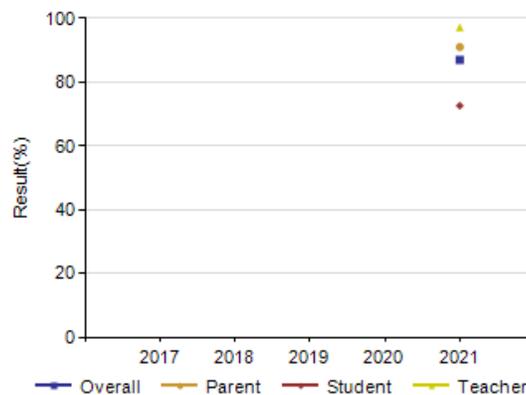
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	87.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	91.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	72.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	97.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results



Notes:

- 1) Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2) Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- 3) 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.

2020-2021 SCHOOL YEAR STRATEGIES

(Student Learning Engagement is a new measure so you did not have any strategies to carry over from your Education Plan)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Data from these measures show that overall FLCS is on par with other schools within the division and higher than the Provincial scores on these measures. Within the 'student' score on this measure of Student Learning Engagement FLCS is slightly lower than other schools within STAR School Division by 2.7%, but still scoring at 72.6%, which is above the Provincial average.
- To respond to the student score and to ensure students are receiving the individual attention and engagement with learning that they require, WIN (What I Need) will be used to meet students where they are at across learning and social/emotional domains. Effective consulting with the students as stakeholders and monitoring of data will be vital to respond effectively to this dimension. To further promote the effectiveness of WIN for students, staff PLCs will be focused to respond to the RtI questions of 'how do you support students who haven't learned' and 'how do you engage students who have learned' the material.
- At Father Leduc Catholic School, staff take pride in infusing student learning with faith that contributes to students' growth in thinking deeply and critically. These opportunities are provided through staff witnessing authentic faith, and through infusing faith-based materials into learning.
- In order to Students have a voice at FLCS through various means. To strengthen this voice FLCS can review its student council to ensure that the student body is actively engaging in questions focused on strengthening student learning engagement.
- During the 2020/2021 school season, students were not allowed to play sports due to AHS restrictions. The loss of sports reaffirmed the important role that sports play in a child's education and social/emotional well-being. For 2021/2022 school year sports have begun with tremendous participation by our staff and student population. FLCS is aiming to provide students with a full slate of sports for both elementary and junior high to participate in the coming year.
- At FLCS attendance tends to be high, however, we recognize that there is a small portion of the population who are vulnerable and at risk of attendance concerns. To be responsive to the needs of these students and their families, we are investigating putting in place a process to support student re-engagement into learning and inclusion back into the school culture.
- Students are able to learn in the best way that suits their learning style. Teachers are encouraged and supported through PD to provide differentiated learning at Tier 1 through multiple modalities, and students with more complex needs are planned for individually through collaborative meetings with families and other agencies to ensure that they are learning at high levels.
- To impact Student Learning Engagement FLCS needs to continue to build on the relationship between our student's and our school community, the adult's at the school, the student's peers, the instruction and the curriculum. This can be strengthened through supporting engagement with our student council, through building on the culture and life of the school, and through focusing on building connections with staff and students.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

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



DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES *continued*

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I am aware of the social and emotional well-being of my students	96	97	96.5	97	98	97.5
I am able to support the social and emotional well-being of my students	93	100	96.5	93	94	93.5
I am aware of the behaviour supports my students require	96	97	96.5	98	98	98
I utilize strategies to support student behaviour	96	100	98	99	99	99
Staff Survey (Support)						
I am aware of the social and emotional well-being of my	100	100	100	96	93	94.5
I am able to support the social and emotional well-being of the students I work with	100	95	97.5	97	90	93.5
I am aware of the behaviour supports the students I work with require	100	82	91	95	86	90.5
I utilize strategies to support the behaviour with the students I work with	100	91	95.5	98	92	95
Parents						
My child has a friend at school.	96	96	96	96	97	96.5
I am satisfied with the access to social/emotional supports at school.	83	78	80.5	82	79	80.5
My child has one or more adult(s) that care about them at school.	92	87	89.5	92	92	92



