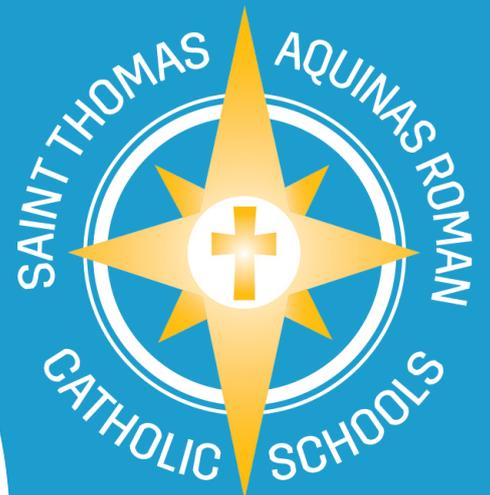
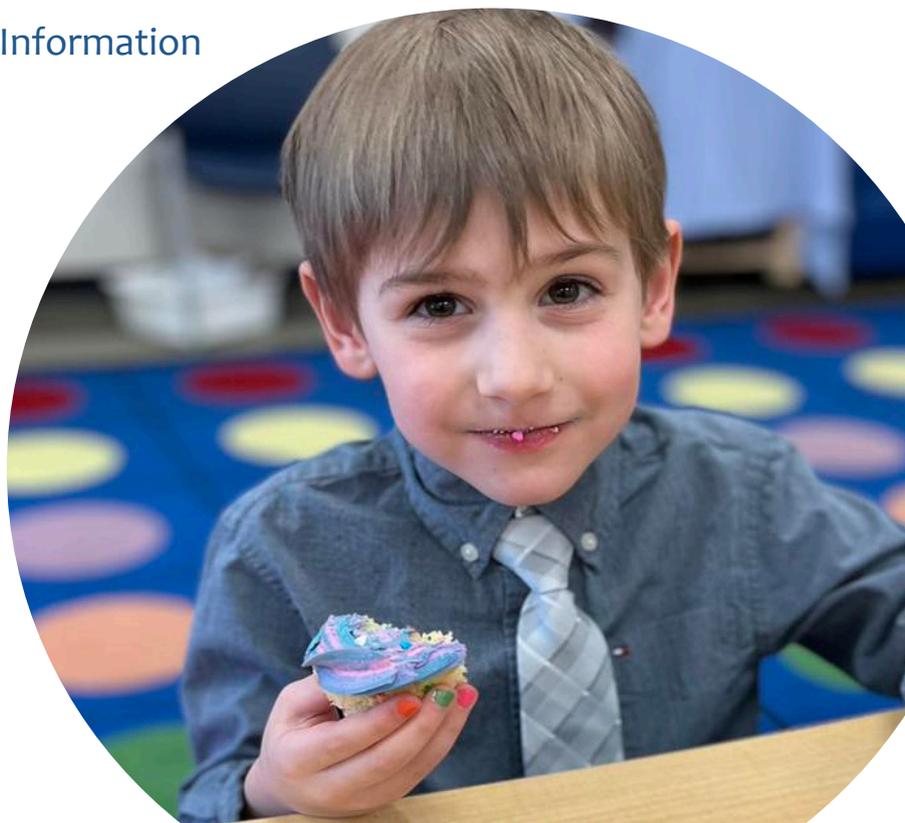


Education Plan 2023-2027



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LOCAL & SOCIETAL CONTEXT

JURISDICTION PROFILE

St. Thomas Aquinas Roman (STAR) Catholic Separate School Division extends across a broad geographical area in central Alberta. The Division has a total of 12 schools in various grade configurations from Pre-K to Grade 12 in the communities of Beaumont, Drayton Valley, Lacombe, Leduc, Ponoka, and Wetaskiwin. The boundaries of STAR Catholic overlap with five different public school divisions. This overlap requires a significant degree of collaboration with our public partners in areas such as creation of school year calendars and coordination of student busing arrangements. The Division's central office is in the city of Leduc.

We are served by seven trustees and more than 492 certificated and support staff. We experienced significant enrolment growth from 2011 to 2020, climbing from 2,977 to 4,414 students. For the first time since, our Division has seen a decrease in enrolment, dropping to 4,068 students for the 2020-2021 school year. This is a 2.97% decrease from the previous school year, and a 7.13% decrease in budgeted enrolment. This decrease in enrolment is attributed to the COVID-19 pandemic. For the 2021-2022 school year, our Division once again saw an increase in enrollment, climbing from 4,068 students to 4,687. In the 2022-2023 year, enrollment grew to 4,687 students.

Within the Division, 11% of our students self-identify as First Nation, Métis, or Inuit. That number increases to 26% and 14% at Sacred Heart School and St. Augustine School, respectively. Approximately 12% of our students are English Language Learners. French Immersion programming has expanded significantly within the Division in recent years, with French Immersion available in Beaumont and Leduc.

Given our evangelistic character and spirit, we are also delighted to welcome and serve a substantial number of students who are from non-Catholic backgrounds. Each school community is a unique entity unto itself, while a common divisional focus on faith, learning and Response to Intervention (RTI) pedagogical approach unites us across our diversity.

STAR Catholic school profiles are available for viewing on our website: www.starcatholic.ab.ca

STAR CATHOLIC HISTORY

St. Thomas Aquinas Roman Catholic School Division was formed in 1995 with the amalgamation of Leduc RCSSD No.132, Wetaskiwin RCSD No. 15 and Ponoka RCSSD No. 95 to serve the communities of Leduc, Ponoka and Wetaskiwin. Good Shepherd No. 13, serving the community of Drayton Valley, would join with St. Thomas Aquinas in 1997. In 2005, Catholic education was established in Lacombe, followed by the establishment of Catholic education in Beaumont in 2010. STAR Catholic today serves approximately 4,687 students in 12 schools in Lacombe, Ponoka, Wetaskiwin, Drayton Valley, Leduc, and Beaumont.

FOUNDATIONAL STATEMENTS

Mission Statement

Rejoicing in the way of Christ, we nurture a love of learning in faith-filled Catholic schools!

Vision Statement

Souls seeking Christ on a journey of faith, learning, and love.



ACCOUNTABILITY STATEMENT

The Education Plan for the four years commencing September 1, 2023 for St. Thomas Aquinas Roman Catholic Separate School Division was prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans.

The goals in this Education Plan are set for the next four years, but the strategies used to achieve these goals are flexible and may change over time. The Board is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved the Education Plan for 2023-2027, with updated strategies, on May 17, 2023.



Henry Effen
Board Chair



Board Chair's Message Henry Effen

St. Thomas Aquinas Roman (STAR) Catholic Schools are caring, faith-filled environments where students grow, learn, and thrive in the love of Christ. This love is echoed in the passion of our staff, the friendship shared by students, and the deep sense of community in our school buildings.

We consistently demonstrate excellence in areas such as high school completion, low drop out rates, and safe and caring schools, amongst others. Our students benefit from an education of the entirety: academically, physically, socially, and spiritually. In this way, they are best prepared to enter the working world with the knowledge and skills they need for success. For these reasons and many others, our Division consistently experiences steady enrollment growth as families continue to choose the benefits of Catholic education.

The amazing work that takes place within our schools is only possible because of the dedication of our incredible staff, the efforts of which are highlighted in the pages of this report. The support of parents and guardians is also an integral part of the success formula and contributes significantly to the achievements of our schools.

The years ahead will come with their unique challenges. As we always have, STAR Catholic School Division will face them as one large family, always with the best interests of our students and families at top of mind.

Yours in Catholic Education,

Henry Effen
Board Chair



Superintendent's Message Charlie Bouchard

As Superintendent, I am pleased to present this Education Plan, which highlights the ongoing efforts of our Division towards meeting the diverse needs of our students, staff, and families.