2020-2021 SCHOOL YEAR STRATEGIES

- Anxiety continues to affect Alberta students today, including the students of Father Leduc Catholic School, and we are working to develop programs to meet the emotional needs of our students. We create programs that address the social/emotional needs of our students. One key program that is taught throughout our school is the “Mind Up” program. For all WIN blocks in the month of September, this program was taught at all grade levels to ensure we have a school wide understanding of the program.
- We have an FSLW (Family School Liaison Worker) on staff to assist with the emotional needs of our students at all grade levels. We have introduced programs, such as, Roots of Empathy, Mind Up, Zones of Regulation, Strength, Children and Change, character virtues, and Girls’ Group.
- Train all staff on Third Path Essential conditions .
- Train key leaders on The Third Path in order to promote this program for all staff members.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Within this measure on student growth and achievement FLCS performed better than other schools within the Division. However, our lowest measures were on the student measure that focused on responding to lowering stress in response to work and tests, which were respectively 76% for elementary and 57% for secondary students, (still above the divisional average). FLCS should continue to engage our FSLW with a focus on programming that builds student skills in organizing to work and test taking.
- We recognize that anxiety affects students at Father Leduc Catholic School. To respond to this and to maintain scores better than the divisional and provincial scores on this measure the focus needs to be on continuing to engage our REC coordinator, or Indigenous Coordinator and our FSLW in building student connection with the school culture, positively responding to stress through skill development and through positive connections with adults in the building.
- To respond to the data in these dimension we are able to identify students dealing with anxiety through our screening tracking meetings which are scheduled to take place 3 times a year. Through these tracking meetings, we are able to catch students who have academic, social emotional/behavioral, or attendance concerns. These tracking meetings aim to capture students so that we minimize the number of students who may struggle or become vulnerable to risk.

DOMAIN 3: TEACHING & LEADING

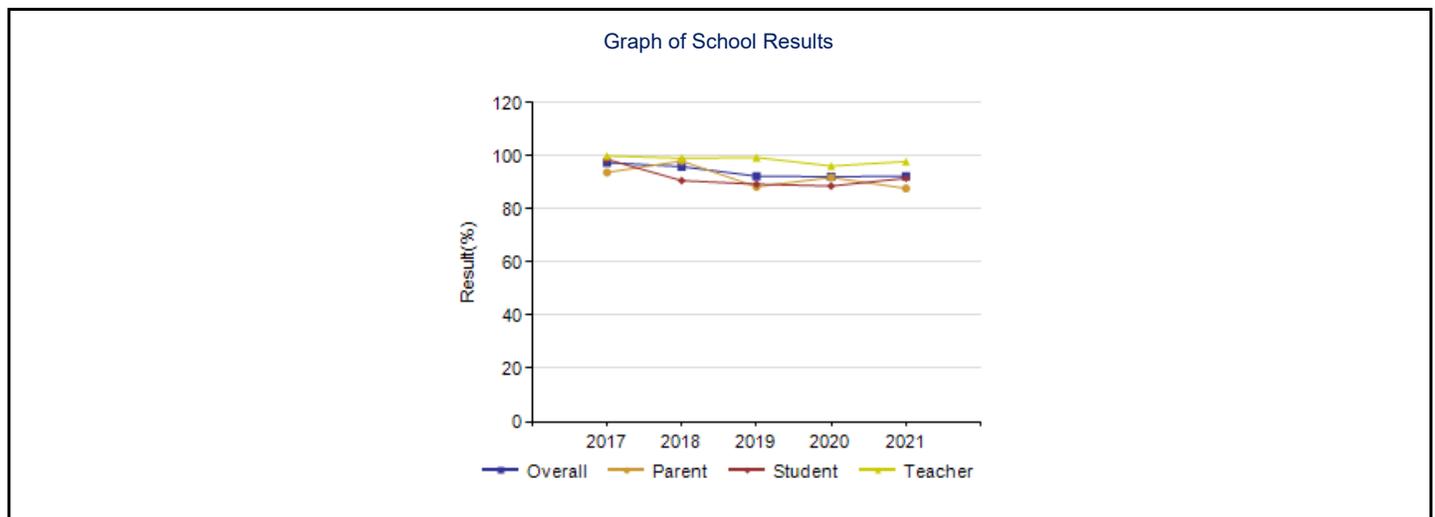
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

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

EDUCATION QUALITY: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	60	97.5	222	96.0	205	92.4	188	92.2	161	92.4	n/a	n/a	n/a	2,545	92.8	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	8	93.8	26	98.1	29	88.4	35	91.9	26	87.8	n/a	n/a	n/a	204	91.5	224	92.3	241	88.1	180	90.8	144	88.1	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	41	98.7	176	90.7	149	89.4	127	88.7	111	91.6	n/a	n/a	n/a	2,169	88.9	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	11	100.0	20	99.2	27	99.4	26	96.2	24	97.9	n/a	n/a	n/a	172	97.9	215	96.9	229	98.2	185	98.7	205	97.6	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7



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.
- 3) Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2020-2021 SCHOOL YEAR STRATEGIES

- Quality education starts with quality educators and leaders. Professional growth and development are enhanced in the following ways:
 - ⇒ Strategies planning and use of Teacher Professional Growth Plans and administrator support in key elements
 - ⇒ Classroom walk through procedures with administrator professional development in this area in the 2020-21 school year
 - ⇒ Explore Concept Based Curriculum to ensure all teachers understand the process of educational practice that ensures concept mastery when teaching.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Within the Domain of Teaching and Leading FLCS is higher than other schools within the Division and exceeds the results Provincially.
- To ensure that FLCS offers our students a quality Catholic education, we support Teacher Professional Growth Plans by providing teachers the opportunity to meet with Administration during the school day to discuss goals and aspirations to support the teacher in their development. These meetings are followed up with opportunities for observations and walkthroughs to give the teachers feedback and support on their growth plan and student learning.
- It will be important as Alberta Education prepares the release of the new curriculum that teachers are consulted with over training needs and resources to support a smooth transition and implementation of the proposed curriculum.
- Although our results are high in this area we will continue to explore ways to support teachers and staff to engage in ongoing professional development opportunities.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have opportunities for meaningful Professional Development	89	93	91	95	94	94.5
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)	93	100	96.5	90	98	94
Staff Survey (Support Staff)						
I have opportunities for meaningful Professional Development related to my role	63	86	74.5	74	76	75
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)	94	95	94.5	89	81	85

PROFESSIONAL DEVELOPMENT

Please list your Professional Development from last year.

- *Disciples of the Word*
- *Third Path Essential Conditions 1 and 2*
- *ATA Institute Day*
- *Educational Assistants Institute day (December 4th)*
- *Authentic Support and Resources (FNMI Kits with Director of Curriculum and Staff Development)*
- *Living Witness to the Faith—Father Leduc Staff Retreat*
- *Living Easter Joy Throughout the Year*
- *Opening Yourself to the Love of God*
- *2 staff members are taking their MRE through Newman Theological College*

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Within the data measures for teaching and leading - professional development, FLCS demonstrated a drop in satisfaction within meaningful Professional Development for both teachers and support staff. With the greatest level of dissatisfaction being shown by our support staff at 63% from 86%.
- The fluctuation in staff satisfaction with professional development is likely due to restrictions due to the pandemic and access to professional development opportunities compounded by the loss of the Division Learning Coaches.
- Without a doubt, last year's professional development experience was impacted by the COVID 19 pandemic and by the loss of the Divisional Learning Coaches in Behaviour and IT. Moving forward it will be important to consult with staff to strengthen our internal processes (i.e., School Leadership Team Professional Development staff survey) so as to enhance our expertise and build staff skills through professional develop.
- Further, continuing to advocate for professional development through our Central Office Learning Team will be important to improve satisfaction in training.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	96	100	98	94	97	95.5
I have the opportunity to collaborate in a professional learning community (PLC)	89	97	93	93	99	96
Teachers in our school value professional learning communities (PLC)	89	83	86	94	94	94

COLLABORATION & LEADERSHIP

List of Professional Development sessions related to leadership development that occurred in the 2020/2021 school year.

- Third Path Essential Outcomes 1 and 2
- Google Certified Teachers
- PowerSchool Leads
- 2 teachers continue MRE program through Newman Theological College

Administrator satisfaction with leadership professional development.

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

List of collaborative structures

- Parish
- School Council
- Central Office
- School Leadership Team
- School Intervention Team
- Professional Learning Communities

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Although there is a slight drop in satisfaction from 100% to 96%, the majority of staff feel they have opportunity to participate in some type of leadership structure.
- Teachers indicate they value Professional Learning Communities, but data shows they do not feel they have as much opportunity to collaborate within PLCs with a score of 89% on the measure, down from 97%.
- The fluctuation in staff satisfaction with opportunities to collaborate was likely due to restrictions due to the pandemic and some meetings having to be completed virtually as opposed to face to face with the PLC team.
- Ongoing consultation at divisional meetings and with teacher teams developing the effective use of PLCs to optimize student learning will be an important process.
- To encourage staff to be involved in leadership opportunities will continue to be provided within the role of designated principal. With those staff who communicate an interest in leadership opportunities it will be important to use discussion, surveys and sign up sheets to identify those who may want to partake in any leadership training or mentoring opportunities that may be available.