Over the past months, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to refine and improve upon the Board of Trustees' key priorities and goals for 2023-2027.

This process included surveys of parents/parishioners/school councils, staff surveys, student consultations, and a Division-wide Community Consultation Day during which feedback was gathered from a sampling of all our stakeholders.

These engagement efforts, which led to modification of some current goals as well as the addition of new goals and outcomes, are a clear example of our Division's continued commitment to ensuring we hear the voices of our school communities when it comes to their desires and expectations.

While we are proud to share our accomplishments, we understand there is always more work to be done, obstacles to overcome, and goals to achieve. As our Division continues to grow, we will work to maintain our dedication to providing excellent Catholic education to the students, families, and communities we are honoured to serve.

In His Name,

Charlie Bouchard
Superintendent

Meet Our Trustees



Henry Effon

Board Chair and Wetaskiwin Trustee

Henry Effon is originally from Ghana, West Africa, and moved to Canada for new life opportunities. Henry is a social worker and is serving his third term as a trustee. He attended Catholic schools for most of his life prior to moving to Canada. Henry is particularly interested in pragmatic governance and practices that will preserve and support Catholic education for generations to come. One of his many priorities as a trustee is to advocate for children and families in educating the whole person under Canon Law. Henry is married and resides in Wetaskiwin with his family. His three children attended or still attend Sacred Heart School. Henry and his family are members of Sacred Heart Parish, and Henry volunteers in many church and community initiatives.



Donna Tugwood

Vice Chair and Lacombe Trustee

Donna Tugwood is a wife to Earl Jackson, mother of five, step mother of four, and grandmother of 18. Donna attended Nova Scotia Teachers' College and Red Deer College where she received an Early Childhood Diploma with a Major in Speech. After moving to Lacombe, she worked with Alberta Health Services for 18 years as a Speech Language Pathology Assistant in Catholic, Public, and Private schools. After retiring, she worked at Father Lacombe Catholic School from 2012 to 2017. Donna has attended St. Stephen's Parish since 1994, serving on Parish Council for six years - three years as Chair - and is President of St. Stephen's Catholic Women's League. Donna loves to paint and to travel. She is honoured and proud to be serving her second term on the STAR Catholic Board of Trustees. She believes in keeping faith as the heart and soul of education and wants to ensure students have the knowledge, skills, and faith that will enable them to do well in life.



Marilyn Burke

Ponoka Trustee

Marilyn Burke is a member of St. Augustine Parish, an active volunteer with the church fundraising activities, and a member of the Catholic Women's League. She has children and grandchildren that know and have experienced the value and gift of Catholic education.



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.

Meet Our Trustees



Michael Linner
Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.



Dawn Miller
Leduc Trustee

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour 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 endeavoured 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.



Liz Taylor-Sirois
Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She has been employed by Covenant Health at the Grey Nuns Hospital for the past 30 years on a part-time basis. Liz has four daughters and 10 grandchildren, several of which attend Académie Saint-André Academy and École Mother d'Youville School. She enjoys gardening, walking, travelling, pontoon boating, and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and is the Parish Activities Coordinator. Serving in her second term, Liz believes quality Catholic education is so very important and hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.



STAKEHOLDER ENGAGEMENT

STAR Catholic School Division is committed to engaging with a variety of community partners and stakeholders, including students, staff, parents and families, school councils, parishes, government officials, sister school boards, and community members.

The feedback we receive from stakeholder engagement is incorporated into this Four-Year Education Plan. This engagement included school councils as outlined in Section 12 of the School Council Regulation.

Over the past months, STAR Catholic School Division underwent an extensive stakeholder engagement process in order to refine and improve upon the Board of Trustees' key goals and priorities for 2023-2027. The updated goals and priorities will guide Trustees in their decision-making process over the next four years.

Our Engagement Process:

- Parent Surveys
- Parishioner Survey
- Staff Surveys
- School Council Survey
- Student Consultations
- Division-Wide Community Consultation Day

Forms of Engagement:

- Regular conversations between local Trustees and families, Division staff, parishioners, and other community members.
- Relationships and discussions between staff, students, and families
- Teacher/Board Advisory Committee (TBAC) meetings
- Public board meetings and input forums
- Division surveys
- School Council meetings
- Indigenous Education Summit
- Superintendent's Council Meetings
- Review of insights and implications from the Alberta Education Results Report with stakeholders



DOMAIN 1:

GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: Staff in Catholic schools transmit and carry the Church’s educational tradition and their formation in the area of faith is essential to the success of this mission. “For the Catholic educator, religious formation does not come to an end with the completion of basic education; it must be a part of and a complement to one’s professional formation, and so be proportionate to adult faith, human culture, and the specific lay vocation.”

*Lay Catholics in Schools: Witnesses to Faith
The Sacred Congregation For Catholic Schools*

MEASURES

1. Anecdotal List of PD Offerings Specific to Faith

2. STAR Catholic TEACHER/STAFF survey responses:

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)
- I am building capacity in my understanding of how to permeate faith into all school activities.

3. STAR Catholic ELEMENTARY survey responses:

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

4. STAR Catholic SECONDARY survey responses:

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

5. STAR Catholic PARENT survey responses:

- My child’s school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

1. Deepen staff understanding of Catholic virtues and how to incorporate them into daily living.

- Sharing of information (professional development sessions with administrators and religious education committee, newsletters, etc.) with all staff on the development of virtues.
- Sharing of best practices regarding how schools identify and recognize staff and student virtuous behaviours (e.g. “Gospel” awards, “Caught Being Good” celebrations etc.).
- Development of staff and student retreats centered on virtues and gospel values.

2. Enhance staff capacity in regards to curricular and non-curricular permeation of faith

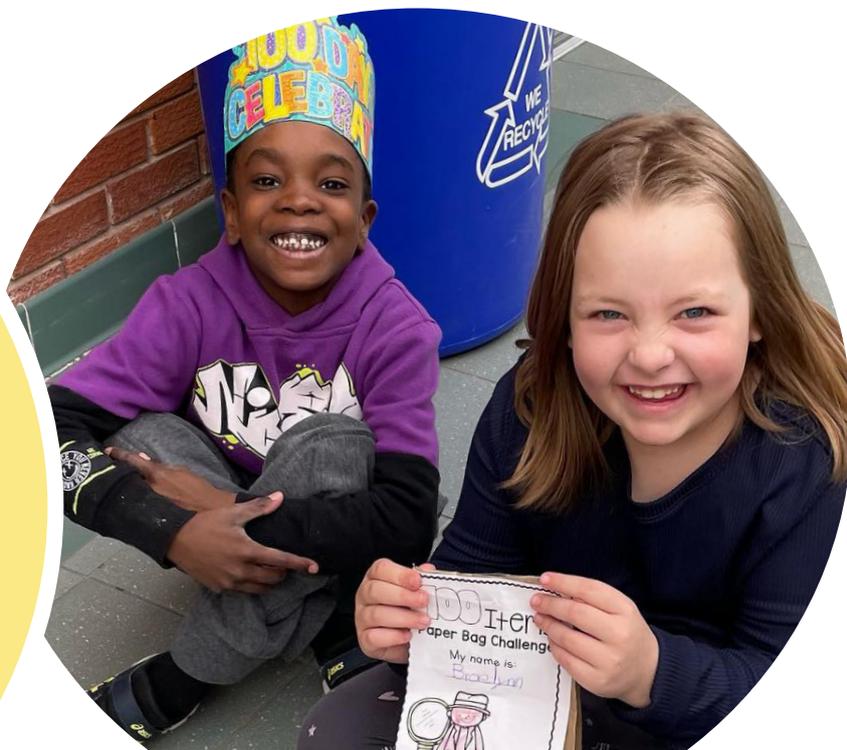
- Sharing and promoting with all staff of STAR Catholic documents regarding permeation of faith (STAR Catholic Best Practices for Non-Curricular Permeation; high school subject-area specific permeation documents).
- Study Canadian text, “Educating for Eternity: A Teacher’s Companion for Making Every Class Catholic”, Brett Salkeld, Ph.D.
- Continue staff collaboration in the STAR Catholic permeation project resources.
- Create and promote opportunities for staff to learn more and participate more fully in the celebration of Holy Mass.
- Implement effective assessment practices related to Religion outcomes.