DOMAIN 3: TEACHING & LEADING

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
Our School is clean and well maintained	96	100	98	95	93	94
Our school has the physical facilities to meet the programming needs of students	86	83	84.5	88	87	87.5
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	96	97	96.5	92	92	92
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	93	91	92
Our school has the physical facilities to meet the programming needs of students	88	73	80.5	80	81	80.5
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of the way my school looks	94	86	90	92	88	90
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of the way my school looks	88	80	84	83	82	82.5

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Within the Domain of Teaching and Leading—safe and productive work environments, FLCS exceeds other schools within the Division.
- Although our results are high and FLCS is a relatively new building, we are finding that some aspects of the building are beginning to show wear and tear and some components are starting to break down. As an administrative team, when we budget, we must keep this in mind. For example, classroom FM systems cost about \$1500 each and another \$700 to install. Future budgeting will need to account for such expenditures to maintain the level of satisfaction students and staff have been able to benefit from within our new facility.
- South Fork continues to grow at a rapid pace. As a result, it will be important to continue positive collaboration with the City of Leduc and Tamani (Developers) to ensure seamless traffic flow for the safety of our school community. FLCS will have to monitor South Fork Drive to ensure when parents are picking up or dropping off their children, they will use the turn about and not pull U-turns in the intersection or in the middle of the road.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: SAFE & CARING

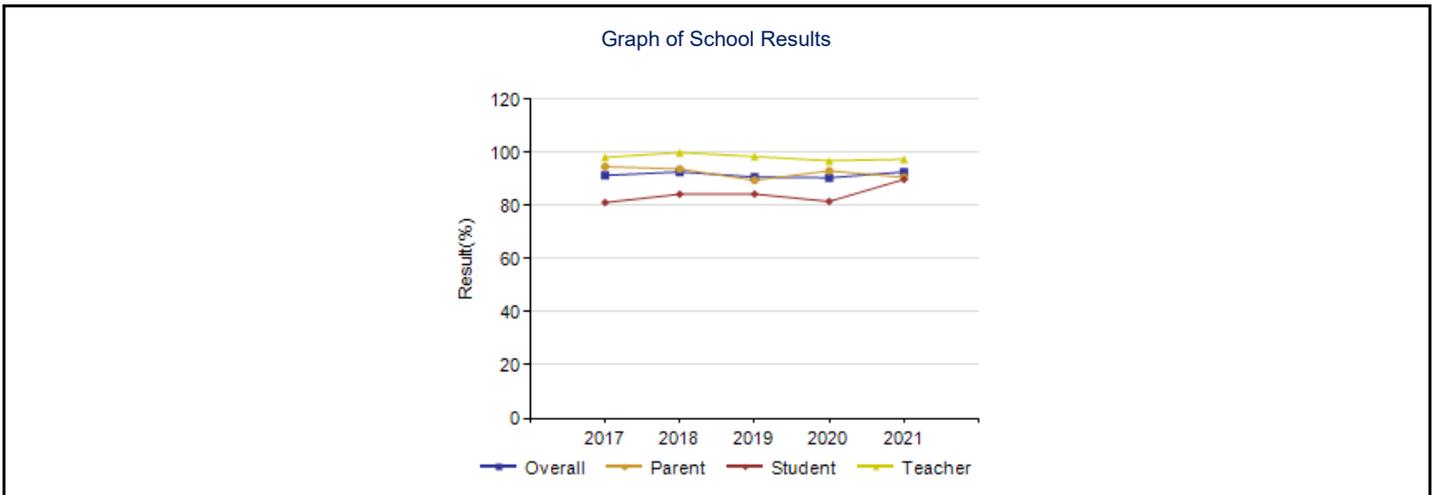
Safe & Caring: This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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

SAFE & CARING - MEASURE DETAILS

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	60	91.4	221	92.7	205	90.8	188	90.5	161	92.7	n/a	n/a	n/a	2,536	91.5	2,269	90.7	2,141	91.8	1,904	92.9	1,751	91.6	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	8	94.7	26	93.8	29	89.6	35	93.1	26	90.7	n/a	n/a	n/a	204	92.6	224	94.0	241	91.9	180	93.2	144	89.7	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	41	81.2	175	84.3	149	84.4	127	81.6	111	89.9	n/a	n/a	n/a	2,160	85.3	1,830	82.5	1,671	85.5	1,539	86.7	1,402	87.1	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	11	98.2	20	100.0	27	98.5	26	96.9	24	97.5	n/a	n/a	n/a	172	96.7	215	95.7	229	98.1	185	98.8	205	98.1	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4



Notes:

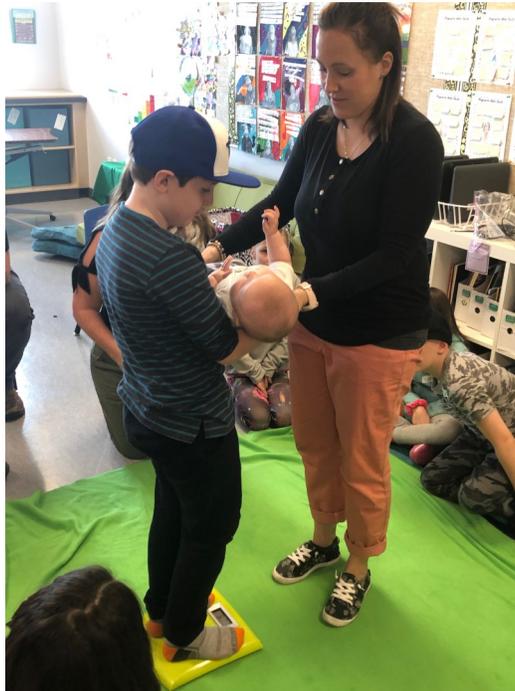
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

2020-2021 SCHOOL YEAR STRATEGIES

- Develop a check in system for students and staff to share thoughts/celebrations/concerns about safe and caring aspects in their lives.
- Create secure spaces for specialist to work with our students with SLP and OT. Provide workplace area specific to each service needs.
- Focus on character development infused with faith to guide learners to personal growth and well being.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results within this measure outperforms the school division and the provincial scores, which indicates that stakeholders agree that the environments at FLCS are welcoming, caring and safe. The student satisfaction results demonstrated an increase of 8% from the previous years results.
- Developing safe, caring and welcoming environments is an ongoing process that should involve information seeking and sharing both informally through discussions and formally through surveys. We need to ensure that our information within this area also involves increased sampling to obtain regular and timely feedback, so that the School Leadership Team can respond to stakeholder concern in a timely fashion throughout the school year.
- To enhance this measure, we have created secure and confidential spaces for specialists to come in and provide their necessary services to our students. Specialists can work with our students in the enclaves in the hallways, the third office at the front of the school, the chapel, and the open classroom in the portable. Finding space for specialists to do their work will be challenging as our school population continues to grow.
- During COVID, we paused monthly assemblies where we would recognize and promote character education by focusing on specific virtues. This year we will renew a focus on character education by catching students displaying specific virtues.
- Moving forward, it will be important to continue to enhance our FSLW role in the school to further impact the safe and caring environment that is cultivated within the school.