3. Continue to deepen staff understanding of Christian anthropology and how our Catholic understanding of the human person impacts our schools.

- Support staff in deepening their understanding and access to resources regarding Christian anthropology, the human person, and growth and development.
- Support administrators and teachers in continuing to uphold inherent Christian dignity in discipline practices, classroom management, and behaviour supports.

PROFESSIONAL LEARNING

- Reflection Day: focus on experiencing and recognizing God’s goodness in daily life, as well as within the Holy Mass.
- Administrator professional learning sessions focused on identified staff areas of need and faith theme (virtues, permeation, prayer).
- School Based Staff Retreats (focus on virtues, recognizing God’s goodness in self and others).
- Support attendance at SPICE (Sharing Purpose in Catholic Education) and Blueprints.
- Continue and expand the subject area permeation project with high school teachers.
- Refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources.
- Sharing of best practices regarding assessment in Religious Education.
- Division supported book study: “Educating for Eternity: A Teacher’s Companion for Making Every Class Catholic”, Brett Salkeld, Ph.D.
- Grade level and subject specific presentations regarding human growth and development, physical education, and wellness outcomes through a Catholic lens.



DOMAIN 1:

GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: “The fundamental condition for being an effective Catholic educator is being in a relationship with Jesus Christ. If a teacher cannot witness to his or her relationship to Jesus in word and action, they simply cannot introduce others to Christ, which is the core mission of the Church.”

*Growing Forward
2014 Catholic Education Symposium*

“Schools prepare students to relate the Catholic faith to their particular culture and to live that faith in practice.”

*The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller*

MEASURES

1. STAR Catholic TEACHER/STAFF survey responses:

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

2. STAR Catholic ELEMENTARY survey responses:

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

3. STAR Catholic SECONDARY survey responses:

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

4. STAR Catholic PARENT survey responses:

- My child has the opportunity to participate in religious celebrations and activities.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

1. Ensure students have access to effective and engaging Religious Education.

- Adhere to Religious Education time allocations as outlined in the Administrative Procedure.
- Assist staff in effectively accessing and utilizing endorsed religious education resources.
- Highlight aspects of the curriculum that focus on active participation, service, and permeation into daily living.

2. Provide opportunities for students to be involved in the liturgical life of the school.

- Invite and train students to help support school liturgical celebrations (e.g. altar servers, lectors, decoration committee, hosts for priest visits etc.).
- Provide learning opportunities for the whole school to learn about the various parts of the Mass and how to fully, actively, and consciously participate.
- Encourage students to lead and participate in the prayer life of the school.
- Support the development of student faith-leadership teams.

3. Support grade-level student retreats

- Ensure all students have the opportunity to participate in an annual retreat
- Connect grade-level retreats to the curricular themes of the religious education program and, if possible, the division theme (virtues).
- Use the 'STAR Catholic Best Practices for School-Based Retreats' document as a guide when planning retreats.

PROFESSIONAL LEARNING

- Refresh opportunities for effectively utilizing the Growing in Faith, Growing in Christ resources, as well as other grade level approved Religious Education resources.
- Sharing of best practices regarding assessment in Religious Education.
- Connect with the parish to provide students with specific liturgical training (altar servers, lectors, etc.).
- Leadership learning and training with student faith-leadership teams.
- Collaboration and planning opportunities for grade-level retreats through the Religious Education Committees or grade level teams.
- Provide guides and resources for engaging in various forms of prayer for both staff and students.
- Provide staff and student opportunities and resources for learning about the Holy Mass.



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.

Background: When staff and students understand Catholic social teaching, they understand how all people have inherent dignity and thus the call for Catholics is to seek the common good for all, especially the poor and marginalized.

“The Catholic school aims to form in pupils those particular virtues that will enable them to live a new life in Christ and help them to play their part in serving society and the Church.”

*The Holy See’s Teaching on Catholic Schools
Archbishop J. Michael Miller*

“What good is it, my brothers and sisters, if you say you have faith but do not have works?”

James 2:14

MEASURES

1. Anecdotal list of Division charity and social justice projects.

2. STAR Catholic TEACHER/STAFF survey responses:

- The school helps those less fortunate through charity, good works, and social justice.

3. STAR Catholic ELEMENTARY survey responses:

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

4. STAR Catholic SECONDARY survey responses:

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

5. STAR Catholic PARENT survey responses:

- The school helps those less fortunate (ex. Charity, good works and social justice).



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Encounter God's Goodness

1. Develop staff and student understanding of the role of virtues and Christian anthropology in acts of service.

- Support staff in identifying opportunities to embed virtues in projects.
- Students recognize their virtue development through project participation.
- Staff and students will encounter the individuals they are serving whenever possible.

2. Enhance use of the STAR Catholic Guide for Planning Charity and Social Justice Projects across all schools and grade-levels.

- Ensure all charity and social justice projects have incorporated components of faith learning, prayers, and Catholic social teachings.
- Involve students in project planning whenever possible.
- Connect with Catholic service organizations whenever possible.

3. Support schools in planning for Charity and Social Justice projects, tied to the liturgical and school year.

- Provide opportunities for long-range planning and choice of projects.
- Encourage projects that maximize staff and student participation.
- Strategically plan to maintain a balance between charity and social justice focused projects.
- When possible, partner with the local parish and/or Archdiocese.

PROFESSIONAL LEARNING

- Staff identification of charity and social justice topics and opportunities in Religious Education curriculum.
- Continued support and inservicing on STAR Catholic Charity and Social Justice Project Planning Guide and Forms.
- Connecting and collaborating with Catholic service agencies.
- Share resources regarding Catholic Social Teaching.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

Background: Parents are the first and primary educators of their children. Schools, with parent consent and involvement, share the responsibility of education which is acknowledged through the Church principle of subsidiarity. The Church supports schools in the work of educating the whole person. The Bishop ensures Church doctrine is adhered to and that the culture of the school is reflective of the Catholic Worldview. By seeking, facilitating and strengthening partnerships and the relationship between parents, the parish and the school, the faith community is made whole.

MEASURES

1. List of School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc.)

2. Summary of involvements between home, school, parish, and parish priests.

3. STAR Catholic TEACHER/STAFF survey responses:

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

4. STAR Catholic ELEMENTARY survey responses:

- I have the opportunity to participate in religious celebrations and activities.

5. STAR Catholic SECONDARY survey responses:

- I have the opportunity to participate in religious celebrations and activities.

6. STAR Catholic PARENT survey responses:

- My child has the opportunity to participate in religious celebrations and activities.
- Faith is incorporated into school communications.
- I am invited to school faith events.



IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

Encounter God's Goodness

1. Build and enhance relationships between the parish and schools.

- Plan for regular meetings between the parish priest and school administration (as per Archdiocese Standards for Preparing Children and Youth for the Sacraments).
- Invite the parish priest and parish staff to participate in various school activities (sports tournaments, art walk, spirit rallies, open house events, staff meals, Catholic Education Week, etc.).
- Invite parishioners to share areas of expertise and faith witness with students, especially centered around virtues and supporting charity/social justice work in the community.
- Celebrate the Holy Mass in local the parish whenever possible.
- Provide opportunities for small groups/grade-level staff to meet with the parish priest for fellowship and relationship building (weekly/monthly).