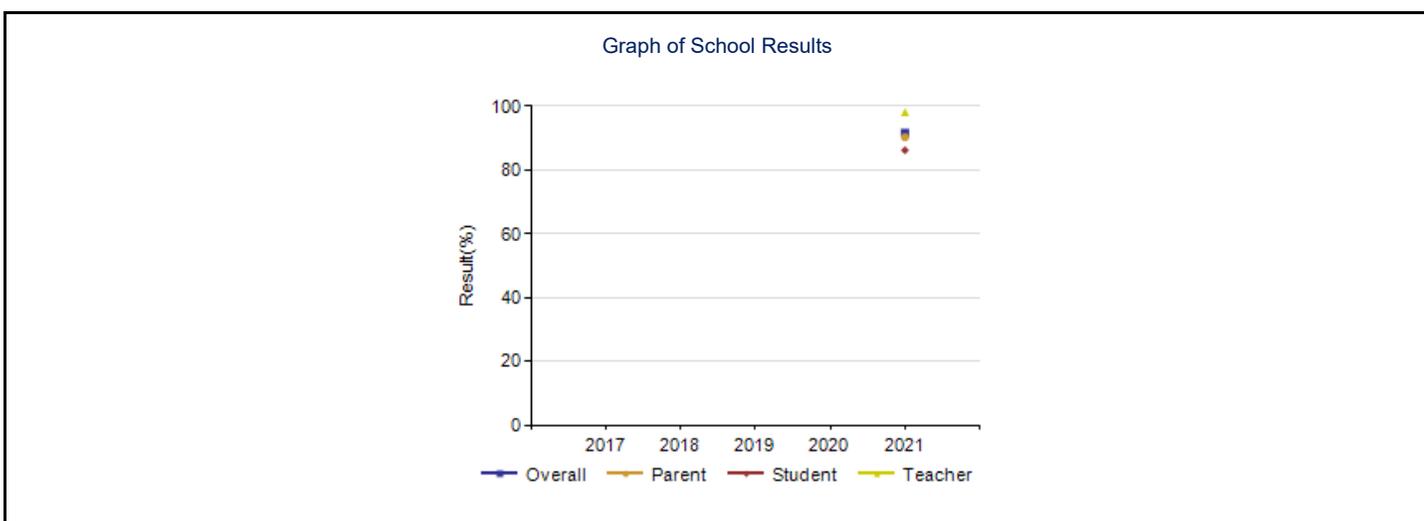
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

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

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

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

	School										Authority						Province																
	2017		2018		2019		2020		2021		Measure Evaluation		2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	91.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	90.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	98.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



Notes:
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2020-2021 SCHOOL YEAR STRATEGIES

This is a new provincial measure, therefore there were no strategies to carry over from your Education Plan

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results within this measure outperforms the school division and the provincial scores on this measure, which indicates that stakeholders agree that the environments at FLCS are welcoming, caring and safe. The lowest measure is based in the student satisfaction and sits at 86%.
- Our SIT are directly influencing the culture and life of Father Leduc Catholic School. To capture those students who may continue to be vulnerable, we have effective risk prevention and health promotion efforts in place through our FSLW in addition to the supports we have in place to support student learning and academic achievement. Strong School Intervention Teams are essential to support at risk students. The use of the Violent Threat Risk Assessment (VTRA) protocol to identify worrisome behaviour and students of concern has been effective in supporting our vulnerable students. Moving forward, continued use of these processes will be important, along with expanding our FSLW role in Tier 1 programming to support Mental Health Literacy.
- During COVID –19, FLCS followed AHS guidelines to ensure the safety of staff and students. While these guidelines helped reduce the transmission of COVID, they did impact the social/emotional life of the school. The loss of sports, the arts, and connection between friends due to class cohorting impacted staff and students increasing the feelings of loneliness, sadness, and anxiety. To combat these negative influencers, steps were taken at a variety of different levels to create connections in the school. Morning zoom announcements which included a song and a few jokes were created to uplift our students and staff. Students found the end of the day blessing powerful as well. Students mentioned that they appreciated being greeted every morning at the doors when they arrived and a pleasant goodbye when they left to go back home. Parents stated that we have a welcoming school.
- Our social justice projects not only helped the recipients of the Leduc Hub and Food Bank but also uplifted our students and staff as well. Not only did Father Leduc support the greater community, but we also took great pride in looking after our families who were struggling financially and could not afford to send their children to school with a bagged lunch. The Angels Program fed several students breakfast and lunch which enabled these students to learn at high levels. During mental health week, our students enjoyed drawing positive messages on the sidewalks to give further encouragement to those who required extra inspiration. FLCS is also proud to work with an anonymous sponsor to support 2 families by providing them with Christmas hampers and gifts during the Holiday Season. It is a touching moment for our school community when we are able to help members of our school community who are in need.
- It will be important to consult our student council effectively so they can inform our school's approach to developing our safe and caring environment for students. It will be an important step to strengthen this area.
- Moving forward, there will be a need to explore communication strategies to increase parental awareness of the safe and caring environment that is cultivated at FLCS through engagement with our School Council.

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.