2. Engage in relationship building and faith connection activities.

- Communicate to stakeholders, the liturgical year celebrations (Advent, Christmas, Lent, Easter).
- Plan and invite families and parish groups to social activities (e.g. board games night, dinner and dance, craft activities).
- Recognize and celebrate parishioners who have been active in school life utilizing school and parish platforms.

3. Enhance communication pathways.

- Intentionally share faith events through social media platforms.
- Share parish information and events with families.
- Invite the local priest to contribute to newsletters/social media campaigns etc.
- Encourage staff and family participation in sacramental preparation and other youth activities in the local parish.

PROFESSIONAL LEARNING

- Provide and utilize resources and professional development on the Holy Mass.
- Share best practices for communication between parish-home-school.





DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

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

Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

Background: Student mental health is a complex issue with many components. Many divisions and many provinces are strategically moving forward with initiatives and work related to student mental health. STAR Catholic data has shown increased rates of high anxiety in the student population. This appears to be a concern province-wide. Parents, staff, and students all indicate a concern with the mental health of today's students.

MEASURES

1. STAR Catholic STAFF survey responses:

- I am able to develop trusting relationships with the students in my care.
- I am able to support the social and emotional well-being of the student(s) I work with.
- I am able to effectively support student regulation.
- Our school has internal supports and structures to assist students with their social and emotional well-being.
- The Third Path provides a framework that assists me in supporting students.

2. STAR Catholic STUDENT survey responses:

- (Elementary) At my school there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in my school.
- My school is a place where I feel I belong.
- I know how to get help if I am struggling with my mental health.
- I have a trusted adult in my school who I can ask for help.
- I learn how to manage my emotions in stressful situations.
- I have opportunities to be involved in and connected to my school.
- I feel safe at school.
- I have a friend at school.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Deepen understanding and awareness of foundational elements of social, emotional, and physical well-being.
 - Continue implementation of high school Mental Health Literacy curriculum to promote understanding of mental health.
 - Continued implementation of the The Third Path framework.
- Continue to build and sustain strong connectivity between students and staff.
 - Ensure all schools have identified staff appropriately trained to support mental health.
 - Continue to provide training and support to Family School Liaison Workers and school-based counselors.
 - Model and practice the essential conditions of the Third Path.

PROFESSIONAL LEARNING

- Mental Health Literacy Curriculum inservice and implementation (High School).
- Deepen understanding of mental health and stigmas attached to mental health.
- Social-Emotional professional development and classroom presentations and resource supports.
- Educational opportunities to explore resiliency and skill building.
- Continue Community of Practice for Family School Liaison Workers and school-based counselors to support student wellness (book study, outside agency presentations, etc.).
- School presentations on Trauma Informed Practices to support organizational change.
- Violent Threat Risk Assessment Level 1 training.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: PAT Acceptable/Excellence & Diploma Exam Acceptable/ Excellence

Background: The ministry develops and implements curricula 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.

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

MEASURES

Provincial Achievement Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303).

Diploma Exams

- The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.
 - Overall and specific course results for all students;
 - Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
 - Overall and specific course results for students who require and receive English language supports (codes 301/303).

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Explicit teaching of test taking strategies and self-regulation.
- School Leadership Teams utilize data from the provincial assessments to drive instructional practices.
- Identify required accommodations for students needing extra support such as English as an Additional Language Learners.
- Assist teachers in identifying students who need intervention, including enrichment.

PROFESSIONAL LEARNING

- Inservice teachers on evidence-based test taking strategies and self-regulation.
- Work with Central Office staff or outside experts to analyze data and interpret results.
- Review how formative assessment can drive ALL interventions, including enrichment to assist students in moving from the acceptable standard to the standard of excellence.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Early Years Literacy & Numeracy Assessments

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

Background: Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world. We want our students to develop strong literacy skills so that they can confidently access and critically evaluate information and communicate in a way that is effective and appropriate to the context. It is important for our students to have strong numeracy skills so they can interpret quantitative and spatial information to make informed decisions throughout their lives.

MEASURES

School authorities must provide a summary of their literacy and numeracy results for students in grades one to three that includes:

- 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; and
- A summary of support strategies used for students identified as being at risk at each grade level.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- **Create a data driven culture that supports all students.**
 - Analyze diagnostic assessment data to identify and address trends at the school and Division levels.
 - Assessment data will identify students in need of targeted and intensive supports, including gifted students.
 - Increase proficiency and understanding of intervention tools.
 - Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports.

PROFESSIONAL LEARNING

- Inservice all teachers on:
 - Utilizing assessment data to identify student needs and refine instruction.
 - Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: High School Completion

Background: High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life. High School Completion Rate is measured by the percentages of students who completed high school within three, four and five years of entering Grade 10.

MEASURES

- High school completion rate of students within three and five years of entering Grade 10.
 - Results and evaluations for all students;
 - Results and evaluations for self-identified First Nations, Métis, and Inuit students; and
 - Results and evaluations for students with English language learning needs (codes 301/303).

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Key school personnel analyze district, school, classroom, and individual student data to make informed decisions and provide early interventions that have the greatest positive impact.
- High schools' Student Advisors track student course completion towards graduation.
- Staff work with students to acquire courses needed through STAR Outreach or St. Isidore Learning Center.
- School Intervention Teams (SIT) meet to discuss and wrap around at-risk students with supports.
- Schools, in conjunction with the Director of Student Services, will monitor attendance, as well as access the Office of Student Attendance & Re-engagement (OSAR), to work collaboratively with all stakeholders to improve attendance.
- English Language Learner best practices are utilized to support student achievement.
- Indigenous Education Coach works with school staff to help connect with Indigenous students and their families to support graduation.

PROFESSIONAL LEARNING

- MyBlueprints training will be made available to all staff to help monitor and support graduation plans.
- Continue the Sheltered Instruction Observation Protocol (SIOP) training for English As an Additional Language Leads.

DOMAIN 2:

STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Citizenship

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.

MEASURES

- Teacher, parent and student agreement that students model the characteristics of active citizenship.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers;
 - Parents; and
 - Students.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Focus on the foundational conditions of The Third Path, which are safety and belonging in schools.
- Positive communication and connections are created and maintained between the school staff, the student, and their family.
- Focus on building strong and meaningful connections between students and at least one adult in their school.
- Ensure student access to mentorship programs, career counseling opportunities, and family-school liaison workers in order for students to find the support they need to graduate.
- Monitor attendance by working with the Settlement Workers in Schools (SWIS) to identify and reduce barriers that affect students new to Canada.
- English as an Additional Language Learner strategies are utilized to focus on developing Cultural Awareness.

PROFESSIONAL LEARNING

- Continued inservicing of The Third Path framework, which is a relationship-based education that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.
- Provide professional development for administrators on disciplining with dignity.
 - Catholic teachings on:
 - forgiveness and reconciliation
 - dignity of the human person
 - reconciliation strategies/restorative practices
- Family School Liaison Workers and Learning Support Facilitators are inserviced on increasing cultural awareness in schools.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

Provincial Goal: Student learning engagement.

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

MEASURES

- Teacher, parent, and student agreement that students are engaged in their learning at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers;
 - Parents; and
 - Students.
- Graph of Overall Authority Results
- A visual demonstration of the overall satisfaction of the Division community with quality of education.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students to target specific areas of growth.
- Differentiation - As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units.

PROFESSIONAL LEARNING

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.



DOMAIN 3: TEACHING & LEADING

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

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

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. You can find our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) on our website: www.starcatholic.ab.ca

Background: Teacher professional learning is important in that it allows teachers to develop the skills and pedagogy necessary to meet the needs of all learners. Professional learning is important in all stages of a teacher's career, especially as curriculum and society progress.

"Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study."

Teaching Quality Standard, Alberta

"A Teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning."

Teaching Quality Standard, Alberta

MEASURES

1. STAR Catholic TEACHER/STAFF survey responses:

Staff (Teachers)

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

Staff (Support Staff)

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

1. Increase staff awareness of evidence-based practices that enhance the quality of supports, teaching, learning and leading.