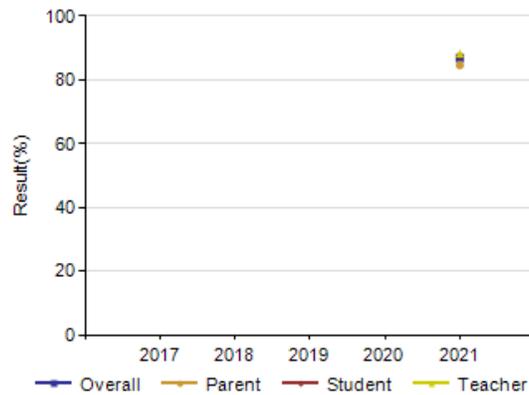
ACCESS TO SUPPORTS & SERVICES

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										
	2017		2018		2019		2020		2021		Ac chie ve ment	Im- pro ve ment	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Over era	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	161	86.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Pa ren	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	26	84.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Stu de	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Te ac	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	88.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Graph of School Results



Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

2020-2021 SCHOOL YEAR STRATEGIES

- This is a new provincial measure, therefore there were no strategies to carry over from your Education Plan

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results within this measure outperforms the school division and the provincial scores on this measure, which indicates that stakeholders agree that they have access to the appropriate supports and services in a timely manner.
- Through the use of whole-school screeners, 88 students were identified as vulnerable and in need of support to limit risk. Students were screened for social/emotional concerns, academic concerns, attendance concerns, and family risk concerns. Students who were identified were assigned to a member of the School Intervention Team so that intervention planning could be outlined and initiated.
- For those students in need of additional supports beyond those required of the majority of the population, we will enhance screening measures through our whole school screen, our targeted measures through our LSF and FSLW, and risk identification processes to identify vulnerable students so as to be able to offer more targeted supports in the areas of social/emotional and mental health.
- Further students who required specialized support for medical, occupational therapy, or speech and language therapy were identified and with support from the Learning Support Facilitator were referred to our Central Office Specialized Learning Support Team for access to those services.
- For a small number of cases where the risk presentation results in a potentially dangerous scenario, the school utilizes training from VTRA (Violence Threat Risk Assessment). The school along with a multi-disciplinarian team has been able to respond and put in place intervention plans to minimize risk and correct vulnerable pathways.

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	68	73	70.5	70	82	76
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	96	97	96.5	93	92	92.5
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	96	93	94.5	95	94	94.5
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	96	93	94.5	97	97	97
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	94	95	94.5	92	92	92
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about First Nations, Métis, and Inuit history, culture, and traditions	97	94	95.5	92	94	93
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	88	82	85	87	82	84.5

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Within the domain Learning Supports that focuses of on FNMI populations our marks are on par with other schools in the division. FLCS Teachers have indicated at 68% they would like to see members of our FNMI community invited into our school. It will be important as we move forward to gain a better understanding of our families who recognize their Metis and FNMI culture and invite them to enhance our school culture and community.
- FLCS hired an First Nations Metis and Inuit Coordinator. It will be important moving forward for this role to consult our Metis and FNMI families to build our school culture and further our celebrations in this area.
- It is important to continue to embrace First Nations, Metis, and Inuit culture as part of our FLCS family and traditions by including indigenous games in the physed curriculum and by celebrating Orange Shirt Day, Inuit Day, Indigenous Veterans Day, Louis Riel Day, and Indigenous Peoples Week. Students enjoyed learning Cree words over morning announcements. By celebrating First Nations, Metis, and Inuit culture at FLCS, our Indigenous students feel more confident and accepted in our school and our students have a better understanding of Truth and Reconciliation.

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Measure Category	Father Leduc Catholic School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
I use a variety of Tier 1 strategies in my classroom	96	100	98	97	99	98
I use a variety of Tier 2, target strategies	96	100	98	96	99	97.5
I have the opportunity to collaborate in a professional learning community (PLC)	89	97	93	93	99	96
Teachers in our school value professional learning communities (PLC)	89	83	86	94	94	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	86	97	91.5	89	91	90
I am aware of the behaviour supports my students require	96	97	96.5	98	98	98
I utilize strategies to support student behaviour	96	100	98	99	99	99
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	85	89	87	92	92	92
At school, adults help me when I ask	95	91	93	95	94	94.5
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	76	70	73	79	79	79
Adults in my school help me when I ask	92	81	86.5	92	89	90.5
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	91	87	89	92	90	91
My child receives the support he/she needs to be successful in school	86	87	86.5	90	89	89.5