Elementary Teachers

- Deepen understanding of universal screeners and intervention supports for literacy and numeracy.
- Scaffolded implementation of new curriculum:
 - Deepen understanding of and embed identified essential outcomes into pedagogical practices.
 - Create frameworks for subject area progressions.
 - Continue to collaborate to create unit plans.
 - Provide targeted professional development to support French Immersion teachers.

Secondary Teachers

- Introduce new curriculum as it is released.
- Enhance and deepen staff use of universal tools, such as:
 - Read and Write Google- Literacy
 - Equatio - Numeracy
 - My Blueprints - graduation planning

IMPLEMENTATION PLAN & STRATEGIES

Administrators

- Mentorship for new administrators.
- Regular professional development provided at Admin Meetings, which is related to the Leadership Quality Standard and the Marks of a Catholic Leader.
- School administrators, in collaboration with their School Leadership Team, create a strategic Professional Development Plan that addresses Education Plan goals.

Educational Assistants

- Provide opportunities for job-specific training.
- Strive to include educational assistants in school-based professional development opportunities.

Administrative Assistants & Learning Commons Staff

- Virtual meetings focused on job-contextual needs.

PROFESSIONAL LEARNING

- A variety of professional development sessions related to the Teaching Quality Standards and the Division's Education Plan will be offered to schools.
- Curriculum implementation collaboration days for Kindergarten to Grade 6, in alignment with the Alberta Education implementation plan.
- Utilize external learning consultants for subject specific areas.
- Provide professional development and/or resources to enhance and deepen staff use of universal tools.
- Learning Day
- ATA Institute Day
- Reflection Day
- Educational Assistant Conference Day
- Administrative Assistant Day



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 to be involved in leadership.

Background: Teaching is no longer an isolated profession where classrooms are closed and teachers work in isolation. Teachers are expected to collaborate for the betterment of both teaching and learning. School and system success are likely when staff are provided opportunities, both formal and informal, to collaborate with others.

“Quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.”

Teaching Quality Standard, Alberta

“Collaborating with other teachers to build personal and collective professional capacities and expertise” helps teachers in their own learning and results in improved teaching and learning.

Teaching Quality Standard, Alberta

MEASURES

1. STAR Catholic TEACHER survey responses

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

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

1. Consolidate guiding frameworks for leadership roles, which establish roles and responsibilities.

- School Leadership Teams (SLT)
- Student Intervention Teams (SIT)
- Professional Learning Communities (PLCs)
- Religious Education Committee
- Indigenous Education Leads
- Learning Support Facilitators
- PowerSchool Leads
- Counsellor &/or Family School Liaison Workers
- Crisis Intervention Team

2. Continued Divisional meetings for leads (i.e. REC, Indigenous Education, etc.).

3. Assign FTE to Religious Education Coordinators, Indigenous Education Leads, and Learning Support Facilitators.

PROFESSIONAL LEARNING

- Learning sessions at Administrator Meetings
- Mentorship for new school administrators
- Leads in each school assist in sharing resources and supporting staff
- Regular meetings with school leads that include components of professional development
- Committee opportunities regarding emergent issues (i.e Report Card Committee, etc.)
- Continued participation in the ExCEL (Excellence in Catholic Education Leadership) cohort with other Catholic school divisions and Newman Theological College.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness.

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

MEASURES

1. STAR Catholic TEACHER/STAFF survey responses

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness.
- I understand the different dimensions of wellness into my own life (i.e. physical, social and emotional).
- We learn about and incorporate wellness in my workplace.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

1. Foster positive organizational culture.

2. The division will build an awareness amongst staff of the Dimensions of Wellness, specifically focusing on:

Social: Develop a sense of connection, belonging, and a well developed support system.

- Create structures that facilitate open and respectful communication.
 - Central Office newsletters (i.e. Wellness Wisdom).
 - Communication following lead meetings to ensure continuity between central office and school sites.
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (i.e. Mental Health Literacy, Third Path Framework, Supporting Individuals Through Valued Attachment, Traumatic Events Systems).

Emotional: Coping effectively with life and creating satisfying relationships.

- Facilitate connection opportunities to build relationships.
 - Model and provide opportunities for wellness activities with staff.
- Build awareness of confidential supports.
 - Share access information from Alberta School Employee Benefit Plan (Ink Blot etc.).
 - Foster and deepen effective relationships with community supports.

Physical: Recognizing the need for physical activity, diet, sleep and nutrition.

- Increase awareness of Health and Wellness account.
- Sharing best practices in division newsletters and administrator meetings.

PROFESSIONAL LEARNING

- Continued support for the utilization of the Third Path Framework for staff.
- Professional development on the Dimensions of Wellness, specifically social, emotional, and physical wellbeing.
- Traumatic Event Systems (TES) Training for school teams.
- Division supported wellness activities and events.
- Share how to access confidential supports available to employees (i.e. ASEBP & Inkblot, other service providers).
- Model wellness strategies at administrator meetings.
- Continue sharing wellness strategies through Central Office communications.

DOMAIN 3: TEACHING & LEADING

Provincial Goal: Education Quality

Outcome: 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.

This Provincial measure is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

Strategies utilized by STAR Catholic, as well as the insights, conclusions, and implications drawn from them, demonstrate that STAR Catholic supports teaching and leadership quality through professional learning and evaluation.

MEASURES

- Teacher, parent and student satisfaction with the overall quality of basic education.
- Results and evaluations for each respondent group:
 - Teachers;
 - Parents; and
 - Students.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Increased use of formative assessment strategies including peer and self-assessment to increase engagement.
- Continued use of screeners and interventions for elementary students to target specific areas of growth.
- Differentiation: As curriculum is implemented, teachers will strive to include voice and choice when planning collaborative units.

PROFESSIONAL LEARNING

- As teachers are learning about the new curriculum and assessment, engagement strategies will be embedded in their professional learning.
- Differentiation will be a focus when planning units as curriculum is implemented.



DOMAIN 4:

LEARNING SUPPORTS

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

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

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

Background: The foundation of this goal is based on incorporating the four principles of Foundational Knowledge through:

- Knowing — Learning about culture, language, significant historical events, and current contextual realities that have an impact on First Nations, Métis, and Inuit people and student learning.
- Being — Creating relationships with First Nations, Métis, and Inuit communities in our region.
- Doing — Lifelong learning that builds capacity for teaching First Nations, Métis, and Inuit content and perspectives for all students.
- Relating/Belonging — Fostering a sense of belonging by creating spaces and places that acknowledge and honor First Nations, Inuit, and Métis people.

MEASURES

1. Our Indigenous stakeholders will be engaged on what is valued as success within their community for additional measures.

2. STAR Catholic STUDENT survey responses (Self-identified Indigenous only):

- My school is a place where I feel I belong.
- I feel safe at school.
- I have a friend at school.
- (Elementary) At my school there is at least one adult who listens and cares about me.
- (Secondary) I have a positive and healthy relationship with at least one adult in my school.

3. STAR Catholic STUDENT survey responses (All Elementary):

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

4. STAR Catholic STUDENT survey responses (All Secondary):

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

5. STAR Catholic SUPPORT STAFF survey responses:

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

6. STAR Catholic TEACHER survey responses:

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

MEASURES

7. Provincial measures:

- Graduation rates
- Transition to Post-Secondary
- Provincial Achievement Exam results
- Diploma results

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Consulting First Nations, Métis and Inuit stakeholders to create a strong foundation and relationships to build the Division's future planning.
- Knowing:
 - Provide Professional Development for Indigenous Education Leads who will share their learning with staff.
 - Enhance understanding of how to be culturally aware and sensitive.
- Being:
 - Develop a contact list of Elder(s) and Knowledge Keepers for each community (i.e. Leduc/Beaumont, Drayton Valley, Lacombe/Ponoka/Wetaskiwin).

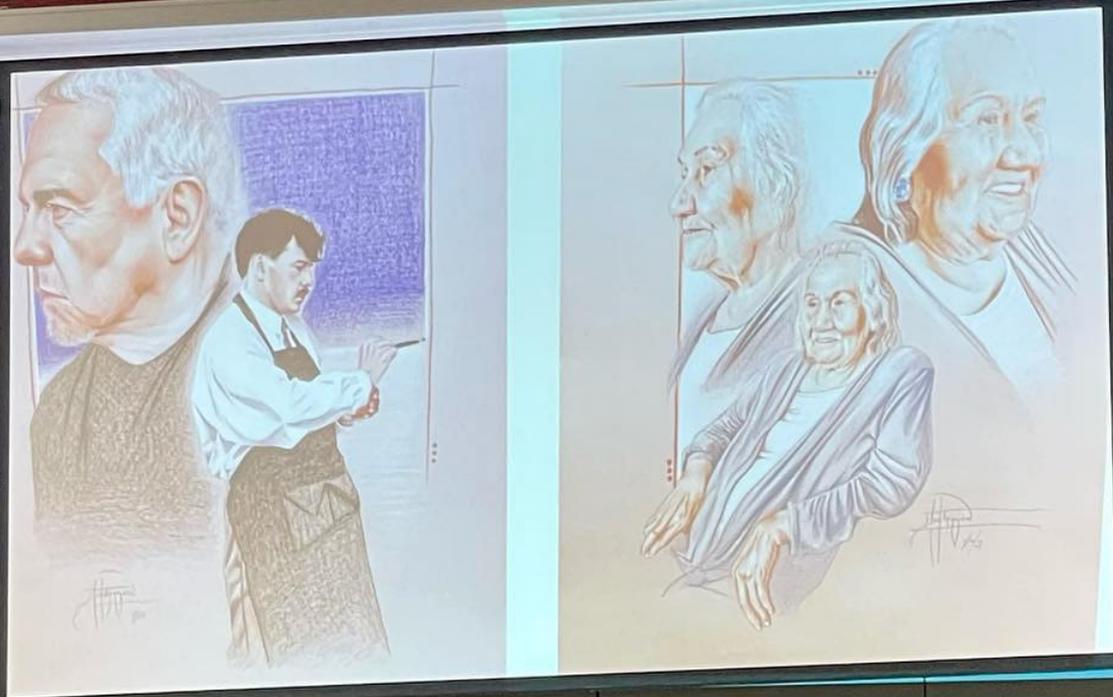
Create stakeholder engagement groups to consult on success markers, priorities and strategies in the Education Plan, and to build an implementation plan for the Division. These groups will consist of Elders, caregivers, parents, students, and Indigenous staff.

- Doing:
 - Collaboration with stakeholders, elders, caregivers, students and families to build trust.
 - Create a cohort of elders and knowledge keepers.
 - Form a First Nations, Métis and Inuit Stakeholder Advisory Group.
- Relating/Belonging:
 - Facilitate, design, and create Indigenous spaces and prominent visuals within the schools.

PROFESSIONAL LEARNING

- Provide opportunities to support teachers in their ability to meet the Teacher Quality Standards relating to Indigenous education.
- STAR Indigenous Education Leads will receive professional development about learnings from elders and knowledge keepers.





DOMAIN 4:

LEARNING SUPPORTS

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

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

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

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

Background: STAR Catholic has been using the Response to Intervention framework for over ten years. The framework is founded on three tiers and principles. Tier 1 is meant to focus on quality core instruction with the goal of meeting 85% of students' needs. Tier 2 is focused on providing approximately 10% of students who struggle with concepts and curriculum in tier 1, with additional short-term interventions, often provided in small groups or individually. Tier 3 is meant to assist approximately 5% of students with intensive interventions, often for longer periods of time. This assistance is most often very strategic and longer term.

MEASURES

1. STAR Catholic TEACHER survey responses:

- Please rate your understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
- I use data to establish intervention targets for students who have not mastered core concepts.
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.
- I am comfortable with utilizing available intervention strategies, tools and supports.
- I provide criteria for assignments to students (i.e. outlines, rubrics).

2. STAR Catholic STUDENT survey responses (Elementary):

- In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask.
- I get feedback from my teacher on assignments.
- I know what is expected on assignments (i.e. outlines, rubrics).
- I have opportunities to practice and improve my learning before a test.

3. STAR Catholic STUDENT survey responses (Secondary):

- I understand how I learn best and am able to communicate this with my teacher.
- Adults help me when I ask.
- I get feedback from my teacher on assignments.
- I know what is expected on assignments (i.e. outlines, criteria, rubrics).
- Teachers provide exam outlines, so I know what to study.
- I have opportunities to practice and develop my understanding before a test.

4. STAR Catholic PARENT survey responses:

- My child receives the support he/she needs to be successful in school.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Foster a culture of high expectations that supports diversity and learner differences.
 - Deepen staff understanding on the purpose of assessment.
 - » Create a common understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
 - » Analyze and utilize assessment data to identify student needs and refine instruction.
 - Create a data driven culture that supports all students.
 - » Analyze diagnostic assessment data to identify and address trends at the school and division levels.
 - » Assessment data will identify students in need of targeted and intensive supports, including gifted students.
 - » Increase proficiency and understanding of intervention tools.
 - » Utilize the Specialized Learning Support Team (i.e. Speech Language Pathologist, Occupational Therapist, Division Wellness Coordinator) to provide tiered supports.

PROFESSIONAL LEARNING

- Inservice all teachers on:
 - The Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
 - Utilizing assessment data to identify student needs and refine instruction.
 - Data driven instruction and interventions, including progress monitoring strategies and structures. This will include strategic documentation and monitoring of student growth to respond to student needs.
- Inservice targeted staff on the Implementing a Continuum of Supports and Services framework.



DOMAIN 4:

LEARNING SUPPORTS

Provincial Goal: Welcoming, Caring, Respectful, and Safe Learning Environment

Outcome: 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.

Background: 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.

MEASURES

- Teacher, parent, and student agree that learning environments are welcoming, caring, respectful, and safe.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers;
 - Parents; and
 - Students.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Continued work and development in The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement.
- Schools are encouraged to share the ways that a safe and caring environment is cultivated within the school community (i.e. Pink Shirt Day, friendship clubs/groups, school celebrations, etc.) through social media channels.
- The Division follows the ARTO Process “Assessment at Risk to Others”.
- The Division uses the “Supporting Students through Valued Attachments” (SIVA) Model.

PROFESSIONAL LEARNING

- Mental Health Go-to Educators refresher learning sessions for The Third Path and Mental Health Literacy.
- Mental Health Go-to Educator Community of Practice focuses on sharing of best practice.
- Sessions for staff that focus on trauma-informed care, grief, and loss.
- The Division Wellness Coordinator offers student, staff and parent sessions.
- Administrators renew and new administrators are trained in VTRA levels 1 and 2.
- Annual Supporting Students through Valued Attachments (SIVA) training for educational assistants and teaching staff.
- Annually review Suicide and Risk Assessment Protocol with administrators and FSLWs.

DOMAIN 4:

LEARNING SUPPORTS

Provincial Goal: Access to supports and services

Outcome: 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.

MEASURES

- Teacher, parent, and student agreement that students have access to the appropriate supports and services at school.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers;
 - Parents; and
 - Students.