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teachers indicate they value Professional Learning Communities, but data shows they do not feel they have as much opportunity to collaborate within PLCs with a score of 89% on the measure, down from 97%.
- The fluctuation in staff satisfaction with opportunities to collaborate was likely due to restrictions due to the pandemic and some meetings having to be completed virtually as opposed to face to face with the PLC team making it more difficult to collaborate and respond to students with learning challenges, especially in Junior High.
- Ongoing consultation and feedback throughout the school year both informally, through discussion, and formally, through processes such as surveys, will be important moving forward to ensure that teachers and staff feel confident in responding to students with learning needs to ensure that students are benefiting from a school environment that optimizes their learning.
- Our SIT needs to consult with families and students on how to better engage our students with learning difficulties to collaborate and advocate for their learning programs.
- Another challenge in Junior High is that teachers are subject specific in each grade. This results in challenges being able to PLC within subject matter. Within this context teachers can PLC on students, but have to go outside of the school to PLC on in grade subject matter. Effective PLCs will continue to be discussed at SLT and Divisional meetings moving forward.
- At FLCS we recognize the importance of FNMI culture and the success of our FNMI student population. Our FNMI coordinator position was developed to support staff working along side the LSF in better meeting the needs of our FNMI population and to enhance awareness of this culture across the school.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

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

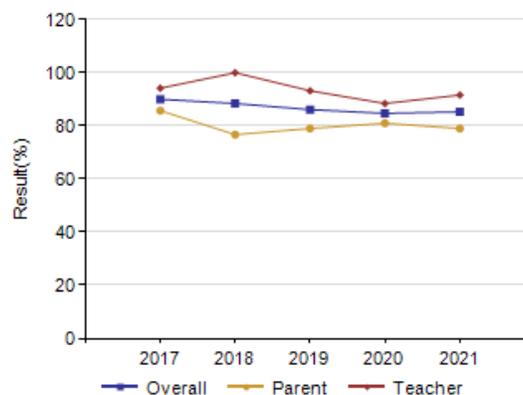
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Ac hie ve ment	Im- pro ve ment	Ov era ll	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	19	90.0	46	88.4	56	86.1	61	84.7	50	85.3	n/a	n/a	n/a	375	84.4	434	84.9	469	84.9	364	87.8	349	83.2	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	8	85.7	26	76.7	29	79.0	35	81.0	26	79.0	n/a	n/a	n/a	203	76.5	220	79.0	240	74.6	179	80.2	144	75.1	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	11	94.2	20	100.0	27	93.2	26	88.4	24	91.6	n/a	n/a	n/a	172	92.3	214	90.7	229	95.2	185	95.3	205	91.2	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results



Notes:

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

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

2020-2021 SCHOOL YEAR STRATEGIES

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



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results within this measure outperforms the school division and exceeds the provincial scores on this measure, which indicates that our teachers and parents are satisfied about the parental involvement in their child's education.
- As we continue within the pandemic it will be important to review creative ways with our school council to continue to engage parents within the life of the school and within their children's education.
- FLCS has a highly engaged school council usually with 10 regular sitting members. Parents are invited and informed when the school council meets so they can contribute to the life of the school. Furthermore, in wanting to actively engage input into the school council agenda we have developed a School Council Engagement Form that asks the following questions: 1) Would you like more information on the school, procedures, culture, etc? 2) Questions regarding clarification on previous school council meetings? 3) Is there something you would like to add to the School Council agenda? The School Council has provided input with AERR planning, budget feedback, and taking the initiative for events such as celebrating Father Hippolyte Leduc's birthday, Family Movie Night, Education Week, and Teacher Appreciation. Currently, the executive is adding a volunteer coordinator as a new position to the School Council.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

REPLACE WITH YOUR 2021-2022 BUDGET

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2021-2022 Play Budget (May)

Father Leduc

Revenue And Allocations To Budget Center

	2021-2022 Play Budget (May)			
Base Allocations	\$2,939,001	78.2%	\$0	0.0%
Specialized Learning Support (SLS) Allocations	\$497,187	13.2%	\$0	0.0%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$28,690	0.7%	\$0	0.0%
ELL Allocations	\$43,200	1.1%	\$0	0.0%
FNMI Allocations	\$54,000	1.4%	\$0	0.0%
Other Program Allocations	\$25,628	0.7%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$125,500	3.3%	\$0	0.0%
Local Revenues & Fees	\$48,155	1.2%	\$0	0.0%
Total Revenue And Allocations To Budget Center:	\$3,757,341	100%	\$0	100%

Expenditures

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

Summary

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

Spring 2021 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	87.0	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.6	83.4	85.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	73.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.4	92.2	93.5	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.3	84.7	86.4	79.5	81.8	81.4	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 (*).

The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.

Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.

The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.

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

Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

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