IMPLEMENTATION PLAN & STRATEGIES

SCHOOL AND DIVISION SUPPORTS

- Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator)
- School Learning Support Facilitators
- Family School Liaison Workers
- Division Crisis Response Teams
- External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)
- Early Intervention Programming
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.)
- Success in Schools Program for children and youth in provincial government care
- Settlement Workers in Schools
- Wellness Resiliency and Partnership (WRAP)

PROFESSIONAL LEARNING

- A portion of every Family School Liaison Worker (FSLW) meeting focuses on best practices for communicating with parents and providing connections to outside supports.
- Continue to build capacity of Crisis Response Team members
- School Learning Support Facilitators collaborate with community partners:
 - Settlement Worker in Schools (SWIS)
 - Wellness Resiliency and Partnership (WRAP)
 - Primary Care Network

DOMAIN 5: GOVERNANCE

PARENTAL INVOLVEMENT

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 child’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)

MEASURES

- Teacher and parent satisfaction with parental involvement in decisions about their child’s education.
- Results and evaluations for the overall measure and each respondent group:
 - Teachers; and
 - Parents.

IMPLEMENTATION PLAN & STRATEGIES

STRATEGIES

- Senior Administration will model communication strategies, stakeholder involvement with activities and decision making.
- Schools will be strategic in consulting stakeholders regarding their Education Plans.

PROFESSIONAL LEARNING

- Council of School Councils (COSC) will share their preferred methods for the following:
 - Communication
 - Involving parents in school activities
 - Offering opportunities to involve parents in decision making
- Admin will be inserviced and will share best practices in:
 - Communication
 - Involving parents in school activities
 - Offering opportunities to involve parents in decision making

BUDGET REPORT

To view STAR Catholic School Division’s Budget Report, please visit our [website](#).

CAPITAL PLAN

To view STAR Catholic School Division’s Capital Plan, please visit our [website](#).

INFRASTRUCTURE MAINTENANCE & RENEWAL

To view STAR Catholic School Division’s IMR Projects, please visit our [website](#).

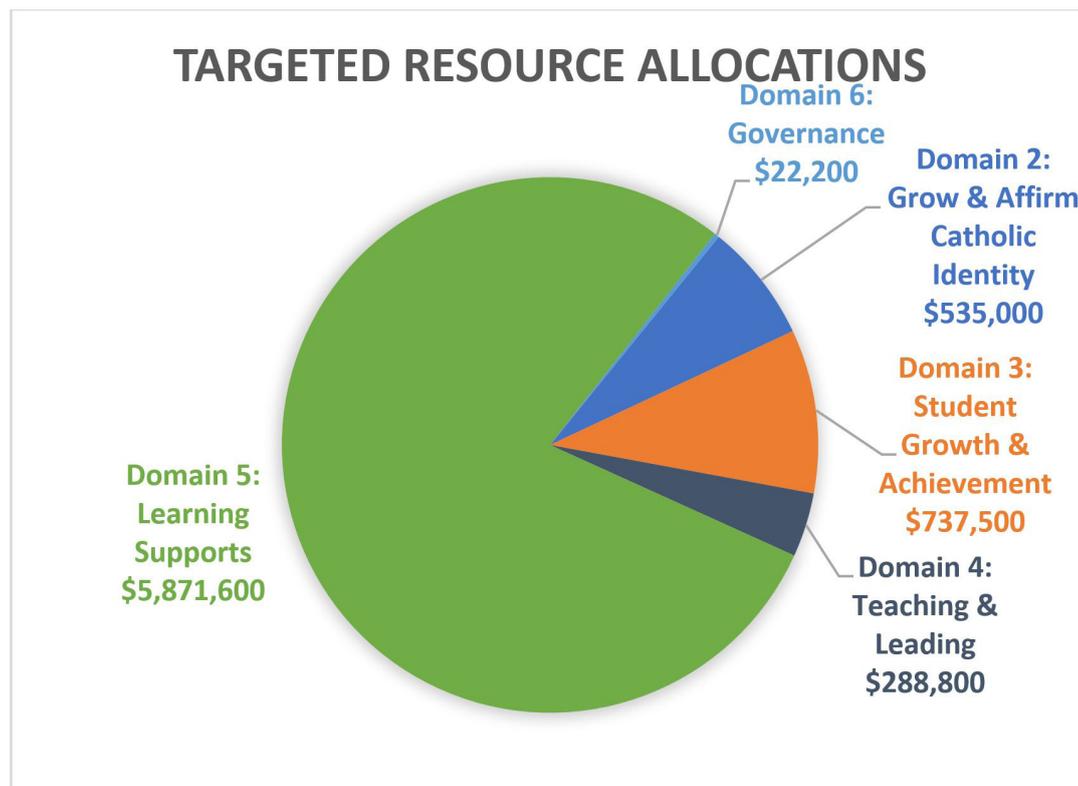
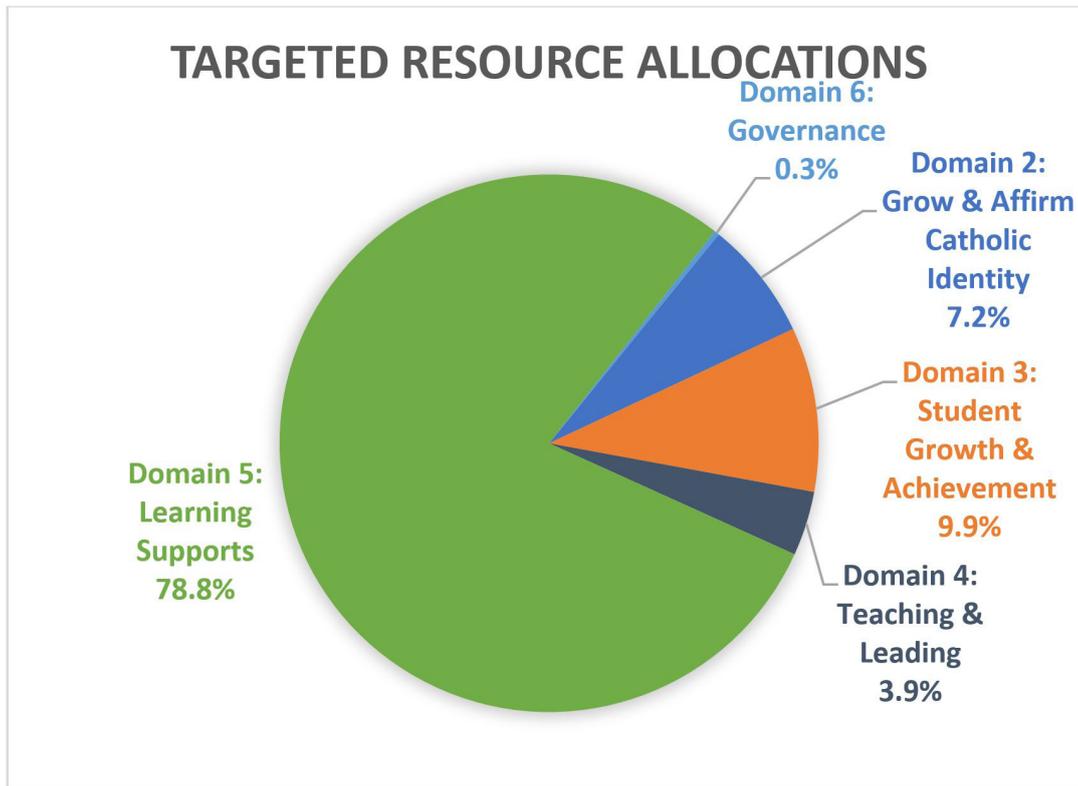


MAKING POWER FROM TORN AIR
When the wind blows over the blades, they spin and create electricity. This is how wind turbines work. They use the power of the wind to generate electricity. Wind turbines are a clean and renewable source of energy. They don't produce any pollution and they don't need any fuel. Wind turbines are a great way to harness the power of the wind.

MATH?
What if these numbers talk?
Solve the puzzle!
99

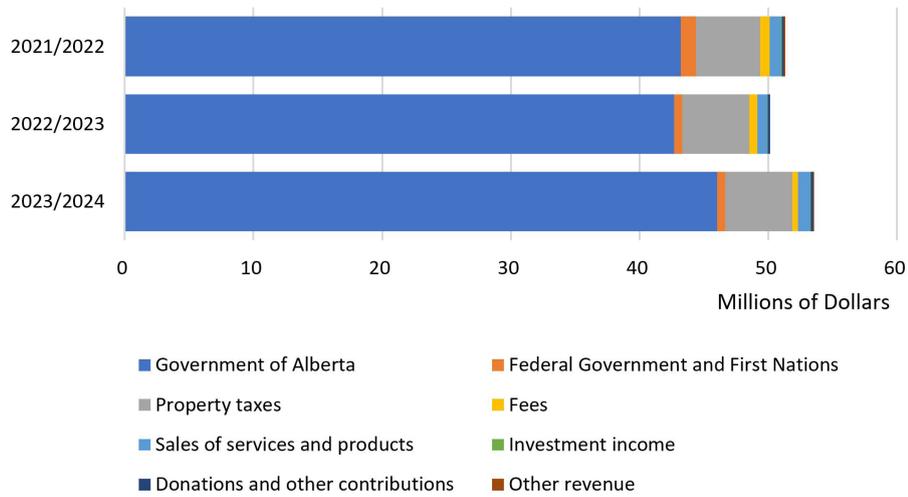
test
the top class?
CLIMB

FINANCIAL INFORMATION & CHARTS

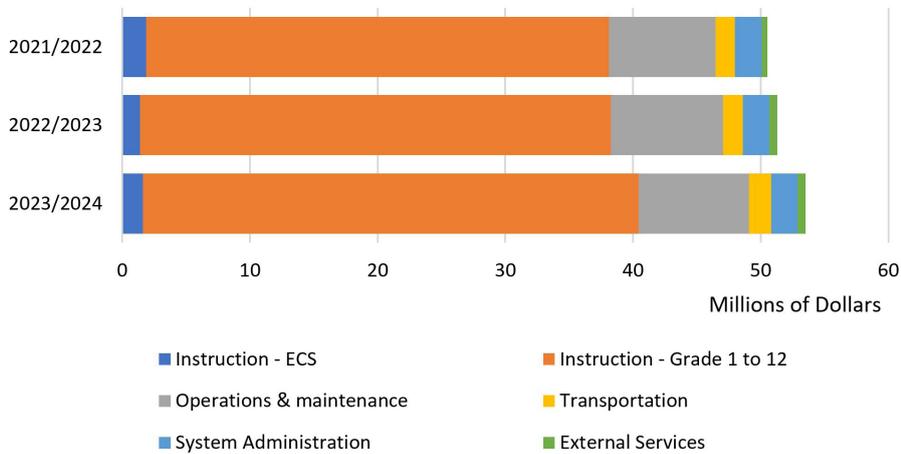


FINANCIAL INFORMATION & CHARTS

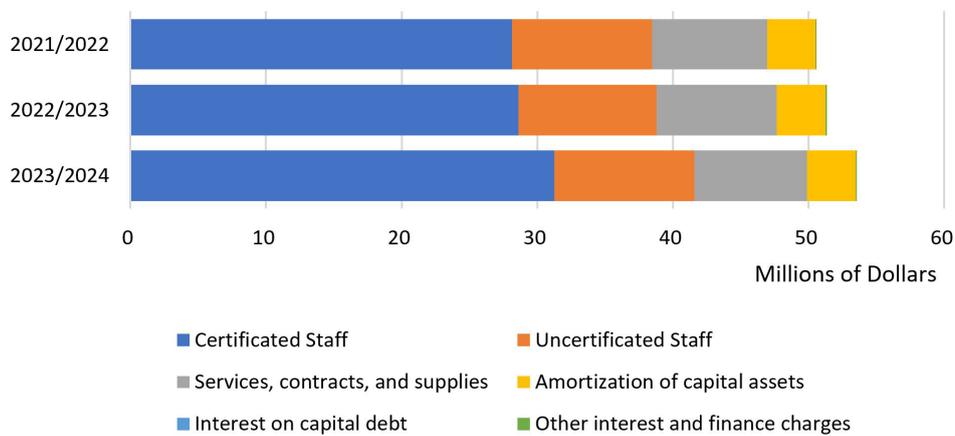
Revenues



Expenses by Program



Expenses by Category



SUPPLEMENTAL DOCUMENTS

The following documents may be viewed on our website:

- Audited Financial Statement Provincial Roll ups
- Audited Financial Statements for the Year Ended August 31, 2022
- Administrative Procedure 505 – Mandatory Fees
- Alberta Education Results Report (AERR)
- Executive Summary
- AP 492 – Public Interest Disclosure (Whistleblower Protection)



STAR CATHOLIC SCHOOLS

Beaumont

SCHOOLS

Académie Saint-André Academy

(K to Grade 4)

Principal: Curt Baron

780-929-2961

École Mother d'Youville School

(Grades 5 to 9)

Principal: Jordan Robinson

780-929-0792

PARISH

St. Vital Parish

4905 - 50 Street

st.vitalchurch@shaw.ca

780-929-8541

Drayton Valley

SCHOOLS

Holy Trinity Academy

(Grades 9 to 12)

Principal:

Jamie Beauchamp

780-621-5735

St. Anthony School

(Pre-K to Grade 8)

Principal: Melissa Highfield

780-542-4396

PARISH

St. Anthony Parish

4708 - 50 Avenue

stanthony.draytonvalley@caedm.ca

780-542-5254

Lacombe

SCHOOL

Father Lacombe

Catholic School

(K to Grade 9)

Principal:

Maria Wagner

403-782-9345

PARISH

St. Stephen's Parish

5128 53 Street

ststephen.lacombe

@caedm.ca

403-782-3514

Leduc

SCHOOLS

Christ The King

School

(Grades 9 to 12)

Principal: Dean Heck

780-986-6859

École Notre Dame School

(Pre-K to Grade 6)

Principal:

Monique Teller - Phillips

780-986-9300

St. Benedict School

(Pre-K to Grade 6)

Principal: Connie Greer

780-986-7480

Father Leduc

Catholic School

(K to Grade 8)

Principal: Darren Schneider

780-986-0045

STAR Catholic

Outreach School

(Grades 10 to 12)

Principal: Dean Heck

780-980-0955

PARISH

St. Michael Parish

5105 - 45 A Street

stmikerc@telusplanet.net

780-986-3253

Ponoka

SCHOOL

St. Augustine School

(Pre-K to Grade 12)

Principal: Kari-Anne David-

son

403-704-1155

PARISH

St. Augustine Parish

5113 - 52 Avenue

stachurch@shaw.ca

403-783-4048

Wetaskiwin

SCHOOL

Sacred Heart School

(K to Grade 9)

Principal: Tara McBride

780-352-5533

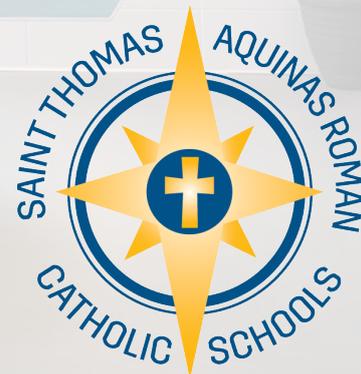
PARISH

Sacred Heart Parish

5113 - 49 Avenue

sheart@incentre.net

780-352-2365



SENIOR ADMINISTRATIVE STAFF

Charlie Bouchard — Superintendent

Laurie Kardynal — Assistant Superintendent, Learning Services

Tara Malloy — Assistant Superintendent, Human Resources & Technology

Ed Latka — Secretary-Treasurer

Kim Beaupré — Executive Assistant

CONTACT INFORMATION

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